



# Marden Senior College

## 2020 annual report to the community

Marden Senior College Number: 583

Partnership: Central East

Signature

School principal:

Ms Nikki Kotrotsos

Governing council chair:

Mr Les Dennis

Date of endorsement:

4 March 2021



Government  
of South Australia  
Department for Education



## Context and highlights

Marden Senior College is an unzoned school of choice located east of Adelaide that provides a wide range of SACE Stage 1 & 2 subjects and, as a Registered Training Organisation (RTO), a range of VET certificate courses.

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

Nearly 800 students attended the college in 2020 (See Appendix 1) including 429 students enrolled at 'home' schools other than Marden. The college caters for a diverse cohort of students in age, cultural background, school background, interests, pathway goals and geographic location. Marden has full and part-time students attending day or evening classes, and specific courses in flexible delivery modes. Each year sees an influx of new students, with 75% being new to the college in 2020.

SACE and VET student achievement, was again outstanding in 2020. SACE Stage 2 results were particularly impressive with 50% of students achieving an A grade band result (See Appendices 1 & 4). As an RTO we also have a large number of students undertaking VET certificates. This year 45.8% of college based students studied VET as part of their SACE completion.

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

We continue to work towards improving the facilities and resources to provide the best learning environment for students. Plans are close to finalised for a significant new contemporary learning centre with demolition of dilapidated wooden temporary buildings signaling the start of this project for mid 2021. This is part of a 5-10 year site masterplan developed in collaboration with Open Access College.

## Governing council report

It is proper that I first acknowledge the voluntary time of my fellow Governing Council members who have generously given over the past year, especially with a year that we survived COVID19. I sincerely thank each of them. It was also the year that Principal Stephen Inglis retired after a long history of tenure at the college. The Governing Council acknowledged his passion for education and commitment to staff and students alike. I personally thank him for his dedication and friendship and his informative and proud reporting on college achievements and heart for site improvements. His leadership was outstanding. I would also extend on behalf of council our thanks to Deputy Principal Michelle Cordera who was Interim Principal for the final college term in 2020.

We have had "a year that we have never had before" as many have said, and it is important on behalf of the Council to give huge acknowledgement for the efforts of college management and all staff as 'Essential Workers'. They with short notice dedicated themselves to new forms of educational online delivery but retained their personalised mentoring of student wellbeing.

It has been another year of outstanding student outcomes from our diverse student community. With the cancellation of the Presentation Night because of COVID19 restrictions we sadly were not able to physically extend congratulations. Marden Senior College has again truly earned the reputation as a high performing innovative college that champions equity and success for senior secondary and adult learners as reflected in its motto "Your Pathway to Success". The college values of excellence, respectful relationships and diversity through the lens of a flexible and vibrant adult learning community differentiates its uniqueness. Under the direction of our new Principal Nikki Kotrotsos and her dedicated team, I believe the college will continue to build on our strategic directions of quality teaching and learning, strong engagement and wellbeing, innovative learning environments and meaningful community connection, which further enhance Marden Senior College as a leading senior secondary college of choice.

Sadly we have not seen progress with the building of new learning spaces with many unexpected delays. This is to replace the very old and now demolished 1950's portables that were used in the former life of the college as the Marden High School.

We the Governing Council look forward to another year of extended academic achievement, site development and the continuing sense of community unique to Marden Senior College.

Les Dennis  
2020 MSC Governing Council Chairperson

# Quality improvement planning

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

Our three improvement goals and targets for 2020 focused on improvement in Stage 1 achievement, Stage 2 achievement, and VET achievement. Five interrelated actions, identified to achieve these improvements were, in summary: better knowing and targeting students, working collaboratively to develop and implement feedback and differentiation strategies, increased use of data to improve student outcomes, monitoring and intervention strategies, and strengthening mentor connections. We successfully achieved, or near achieved, each set target as summarised in the next paragraph.

We exceeded our goal 1 (Stage 1 achievement) target significantly with 89% C or better results against a target of 85%. Cohort fluctuation could be part of the explanation, but we believe it was also due to the more effective student progress tracking, monitoring and intervention as detailed in our key actions. Goal 2, focused on Stage 2 achievement, saw 80.7% achievement in the A&B grade band, surpassing our ambitious target of at least 79% of results in the A and B grade bands. Goal 3 based on VET achievement rate saw 88.7% achievement exceeding our target of at least 75% VET achievement rate across the college.

