



Marden Senior College 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Marden Senior College Number: 0583

Partnership: Central East

Name of School Principal:

Stephen Inglis

Name of Governing Council Chair: Date
of Endorsement:

Les Dennis

School Context and Highlights

Marden Senior College is an unzoned specialist secondary college. Our cohort typically consists of students over 16 years of age, who often make the choice to study at Marden because they are ready for an environment that helps them take adult responsibility for their progress with support from quality teachers. Over 1000 students attended the College in 2016, with a peak FTE of 609 students. We cater for a diverse cohort of students in age, cultural background, school background, interests, pathway goals and geographic location. See Appendix 1 for graph of enrolment trends over the last 4 years. Student achievement, in both SACE and VET results, was again outstanding in 2016. SACE Stage 2 results were particularly impressive with 97% of students undertaking subjects at Marden Senior College (MSC) achieving a grade of C- or better, and of these:

- 38% of students achieved an A grade band result (compared to 24% state wide)
- 59 students achieved an A+, 39 of these students were resulted as A+ with merit

As a Registered Training Organisation (RTO), a large number of students undertake VET certificates. VET certificates contributed to 60% of MSC students SACE completion, with a very high 77% of students who enrolled achieving their VET goal (certificate, skill set or statement of attainment).

Another highlight of 2016 has been the increased student involvement in College life beyond classes and greater parent involvement. Combined with the strong learning achievement focus, these have contributed to a great sense of purpose and community at Marden. Highlights include:

- A strengthening of the teacher mentor role
- An increasing range of extra curricular activities, including: activities marking occasions such as Literacy Week, Science Week and Harmony Day; lunchtime activities such as chess, and table tennis tournaments, and the inevitable College BBQs. Marden also competed successfully in the annual Cross College Soccer Tournament.
- A continued integration of real life experiences into the curriculum including activities such the human powered Pedal Prix team and utilizing our own patch along the River Torrens
- Significant contributions by our annually elected Student Government Association
- Greater parent involvement starting with the successful 'Meet the Mentor' and parent-teacher interview evenings conducted in Term 1. Parent representation on the Governing Council for the first time and improved parent data and information access via Daymap and other online mechanisms.

Governing Council Report

Over the past 12 months there has been significant development and progress to enhance the learning opportunities at Marden Senior College for its diverse student population. The Governing Council has been well informed and has made some important decisions to enable the college to be a leading educational facility within South Australia. It is fitting that I, on behalf of the Governing Council, acknowledge the excellence of the Management and teaching staff that has produced high academic achievements amongst the student body. We extend congratulations to all the graduating students and those who have highly achieved in their studies.

There are many highlights to report on and I mention some of these now, whilst other areas are reported elsewhere in this Annual Report.

The Governing Council has been served well with a diverse membership of decision makers that I wish to personally thank. The constitution of the Governing Council now provides for parent representation as a reflection of the younger cohort and the makeup of the student body.

It has been a desire of the Governing Council to support the building refurbishment and associated technology upgrading as recommended by college management. This has been done with the establishment of a Site Master Plan. It was agreed that ongoing alternative funding would be provided with the support of the local Christian Churches to maintain the work of the Pastoral Care Worker after a loss of government funding.

There are a number of achievements that the Governing Council applauds including the sound management of the college in regards to good financial accountability, improved facilities that are complementary to student learning. A staff team that are very much committed to learning plans for the students with a strong mentoring focus.

I acknowledge the support of the Student Government Association on the Governing Council and for the way they have supported their peers with events and community service.

With the establishment of the annual Site Improvement Plan which gives a strategic focus for the ongoing excellence towards learning, facility upgrading and a sense of a college community.

Establishment of strategies for marketing of the college as 'your pathway to success' is a further achievement reflected by student numbers and satisfaction of learning outcomes.

Thank you to the Principal, Stephen Inglis, his management team and all staff for working hard to continue to create an outstanding college.

