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I am pleased to share the Annual Report of the Marden Senior College outlining another successful year. I thank my fellow Governing Council members for their dedication to the good governance of the College over 2013. This report reflects on our achievements over the year and how Marden Senior College has assisted its 900 plus student community on their pathway to success.

Success is the accomplishment of an aim or a purpose. For our growing numbers of SACE students this could be the completion of their SACE for the first time or a revisiting of their SACE to improve their Australian Tertiary Admissions Rank. For other students it may be to acquire a qualification in Business, Community Services, Media, Photography or Geoscience to name just a few of the many accredited vocational courses that the College delivers.

Whatever reason students choose to attend Marden Senior College, there is a commonality of purpose in a desire to learn and improve themselves. Learning is what Marden is all about with a dedicated and passionate team of educators and administrators, good infrastructure, and students who have chosen to be part of the Marden experience. Our students come from all over the world and range in age from 16 to 16 at heart! This mix of ages, nationalities and backgrounds provides a tantalising, cooperative and caring campus bringing out the very best in humanity. Marden Senior College is well regarded by its local community. It is supported by the City of Norwood Payneham & St Peters, by local businesses, by local, state and federal politicians from all parties. The College is well connected with universities and other educational institutions facilitating access to ongoing education for our graduating students. Without our students there would be no Marden Senior College. To all of you who have put your faith in us – thank you on behalf of the Marden family. We will not let you down. To all of the families and care givers of our students I say thank you for providing the support they need on their lifelong educational journey. The end of 2013 may be the completion of one aspect of your education but it is also the start of a wonderful journey in acquiring new skills, new ideas and knowledge so that you can contribute to a better world. We celebrate the end of another successful year of learning.

I thank our Principal Brenda Harris and her team of teachers and support staff who make Marden Senior College a success. Thank you for another great year, and a job well done.

Mike Hawkins Governing Council Chair

Principal’s Overview : 2013 Context

Marden is a specialist Senior Secondary College providing education and training for students in their senior years of schooling. As an organisation we operate under the AS/NZS ISO 9001:2008 Quality Management System. The wide range of subjects and courses offered contribute to the South Australian Certificate of Education (SACE) including via nationally accredited Vocational Education and Training (VET) Certificates II, III and IV. The College is also partner in a successful Registered Training Organisation run from the Marden Education Centre site.

Marden students are encouraged to develop a personal focus as independent learners, the self management and collaborative skills to achieve their goals, and leadership qualities. The College caters for continuing students, those returning to education and students based at other schools seeking access to particular subjects and courses.

The College is committed to supporting students to continue or resume studies in an adult environment. ‘Your Pathway to Success’ is our motto and this reflects our objective of co-planning learning courses to help fulfil work, study and life aspirations. Past and present students say that our success in achieving this objective comes from the positive relationships between students and their teachers and through the excellent student services available.

Our students have diverse interests and backgrounds. Students enrolled in 2013 included many with plans for future study while others wanted to complete their education or training after a significant gap. Some aspired to provide for their families, either materially or as role models and still others sought a fresh start through secondary education.

The following section Some Highlights of 2013 outlines some areas in which these students have excelled. Student achievements are especially significant for the many who overcame obstacles in order to return to education.

In 2013 the College community was made up of over 1000 people over the age of 16. Marden students find their learning partnership with teachers is the most significant factor in their educational success. Teachers at Marden recognise individual needs and provide quality learning experiences. The supportive nature of mutual respect in the College nurtures a desire to succeed. Marden prides itself on existing to support students and their outcomes, not just in terms of formal education and results, but also in their wellbeing and their ability to be contributing members of the wider community. It is a satisfying work environment.

We are proud of the many successes of students and staff in 2013. The dedication and resilience of staff and students is to be commended. Confirming the vision and focus of the College as a Specialist Senior Secondary environment remained a priority for 2013. We are committed to maintaining broad curriculum offerings and services for senior secondary and adult students, and to nurture a learning community with an adult ethos that values diversity, supports students to achieve personal success and provides the foundation for multiple pathways and on-going learning.

Brenda Harris Principal
Some Highlights of 2013

The diverse character of the Marden Senior College community is highlighted in the following selected events.

**Orientation Week and Enrolments:** 2013 started with the Enrolment and Orientation Program for another busy enrolment of students. This community response affirms the breadth of our curriculum programs, and the excellent teaching and support we provide. Significant marketing and counselling efforts go into achieving this enrolment and thanks go to Peter Stamatakis and the Student Services team.

**Students:** Each year we work to build a cohesive community and we use a Student Program and Forums, a dedicated mentoring program and a variety of communications to share information and celebrate success. For example, elected Student Government Association members were welcomed into their roles by SGA manager Erin Cooper at a ceremony early in the year. At this event we also acknowledged the 30 students who achieved A+ grades, and we launched the Register of Achievers publication. Each year this book traces the success stories of past students and is compiled by Community Partnerships coordinator, Michelle Cordera. Marden made several celebratory visits to Government House this year starting with the 25 SACE Merit students from 2012. Later Ashleigh Bradshaw-Hay and Dale Wilson represented the College as our Year 12 leaders. Tam Nguyen, was the recipient of the University of Adelaide Principal’s Scholarship. Marden students were honoured at other award ceremonies including the Rotary Club of St Peters Vocational awards where Kate Sansome and Martin Venning were recognised for excellence in Visual Arts, Photography and Digital Media. Office.com Business trainees with Elena Battisti and Liz Coventry put on a great team effort to host the 2013 Virtual Enterprise Trade fair on site. Other successes included Viji Mohan’s Certificate III Media trainees Keehan Roberts, Michael Oakley and Harry Hughes who were placed first, second and third in the 3D and ‘Digital Imaging’ Monash University IT Challenge.

**Staff:** Acknowledgements came for our staff members Erin Cooper, Elena Battisti, Peter Stamatakis, Berndetta Chaustowski, Jenelyn Dullona, Sue Johnston and Liz Coventry who were all nominated in the 2013 Public Teaching Awards. Len Altman collected the NAB Schools Impact Award in Canberra for his leadership in Geology and Geoscience.

**RTO:** MSC also operates as a Registered Training Organisation, and we mark the graduation of our Vocational trainees with a ceremony in March. At this event, RTO manager Bernadetta invited Minister Portolesi to hand certificates to Vocational graduates. Our RTO provides training through programs like Skills for All, the Training Guarantee and VET in Schools, both to Marden Students and those from many schools in this area. We meet a variety of student skill demands. Additionally, 6 more Marden staff achieved either a Diploma or Certificate IV in a range of industry areas this year.