Informed and consultative strategic planning late in 2020 led to refinements to our improvement plan. Our targets, although re-organised into one goal, remain the same. We have strengthened our challenge of practice, and, due to the unique nature of our senior college, have elected to use this as the key organiser for our 2021 site improvement plan. This challenge of practice, with a brief summary of key actions associated is:

1. If we track, monitor and intervene in a timely manner, with best practice quality teaching then we will improve outcomes for all students

- Data Analysis
- Monitoring and Intervention
- Teaching and Learning Design
- Literacy Improvement Strategy

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

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

## South Australian Certificate of Education - SACE

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

| 2017 | 2018 | 2019 | 2020 | 2020 |
|------|------|------|------|------|
| 95%  | 95%  | 94%  | 97%  | 97%  |

Data Source: SACE Schools Data reports, extracted February 2020

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

### SACE Stage 2 grade distribution

| Grade | 2017 | 2018 | 2019 | 2020 |
|-------|------|------|------|------|
| A+    | 6%   | 9%   | 5%   | 19%  |
| A     | 13%  | 14%  | 13%  | 17%  |
| A-    | 14%  | 13%  | 13%  | 15%  |
| B+    | 14%  | 11%  | 13%  | 11%  |
| B     | 13%  | 11%  | 14%  | 12%  |

|    |     |     |     |    |
|----|-----|-----|-----|----|
| B- | 14% | 11% | 12% | 8% |
| C+ | 11% | 11% | 11% | 9% |
| C  | 6%  | 10% | 8%  | 6% |
| C- | 3%  | 6%  | 4%  | 2% |
| D+ | 2%  | 3%  | 4%  | 1% |
| D  | 1%  | 1%  | 1%  | 0% |
| D- | 0%  | 0%  | 1%  | 0% |
| E+ | 1%  | 0%  | 1%  | 0% |
| E  | 0%  | 0%  | 0%  | 0% |
| E- | 0%  | 0%  | 0%  | 0% |
| N  | 0%  | 0%  | 0%  | 0% |

Data Source: SACE Schools Data reports, extracted February 2020

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

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

| 2017 | 2018 | 2019 | 2020 | 2020 |
|------|------|------|------|------|
| 95%  | 94%  | 94%  | 91%  | 91%  |

Data Source: SACE Schools Data reports, extracted February 2020

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

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

## School performance comment

### SACE Completion

Many students study one or two subjects at Marden Senior College and their SACE completion is recorded in future years and/or at their home school. Of the 343 students who completed at least one Stage 2 subject at Marden Senior College, 79 students were potential SACE completers at Marden, of which 72 successfully completed. Representing a 91% completion rate.

Pivotal to SACE completion is success in the compulsory SACE requirements. Details of these and other site key improvement measures can be found in Appendix 2.

### Stage 1 SACE Results

A total of 868 individual results were recorded in 2020, compared to 729 in 2019. The results achieved by this increased number of students included 88% at C and better. Teacher response to student and peer feedback, as well as review of task design and teaching approaches has resulted in a gradual improvement in student outcomes. Work in this area of retention and engagement will continue to be part of staff training in the coming years.

### Stage 2 SACE Results

A total of 580 individual Stage 2 results were recorded in 2020 and student achievement was outstanding again this year. The number of high achievers was most impressive with:

- 50% of students achieved an A grade band result (compared to 30% state wide)
- 109 students achieved an A
- 20 students were resulted as A with merit in: Accounting (1); Ancient Studies (1); Chemistry (1); Communication and the Community (1); General Mathematics (5); Health (1); Integrated Learning A (3); Psychology (1); Women's Studies (2); and Workplace Practices (10).

These outstanding results are a credit to the students and their families. They also confirm the expertise and confidence teaching staff have in their subject area, and their dedication and hard work at an individual student level. The College continued to offer a wide ranging Stage 2 curriculum during 2020 and monitored enrolment trends in response to the implementation of the SACE at this level. See Appendix 3: Stage 2 SACE Results for further information.

