SCHOOL CONTEXT STATEMENT

School number: 0583

School name: Marden Senior College

School profile:

Marden Senior College is a senior secondary college specialising in the provision of senior secondary education for near adult and adult learners who can benefit from a dedicated senior secondary environment. Located in the east of Adelaide, the college is a non-zoned school of choice that attracts students from a wide variety of backgrounds and circumstances to experience success in their chosen pathways. Marden SC has an excellent academic reputation with students achieving outstanding SACE Stage 2 results each year.

The college caters for full time and part time students, including those from other schools who choose to undertake one or more evening or day classes from a broad and specialist range of SACE and VET curriculum offerings. The college shares the site with the Open Access College, and is a partner with them in a successful registered training organisation.

Our adult learning community values and promotes respectful relationships, excellence and diversity of backgrounds and pathways. It is in this environment that students receive strong individual support through a range of strategies including a mentoring program, expert counselling service, and subject based tutorial availability.

‘To be the leading senior secondary college in providing an innovative adult learning community for students and staff to achieve success’ is our vision.
1. General information

- School Principal: Stephen Inglis

- Year of opening: Marden Senior College was established in 1992 as one of South Australia’s then seven designated adult re-entry schools, and is on the site of the former Marden High School

- Location and postal address: 1-37 Marden Road, Marden, SA, 5070

- Member of Department for Education Central East Partnership

- Geographical location – 5 km from GPO

- Telephone number: 08 8366 2888

- Fax Number: 08 8362 0451

- School website address: www.msc.sa.edu.au

- School e-mail address: info@msc.sa.edu.au

February FTE student enrolment

<table>
<thead>
<tr>
<th>Students</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>140 (121)</td>
<td>136 (103)</td>
<td>170 (152)</td>
<td>127 (112)</td>
<td>184 (155)</td>
</tr>
<tr>
<td>Year 12</td>
<td>588 (416)</td>
<td>673 (394)</td>
<td>678 (386)</td>
<td>669 (342)</td>
<td>558 (189)</td>
</tr>
<tr>
<td>Year 12 plus</td>
<td>102 (102)</td>
<td>148 (119)</td>
<td>118 (95)</td>
<td>120 (89)</td>
<td>106 (82)</td>
</tr>
<tr>
<td>Total Number (FTE)</td>
<td>830 (639)</td>
<td>957 (615)</td>
<td>966 (633)</td>
<td>916 (543)</td>
<td>848 (526)</td>
</tr>
<tr>
<td>Aboriginal Enrolment</td>
<td>8</td>
<td>10</td>
<td>3</td>
<td>8</td>
<td>5</td>
</tr>
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<td>School Card Approvals (Persons)</td>
<td>276</td>
<td>232</td>
<td>189</td>
<td>161</td>
<td>132 (as of 6/7/2018)</td>
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<tr>
<td>NESB (Persons)</td>
<td>335</td>
<td>345</td>
<td>349</td>
<td>339</td>
<td>327</td>
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</table>
Student enrolment trends

The college has experienced a decline in enrolments over the last six years with the introduction of the Adult Education Provision that prohibited students over 21 enrolling unless they did not have their SACE or equivalent. This has seen a trend toward an increasingly younger cohort of students and although enrolment numbers have remained strong the FTE has declined.

Staffing numbers (as at February census)

<table>
<thead>
<tr>
<th>Staff</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching: Tier 1</td>
<td>10</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>Tier 2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Support Staff</td>
<td>6</td>
<td>11</td>
<td>17</td>
</tr>
</tbody>
</table>

Leadership Positions

<table>
<thead>
<tr>
<th>Leaders</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Band B-2</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Band B-1</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

Public transport access

Excellent access to the college is via the O-Bahn, Circle Line, Payneham Road and Ascot Avenue bus routes

Special site arrangements

Marden Senior College is part of the Marden Education Centre, sharing the facility with the Open Access College.
2. Students (and their welfare)

General characteristics

Marden Senior College enrolls students who are generally:

- over the age of compulsion i.e. 16 years of age and older
- making the decision to complete their SACE in a dedicated senior secondary environment
- completing one or two subjects or an entire Year 13 to improve their ATAR or other outcomes; this includes students based in another home school
- accessing VET and other specialist subjects and courses not available in their home schools, whilst retaining their enrolment at that home school
- returning to secondary education, some after a period away from schooling
- seeking flexibility in study times provided by access to day, twilight or evening classes

Student wellbeing programs

The college offers senior secondary education in a supportive adult learning environment where students are encouraged to grow their independence as learners, and as citizens. Rather than a care group program, each student (under 21yo), and their parents/caregivers as relevant, is linked to a teacher as part of a mentor program. Student wellbeing leaders, and the broader Student Services team provide comprehensive personal, pathway counselling and other specialist support services.

Student support offered

Beyond mentor arrangements and services provided by the Student Services team as mentioned above, the college also provides:

- student orientation prior to the start of classes in Semester 1 and Semester 2 and an induction program to help Stage 1 students get a great start in a new environment
- student Program sessions throughout the year where topics including planning, time management, legal rights and responsibilities, protective behaviours and cyber safety are covered
- additional support outside of class offered by subject teachers, often including holiday revision programs
- learning support for students with disabilities and/or learning difficulties involving dedicated SSO time
- learning support available to all in the library which is open for extended school day hours
- online resources to support each course
- on site technology support
- access to an Aboriginal Community Education Officer (ACEO) available to provide advocacy and support for identified Aboriginal students
- a Community Pastoral Care Worker
- tracking and monitoring of student attendance and progress with associated communications and other responses including Intervention strategies.

Student management

Establishing and maintaining a purposeful and supportive adult learning environment starts at the enrolment interview, with the student (and their families if relevant) clearly understanding the conditions of enrolment and how the college differs to most other schools. An experienced Student
Services team with three wellbeing leaders lead the enrolment process and the student management in general, to monitor and respond to attendance, progress and behaviour matters. This requires a collaborative approach involving class teachers, mentors and year level managers. The Student Services team is the first point of contact for a student, providing subject, course, pathway or personal counselling.

**Student government**

An elected Student Government Association is actively involved in the college decision-making processes and in a range of other student-initiated activities, including the school formal, jumpers and various fund raising activities. Student voice is vital to influence pedagogy and facilities improvements. Student representatives are actively involved in celebrations of student success like Presentation Night and RTO graduation, and represent the college off-site at various events.

### 3. Key school policies

Marden Senior College is a South Australian public education provider serving a broad community of senior secondary and adult students. Our focus is the provision of quality pathways leading to the achievement of the SACE including via relevant and flexible programs in VET.

Marden students are encouraged to develop a personal focus as independent learners, with self-management and collaborative skills to achieve their goals, and contribute as engaged community members. The college caters for continuing students transferring from other schools, those returning to formal education after some absence, and students based at other schools seeking particular subjects and courses.

The college is proud of its tradition of specialising in senior secondary education offering innovative curriculum in a purposeful adult learning environment. As a senior secondary campus, the college prides itself on an inclusive culture of respect and support for students, along with a commitment to providing broad subject choices in preparation for future education and employment pathways.

**Site Improvement Plan and other key statements or policies**

Through an established strategic planning process involving all staff, and invited students and Governing Council members, Marden Senior College develops a Site Improvement Plan. Emerging from this process is our current (2015 – 2018) over-riding site improvement plan, with:

**Our vision:**
To be the leading senior secondary college in providing an innovative adult learning community for students and staff to achieve success

**Our values:**
- Excellence
- Respectful relationships
- Diversity

**Our Strategic Objectives**
- Quality achievement outcomes for students
- Professional Learning Community
- Community connections
Each year a Site Improvement Action Plan is developed, foregrounding key improvements to focus on in the year and identifying the targets to measure each improvement.

For further details on the Site Improvement Plan and Site Improvement Action Plan refer to our website at http://www.msc.sa.edu.au.