Improvement Planning and Outcomes

Quality achievement outcomes for students is one of three strategic objectives of our 2016 Site Improvement Action Plan. Key actions included professional learning to better understand and implement teaching and learning strategies to meet needs of the 21st Century with a priority on: students as active learning participants in each and every class; conscious use of timely, positive feedback to students on their learning; and the strategic and effective use of learning technologies. Specific actions include: the development of a Teaching and Learning Framework describing what current and emerging best practices in teaching and learning looks like at MSC; refurbishment of the ground floor learning spaces and associated new technologies with a purpose built collaborative learning space; ongoing refinements to blended learning provision with online learning evident in all subjects and a more coordinated use of Daymap and Moodle, including the introduction of student reports available to students and parents via Daymap portal.

Continued focus on increasing SACE completion and wellbeing priorities through:

- Consolidation of attendance improvement strategy initiatives
- Clarify and improve student monitoring and intervention strategies, including refinements to the mentor process
- Whole school implementation of the MindMatters program as a basis for monitoring and improving student and staff mental health and wellbeing outcomes

See Appendix 2 for a summary of progress in learner achievement outcomes, retention and attendance, and key measures of student wellbeing.

Staff participation in professional learning and ongoing reflection on practice to challenge themselves, and take risks to improve their own, and student learning; and utilisation of student feedback to inform teacher effectiveness. Teachers participated in Professional Learning Communities that involved trialling aspects in class and sharing findings. The work of the Eastern Secondary network of schools, including a combined student free day focusing on the collaborative moderation process, continues to flourish.

Communications with parents remained a priority this year and will continue to be so for 2017. Actions to achieve this include improved parent contact opportunities through refinements to 'meet the parent' evenings, parent-teacher interviews, enhanced parent interaction online via the Daymap parent portal, and building upon parent representation on Governing Council for the first time in 2016.

As a non-zoned school of choice marketing is a high priority for the College and a diverse range of marketing strategies were enacted. Other important community connections include a strengthening of links with South Australian universities and maintenance of links with the 81 home schools from where students attend the College.

South Australian Certificate of Education - SACE

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

2014	2015	2016
94%	96%	95%

Data Source: SACE Schools Data reports, extracted January 2016.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	7%	7%	8%
A	15%	15%	17%
A-	16%	14%	13%
B+	11%	13%	12%
B	12%	13%	13%
B-	12%	10%	12%
C+	9%	10%	10%
C	9%	9%	7%
C-	4%	4%	4%
D+	2%	1%	2%
D	2%	2%	1%
D-	1%	0%	0%
E+	1%	1%	1%
E	1%	0%	0%
E-	0%	0%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

*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 that year.

2014	2015	2016
94%	92%	89%

Data Source: SACE Schools Data reports, extracted January 2016.

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

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or tradetraining	28%	29%	29%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	94%	92%	89%

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 463 students who completed at least one Stage 2 subject at Marden Senior College, 89 students were potential SACE completers, of which 79 successfully completed.

As a Registered Training Organisation (RTO) we also have a large number of students undertaking VET certificates. This year 60% of students based at Marden Senior College had VET certificates as a contributing part of their SACE completion.

Stage 2 SACE Results

Stage 2 student achievement in 2016 at Marden Senior College was outstanding, in the number of high achievers and overall successful completion rate. An impressive 97% of students undertaking subjects at Marden Senior College achieved a grade of C- or better. Of these:

- 38% of students achieved an A grade band result (compared to 24% state wide)
- 59 students achieved an A+, 39 of these students were resulted as A+ with merit

Overall student achievement data is very positive, whether it be outstanding student achievers, or the % of students achieving the required standard (at or beyond the C grade band). This continued improvement indicates the expertise and confidence teaching staff have in their subject area performance standards and assessment requirements, and their dedication and hard work at an individual student level. MSC continued to offer a wide ranging Stage 2 curriculum during 2016 and monitored enrolment trends in response to the implementation of the SACE at this level. See Appendix 4: Stage 2 SACE Results for further information.