**Community:** Harmony Day celebrations included the first of three vibrant combined Trash and Treasure markets and BBQs where Mandy Rego, Tim Wells, the Society & Culture students, and the trainees in Community Services certificates raised significant funds for Anglicare, Amnesty International and Cancer Research charities. Visits from Universities, Tafe and employers supported students with information and planning for their further pathways. And we welcomed other many visitors including many groups of teachers like those studying Plate Tectonics and others learning about the Research Project. Marden’s educational partnership agreement with the largest school in Copenhagen saw Lucy Poloni visit Denmark this year to look at their facilities and ways of working, and back in Adelaide we enjoyed collaborating with Professor Martin Westwell from Flinders University on a Graduate Qualities project. We hosted two Visual Arts conferences this year and a number of other State wide professional development activities including Stephen Inglis Churchill Fellowship presentation. These activities along with Saturday Chinese school, demonstrate Marden’s commitment to being a useful and welcoming Community Hub. World Environment Day at Our Patch on the Torrens saw students and staff plant over 600 native plants. Project manager Peter Allen has developed a really productive partnership with the Natural Resource Management Board and the Norwood, Payneham & St Peter’s Council around this work. As a recipient of an Urban Forest Million Tree grant and an NRM Sustainable Communities grant, the continuation this project into 2014 is assured.

The Marden community celebrated some sporting feats this year. Since 2004, along with peak bodies in the sport, athletics and the performing arts industry, we have offered the SACE Workplace Practices subject to elite athletes and dancers. This program is a great adjunct to their training. The College also celebrated national football successes for our students Jemal Mussa and Zoe Sgargetta, and Marden competed in the Cross College Soccer Tournament with great vigour. Nick Sidoryn (manager coach) and the entire Marden student team were magnificent in both victory and defeat. Marden’s Maelstrom Human Powered Pedal Prix team led by Malcolm Cheffirs and Graeme Hudson also competed strongly at Victoria Park on two occasions against the university teams. Such events are celebrated in Marden Matters a publication which Lucy Poloni and Anne Johnson lead with design by students across four issues each year.

Many of our students and staff share in the College’s rich Arts & Design Calendar – participating in events like the 7th Fringe Photography exhibition at Burnside managed by Loula Dacolias and Malcolm Cheffirs, or the Exhibition of works from Visual Arts and Contemporary Craft graduates at Pepper Street Gallery. Work from SACE and VET students featured in the ‘Arts at Marden’ Exhibition at Burnside. Anne Johnson, our Arts Coordinator, managed this event and our recent annual Exhibition held at our Marden Road campus. The standard and breadth of work across Art, Craft, Design, Textiles, Multimedia and Photography was a real credit to students, teachers and trainers. Professor Tina Dolgopol opened the showing with a speech about the value of Visual Arts, and reflected on her own practice at our College. It was also wonderful to see Marden staff like Cathy Bonicioli and Suzanne Gummow exhibit their own work on the national arena. The success of public events like these promote the achievements of Marden students in the wider community. This reflection on our yearly cycle leads us back to enrolment for 2014 which is proceeding apace. We learn daily from our new students the importance of positive word of mouth recommendations about what Marden offers.
Marden Senior College has been certified to the AS/NZS ISO 9001:2008 Quality Management Systems standard since 2000. This international standard details the management requirements of companies who provide a service. There is a strong focus on customer service and meeting client needs. There is also an emphasis on risk management and continuous improvement. Regular internal and external audits are conducted to ensure we meet the standard. Volunteer staff auditors are trained each year to conduct the internal audits and a range of staff are interviewed during the annual external audit. Throughout the year, staff raise issues or seek clarifications on college processes through a system improvement database, where actions are recorded and information is shared throughout the site. Students are also encouraged to raise concerns or make suggestions. In 2013 we completed the second year in the triennial renewal cycle and were audited successfully by SGS Certification Services. As no non-conformities were raised, our auditor had no hesitation in recommending our certification be continued. After 9 years of excellent service, Rosemary Olds, our current Quality Representative, has passed the baton to a new member of staff. We welcome Cate Telfer to the role in 2014.

2013 marks the middle of the 3 year College Strategic planning cycle. The following information summarises work undertaken in 2013 to implement agreed Strategic Directions and Site Improvement Plan goals developed through a comprehensive whole school planning process, and ratified in February 2013.

Strategic Direction 1 Continued growth of our Specialist Senior Secondary education community through a focus on quality teaching and flexible learning
Goal: Development of curricula and learning methods to meet diverse student needs
Action priority 1.1: Curriculum offerings reflecting the interests and needs of students and building on their skills are developed through the following actions:
• Understanding and identifying the curriculum needs of the MSC cohort by undertaking a comprehensive Curriculum Review process to ensure accessible multiple pathways, including VET and shared EASC and INAP courses. This led to a suite of 2014 curriculum offerings and course materials for counselling and enrolment which included evening Photo Imaging, trialling Community Services Cert I & II as both VET & a Stage 1 option. Outcomes indicated case for Cert II to continue into 2014. Certificate in Education Support also planned, as is use of Integrated learning for PE skills
• Continued development of curricula, methodologies and enrolment processes to meet students’ needs based on triangulated feedback to teachers
• Enrolment processes for school based students, students under 21 and over 21 and students of EALD backgrounds reviewed as part of continuous improvement

- Progress and End of Semester Reports to Students successfully moved to on-line format, and reflected considered feedback on skills and dispositional development
- Stage 1/2 Assessment Plans approved by SACE Board and revised as necessary for student diversity. Teachers’ expertise in using Performance Standards for assessment of student work confirmed at final moderation. Task design and QA processes a focus. Cluster meetings / clarifying forums well attended, supported and resourced
- Workplace Practices Program development continued for elite athletes and dancers with 91 students enrolled. Of these 14 students achieved an A+ grade with Merit. The graph below shows the percentage of enrolments 2004-2013 achieving an A grade is consistently over 60%. This program attracts students from a wide range of schools

- Ongoing strengthening of the role of the Registered Training Organisation (RTO) in the provision of quality training to our student cohort. Centralized VET Enrolments and the RTO 2013 QA calendar continued with specific dates for Validation work with other RTOs
- Implemented Training Guarantee in SACE for individual students as part of planned pathway
- Research Project team managed progress of VET students in RP classes for dual accreditation for Cert IIs and RP into SACE. Some VET students defer RP as necessary. Separate delivery rather than embedding, and delivery in 2 lesson format, saw better outcomes.

