



SCHOOL CONTEXT STATEMENT

Updated 06/2020

School number: 0583

School name: MARDEN SENIOR COLLEGE

School Profile:

Marden Senior College is a school committed to supporting students with pathways to enable them to continue or resume their studies in a dedicated senior secondary environment.

Our comprehensive range of subjects and courses provide multiple opportunities for students to complete their South Australian Certificate of Education (SACE). In addition to the broad range of Stage 1 and Stage 2 options available, the college, as a Registered Training Organisation (RTO), delivers nationally accredited Vocational Education and Training (VET) certificate courses.

The main focus of Marden Senior College is the provision of senior secondary education for mature learners who can benefit from a post compulsory adult learning environment. The college aims to enable adult and near adult students from a variety of backgrounds and circumstances to experience success in their chosen pathways. Day, twilight and evening classes offered in blocks help provide great opportunities to access full-time or part-time study.

Our adult learning community values and promotes respectful relationships, mutual responsibility, and a diversity of backgrounds and pathways. We support each student to achieve success through a dynamic curriculum that provides opportunities for multiple pathways and learning for life. 'Innovation, Quality and Success for all students through best practice in senior secondary education' 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 DfE 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:

Students	2020
Year 11	157.88
Year 12	267.09
Year 12 plus	50.80
FTE 476	Students 759

- School Card Approvals (Persons) 25
- NESB Total (Persons) 181
- Aboriginal FTE Enrolment 6

Student enrolment trends: The College was staffed in 2020 on enrolment of 456 FTE

- Staffing numbers (as at February census):

Staff	Male	Female	Total
Teaching: Tier 1	14	32	46
Tier 2	0	0	0
Support Staff	4	13	17

Leadership Positions

Leaders	Male	Female	Total
Senior Leaders	2	3	5
Coordinators	3	5	8
Counsellors	1	3	4
Resource Centre	0	1	1

- 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:

- SACE ready and hence typically 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
- Accessing VET and other specialist subjects and courses not available in their home schools, whilst retaining enrolment at their home school
- Returning to secondary education, some after a period away from schooling
- Students seeking flexibility in study times provided by access to day, twilight or evening classes

Student wellbeing programs:

The college offers an Orientation Day prior to the start of classes and an Induction Program to help Stage 1 students get a great start in a new environment. Across the year, a Student Program is available to all, where topics including planning, time management, legal rights and responsibilities, protective behaviours and on-line safety are covered.

Student support offered includes:

- Senior secondary education in a supportive adult environment where students are encouraged to grow their independence as learners, and as citizens
- Comprehensive personal, careers counselling and other specialist support services on site including a Community Pastoral Care Worker
- A mentoring program for Marden students under the age of 21
- Student Orientation
- Stage 1 Induction program
- Tutorial learning support
- Term 3 holiday revision courses
- Literacy support and subject tutorials
- Study skills courses
- Online Moodle resources to support each course
- On site technology support

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. Student representatives are actively involved in celebrations of student success like Presentation Night and the RTO graduation, the Achievers celebration and at Government House events. Student voice is vital to influence pedagogy and facilities improvements.

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, the self-management and collaborative skills to achieve their goals, and leadership qualities. 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 an adult environment. As a senior secondary and adult 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. The main goal of the college is to enable post compulsory students and adults from a wide variety of backgrounds and circumstances to experience success in their chosen pathways.

Our Vision:

A purposeful a senior secondary 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.

Our Commitment:

At Marden Senior College, we are committed to:

- Supporting student success and well-being by tailoring services and programs to student interests, needs and pathways
- Maintaining a safe, inclusive adult learning environment which values diversity
- A culture of purposeful learning, creativity and achievement
- High quality teaching of an extensive and flexible curriculum accredited through the SACE and VET
- Providing quality programs, resources and facilities
- Building capacity through links with other schools, business, industry and the wider community
- reflect the department's Strategic Plan and operate on a site four year Strategic Directions that links closely to a Site Improvement Plan.

Outcomes of Recent Site Planning:

- An ongoing focus on wellbeing and a child safe environment
- Excellent outcomes in SACE completion and achievement
- Students provide detailed and planned feedback on effective teaching
- Parents are encouraged to join as partners in the progress of young students
- Community members and students contribute to site governance
- A coordinated, professional marketing strategy operates effectively

- Annual review of curriculum responds to student need through SACE and accredited VET pathway offerings
- Continued focus on teaching methodologies, including the increased use of learning technologies incorporating Moodle learning platform

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 40 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 41 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 government and non-government – utilise the broad SACE subject and vocational 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:

- Certificate II in Spoken and Written English
- Certificate III in Business
- Certificate III in Business Administration
- Certificate III in Education Support
- Certificate III in Design Fundamentals
- Certificate III in Spoken and Written English
- Certificate III in Visual Arts (Photo Imaging)
- Certificate III in Visual Arts (Textiles)
- Certificate III in Visual Arts (Painting and Drawing)
- Certificate III in Screen and Media
- Certificate III in Screen and Media (Game Design)
- Certificate III in Screen and Media (VFX)
- Certificate IV in Spoken and Written English

The college is an RTO with the Open Access College for delivery of VET. Approximately 25% of total college enrolments are in VET courses and include significant numbers of students from other Eastern Adelaide schools as part of the districts VET sharing arrangement. The college also encourages study through school-based traineeships in cooperation with industry; has a work placement program and has an RTO partnership agreement with schools to deliver Certificate II in Business and Certificate II in Community Services.

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
- A focus on students for whom English is a second language, including supporting students who are newly arrived from overseas, 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 a rich past experience to the learning process
- Realizes 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 is a highly technologically-enabled environment. Teaching and learning is well supported through student use and access to information and communications technology (ICT). ICT enables students to access curriculum materials, resources and teaching staff in a timely fashion including the provision of access from home (via Moodle, online email and file access, and DayMap).