Stage 1 SACE Results

A total of 509 individual results were recorded in 2016, compared to 544 in 2015. This represents a decrease in the number of students resulted. However, the number of grades at C and better remained constant at 82.9% compared with 2015. 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 will continue to be part of staff training in the coming years.

Attendance Comment

The college's attendance improvement strategy reflects MSC aligns as a specialist senior college that values an adult learning environment. The reduction of unexplained absences is a focus of the strategy. A structured approach to attendance improvement involves: an SMS to all students and parent/care giver of students under 18 for every lesson missed each day, subject teachers and mentors contacting students who have missed lessons, and additional SSO time allocated to call students and/or parents for more persistent absences and those who a teacher or mentor has been unable to contact. Through this ongoing three-pronged strategy the majority of absences are well managed, however, in some cases students are referred to a College counsellor to provide support to re-engage them with studies and to develop strategies to improve attendance.

Behaviour Management Comment

Behaviour management is not a significant issue for Marden Senior College. In total for the year there was one suspension, no exclusions, and no formal complaints of bullying and harassment that required school counsellor involvement. Outlining the expectations of students forms an important part of the enrolment interview undertaken with counsellors. This includes rights and responsibilities of working in a safe and inclusive environment free from harassment and bullying, including student behaviour expectations. This is reinforced throughout the year through a range of strategies, including mentor meetings and class teacher interactions. Student programs are conducted to provide education facets of the child protection curriculum, including cyber safety and young people and the law. The College has documented policies on Behaviour Management, Managing Complaints, and Bullying and Harassment. This includes processes and procedures for managing grievances. These are easily accessible in hard copy form or on the college website. Year level manager positions also have a behaviour management facet to their role.

Client Opinion Summary

To gauge client opinion Marden Senior College uses a purpose built, national survey data collection tool provided by Education Services Australia. This online survey tool was administered late in 2016 seeking opinion from students, parents and staff. Appendix 3 graphically presents the quantitative data from the ministerially-agreed opinion items seeking responses on a five point scale from strongly agree (5 points) to strongly disagree (1 point), with neither agree nor disagree scoring three points. Summary comments to be read in conjunction with graphs are presented below.

Student Opinion

93 students completed the survey. The high average rating for each item (above 4 in each item) enables the conclusion to confidently be drawn that students have a high level of satisfaction in how Marden Senior College organises and provides learning opportunities.

Parent Opinion

69 parents completed the survey. The high average rating for each item (above 4 in each item) enables the conclusion to confidently be drawn that parents have a high level of satisfaction in how Marden Senior College organises and provides learning opportunities. Noteworthy is the exceptionally high satisfaction of teachers evident as represented by the 4.7 rating for 'Teachers at this school expect my child to do his or her best', 'Teachers at this school provide my child with useful feedback about his or her school work' and 'Teachers at this school treat students fairly'.

Staff Opinion

45 staff members completed the survey. As with the student and parent surveys the overall average across the items is above 4. Interestingly, staff expressed a slightly lower level of satisfaction (below 4) for four items. There is always room for improvement.

Intended Destination

Leave Reason	School	
	Number	%
Employment	21	4.7%
Interstate/Overseas	4	0.9%
Other	38	8.4%
Seeking Employment	23	5.1%
Tertiary/TAFE/Training	33	7.3%
Transfer to Non-Govt School	18	4.0%
Transfer to SA Govt School	9	2.0%
Unknown	304	67.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

Marden Senior College complies with DECD screening verification responsibilities through Department of Communities and Social Inclusion Screening Unit processes. On top of established processes for all staff, we ensure that all volunteers within the school, community groups who use the site with young people, and students enrolling who are over 18 years of age, have the relevant screening submitted and cleared.

DCSI introduced an online process for submitting applications midyear, which resulted in a review and implementation of new processes requiring SSO time to register, support and follow up of student applications. The College keeps a database to record all relevant information and ensures that regular checks for updating records are undertaken.