Promote and support the ongoing focus of links between quality pedagogy and engagement through Teaching for Effective Learning (TEL) professional learning e.g.
• PD program developed with focus on Teaching for Effective Learning with progress on triangulated feedback to teachers. Student survey conducted and self-review as part of PDP process, peer feedback via trusted colleague PD program and role modelling open door
• Significant staff involvement in East Area Regional SACE subject cluster meetings and in SACE panels, and SACE / SATAC / TAFE Pathways Information sessions reinforce pedagogy, content and pathways expertise
**Strategic Directions**

**Implement accredited programs for Literacy and Numeracy and review outcomes**
- All teachers completed Literacy for Learning PD course in an across college literacy focus through pedagogy development
- Cert I & II in Education Skills Development delivers foundation literacy and numeracy complemented by Cert I in Community Services. English Proficiency options to be compared with Ed Skills in 2014

**Review Recognition of Prior Learning (RPL) processes and embed Skills for All provision as part of Registered Training Organisation (RTO)**
- Successful implementation of RPL processes with Cert III Children’s Services students with recognition that many trainees entitled to RPL prefer to repeat training to update
- Industry currency maintained by trainers through PD in Training and Assessment (TAE) and Adult Language, Literacy and Numeracy (LLN) completed by 11 trainers. Staff undertook Industry connections and work placements. Skills for All provision and processes embedded into RTO with management maintaining currency with the many changes
- Mapping and analysis of students achievement in Ed Skills Development program to support planning for 2014
- VET students all SACE enrolled excluding Skills for All trainees

**Utilise current data. Align Site Improvement Plan & Curriculum Review process & develop new tools as necessary**
- IT: Learner Management and Attendance monitoring software (Day Map) improved flexibility in managing relief lessons, academic reporting and attendance management
- Collected and used a range of enrolment, and student satisfaction data. This informed the focus on feedback pedagogy in the Site Improvement Plan (SIP) and validated the improvements in this area. A recommendation is to continue and build data use to reflect on pedagogy through triangulated feedback and analysis of SACE & VET data (completion/qa/survey) to inform and improve teaching
- Review of College student feedback tool as data source
- Retention trend analysis by individual teachers
- Students utilized the Tutorial Centre with staff to assist. Data on student support in Centre and Library helped define success of Learning support. Review Tutorial and Library learning services to best meet student needs – both in the current year and as 21C graduate skills in 2014
- Working Group leads ‘Graduate Qualities as Career strategy project’ using Transitions data, Martin Westwell input, etc
- Regional and Intended Destination survey completed along with student surveys in each class. Data part of Engagement and Retention work. Regional Transition survey examines factors for completion and non-completion (College participates in year 2 of 3 year study). Intended Destination survey (College participates in 3rd year of regional survey)
- Retention data kept for U18, Phase 2 and DECD Mentoring programs and analysis fed into 2014 Student Program and improvements to Student Progress structures (see below)

**STRATEGIC DIRECTION 2 Focus on students’ well being, engagement and learning achievements**

**Goal:** On-going active staff commitment to support the engagement, well being and retention of students

**ACTION PRIORITY 2.1**

- Involve all staff in the implementation of student well being programs and structures to support student learning, retention and engagement through
- Student Engagement and Retention task group focussed on support for student well being, engagement, participation and learning. Implementation of the mentoring efforts in 2013 to increase retention and engagement and recommended avenues and time for pastoral care are outlined below. During the year there were 250 students in the Under 18 Mentoring program, 167 of whom were still enrolled at the end of the year. This represented an overall retention rate of 66.8%, which was an improvement over the previous year’s 63.4%.

![Under 18 Mentoring 2013](image)

The year commenced with the opportunity for teachers to meet with their mentee students over breakfast. This was well attended and students felt that it was worthwhile. Other mentoring activities included visits from the universities, a time management session and a guest speaker from Legal Services, and students found these useful. 100 students responded to a survey about the mentoring program. Students were asked to comment on how their mentor provided support and to make a positive comment about the mentoring program. Responses included: “Having a teacher be very supportive and guide you. It makes you know school is important. Kept me determined”

- “Having a staff member with whom I feel comfortable discussing issues that I am facing - not only in study”
- “Having my mentor help me push through year 12 despite my issues and lack of motivation”
- “My mentor has supported me throughout difficulties with school due to a workplace incident. She always checks up on me and sees how I am going with all my work”
- “Having someone to talk to - making it less overwhelming”

The College continued in the DECD Secondary Mentoring Program with Michelle van Wyk as the teacher-mentor. Overall, 19 students participated in this program and 15 completed the year, a retention rate of 79%. Up from 68% last year. This program has been very beneficial for the students involved. Sadly DECD funding has been discontinued. However in 2014 the MSC mentoring program is being extended and mentors will play a pivotal role in providing support for students under 21. A range of special programs will be provided as a strategy for supporting students to remain engaged with their schooling.
Strategic Directions

Responses to the mentoring survey show students increasingly seek mentor support for time management and help with assignments. This information feeds into the Student Program of activities for 2014. Retention of the group 18—21 is indicated in our data to be an area on which we need to focus.

How My Mentor Helped Me

![Graph showing how mentors helped students]

Focus on flexible learning

- Our line structure is retention strategy work for 2014. This accompanies changes to lesson and mentoring times, with the overall aim to reach the most effective day/evening structure that meets student needs.
- Ongoing development and sharing of flexible learning strategies to keep students linked to subjects e.g. development of Moodle learning space for Research Project with learning materials, examples, and interactive elements.

Learning plans for identified students are implemented and teachers differentiate the curriculum and learning.

- The management and support of Students with Disabilities (SWD) is working well to provide targeted SSO time, and will lead to more differentiated curriculum and pedagogy in 2014.
- Individual Learning Plans (ILP) for SWD and Special Needs and ILP’s for Aboriginal Students progress annually and will benefit from the DECD single plan model.
- PD for National Data Collection for SWD, and for the introduction of Read Write Gold was completed.

Provide training and development to develop staff awareness, commitment, confidence and skills to support student well being.

- Emphasis on the link between pedagogy and engagement as above (TfEL, 21C learner needs, Graduate Qualities).
- Student well being focus in PD sessions and T&D in Day Map alerts and access to student and parent details.
- Parent liaison and communication ongoing. Identifying and responding to parent expectations and needs re student progress and well being. Meet the teacher opportunities expanded in 2014 along with mentoring for U21 students.
- Continue to develop and implement strategies including mentoring & communication modes to meet the needs of younger students in the context of an adult learning environment including through emphasis on student engagement and acknowledgement of excellent attendance and achievement. Staff/students contributed to reviewing new elements of Student Program, the Student Progress meetings, the Mentoring role & Attendance follow up. This led to extension of mentoring to U21 and recruitment of Counsellor with Innovative Programs focus. Breakfast meeting/mentoring sessions/forums worked well & will be continued in 2014. The Student Program will provide assistance in time management and organization skills via external providers. The role of mentor is enhanced in 2014.
- Information sharing through use of Day Map and other processes like Progress Meetings helped support students, and screening for >18 non-continuous students was systematised.
- The Chaplaincy role is ongoing and reviewed annually.
- Develop wider community partnerships that facilitate on-site and other support services.
- Use of Community Support Services and Interwork Agency.
- Links with Multicultural Youth South Australia for referral and support of CALD students.
- Establishing stronger partnership with CRS Australia for referral and training of disengaged 16/17 year olds.
- Validation partnership with Central School of Art.
- Geoscience Pathways Project links with University of Adelaide & partner schools both local and country.