### VET Achievement

As an RTO we have a large number of students undertaking VET certificates that contribute to SACE completion for 45.8% of Marden students and many students from other schools. See Appendix 4 for graphic summary of student participation and outcomes in VET courses.

### SACE recognition of community learning

A coordinated approach to the SACE recognition of community learning continued in 2020. This recognition of learning is a flexible way for students to gain credits towards their SACE completion through evidence gathering and interview processes to potentially lead to recognition and SACE credits. This year 20 students gained 360 credits in total towards their SACE.

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

## Attendance comment

The College has an attendance improvement strategy that aligns with Marden being a specialist senior college that values a purposeful learning environment in an adult setting. The aim is to maintain high attendance with all absences explained. Online learning was well monitored throughout 2020 to comply with COVID protocols.

Teachers are supported to make contact with students who have missed lessons. All students, and relevant parent/caregiver receive an SMS after each unexplained absence. Contact each lesson has helped monitor and track attendance in real time. Mentors follow up attendance, supported by Student Wellbeing leaders and Student Service staff using SMS, phone and email reminders.

## Behaviour support comment

Behaviour management is not a significant issue for the college. In 2020 there were no suspensions, exclusions, or formal complaints of bullying or harassment. Staff are supported by a Behaviour support team who respond to any concerns. Daymap records are used to document behaviour and responses. Outlining student expectations is an important part of the enrolment process, including rights and responsibilities associated with working in a safe and inclusive environment, free from harassment and bullying. This is reinforced throughout the year by mentors and class teachers. The college has documented policies on Behaviour Management, Managing Complaints, and Bullying and Harassment.

## Client opinion summary

Marden Senior College is committed to positive teacher/student/parent partnerships to support students to flourish as learners. This year, to gauge the opinion of parents, the Department for Education conducted a new centrally coordinated School Parent Engagement Survey. This online survey tool uses the parent questions in the National Schools Opinion Survey seeking responses on a scale from strongly agree to strongly disagree. This is the first time parents have been provided the opportunity to directly engage with the department in this way. Appendix 3 graphically presents the quantitative data from the survey administered in 2020.

### Parent Opinion

100 parents completed the survey. The high average rating for each item enable the conclusion to confidently be drawn that parents have a high level of satisfaction in how Marden Senior College organises and provides learning opportunities. Noteworthy is the high level of acknowledgement that Marden Senior College develops respectful relationships with parents and students.

## Intended destination

| Leave Reason                | Number | %     |
|-----------------------------|--------|-------|
| Employment                  | 33     | 10.2% |
| Interstate/Overseas         | 8      | 2.5%  |
| Other                       | 26     | 8.0%  |
| Seeking Employment          | 64     | 19.8% |
| Tertiary/TAFE/Training      | 97     | 30.0% |
| Transfer to Non-Govt School | 21     | 6.5%  |
| Transfer to SA Govt School  | 9      | 2.8%  |
| Unknown                     | 65     | 20.1% |
| Unknown (TG - Not Found)    | 0      | NA    |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

The College complies with Departmental screening through DCSI processes, superseded by the Working With Children Check (WWCC). On top of established processes for all staff, we ensure that all volunteers within the school, community groups who use the site with young people, and students enrolling who are over 18 years of age, have the relevant screening submitted and cleared.

A review of processes for submitting applications resulted in increased use of SSO time to register, support and follow up of student applications, with an associated database maintained and monitored.

# Qualifications held by the teaching workforce and workforce composition

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

| Qualification Level          | Number of Qualifications |
|------------------------------|--------------------------|
| Bachelor Degrees or Diplomas | 69                       |
| Post Graduate Qualifications | 32                       |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

## Workforce composition including Indigenous staff

|                       | Teaching Staff |                | Non-Teaching Staff |                |
|-----------------------|----------------|----------------|--------------------|----------------|
|                       | Indigenous     | Non-Indigenous | Indigenous         | Non-Indigenous |
| Full-Time Equivalents | 0.0            | 36.3           | 0.0                | 13.7           |
| Persons               | 0              | 41             | 0                  | 15             |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

| Funding Source       | Amount      |
|----------------------|-------------|
| Grants: State        | \$5,892,043 |
| Grants: Commonwealth | \$36,350    |
| Parent Contributions | \$341,463   |
| Fund Raising         | \$0         |
| Other                | \$108,463   |