Recent key outcomes

Students achieving excellent SACE results continues to be a hallmark of Marden Senior College. For example, in 2017, 44% of Stage 2 results were in the A grade band. Other recent outcomes include:

- an ongoing focus on wellbeing and a safe environment
- improved data informed monitoring and intervention of student attendance and progress with student engagement and SACE completion outcomes
- students provide detailed and planned feedback on effective teaching
- parents are encouraged to join as partners in the progress of students
- community members and students contribute to site governance
- a coordinated, professional marketing strategy in operation
- annual review of curriculum responds to student need through SACE and accredited VET pathway offerings
- continued focus on teaching and learning strategies, with the development of an agreed Teaching and Learning Framework and the increased use of learning technologies from a Moodle learning platform base

For further details, refer to the College Annual Report on our website at http://www.msc.sa.edu.au.

4. Curriculum

Subject offerings

Marden Senior College provides students with a wide range of subjects and programs, and seeks to build in flexibility of delivery, offerings and timetable to meet the needs of the community. To this end the college currently offers numerous study pathways in the following key areas:

SACE Stage 1 and Stage 2

- More than 35 separate subjects are offered towards the SACE at Stage 1.
- Block status for the SACE at Stage 1 is available to eligible adult students however many use Stage 1 subjects to update skills to prepare for Stage 2.
- At Stage 2, a choice of over 39 different study programs/subjects is offered – arguably the widest range of subjects of any secondary school in the State.
- At Stage 1, Stage 2 and in the VET area, significant numbers of students from other secondary schools’ study programs not available in their own schools.
- Increasingly, schools – both public and independent – utilise the broad SACE subject and VET offerings of Marden to supplement and broaden choices for their own students. A comprehensive range of Stage 2 subjects and VET courses is available during twilight and evening times. This helps to facilitate access for students from other schools.

VET certificate courses

The college offers the following VET study options:
Marden Senior College is an RTO with the Open Access College for delivery of VET. Approximately 30% of total college enrolment numbers are in VET courses and include significant numbers of students from other Eastern Adelaide schools as part of the district's VET sharing arrangement. The college also encourages study through school-based traineeships in cooperation with industry; has a work placement program.

**Literacy and numeracy courses**

The college offers options that assist students in their studies including:

- literacy support programs in-class enabling students to strengthen fundamental literacy skills
- focus on students for whom English is a second language, including supporting newly arrived students, those who have limited skills, and those who wish to have more intensive practice or focus on a particular area of proficiency development through Certificate II, III & IV in Spoken and Written English

**Teaching Methodology**

Adult learning principles underpin teaching and learning at Marden Senior College. In general, this means the college:

- seeks to support the physical, social and psychological aspects of our students as well as their study and learning needs
- focuses on the development of student self-confidence and self-esteem as learners
- recognises that learners bring experience to the learning process
- realises that students are motivated by individual needs and personal drive
- understands that success reinforces the learning process
- acknowledges that students have individualistic learning styles, and develops learning programs in accordance with those styles
- uses appropriate learning technologies and values blended learning
The college has developed a Teaching and Learning Framework to guide learning design and teaching practice, and student role, in our unique senior secondary setting. For further details on the Teaching and Learning Framework refer to our website at http://www.msc.sa.edu.au.

Utilising the college’s highly technologically-enabled environment, teaching and learning is well supported through student online access to curriculum materials, resources and teaching staff in a timely fashion. Many learning resources are made available for each class through a Moodle based learning platform. Communication and feedback is ongoing and made available through Daymap.

Wireless access is available, and although BYOD is preferred, banks of laptops are available for classroom use.

**Student assessment procedures and reporting**

Progress reports are completed at three intervals for year long SACE subjects, and twice for semester length SACE subjects using an A to E grading system. A final report with indicative final grade, subject to SACE Board quality assurance processes, is provided at the end of semester length subjects. Ongoing and progressive reporting of progress toward completion of competencies occurs in VET certificates. Increasingly SACE subject teachers are providing this online, ongoing assessment feedback to students.

Parents are encouraged to celebrate successes, and work as partners with teachers to provide support or intervention where needs are identified. Online access to student reports and student attendance, as well as twice yearly parent teacher interviews are some of the mechanisms to involve parents.