STRATEGIC DIRECTION 3

Focus on a sustainable learning environment characterized by a sense of community and quality facilities.

Goal: Development of programs and facilities enhancing learning, collaboration, recreation and community.

ACTION PRIORITY 3.1

Develop and promote activities and structures which foster cooperation, participation and College identity building.

As demonstrated in the following Student Government Association Report 2013.

“As Nelson Mandela once said education is the most powerful weapon which you can use to change the world and Marden is our first step towards changing the world. Marden Senior College has allowed students to all come together and achieve one ultimate goal: to receive an education that can lead us towards our dreams. Marden Senior College is unique in its diverse group of students. Within this diverse group we have formed friendships with one another. As Student Government Association Presidents for 2013, we have been fortunate to be a part of Marden Senior College’s development this year. Friendships between students, teachers and support staff have blossomed, and as the year passed and we crept closer to the end of our secondary studies these friendships appear stronger than ever. Events throughout the year, organized by the Student Government Association, not only helped to cement these friendships but also worked to increase the school spirit. We can in no way say the Student Government Association was the sole reason for this year’s achievements, because it was the spirit and enthusiasm of the student body that led to each and every success. Some of this year’s achievements include:

- Barbeques raising money for a variety of good causes.
Strategic Directions

- Tree planting day which is a reflection of our growing concern for the environment
- Harmony Day celebrations that reflected the diverse student body of the college
- Melbourne band ‘Masketta Fall’ playing live at the school
- And, the Senior Formal held at the Sebel Playford

The formal was a wonderful way to come together and celebrate the friendships we have formed since January. Students and staff were given the opportunity to mingle outside the school campus in a relaxed and enjoyable atmosphere. The formal was a night all those who attended will remember for a long time to come.

Being a part of the Student Government Association has also allowed us to be a part of the side of Marden Senior College that most students do not get to see. This included attending monthly Governing Council Meetings. It is clear to see in the behind the scenes of the college, that each person who makes up the college is dedicated to ensuring we, as students, are all successful.

On behalf of the Student Government Association we would also like to extend a special thank you to Erin Papps and Tim Wells and Brenda Harris, the college principal, who have shown us an immense amount of encouragement, dedication and respect.

To parents, caregivers, teachers, Marden staff and Governing Council members we students want to thank you for the support and dedication you have shown us all over the last year. It is a humbling feeling to have worked to bring the Marden community together over the last eleven months. We hope the success of every event this year inspires the Student Government Association of 2014 to raise the bar in the coming year. ‘To accomplish great things, we must not only act, but also dream; not only plan, but also believe.’

Ashleigh Bradshaw– Hay / Isabella Rogers co-Presidents SGA

- In a professional sense, the RTO Cross-College Validation and PD proved very useful in quality assuring both training and assessment

ACTION PRIORITY 3.2

Continue facility and grounds developments to optimise learning, teaching and recreation through the following actions:

- Develop a holistic process to prioritise needs relating to site facilities and investigate potential funding options
- Student and staff comfort and amenity 2013 projects included:
  - All students Toilets now refurbished
  - 600 block air conditioning completely replaced and new blinds installed
  - Refurb of G2 classroom underway. It will be complete for start 2014 with IT Office consolidation
  - Input from teachers and students on IT improvements in Wireless/BYOD/Laptop trolleys/IWBs
  - Library refurbishment project completed for start of 2014
  - Plans for 2014 include 600 block upgrade of lockers, and Reception/Front office upgrade with OAC, a replacement rotunda and a plan for the cafeteria veranda

Identify student projects and embed grounds and facilities improvements in students’ learning program

- SSO staff toured The Hub at the University of Adelaide and Teaching staff visited MOC to see facilities that match pedagogy
- Repair of main access between buildings and associated tree surrounds complete
- Trash and Treasure as curriculum project with Community Services is an excellent example of student projects within curriculum, as is the Marden Matters design brief
- The Graduate Qualities Project supported recognition in the area of embedded curriculum projects in 2013 and will be extended in 2014
- Our Patch project is a very successful and long standing community partnership with the Natural Resource Management Board, Norwood, Payneham & St Peter’s Council and Vale Park Primary. Leader Peter Allen won an NRM Sustainable Communities Grant and Million Trees Grant to support the project.
- Len Altman implemented the NAB Schools First Seeding Grant for work with local primary and other South Australian schools and universities in the area of Earth Sciences in the Australian Curriculum. In 2013 the group won a further consolidation grant.
- MSC was selected as a site for installation of a Seismometer as part of an international data network
- 2013 Orientation processes were improved from 2012

Supporting SGA activity in progressing student voice, interests, needs and encouraging student projects and specific events to bring students together (e.g. forums, recreations, formal)

- The 2013 SGA was active in planning successful formal and charity events. (see report P 8)

- Student voice in reporting review & facilities upgrade
- Maximise College celebrations (e.g. Exhibitions, Orientation, Register of Achievers, Virtual Trade Fair, etc) to strengthen community and identity and add other events as appropriate to our community. Strong collection of successful events during whole of 2013 including exhibitions and excursions, bread days, Trash and Treasure, World Environment Day Tree planting and Pedal Prix. Maximisation could be enhanced through further curriculum and publicity links
- Soccer tournament a success as cross College event. Establish a wider range of social and recreational activities for student and staff involvement and strengthen our connections with the other adult sites through social, recreational and curriculum based projects. More focussed carriage of social and recreational activities needed
**Enrolment, Retention & Attendance**

**Enrolment** The annual process of creating the student cohort presents a considerable logistics exercise for the College. Our school is unzoned and students are largely post compulsory. As a Senior Secondary College, round 20% make up a continuing cohort, so overall we are unable to predict the final enrolment figure for any year. Enrolments have however remained very healthy. The enrolment exercise is managed by the Student Services Team with the active participation of the majority of staff. Strong support is provided by a wide range of other specialist staff to ensure that the task of enrolling a thousand students and inducting them into the College for the start of the academic year occurs efficiently. Marketing and enrolment practices are designed to maximise enrolment potential in an open market post compulsory environment.

