



# SCHOOL CONTEXT STATEMENT

Updated: 03/25

**School number: 0583**

**School name: MARDEN SENIOR COLLEGE**

## **School Profile:**

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

Our comprehensive range of subjects and courses provide multiple opportunities for students to complete the 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.

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

Our college community values and promotes respectful relationships, mutual responsibility and diversity. We support each student to achieve success through a dynamic curriculum that provides opportunities for multiple pathways and learning for life.

## **1. General information**

- School Principal: Nikki Kotrotsos
- 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 2800
- Fax Number: 08 8362 0451
- School website address: [www.msc.sa.edu.au](http://www.msc.sa.edu.au)
- School e-mail address: [info@msc.sa.edu.au](mailto:info@msc.sa.edu.au)

February FTE student enrolment:

Students	2025
Year 11	79.5
Year 12	182.3
Year 12 plus	94.8
FTE 360.4	Students 548

- School Card Approvals (Persons) 6
- NESB Total (Persons) 91
- Aboriginal FTE Enrolment 2.3

Student enrolment trends: The College was staffed in 2025 on enrolment of 350 FTE

- Staffing numbers (as at February census):

Staff	Male	Female	Total
Teaching: Tier 1	5	13	18
Tier 2	0	0	0
Support Staff	3	14	17

- Leadership Positions

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

- Public transport access: 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:

- Ready for SACE
- 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 their enrolment at that 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 well-being programs:**

The College offers an orientation day prior to the start of classes and an Induction program targeted to helping Stage 1 students get a great start in a new environment.

### **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, and 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
- Tutorial learning support
- Holiday study and revision courses
- Literacy support and subject tutorials
- Online resources to support each course
- Technology support
- FLO (Flexible learning option) program for identified students
- Learning support to enable students to access the curriculum at the same level as their peers
- Counselling and career support

## **Student Government**

A 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 including Presentation Night, the Formal 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.

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 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 students from a wide variety of backgrounds and circumstances to experience success in their chosen pathways.

### **Our Vision:**

A purposeful senior secondary learning community that values diversity, supports students to achieve personal success, and provides the foundation for multiple pathways and on-going learning, while working towards SACE completion.

### **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 respectful 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 DfE Strategic Plan in conjunction with the College's Strategic Plan and 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**

- An extensive range of 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 different study programs/subjects is offered
- At Stage 1, Stage 2 and in the VET area, significant numbers of students from other secondary schools study programs not available in their own schools
- Increasingly, schools – both public and independent – utilise the broad SACE subject and Vocational offerings of Marden to supplement and broaden choices for their own students. A range of Stage 2 subjects and VET courses is available during evening times. This helps to facilitate access for students from other schools.

## **VET Certificate Courses**

The College offers the following VET study options:

- Certificate III in Screen and Media (Virtual Reality and Game Design)
- Certificate III in Screen and Media (VFX)
- Certificate II in Food Processing

The College is a Registered Training Organisation (RTO Number 40046) for delivery of Vocational Education and Training (VET) courses. Approximately 20% of total College enrolments include significant numbers of students from other Eastern Adelaide schools as part of the district's VET sharing arrangement. The College also encourages study through School-based traineeships in cooperation with industry.

## **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.

## **Teaching Methodology**

Teaching programs are student centred and differentiated to allow the academic potential of all students. 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

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 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.

A number of programs use increasingly flexible modes of delivery to ensure students are able to engage in personalised learning. 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 Activating Identities & Futures (AIF).

### **Student assessment procedures and reporting**

Monitoring and intervention of student progress is 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 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. Teachers provide continuous feedback on progress via Daymap and Daymap Connect.

## **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.

## **6. Other Co-Curricular Activities**

At the beginning of the year the College runs an orientation day during which students are introduced to all aspects of College life. Various clubs and activities are initiated from year to year depending on student interest. 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 25 teaching staff and 16 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, Data-Driven Improvement and ICT
- Business Manager

### **9 Coordinators/Managers**

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

The Executive Leadership team, consisting of Principal, Assistant Principals and the School Business Manager meets weekly throughout the year. The Leadership Team meets approximately 4 times per term.

### **Staff support systems**

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

### **Performance Development**

All staff actively participate in the 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.
- 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, learning support and specific programs, VET and RTO management, daily management and library management. An experienced support staff team is deployed in various ways including grounds, Student Services, information systems and learning support.

### **Professional Development**

Marden Senior College supports the professional development of staff in order to provide the best learning and service for students. An annual program of professional development focuses on departmental, site and individual 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 student free days.

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**

- Marden Senior College is a Category 2 site.
- 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, Art rooms including a design suite with Apple Macs, PC suites, the Multi Media Centre and other areas containing Apple Macs
- Purpose built Chemistry, Physics, and Biology laboratories
- Students have access to Wi-Fi, Internet, printing facilities throughout the College

### **Student facilities**

The College has:

- A modern, well-structured library and research 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
- A student cafeteria
- Access to gym and sporting field facilities
- A comprehensive range of support services on site

### **Staff facilities**

There is access to an office, phone, printing facilities 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 to all facilities. Several buildings house toilets with Disabled access.

## **10. School Operations**

### **Decision making structures**

Decisions are participatory and are achieved through regular staff meetings and a committee structure including a Finance Advisory Committee, PAC, Leadership and FAC.

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

### **Regular publications**

A newsletter, 'Marden Matters', is produced 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.

### **Other communication**

Electronic notice boards located in the College highlight key dates and requirements as does a College Facebook site and Instagram page. 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.

## **11. Local Community**

### **General characteristics**

Students come from a wide area. Approximately 50% 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.

### **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 and achievement information is available. Regular communication with teachers-mentors is encouraged through parent-teacher interviews, SMS, phone and email contact.

### **Commercial/industrial and shopping facilities**

The College is close to the Marden Shopping Centre, the Azzurri 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.