Teacher Qualifications 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	90
Post Graduate Qualifications	38

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: 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	39.3	0.0	15.3
Persons	0	45	0	18

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	6,455,564.34
Grants: Commonwealth	30,831.00
Parent Contributions	497,925.95
Fund Raising	-
Other	121,165.23

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

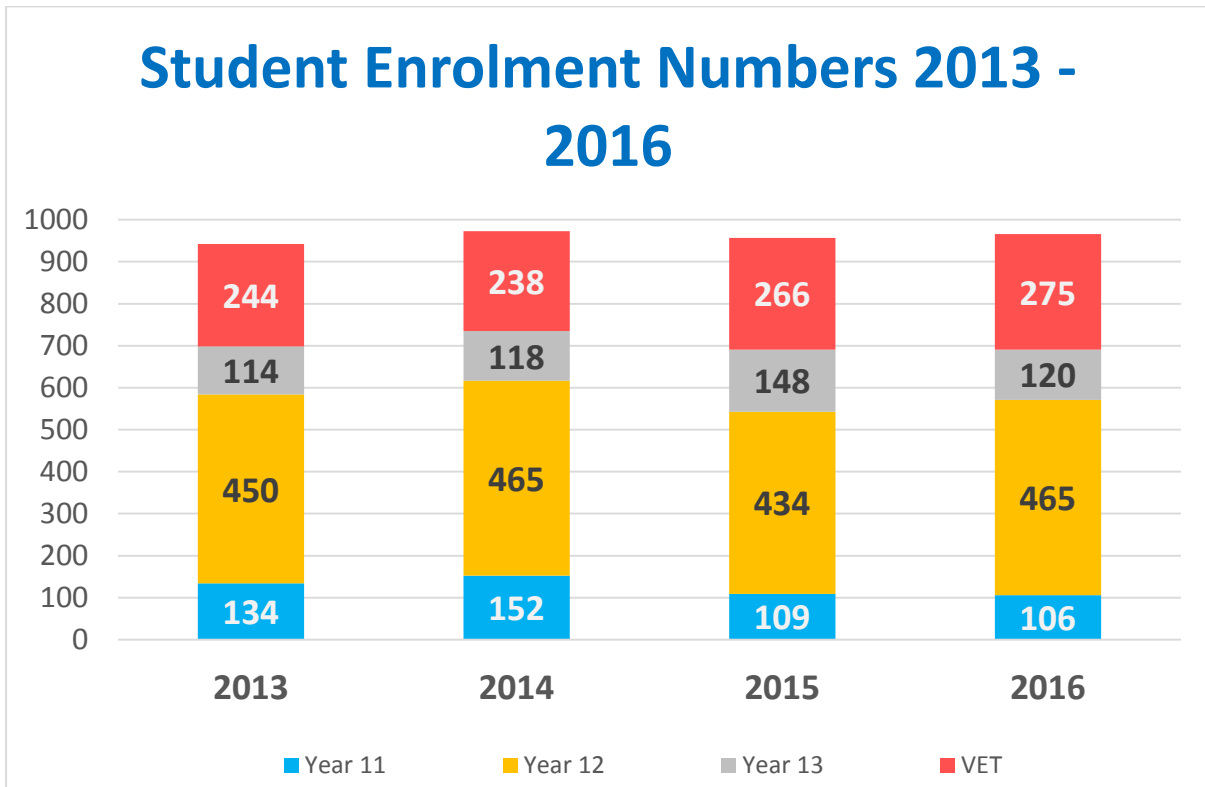
2016 School Annual Report: Tier 2 Funding Report*