A range of strategies are used at a college wide level to monitor student attendance and progress and to intervene as required. This includes internal student progress mid term snapshots by teachers with associated teacher/mentor meetings and responses.

5. **Sporting activities**

Students have free access to the adjacent MARS Sporting Complex at lunchtime for recreational use, fitness, weights and basketball. Soccer is played on the adjoining fields, and table tennis is played on site. The college Pedal Prix team is open to all and counts for SACE credits. The college also participates in an annual inter-senior college soccer tournament.

Increasingly a range of lunchtime sporting activities and tournaments, such as table tennis and basketball are offered.

6. **Other co-curricular activities**

At the beginning of the year the college runs an Orientation Program during which students are introduced to all aspects of college life. Various clubs and activities like chess and musical performances are initiated from year to year depending on student interest. Students are encouraged to develop their graduate qualities through service to the college and to the wider community. This might be in the areas of environmental sustainability or supporting charities and causes. There is a rich program of student exhibitions of varied visual arts throughout the year at college and community venues.
7. Staff (and their welfare)

Staff profile

The staff consists of a highly skilled, experienced and dedicated team (approximately 45 teaching staff and 18 ancillary staff)

Leadership structure

The college’s Leadership Committee consists of the Principal, 4 Assistant Principals:

- HR/College Marketing/Daily Management
- Student Services/Student Intervention
- Curriculum and Professional Learning
- Technology and Information Systems Management

11 Coordinators

- Community partnerships and programs and H&PE/cross disciplinary
- Counselling (with a focus on wellbeing and students with special needs) (female only)
- Counselling, student support and learning pathways (male only)
- Counselling (with a focus on innovative programs for senior secondary students)
- Humanities and SACE coordinator
- Technology
- Mathematics/science/other education provider liaison
- Visual and performing arts
- EAL/English and literacy across the curriculum
- Manager, Marden Education Centre library
- Registered training organisation management and vocational education and training

The leadership structure is under review in 2018.

The executive leadership team, consisting of principal, assistant principals and the school administration officer meets weekly throughout the year. The leadership team meets approximately 4 times per term.

Staff support systems

Newly appointed staff are linked with a ‘buddy’, and take part in an Induction program. Step 9 teachers have particular responsibilities for instructional leadership and induction.

Performance development

All staff actively participate in the college’s performance development program, an annual cyclic three step process of:
1) performance planning
2) professional learning
3) performance review
As per Department for Education guidelines all staff prepare a performance development plan annually and undertake 6 monthly and 12 monthly reviews with designated line managers.

- Line management arrangements are established for this purpose, with designated leaders accountable for small groups of staff. Teachers work with students and with a peer to collect feedback on their pedagogy. Strategies are designed to recognise this feedback.

- Learning area teams (or faculties) provide strong professional support to teachers, while a well-developed committee and sub-committee structure supports participation in governance, decision-making and planning.

**Staff utilisation policies**

As well as supporting a designated learning area, coordinator positions also have a specific responsibility for an aspect of whole-of-college leadership.

These include learning support and literacy, VET and RTO management, schools' liaison, college events, and students with special needs and innovative programs. An experienced ancillary staff team is deployed in various ways including grounds, student services, information systems and student learning support.

Arrangement is made for staff required for evening classes to access additional time off during daytime as compensation.

**Professional development**

Marden Senior College has a history of support for the professional development of staff in order to provide the best learning and service for students. An annual program of professional learning is developed which focuses on system, local and personal priorities and goal setting. The program incorporates a range of activities, including: establishment and time provision for professional learning communities (PLCs), spotlight sessions at staff meetings, an end-of-year program incorporating a site strategic planning day, Eastern Secondary Network opportunities, learning area sessions, and Friday afternoon sessions.

Many teachers at Marden are actively involved with the SACE Board as moderators, markers, assessors, on curriculum leaders' groups and provide direct input to curriculum and exemplar redevelopment.

8. **Incentives, support and award conditions for staff**

In line with enterprise agreement conditions, TOIL arrangement is made for staff required for evening classes to access additional time off during daytime as compensation.