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

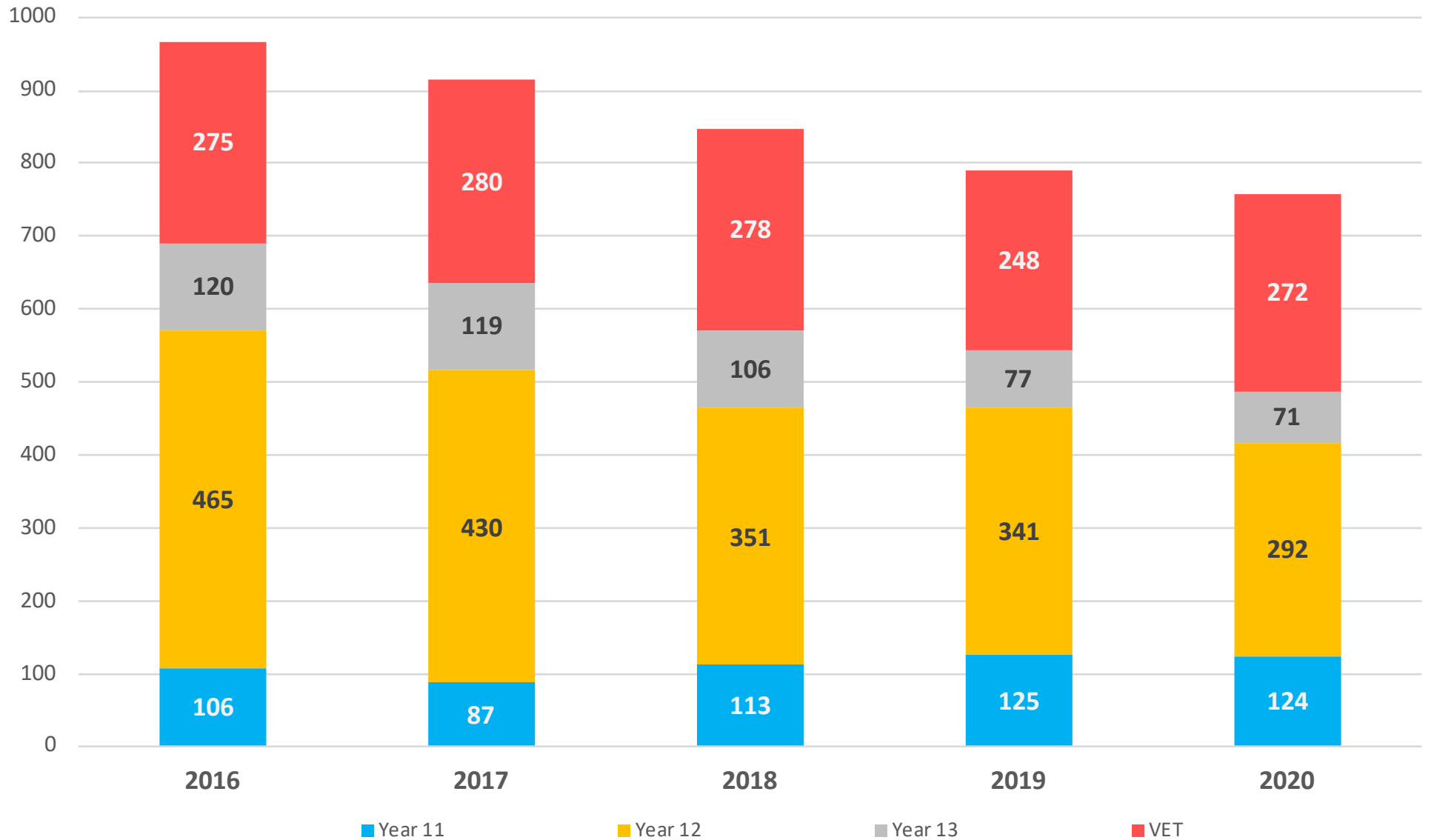
## 2020 School Annual Report: Tier 2 Funding Report\*