*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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Developed and implemented a behaviour improvement strategy that involved the creation of year level manager roles for Year 1.1 and Year 1.2 cohorts.	MSC has few behaviour management issues, with one suspension and no exclusions in 2016.
	Improved Outcomes for Students with an Additional Language or Dialect	VET Certificate for Spoken and Written English (CSWE) and EAL/ESL class sizes kept below 20 students. Employed two BSSO - additional support for Sudanese and Persian speaking students. Focused effort to improve EAL levelling processes. Additional class created to enable targeted CSWE certificate completion. Review of CSWE 4 curriculum undertaken.	Improved outcomes for EAL students in place, review of BSSO implementation undertaken, and improved enrolment procedures.
	Improved Outcomes for Students with Disabilities	Facet of a Counsellor/Coordinator role dedicated to identifying, monitoring, documenting (including NEPs) and improving outcomes for student with disabilities (SWD). SSO dedicated to 1:1 work with students requiring learning support, in particular those with a verified disability. Nationally Consistent Collection of Data on SWD undertaken using purpose built Daymap report. Data used for forward planning.	7 verified SWDs were supported and 5 of these successfully completed SACE subjects in 2016.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	6 Aboriginal students enrolled in 2016, 2 of whom were based at another home school. ASETO support provided to these students, with two targets identified: successful completion of compulsory SACE credits and decrease unexplained absences. Improved outcomes for students in Stage 1 English and Mathematics classes focus for literacy and numeracy improvement. Two teachers deployed in Essential English class to better monitor student progress, and intervene and support students in a more timely manner. Close monitoring of student progress throughout each semester enabled appropriate interventions for all students. Results+ materials and participation in Partnership TTEL Compass survey provided a basis for professional learning to better understand and apply growth mindset and pedagogical shift from low challenge, passive learning to active, high challenge learning.	On track to support SACE completion outcomes for Aboriginal students. Key improvement measures for numeracy and literacy established as shown in Appendix 2. Successful showcase of findings by each PLC group that incorporated elements of growth mindset and pedagogical shift material.
Program Funding for all Students	Australian Curriculum	Collaborative moderation process undertaken with Eastern Secondary Network colleagues and other professional learning undertaken in relation to Australian Curriculum implementation.	Continuation of student free day enabled collaborative moderation day with Eastern Secondary Network colleagues.
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Priorities identified: to improve numeracy and literacy attainment and to improve retention over an academic year, particularly focus on Year 11 cohort. Dedicated SSO time on attendance improvement. Wellbeing focus emerged as a priority with site MindMatters participation confirmed after PLC group led professional learning.	See above for numeracy and literacy outcomes; retention and attendance outcomes as shown in Appendix 2.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		