Wireless access is available, as is BYOD, and laptop borrowing.

In addition a number of programs use increasingly flexible modes of delivery to ensure students are able to access learning in modes more appropriate to their situation and background. Examples of these include the Stage 2 Workplace Practices courses which provide linked learning opportunities for the South Australian Institute of Sport (SASI) athletes, and the Research Project.

Student assessment procedures and reporting

Monitoring and intervention of student progress a feature of, and priority for the college, and occurs through many mechanisms including dedicated student progress meetings. Parents are encouraged to celebrate successes, and work as partners with our teachers to provide support or intervention where needs are identified. Progress reports are completed at three intervals for year long subjects, and twice for semester length subjects. Increasingly teachers are providing on-going and progressive reporting of progress in each SACE subject and VET course.

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 runs a Pedal Prix team each year that is open to all students.

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 lunchtime activities like chess are initiated each year for and by students based 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 Executive Leadership consists of the Principal and 4 other leaders;

- Assistant Principal, Student Services
- Assistant Principal, Curriculum and Professional Development
- Assistant Principal, Technology and Information Systems Management
- Business Manager

10 Coordinators/Managers

- RTO, VET and Innovative Programs
- HR and Daily Management
- Students with Disabilities and Learning Support
- Maths, Science and Numeracy Support
- English and Humanities
- Arts and Technologies
- HPE, Cross Disciplinary and Community Connections
- MEC Library Manager
- Student Wellbeing Leader (Female)
- Student Wellbeing Leader (Male)

The Executive Leadership team, consisting of Principal, Assistant Principals and the School Business Manager, meet 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 school's Performance Development program, an annual cyclic three step process of:

- 1) Performance planning
 - 2) Professional learning and
 - 3) Performance review.
- Line Management arrangements are established for this purpose, with designated leaders accountable for small groups of staff. All staff complete and maintain a performance and development plan as required by the department
 - Teachers work with students and with a peer to collect and respond to feedback on teaching and learning effectiveness
Strategies are designed to recognise this feedback
 - Learning Area teams provide strong professional support to teachers.

Staff utilisation policies

Four Coordinator positions are dedicated to effective teaching and learning and innovative programs within designated learning areas. Other leadership positions focus on cross-college responsibilities such as student wellbeing, leaning support and students with disabilities, VET and RTO management, daily management, and library management. An experienced ancillary staff team is deployed in various ways including grounds, Student Services, information systems and learning support.

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 PD is developed which focuses on system, local and personal priorities and goal setting. The Annual Program incorporates a range of activities including spotlight sessions at staff meetings; a twilight program; an end-of-year program; individual and group sessions; outsourcing arrangements and Friday afternoon sessions.

All staff are required to maintain a record of their professional learning, including VET trainers as evidence of their industry currency requirements.

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

Complexity placement points

- Check DfE Website for current information
- Designated Schools Benefits: Staff who teach during evenings gain TOIL (Time off in lieu). Those staff involved in holiday revision or enrolment programs also gain TOIL.

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 broad plan.

Specialist facilities and equipment

- The Photography facility containing photo lab workshop for wet and dry photography, four Art rooms including a design suite with Apple Macs, 3 PC suites, a business suite with a virtual office and a network of PCs and the Multi Media Centre and other areas containing Apple Macs
- Purpose built Chemistry, Physics, Biology and Geology laboratories
- Students have access to Wi-Fi Internet throughout the college.

Student facilities

The college has:

- A modern, well-structured library and resource centre
- Trolleys of laptops for student use in many classes to complement desktop computer suites
- A Tutorial Centre for students with staff support and IT facilities including for students who are visually impaired or dyslexic
- A student cafeteria
- A Lecture Theatre with multi-media equipment for presentations
- Access to gym and sporting field facilities
- A comprehensive range of support services on site
- A Book Room, photography and stationery shop

Staff facilities

There is access to an office, phone, digital photocopier and computers for each staff member. Staff access email, the Internet and EDSAS in their offices. Daily communication in the college is largely electronic. 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 along with two or so principal updates to students and parents each term. Student and staff bulletins are produced on a weekly basis, along with DayMap notes as needed.

The college website is the key source of information for the college community and prospective students and parents.

A Register of Achievers (old scholars) booklet is developed and published annually to capture stories of students after their time at the college.

Other communication

Electronic notice boards located throughout the college highlight key dates and requirements as does a college Facebook site. Emails and SMS messages are also used to communicate with students and their families

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. Facility upgrades are conducted within budgetary constraints.

Special funding

Marden Senior College, in partnership with the Open Access College, is a Registered Training Organisation (RTO). The RTO actively seeks additional funding from Federal Government, State Government and local district sources.

11. Local Community

General characteristics

Students come from a wide area. About half of the student cohort comes from nearby suburbs i.e. the north eastern and eastern suburbs of Adelaide. The remainder come from the broader metropolitan area. Many local residents commute to the city for employment. Re-generation of the area is evident with new houses replacing some of the older housing stock near the Linear Park.

Parent and community involvement

Parents of younger students are encouraged to work in partnership with the college to support them to complete their studies. Initial enrolment counselling interviews form an important start to this process. On-line Parent Portal access to attendance information is available. Regular communication with teachers-mentors is encouraged through Meet the Mentor events, parent–teacher interviews, SMS, phone and email contact.

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 Norwood, Payneham & St Peters Council (8366 4555), in whose area the college is located, is very supportive of college activities and has a representative on the Governing Council.

12. Further Comments

Special Arrangements

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