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

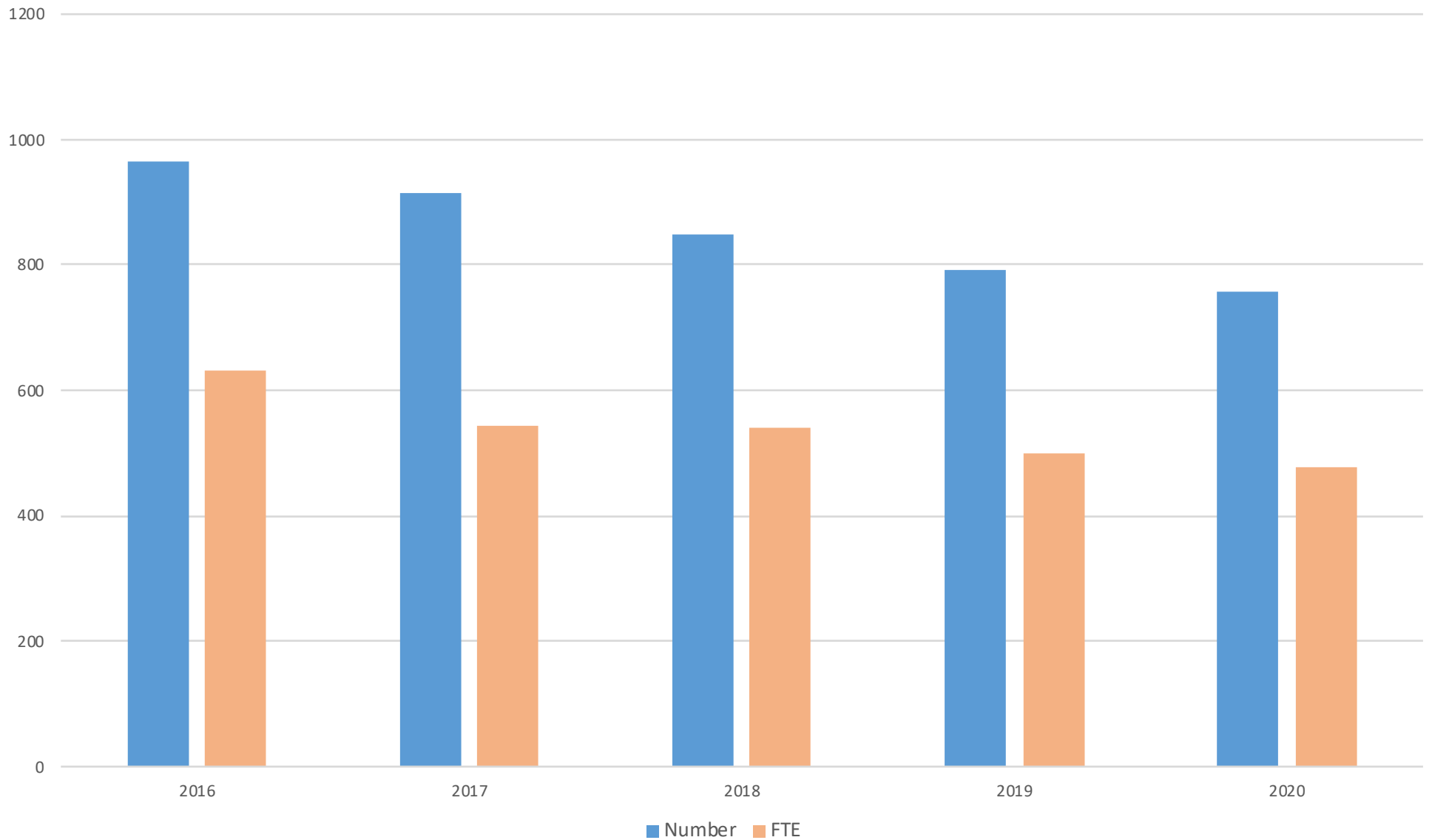
| Tier 2 funding section                   | Tier 2 category (where applicable to the site)   | Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes   | Outcomes achieved or progress made towards these outcomes                                  |
|--|--|---|--|
| Targeted funding for individual students | Improved wellbeing and engagement  | Mentor time allocated each week for staff to work with identified student group. Additional wellbeing leaders to address vulnerable students with a range of complex needs.   | All vulnerable students identified and allocated to school leader for interventi           |
|  | Improved outcomes for students with an additional language or dialect  | N/A   | N/A  |
|  | Inclusive Education Support Program  | IESP students increased from 10 (2019) to 119 (2020) with identification of complex needs and mental health issues as main areas of need.   | Students allocated to a wellbeing leader for counselling and allocated SSO                 |
| Targeted funding for groups of students  | Improved outcomes for<br>- rural & isolated students<br>- Aboriginal students<br>- numeracy and literacy including early years support<br><br>First language maintenance & development<br>Students taking alternative pathways<br>IESP support | Aboriginal students (7) had IEP's developed with identified goals for SACE completion and pathway planning. Students allocated SSO in-class support and offered tutorial assistance to achieve compulsory subjects. | Students progressing on pathway plans. All students completed Stage 1 compulsory subjects. |
| Program funding for all students         | Australian Curriculum  | N/A   | N/A  |
| Other discretionary funding              | Aboriginal languages programs Initiatives  | N/A   | N/A  |
|  | Better schools funding   | N/A   | N/A  |
|  | Specialist school reporting (as required)  | N/A   | N/A  |
|  | Improved outcomes for gifted students  | N/A   | N/A  |