Appendices

Appendix 1: Enrolment Trends - Last 4 Years

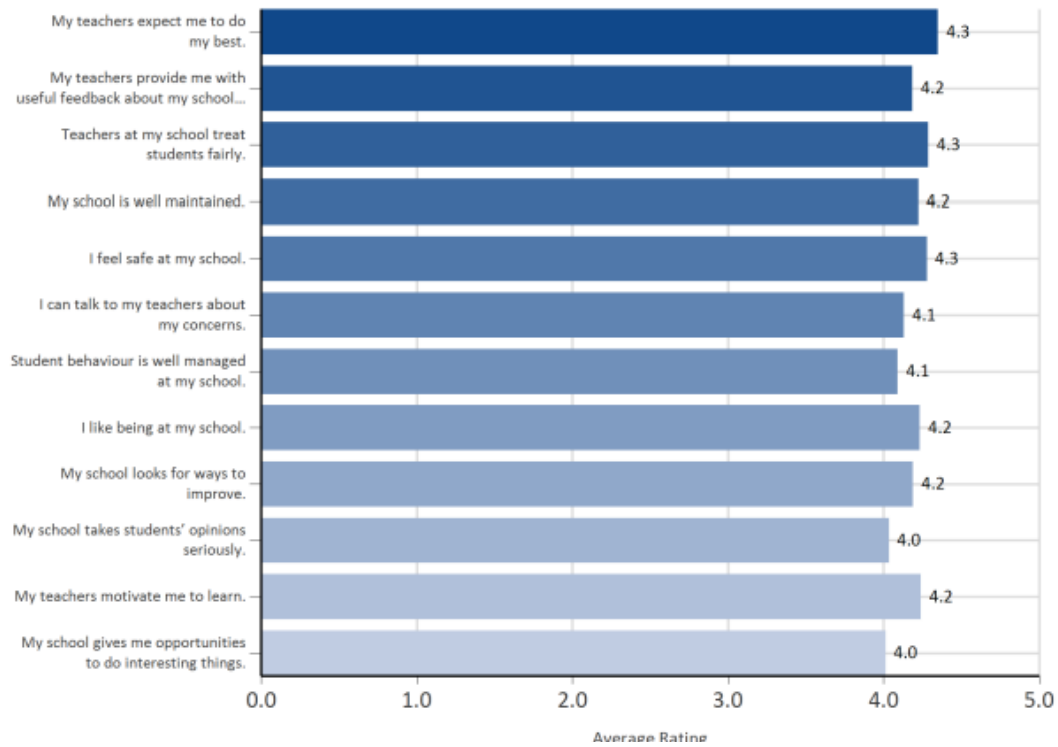


Appendix 2: 2016 Key Improvement Measures Summary

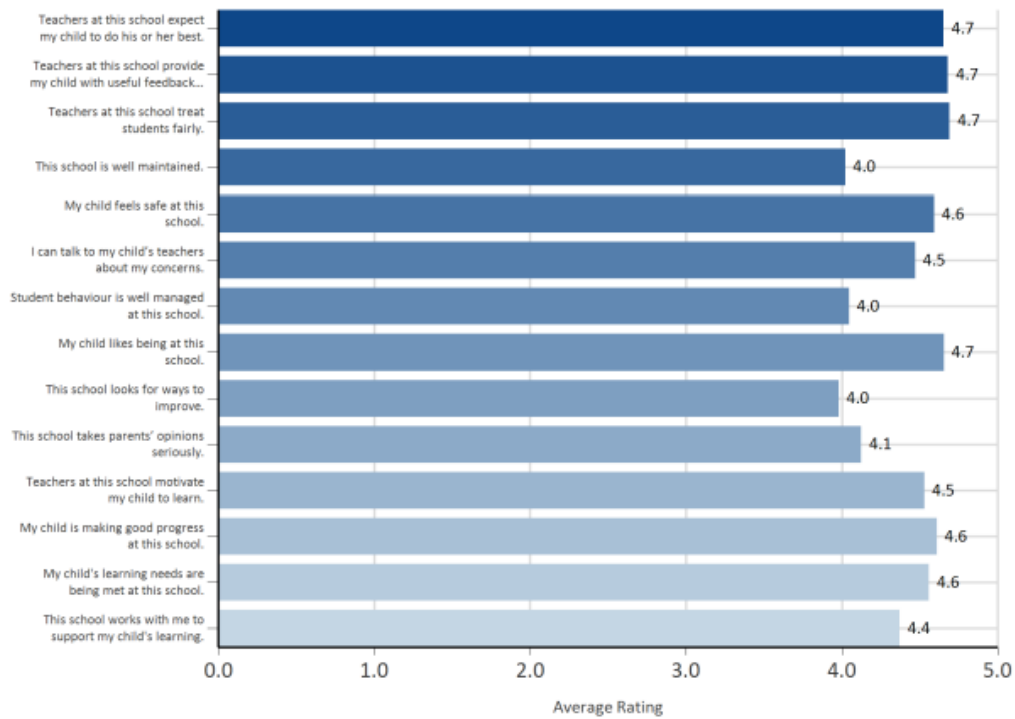
Strategic Objective	Indicator	Measure and Target	Trend Data
Quality achievement outcomes for students - Teaching and Learning			
Learner Achievement	Improve SACE Stage 1 results	3% or better improvement in % of Stage 1 results at C or better	2012 86.8% 2015 82.2% 2013 88.8% 2016 82.9% 2014 82.3%
	Improve SACE Stage 2 results	At least maintain % of Stage 2 results at C- or better	2012 88.3% 2015 95.5% 2013 91.0% 2016 95.4 2014 94 %
		% of A grade band results at least 10% better than state average	MSC State 2014 38% 21% 2015 35.9% 22.5% 2016 37.9% 23.9%
	Improve Stage 1 Literacy success	3% or better improvement in Stage 1 literacy achievement (measured by % of Stage 1 literacy subject results of C or better)	2014 86.9% 2015 83.2% 2016 88.8%
	Improve Stage 1 Numeracy success	3% or better improvement in Stage 1 numeracy achievement (measured by % of Stage 1 numeracy subject results of C or better)	2014 80.0% 2015 82.9% 2016 73.9%
	Improve SACE completion rates	At least maintain % SACE completion rate	2014 87.9% 2015 90.4% 2016 88.8%
	Improve VET completion rate	At least maintain % VET achievement rate (measured by % of students initially enrolled who achieved VET goal (certificate, statement of attainment))	2015 76% 2016 77%
Quality achievement outcomes for students - Wellbeing			
Retention	Increase % students completing Semester 1 and Semester 2	At least 85% of students enrolled in Week 4 of a semester completes the semester	Sem 1 Sem 2 2013 96% 79% 2014 85% 85% 2015 89% 89% 2016 86% 86%
Attendance	Monitor attendance and reduce % of students with attendance concerns	70% or more students present in class each term (NB: does not include home study, excursions, lessons cancelled)	2015/2016 Term 1 73%/78 Term 3 63%/68 Term 2 66%/70 Term 4 61%/58
		10% or less unapproved absence per term	2015/2016 Term 1 12%/8 Term 3 17%/12 Term 2 14%/12 Term 4 14%/11