The College attracts young people in large numbers from other schools both public and independent, as well as enrolling students who are re-entering formal education from a range of other situations in the community. Marketing is an ongoing priority for the College and particularly important when preparing and planning for an enrolment cycle. Initially this involves using a range of marketing and communication strategies to provide information about College courses to the diverse stakeholders that make up the Marden Senior College community. College marketing makes use of the internet, print media, radio, cinema and direct mail outs to schools and community agencies at various times throughout the year. Our enrolment data clearly indicates that these strategies together with networking and positive ‘word of mouth’ play a key role in student decisions to enrol at Marden. Marketing activities intensify during Terms 3 & 4 of the previous year and the first few weeks of the current year in support of the enrolment process.

At the February 2013 DECD census our enrolment was 660 FTE (Full Time Equivalent), made up of over 1000 individual student enrolments. Enrolments, while remaining buoyant have decreased during the past two years (see Graphs 1 & 2 following) with the introduction in 2012 of the DECD Adult Education Provision (AEP). The AEP limits eligibility for adults over the age of 21 years who wish to enrol in state schools. The net result of this policy over time has been less enrolments from this over 21 age cohort. Most of the adults in this group are seeking to re-enter formal education in a supportive school environment. A significant number are newly arrived from other countries, often with no educational experience. In the past Marden had been able to offer this group a range of English as Second Language courses that articulated into academic and vocational pathways. Unfortunately some adults do not meet the ‘SACE ready’ requirement of the AEP and are no longer eligible to enrol.

Most significantly the introduction of the AEP has consolidated the growth in number of younger students in the College. Since 2005 Marden has been strategically repositioning and rebranding as a specialist senior secondary college. This gradual transition from a dedicated adult re-entry college meant that the College was relatively well positioned to adapt to the new enrolment environment. In 2013 we enrolled almost 500 students under the age of 18. About half of these transferred to Marden from schools across the metropolitan area to complete their secondary education at Marden. The other half remained in their current schools but also enrolled in one or more SACE/VET courses at Marden not available to them in those schools.

Course selection patterns and achievement data confirm the very strong position of the College in the education community as a quality provider of SACE programs particularly at Stage 2. Feedback during the enrolment process identifies several main reasons for students choosing to enrol at Marden. Breadth, scope and quality of curriculum, academic success, Marden’s reputation in the community, the supportive environment and the general attraction of studying in a dedicated / flexible senior secondary / adult environment are all reasons cited.

The change in the age profile has accelerated the development of a range of structures, processes and programs in the College designed to support the learning and wellbeing needs of this younger cohort. **Graph 1 below shows** the decrease in enrolments from last year attributed directly to the new adult eligibility requirements in their second year of implementation.
Enrolment, Retention & Attendance

Significant also is the improved overall student retention by 8% for the year. Improved retention is further illustrated in Graph 2 below when analysing enrolment and retention of the various cohorts of students during the course of the year. What is also interesting is the size of the Year 13 student group. Year 13s choose to return to school to increase their ATAR scores and/or satisfy subject prerequisites for preferred university courses. The size of this group is difficult to explain given the emergence during the past few years of the many alternative pathways to university. It would appear that despite the options available that many students still prefer to take the established Year 12 /ATAR pathway to university. This may change in future years as the community becomes more aware of the alternatives and begins to access them.

Enrolments in Vocational Education Certificate Courses (VET) have been maintained at high levels over the past two years with most courses enrolled to capacity. High retention in these courses was maintained in 2013. The reasons for this are commonly attributed to the levels of support, collaboration, and sense of purpose that characterise groups who share the same vocational aspirations and undertake the majority of their studies together. Year 11 and Year 12 retention rates have also continued to increase from 2012. The increase in the number of younger students enrolling into the College has become evident noticeably at Year 11 level where there are higher numbers of students transferring from other schools. These students have also been retained at significantly higher levels than the slightly older students who re-enter education after a break of a semester or longer. This has been a significant development for the College because it provides an opportunity to create a more coherent and identifiable Stage 1 cohort that will potentially continue into Stage 2. Overall we believe that this trend reflects a growing willingness in the community to consider the benefits of senior secondary colleges as alternatives to mainstream public and independent schools. The single largest student group remains Year 12, boosted with single subject enrolments from the metropolitan area.

Retention
At the beginning of the year high student numbers in classes generate debate amongst staff about whether larger classes limit individual student access to available assistance, and adversely impact on retention in a post compulsory setting. However study of the retention data collected does not support a clear link between larger classes and proportionately larger enrolment loss. Enrolment and subject selection patterns are carefully monitored at the start of the year to ensure that all classes are effectively staffed and resourced. The teaching and administrative staff of the College have developed a range of strategies to manage larger numbers of students at the start of the year as well as supporting small numbers of new students who make a late start. The following two graphs provide comparative data for enrolment patterns and retention over the last six years.
Retention and Attendance

In Graph 3 below the improved pattern of retention evident over the past three years was linked to the effectiveness of the mentoring program in providing younger students, in particular, with additional support. This work was further supported by the ongoing whole of College focus on student attendance, engagement and well being. Staff have remained committed to the ongoing development of the Teacher/Mentor model as the basis for supporting students and monitoring their progress. In 2013 the College Engagement and Retention group continued to meet to review existing structures and processes and implement changes for 2014. Specific changes include the provision of additional time for mentors to work with their students and a whole school model to monitor student progress and attendance, together with improved strategies for communication with parents of non-adult students.

Improving attendance in a post compulsory / adult environment continues to be a major challenge for the College. This year there was a marked improvement in student attendance principally as a result of the efforts of individual subject teachers and mentors. The College reviewed its Attendance Follow Up processes and determined to maintain the automated SMS system contacting students and parents of non-adult students after a lesson missed. The letter system activated by patterns of non-attendance has also been maintained and supported by the use of more personalised follow up communication from Student Services staff. Our ongoing commitment to continually improve student achievement, attendance and retention strategies reflects the high profile these areas have in our diverse post compulsory learning environment. The focus on retention is central to the work of all staff at the College and continues as a clear priority in both daily work and longer term strategic planning.

Student Opinion Graphs 1—4 by Student Cohort
Student Survey: Pedagogical Data

In Term 1 students were surveyed to seek feedback about the quality of their experiences in the classroom and more broadly in the College. The Term 1 survey showed overwhelmingly that students saw their teachers as a very positive influence on their studies and on their futures.

The adult learning environment and relationships with teachers were seen as central to study enjoyment and success. Flexibility in teaching and assessment, knowing individual students circumstances, access to learning support and being treated respectfully were identified as significant strengths.

Results were aggregated for the fourth time, giving an excellent picture from some 1128 students and allowing comparisons to the previous year. The results, from this large sample of students were again very positive.