## Student Enrolment Numbers 2016 - 2020



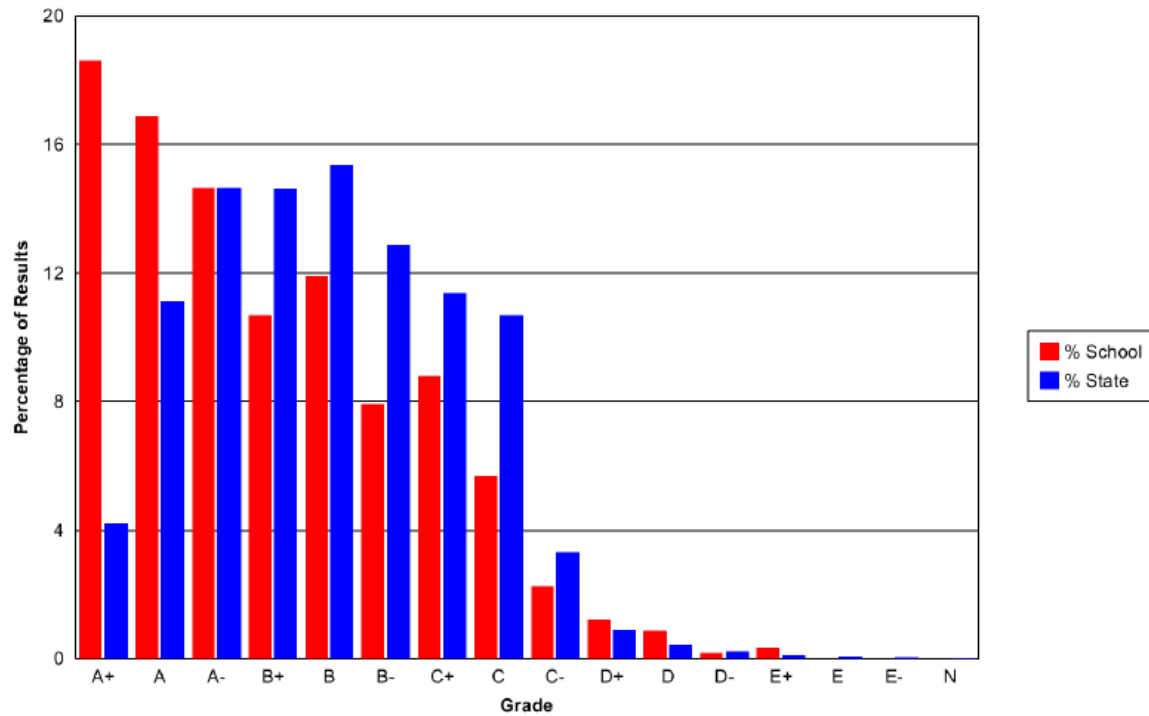
## Marden Senior College FTE 2016-2020



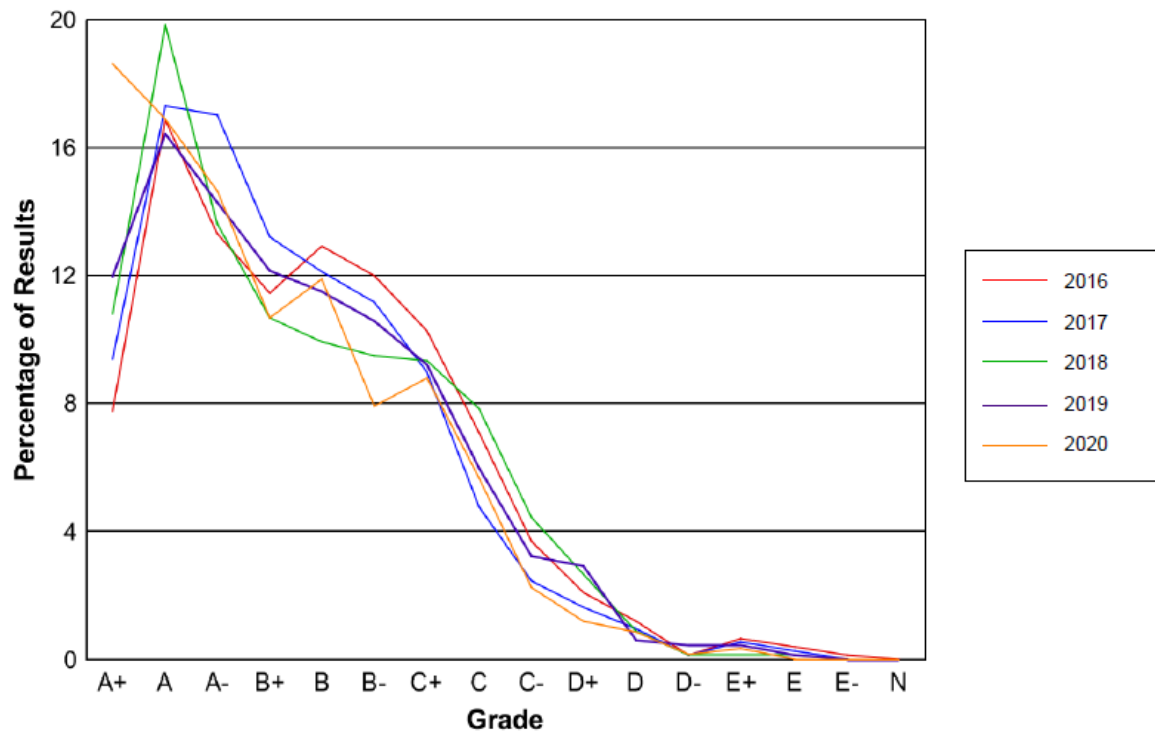
| Key Improvement Measures  |  |   |  |             |             |   |   |     |   |
|---|--|---|--|-------------|-------------|---|---|-----|---|
| Strategic Objective   | Indicator  | Measure and Target  |  |             |             | Trend Data  |   |     |   |
| Quality achievement outcomes for students - Teaching and Learning |  |   |  |             |             |   |   |     |   |
| Learner Achievement   | Improve SACE Stage 1 results   | 3% or better improvement in % of Stage 1 results at C or better   | 2012   | 87%         | 2018        | 84%   |    |     |   |
|   |  |   | 2013   | 89%         | 2019        | 88%   |   |     |   |
|   |  |   | 2014   | 82%         | 2020        | 89%   |   |     |   |
|   |  |   | 2015   | 82%         |             |   |   |     |   |
|   |  |   | 2016   | 83%         |             |   |   |     |   |
|   |  | 2017  | 85%  |             |             |   |   |     |   |
|   | Improve SACE Stage 2 results   | 95% or higher of Stage 2 results at C- or better  | 2012   | 88%         | 2018        | 96%   |    |     |   |
|   |  |   | 2013   | 91%         | 2019        | 95%   |   |     |   |
|   |  |   | 2014   | 94%         | 2020        | 98%   |   |     |   |
|   |  |   | 2015   | 96%         |             |   |   |     |   |
|   |  |   | 2016   | 95%         |             |   |   |     |   |
|   |  |   | 2017   | 96%         |             |   |   |     |   |
|   |  |   | % of A grade band results at least 10% better than state average |             | MSC         | State   | 2018  | 44% |  |
|   | 2015   | 36%   |  | 23%         | 2019        | 43%   |   |     |   |
|   | 2016   | 38%   |  | 24%         | 2020        | 50%   |   |     |   |
|   | 2017   | 44%   |  | 25%         |             |   |   |     |   |