Appendix 3: Client Opinion Survey Data

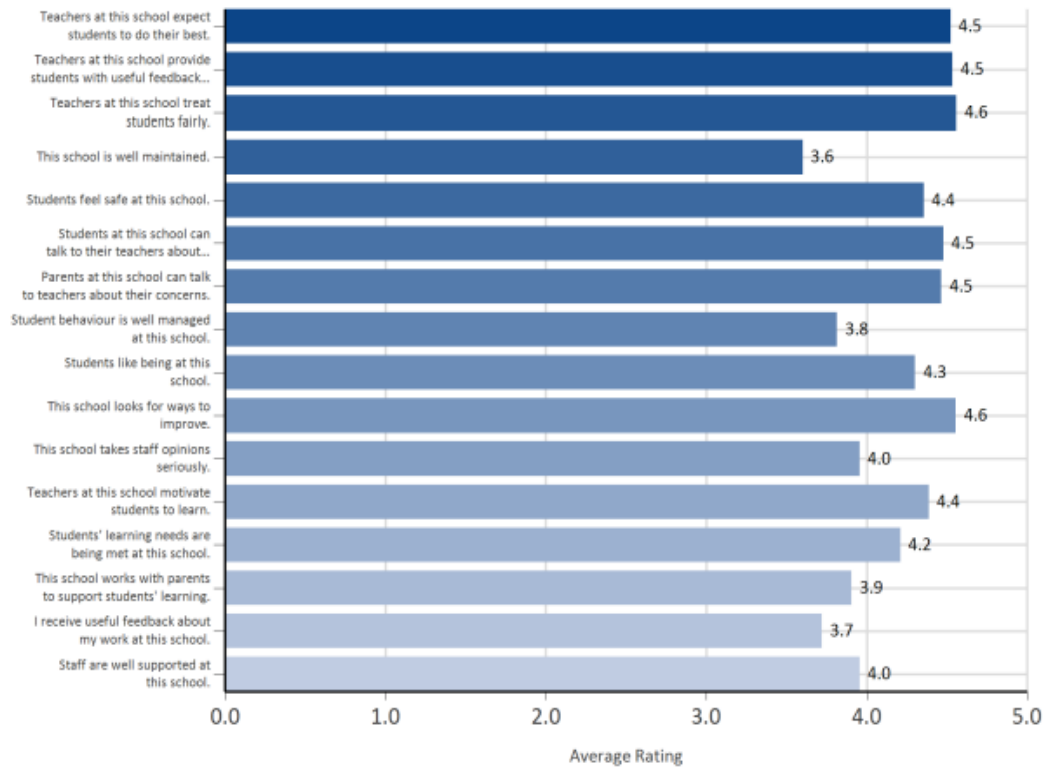
Student Opinion



Parent Opinion

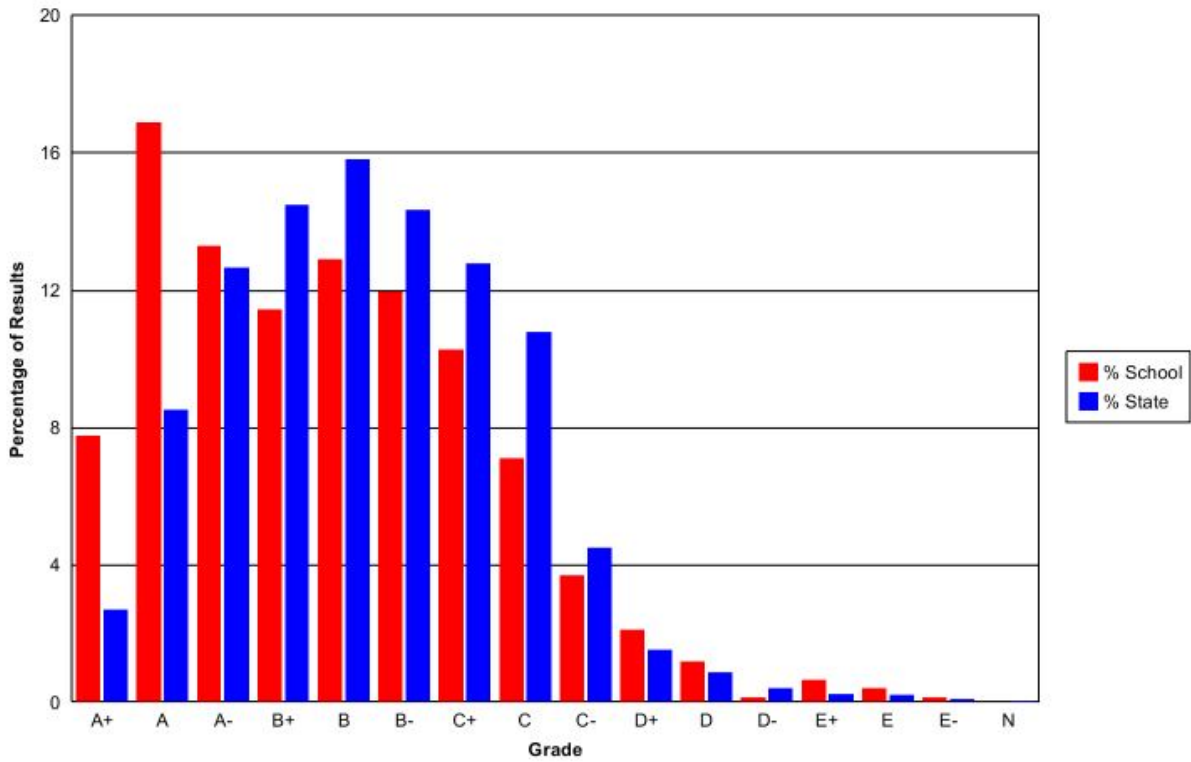


Staff Opinion



Appendix 4: Stage 2 SACE Results

Stage 2 School Subject Results - by Grade Distribution



Stage 2 School Subject Results - by Grade Distribution by Year