A small section of the aggregated survey results are represented in these graphs. Individual class results mainly focus on providing pedagogical data for individual teachers. Improving teacher generated feedback was a priority in the 2013 Site Improvement plan, and results indicate progress in this area. The priority will continue into 2014 because responses on the nature and frequency of feedback provided to improve work is an area for on-going development. There still looks to be some uncertainty around feedback – do students understand the meaning of feedback and how to use it. Improved pedagogy could include making feedback more explicit and helping students use feedback to achieve higher performance standards.

On the whole, students are positive about the teaching at MSC. They perceive standards and expectations to be relatively high. VET teachers are seen as respectful, enthusiastic and activities in VET are indicated as helpful to learning.

Responses to VET are positive overall with comparatively few ‘not sure/disagree’ Responses.

The data indicates teachers are generally on the right track, and most students express strong satisfaction with their teachers. This data can be used to inform teacher practice both at the individual class level, and by showing patterns or anomalies to each teacher across their classes as well as to give a general picture of the achievements of the College. This data is triangulated with peer feedback and personal reflection via the ‘Teaching for Effective Learning’ framework.
SACE achievement in 2013 was very pleasing. Thirty seven students gained an A+ grade; 32 of whom were awarded a SACE Board Merit. This represents a continued increase in the number of outstanding student achievements from 2011 to 2013. Students achieved an A+ with a merit in Workplace Practices (14); Biology (6); Research Project (5); Classical Studies (1); Economics (1); Nutrition (1); and Mathematical Methods (3). The grade distribution at Stage 2 is shown in the graph below with achievement in each grade band.

A - 28%  C - 23%
B - 40%  D - 6%  E or less - 3%

This represents a steady increase in the percentage of successful students (A+ to C- result); from 81% in 2011, 88% in 2012, to 91% in 2013. The strength of Marden student achievements is highlighted by the 28% of A grade band results, a figure that is well above the state mean of 20%. 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 2013 and monitored enrolment trends in response to the implementation of the SACE at this level. An increased number of students undertook the Research Project with 140 students completing in 2013, with 100% of these students achieving the required grade of C- or better.

A total of 912 individual student subject results were recorded in 2013, compared to 866 in 2012. This represents a slight increase in the number of students resulted; a reversal of the more recent trend (see graph below). MSC closely monitors the number of students resulted. Strategies to increase these numbers include a continual review of curriculum offerings and work towards improving student retention. Both of these strategies are part of the Site Improvement Plan. Significant work is done through the annual Curriculum Review to offer an attractive and appropriate curriculum at MSC. This process is supplemented by ongoing responses generated through the counselling process. Improving retention and achievement are central to the staff training each year.
Student Achievement
Destinations 2013

Vocational Education and Training Destinations 2013 (VET)

The success of the OAC/MSC Registered Training Organisation (RTO) is reflected in enrolment growth and corresponding increase in graduate numbers to the end of 2011 across the range of certificate courses offered. In 2013 steadying enrolments reflect the impact of the Adult Education Provision restrictions and the increasingly competitive training market. The graph below reflects these trends since the inception of the RTO in 2002.

Graph: RTO enrolments/graduates all sources/2013

Trainee satisfaction continues to be supported by industry feedback and external audits. MSC VET retention was excellent in 2013, with only 7% of students withdrawing from training across all courses. The disparity between enrolment numbers and graduates is due to three main factors. Many trainees enrol on a part-time basis and take a number of years to complete full qualifications. They contribute to enrolments but not to graduate numbers as they follow individual training plans.

Another group of trainees enrol in Skill Sets (partial certificates) and do in fact complete their planned learning with the RTO. Thirdly, some trainees are unable to complete studies due to complexities common to adult learners, while others enter employment with an enhanced set of skills through relevant competencies already covered.

Destinations 2013

MSC trainees move on to a variety of situations. Due to factors like the level of certificates undertaken, partial completions and the number of students under the age of compulsion, most leavers move onto further study while others transition to salaried or self employed work. MSC RTO graduates reflect an older age profile with 59% being 21 or older at enrolment.

SACE/VET/ATAR

63 MSC students and students from the East Adelaide Schools Cluster who completed Certificate III courses were amongst the second group of students to gain an ATAR using VET qualifications combined into the SACE, up from 20 last year. This increase shows the growing popularity of VET choices.

Feedback indicates many of the 2013 VET graduates have accessed their chosen University and TAFE courses for further education, especially in the Children’s Services, Media and Visual Arts fields, while students from Certificate II & III in Business / Business Admin and Children’s Services have gained employment. Certificate III in Children’s Services had the highest graduation rate of 76%.

Registered Training Organisation and Vocational Education

Added success for our 2013 MSC students can be attributed to our flexible training options such as Workplace Assessing, the RPL Children’s Services class, RPL for trainers and Flexible Training Plans which can combine part class, part RPL and part workplace assessing. Students come from a variety of areas and partnerships with 33 of the 196 RTO graduates being part of the Eastern Regional EASC VET in schools program at Marden while 6 were part of the North Eastern Regional (NEVO) VET in schools program at The Heights. Inner Northern Area Partnership (INAP ) enrolments centred around Photo-imaging and 13 completed all enrolled competencies.
Student Achievement
Destinations 2013

Graph below shows completion of competencies for graduation compared to enrolments in 2013 in whole RTO

RTO Enrolments & Graduates 2013

Completed Competencies/Skill Sets Chart (right)
Data showing whole & partial qualification enrolments including

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrolments</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education &amp; Skills Dev I</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Education &amp; Skills Dev II</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Geoscience/ Geophysics</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Media III Game Design</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Photo II (INAP)</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Textiles III VET Thurs</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Community Services II</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Painting &amp; Drawing Th</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Full Certificate Graduates</td>
<td></td>
<td>196</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>246</strong></td>
</tr>
</tbody>
</table>

Marden VET & RTO, INAP & EASC VET in certificate courses,
Student Achievement
Destinations 2013
Employment and Personal Goals

Many of our students enrol to create pathways into employment or for personal reasons. The 2013 Transitions Survey has provided feedback to assist staff in better understanding achievement outcomes for these students. Increasingly however students are looking for university pathways.

Tertiary Entrance Summary

A significant number of students enrol at Marden Senior College for the purpose of gaining an Australian Tertiary Admissions Rank (ATAR) in order to study at university. The student counselling team is heavily involved with the provision and organisation of information to students. Bonus points are added to the student’s aggregate differentially for each university.