|   | 2018   | 44%   |  | 26%         |             |   |   |     |   |
|   | Improve Stage 1 Literacy success   | 3% or better improvement in Stage 1 literacy achievement (measured by % of Stage 1 literacy subject results of C or better) | 2014   | 87%         | 2018        | 95%   |    |     |   |
|   |  |   | 2015   | 83%         | 2019        | 91%   |   |     |   |
|   |  |   | 2016   | 89%         | 2020        | 96%   |   |     |   |
|   |  |   | 2017   | 91%         |             |   |   |     |   |
| Improve Stage 1 Numeracy success                                  | 3% or better improvement in Stage 1 numeracy achievement (measured by % of Stage 1 numeracy subject results of C or better)                            | 2014  | 80%  | 2018        | 84%         |    |   |     |   |
|   |  | 2015  | 83%  | 2019        | 87%         |   |   |     |   |
|   |  | 2016  | 74%  | 2020        | 91%         |   |   |     |   |
|   |  | 2017  | 84%  |             |             |   |   |     |   |
| Improve SACE completion rates                                     | Maintain or improve % SACE completion rate   | 2014  | 88%  | 2018        | 93%         |    |   |     |   |
|   |  | 2015  | 90%  | 2019        | 98%         |   |   |     |   |
|   |  | 2016  | 89%  | 2020        | 98%         |   |   |     |   |
|   |  | 2017  | 94%  |             |             |   |   |     |   |
| Improve VET completion rate                                       | Maintain or improve % VET achievement rate (measured by % of students initially enrolled who achieved VET goal (certificate, statement of attainment)) | 2015  | 76%  | 2018        | 83%         |    |   |     |   |
|   |  | 2016  | 77%  | 2019        | 86%         |   |   |     |   |
|   |  | 2017  | 77%  | 2020        | 89%         |   |   |     |   |
| Quality achievement outcomes for students - Wellbeing             |  |   |  |             |             |   |   |     |   |