Check Department for Education website for current information regarding other conditions.
9. School facilities

Buildings and grounds

The physical environment is attractive and well maintained. All teaching rooms are air-conditioned and have cabled IT and wireless access. A program of facilities development and refurbishment continues according to a site masterplan. This has seen the refurbishment of the main learning spaces over recent years and plans for a new build well advanced.

Specialist facilities and equipment

- Art and design - photography facility containing photo lab workshop for wet and dry photography, Art rooms including a design suite with Apple Macs, three PC suites, and a multi media centre
- A business suite with a virtual office and a network of PCs
- A developing space for use of making small objects, robotics and other projects requiring specialist equipment such as a laser cutter and 3D printer
- Purpose built chemistry, physics, biology and geology laboratories
- Open style learning spaces with flexible furniture and technology

Student facilities

The college has:

- a modern, well-resourced Library open until 7 pm on Wednesday
- provision for additional support for students utilising teachers and SSOs
- a student cafeteria area with provision for storage and preparation of own food
- a lecture theatre with multi-media equipment for presentations
- access to gym and sporting field facilities
- a comprehensive range of support services on site
- wireless access throughout the college supporting students to bring their own devices, supplemented by banks of laptops for classroom use as required
- a student services centre

Staff facilities

Staff work spaces are well provisioned with teaching staff issued a laptop for work space and classroom use. The staffroom has excellent facilities and is well equipped.

Access for students and staff with disabilities

A lift, automatic doors and outside ramps support access for wheelchair users to all facilities. Several buildings house toilets with disabled access.

Access to bus transport

There is easy access to transport corridors including the O-Bahn Busway, and good frequency of service on all nearby routes.
10. School Operations

Decision making structures

Decisions are participatory and are achieved through regular staff meetings and a committee system including a Finance Advisory Committee, which is a sub-committee of Governing Council.

Students have an important role as members of Governing Council along with community members and staff.

Regular publications

A newsletter, ‘Marden Matters’, is produced each term. Student and staff bulletins are produced on a weekly basis, via DayMap bulletins and emails. On site communications are supplemented with screens around the college. The website is regularly updated to include current activities and information, as is the college Facebook page.

A student course information handbook is published in term 3 to coincide with the beginning of the major enrolment cycle for the next year.

A register of achievers (old scholars) booklet is developed and published annually.

Other communication

Electronic notice boards highlight key dates and requirements around the college. All students have an email address and many staff use email and SMS to communicate with students. SMS is used to communicate lessons missed to students, and parents as relevant. Daymap is a major form of providing information to parents.

School financial position

The college is in a sound financial position and is committed to the provision of quality technology, resources and training for staff and students. Major building works, not attracting corporate support, are site funded.

Special funding

The college receives the following additional funding:

Targeted funding for individual students:
- improved outcomes for EALD students
- improved outcomes for students with disabilities

Targeted funding for groups of students:
- improved outcomes for Aboriginal students
- improved outcomes for numeracy and literacy
11. Local community

General characteristics

Students come from a wide area, predominantly from within the Adelaide metropolitan area and surrounds. Each year we enrol students from approximately 90 different postcodes.

Re-generation of the area is evident with new houses replacing some of the older housing stock in Marden and the surrounding suburbs.

Parent and community involvement

Parents of students (particularly those under 18) are encouraged to work in partnership with the college to support them to successfully complete their studies. Initial enrolment counselling interviews form an important start to this process. Online Daymap access to attendance information is available, as is student progress information. Regular communication with teachers-mentors is encouraged through meet the mentor events, parent–teacher interviews, SMS, phone and email contact.

Parent representation on governing council is sought each year.

Commercial/industrial and shopping facilities

The college is close to the Marden Shopping Centre, the Blue Eagles Soccer Ground and the MARS gym.

Local government body

The college is located in the City of Norwood, Payneham & St Peters (8366 4555). The council is very supportive of college activities and has a representative on the governing council.

12. Further comments

Special Arrangements

The site originated as Marden High School in 1971. In 1992 it was re-purposed as a senior college, initially an adult re-entry college before emerging as Marden Senior College, the specialist senior secondary college it is today.

Marden Senior College is part of the Marden Education Centre, sharing the site with the Open Access College.