Table 1: Applicants and Offers 2013 into 2014

<table>
<thead>
<tr>
<th></th>
<th>University</th>
<th>TAFE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of applications</td>
<td>144</td>
<td>32</td>
<td>176</td>
</tr>
<tr>
<td>Number of offers</td>
<td>131</td>
<td>26</td>
<td>157</td>
</tr>
<tr>
<td>Percentage of successful applications</td>
<td>91.0%</td>
<td>81.3%</td>
<td>89.2%</td>
</tr>
<tr>
<td>2012 comparison</td>
<td>91.3%</td>
<td>92.5%</td>
<td>91.6%</td>
</tr>
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</table>

Table 2: Offers by Institution (Universities only)

<table>
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<tr>
<th></th>
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<tr>
<td>Adelaide University</td>
<td>22</td>
<td>33</td>
<td>24</td>
<td>31</td>
<td>33</td>
<td>54</td>
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<tr>
<td>Flinders University</td>
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<td>23</td>
<td>14</td>
<td>18</td>
<td>23</td>
<td>23</td>
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<tr>
<td>University of South Australia</td>
<td>38</td>
<td>49</td>
<td>53</td>
<td>58</td>
<td>49</td>
<td>54</td>
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<tr>
<td>Charles Darwin University</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
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</table>

Table 3: Number of applicants, applicants for university access schemes

<table>
<thead>
<tr>
<th>Year</th>
<th>Uni Offers</th>
<th>TAFE Offers</th>
<th>USANET</th>
<th>SEAS</th>
<th>FAIRWAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>104</td>
<td>82</td>
<td>55</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>2006</td>
<td>104</td>
<td>78</td>
<td>37</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>2007</td>
<td>123</td>
<td>102</td>
<td>61</td>
<td>47</td>
<td>49</td>
</tr>
<tr>
<td>2008</td>
<td>118</td>
<td>90</td>
<td>44</td>
<td>37</td>
<td>55</td>
</tr>
<tr>
<td>2009</td>
<td>129</td>
<td>107</td>
<td>62</td>
<td>49</td>
<td>ALL</td>
</tr>
<tr>
<td>2010</td>
<td>110</td>
<td>91</td>
<td>69</td>
<td>56</td>
<td>ALL</td>
</tr>
<tr>
<td>2011</td>
<td>118</td>
<td>107</td>
<td>51</td>
<td>47</td>
<td>ALL</td>
</tr>
<tr>
<td>2012</td>
<td>115</td>
<td>105</td>
<td>40</td>
<td>37</td>
<td>ALL</td>
</tr>
<tr>
<td>2013</td>
<td>144</td>
<td>131</td>
<td>32</td>
<td>26</td>
<td>ALL</td>
</tr>
</tbody>
</table>

Pathways planning includes visits to all Stage 2 classes by the counselling team during Term 1 to present information regarding tertiary admission processes, visits by all three universities and TAFE in Term 1 to present tertiary pathways information to students, a Tertiary Career Event organised in conjunction with the Open Access College and attended by the three universities and TAFE during Term 3 and direct support in making on-line applications to SATAC.

All Marden students receive a minimum of 5 Bonus Points for entry to South Australian universities as part of special access schemes determined by the universities. In addition extra points are awarded for the successful completion of particular subjects. The maximum number of Bonus Points that students can be awarded is 9. Data from the 2013 university entry process showed that Bonus Points enabled 59 students to achieve their desired university offer, up from 49 in 2012.

University Destinations

58 students received an offer without relying on extra points
11 students have gained entry into a course through STAT
59 students relied on Bonus Points for their university offer
17 students relied on both subject Bonus Points and a university access scheme for their offer
4 students are accessing a Foundation Studies course at the University of South Australia (a decrease of 10 in 2011 and 8 in 2012). Data on students receiving an offer for their first preference was fluid at time of writing as final offers continued

TAFE Destinations

25 of the 26 offers are for courses at Certificate III or above.
This is consistent with the aspirations of Marden students to move on to higher levels of study in courses they undertook at this College and through our RTO. Seven students are moving into Advanced Diplomas and 4 into Diploma level.
The information on this page is a summary of recently conducted Staff Psychological Health Survey which is required to be undertaken by sites every two years. The 2013 results are therefore compared with 2011 and 2009 for trends. The graphs below show the results achieved in 4 of the 10 categories covered. The overall results show that staff remain very well informed, team focused, resilient and supported in accessing useful PD. The results indicate a high level of individual support, professional satisfaction, morale and well being amongst staff with most categories showing more than 61% positive responses.

These summary results are based on 48 responses, lower than in previous years with patterns consistent with those established over a number of years.

More of a focus on involving all staff in developing their own professional learning and leadership is highlighted.

Knowledge: Statements in this category covered
- Staff at this site are supported at times of psychological vulnerability/personal difficulty
- Psychological hazards at this site are assessed quickly and managed effectively
- I am aware of the independent counselling service (employee assistance program) provided by DECD
- I understand I can report psychological injuries using the IRMS
- I am conversant with the department’s psychological health procedure

Employee Development: Statements covered
- I am encouraged to take opportunities for professional growth
- Site performance management processes are explicit and support my professional development
- I receive adequate training when the requirements of my job change
- I feel my work matches my skills and abilities—this area shows consistently high correlation between work and skills

Co-worker Interaction: Statements covered
- I have the opportunity to work within teams at this site
- There is good communication between groups/staff at this site
- Teams at this site achieve high quality outcomes
- Staff at this site discuss and share work approaches and problem solve together—positive responses recorded here
- There is good team spirit, which includes fun, at this site—an area for improvement in 2014 and the WHS rep is developing a Fit for Fun staff challenge

Role Clarity: Statements covered
- I have a clear understanding of my role in this site and the responsibilities of my job

Summary: It is important to reflect on the increased knowledge of staff in the area of Psychological Health. Staff respondents indicate they have experienced some difficulty in managing work demands this year. This accompanies a slightly lower individual morale rating. It is interesting to note that in a year of significant staff input into student wellbeing developments, some indicate less participation in decision making. Making a clearer link between feedback and decision making is needed.
The MSC Annual Professional Development Program consisted of a combination of individual, whole of staff, professional learning community, and subject specific activities. Records show that teachers undertook more than 37.5 hours of training and development during the year, with the majority undertaking over 50 hours outside of normal working hours. Staff have taken the opportunity to tailor their professional learning to best meet their needs as well as participate in training and development provided by the college. The program (see summary below) focused on continual improvement in the quality of the teaching and learning and the well-being of staff and students.