| Retention   | Increase % students completing Semester 1 and Semester 2   | At least 85% of students enrolled in Week 4 of a semester completes the semester  | 2014   | Sem 1 85.0% | Sem 2 89.4% |  |   |     |   |
|   |  |   | 2015   | 89.0%       | 90.0%       |   |   |     |   |
| 2016  | 86.0%  | 88.0%   |  |             |             |   |   |     |   |
| 2017  | 89.0%  | 91.0%   |  |             |             |   |   |     |   |
| 2018  | 83.0%  | 90.0%   |  |             |             |   |   |     |   |
| 2019  | 92.0%  | 93.0%   |  |             |             |   |   |     |   |
| 2020  | 94.0%  | 90.0%   |  |             |             |   |   |     |   |
|   |  |   |  |             |             |   |   |     |   |
| Attendance  | Monitor attendance and reduce % of students with attendance concerns   | Greater than 70% or more students present in class each term (NB: home study included as attended)                          | 2017   | 2018        | 2019        | 2020  |  |     |   |
|   |  |   | Term 1   | 78.0%       | 77.0%       | 80.0%   |   |     |   |
|   |  |   | Term 2   | 75.0%       | 73.0%       | 72.0%   |   |     |   |
|   |  |   | Term 3   | 70.0%       | 74.0%       | 72.0%   |   |     |   |
|   |  |   | Term 4   | 57.0%       | 67.0%       | 69.0%   |   |     |   |
|   |  | 10% or less unapproved absence per term   | Term 1   | 6.0%        | 10.0%       | 7.0%  |  |     |   |
|   |  |   | Term 2   | 7.0%        | 11.0%       | 8.0%  |   |     |   |
|   |  |   | Term 3   | 9.0%        | 8.0%        | 9.0%  |   |     |   |
|   |  |   | Term 4   | 12.0%       | 17.0%       | 12.0%   |   |     |   |
|   |  |   |  |             |             |   |   |     |   |

## Appendix 3: Stage 2 SACE Results

Stage 2 School Subject Results - by Grade Distribution



Stage 2 School Subject Results - by Grade Distribution by Year





## 2020 MSC VET/RTO SUMMARY %