Training and development was conducted through:
- Staff and Friday afternoon meetings
- After school twilight sessions
- End of year week-long program
- Individual training, including staff accessing numerous off-site opportunities

The program was prepared by the MSC Training and Development Committee utilising the following inputs:
- DECD Regional and State Strategic Directions & priorities
- College Site Improvement Plan and Strategic Plan priorities
- Staff Performance Development Plans
- WHS requirements
- Staff feedback and evaluation of the 2012 Program

Professional Learning Summary
Professional learning activity can be divided into three categories: teaching and learning related, well-being and welfare related and curriculum related activities. Key activities include:

Teaching and learning related
- the focus on 21st century pedagogies and the use of learning technologies, including a session with Professor Martin Westwell.
- continued use of the South Australian Teaching for Effective Learning (TfEL) Framework
- teachers completing five, 2-hour modules of a Literacy for Learning program
- further development in the use of feedback data from three sources (students, self and trusted colleague) to improve classroom practice
- on-line training in National Collection of Data on Students with a Disability, and application of this initiative at Marden
- some staff undertaking one-day ‘Embedding Formative Assessment’ session with Professor Dylan Wiliam
- on-going small group training in the use of learning technologies such as Moodle, Turnitin and Mimio

Well Being and Welfare related
- Basic Emergency Life Saving
- Manual Handling and Workstation Ergonomics

Curriculum related
- Significant numbers of staff involved in SACE Subject Assessment Panels (marking and moderation)
- Learning Area (including VET) Friday afternoon meetings
- Read Write Gold, database use (e.g. Ebsco), Online Referencing Tool, and other library initiated training
- RTO / VET Validations

Staff feedback on professional development activities (see graph left) shows that the Turnitin (plagiarism detection software) training, Stephen Inglis’s Churchill Fellowship findings session, and the RTO/VET validations program as the most useful professional learning experience with each receiving a 100% rating as either ‘Extremely useful’ or ‘Useful’. Whole of staff activities such as Basic Emergency Life Saving and Workstation Ergonomics training were also deemed highly beneficial by staff.
Staff Attendance, Retention & Qualifications

Staff Attendance
Teacher and Ancillary attendance rate continues to be excellent. The average number of days absent per staff member is lower than 2011 and 2012 however the need for family leave to support aging parents remains on trend. The College again provided free flu vaccinations to staff with a positive impact on staff absence over the winter period. The table right shows a breakdown of the types of leave taken in 2013 for all staff.

<table>
<thead>
<tr>
<th>Type of leave</th>
<th>No. of days 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sick leave</td>
<td>315.5</td>
</tr>
<tr>
<td>Work cover</td>
<td>28</td>
</tr>
<tr>
<td>Bereavement</td>
<td>29.5</td>
</tr>
<tr>
<td>Carer and Family leave</td>
<td>85.5</td>
</tr>
<tr>
<td>Urgent pressing necessity</td>
<td>10</td>
</tr>
<tr>
<td>Moving Residence</td>
<td>2</td>
</tr>
<tr>
<td>Leave – no pay</td>
<td>1.5</td>
</tr>
<tr>
<td>Military leave</td>
<td>19</td>
</tr>
<tr>
<td>Jury Service</td>
<td>7</td>
</tr>
<tr>
<td>Retention leave</td>
<td>3</td>
</tr>
<tr>
<td>Religious significance</td>
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</table>

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leave - no pay</td>
<td>0.5</td>
<td>1.0</td>
<td>0</td>
</tr>
<tr>
<td>Leave - with pay</td>
<td>32</td>
<td>32</td>
<td>43</td>
</tr>
<tr>
<td>Sick Leave</td>
<td>78.5</td>
<td>116</td>
<td>71</td>
</tr>
<tr>
<td>Work cover</td>
<td>0</td>
<td>28</td>
<td>0</td>
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</tbody>
</table>

The table above shows the average deployment of teaching staff by category over the course of 2013.

Staff Retention
The nature of changing student numbers across the year necessitates the appointment of some teachers to short term and small-fraction vacancies. Patterned Long Service Leave grows in popularity. During 2013, four long-serving permanent staff members left the College to retire. Sincere thanks and best wishes to Jan Beames, Chris Evans, Nick Sidoryn and Liz Coventry who are all retiring. We thank them for their commitment to high quality education at our College over many years. All are looking forward to their next adventures but they leave us in the sure knowledge that students and staff will miss them.

Staff Qualifications
All teachers employed at Marden Senior College during 2013 held qualifications required for teacher registration in South Australia. Of this group, 83 per cent hold a degree or higher qualification. Many staff, both teaching and ancillary, continue to update their skills and knowledge through study in formal qualifications related directly to their work.

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>No of staff</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Degree</td>
<td>31</td>
<td>70</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
<td>14</td>
</tr>
</tbody>
</table>

Ancillary Staff 2013 Highest Qualification

<table>
<thead>
<tr>
<th>Degree</th>
<th>Advanced Diploma</th>
<th>Diploma</th>
<th>Cert IV</th>
<th>Cert III</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>
Marden Senior College operates on a conservative budget with a large proportion of funding being directed towards staffing, technology equipment, student facilities, curriculum delivery and upgrading of site facilities. In 2013, refurbishment projects completed the upgrade of all the school’s Student toilets. A large project was undertaken to replace air conditioning and to refurbish the kitchen and the library. Ongoing expenditure on additional ancillary support remains a necessary feature of the budget for a specialist senior secondary/re-entry site, where the student head count is more than double the FTE on which the school’s entitlement is calculated.

The 2013 budget does show carry-over funds in anticipation of spending on further refurbishment works linked to our 2012-14 Strategic Plan, including reserves for equipment, photocopying and grounds machinery.

The state and size of our facilities and the age of our buildings, plant and equipment pose particular challenges. The condition of equipment such as air conditioners, floor coverings and blinds and lighting demand manageable and funded replacement cycles. The College is at a critical point in relation to classroom space and the constraints this places on expanding the curriculum to meet the needs of a changing student cohort. The management and development of facilities will remain a challenge and priority for the next few years.

<table>
<thead>
<tr>
<th>Account</th>
<th>Description</th>
<th>YTD Posting</th>
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</thead>
<tbody>
<tr>
<td>R-CGG</td>
<td>GRANTS WHOLE CURRICULUM - REVENUE</td>
<td>69,000.00</td>
</tr>
<tr>
<td>R-CCS</td>
<td>PASTORAL CARE - REVENUE</td>
<td>471.05</td>
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<td>R-COV</td>
<td>VET – REVENUE</td>
<td>1,854.55</td>
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<td>R-CPT</td>
<td>ITAS FUNDING</td>
<td>1,500.00</td>
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<td>FLEXIBLE LEARNING OPTIONS</td>
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<td>R-CTT</td>
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Total for REVENUE: 8,292,674.48
Total for EXPENSES: 7,135,811.68
Reserve Funds: 1,585,000.00
MARDEN
SENIOR COLLEGE

Your pathway to success