

2024 annual report to the Community

# Marden Senior College

Marden Senior College number: 0583

Partnership: Central East



School principal:

Nikki Kotrotsos

Signature

Date of endorsement:

11/02/2025



Government  
of South Australia  
Department for Education

# Context Statement

Marden Senior College caters for students from 11-12. At the time of this report, the enrolment in 2024 is 495. Marden Senior College is classified as Category 2 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 1% Aboriginal students, 17% students with disabilities, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

## Governing Council Report

I am pleased to present this brief report on behalf of the Governing Council, highlighting key achievements and activities for 2024. The Council has met as required under the constitution, ensuring ongoing governance and support for the school community.

It is gratifying to acknowledge the continued high academic achievements of our students, which reflect the exceptional dedication of all staff under the leadership of the Principal and her leadership team. The teacher-student mentoring program remains highly beneficial, providing invaluable support to both students and parents.

Several site improvements have been made, two of which deserve special mention. The Indigenous Garden has transformed a previously underutilized area into a beautiful and meaningful space, enhancing the school environment. Additionally, the newly established Student Wellbeing Room, an initiative of the Student Services Team and the Pastoral Worker, offers students a welcoming space to take a break and connect with peers.

The Site Learning Plan serves as a comprehensive framework, outlining key priorities, actions, and success indicators. It aligns seamlessly with the Department for Education (DfE) priorities, 'The Strategy and Areas of Impact' and our MSC Strategic Plan, ensuring ongoing growth and development. There has been a notable increase in both parent engagement and student participation, with events such as the Building Relationships with Young People parent workshops, along with expanded student involvement in the Student Life Program, career workshops, student-led activities, excursions, and co-curricular opportunities.

I would also like to commend the Student Governance Association for their thoughtful initiatives aimed at strengthening student voice across the campus. With the support of staff and the Pastoral Care Worker, they have successfully led various activities, including Harmony Day, Wear It Purple Day, and RUOK Day. I have had the privilege of attending meetings and participating in these important events.

As Chair of the Finance Advisory Committee (FAC), I deeply appreciate the dedication of its members. Their diligence ensures sound financial management and responsible decision-making to support college operations and educational priorities.

Finally, I extend my sincere gratitude to the Principal and her staff, particularly those serving on the Governing Council, for keeping us well-informed and engaged. I also wish to thank the Community and Parent representatives for their thoughtful contributions and valuable feedback on site priorities. Their commitment and collaboration continue to enhance our school community.

Les Dennis  
OAM JP MBA

# South Australian Certificate of Education – SACE

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

2021	2022	2023	2024
98%	97%	99%	99%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

## SACE Stage 2 Grade Distribution

Grade	2021	2022	2023	2024
A+	16%	18%	23%	28%
A	17%	14%	14%	18%
A-	13%	11%	14%	12%
B+	15%	16%	14%	11%
B	11%	14%	12%	9%
B-	12%	9%	10%	7%
C+	6%	9%	5%	7%
C	5%	5%	5%	4%
C-	3%	2%	1%	3%
D+	1%	1%	1%	0%
D	0%	0%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results 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

2021	2022	2023	2024
97%	97%	99%	99%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

## Year 12 Students undertaking Vocational or Trade Training (VET)

	2022	2023	2024
Percentage of Year 12 students undertaking Vocational Training or Trade Training	53%	40%	30%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	97%	100%	99%

Data Source: School supplied data

## School Attendance

Year Level	2022	2023	2024
Total	68%	70%	71%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

## Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

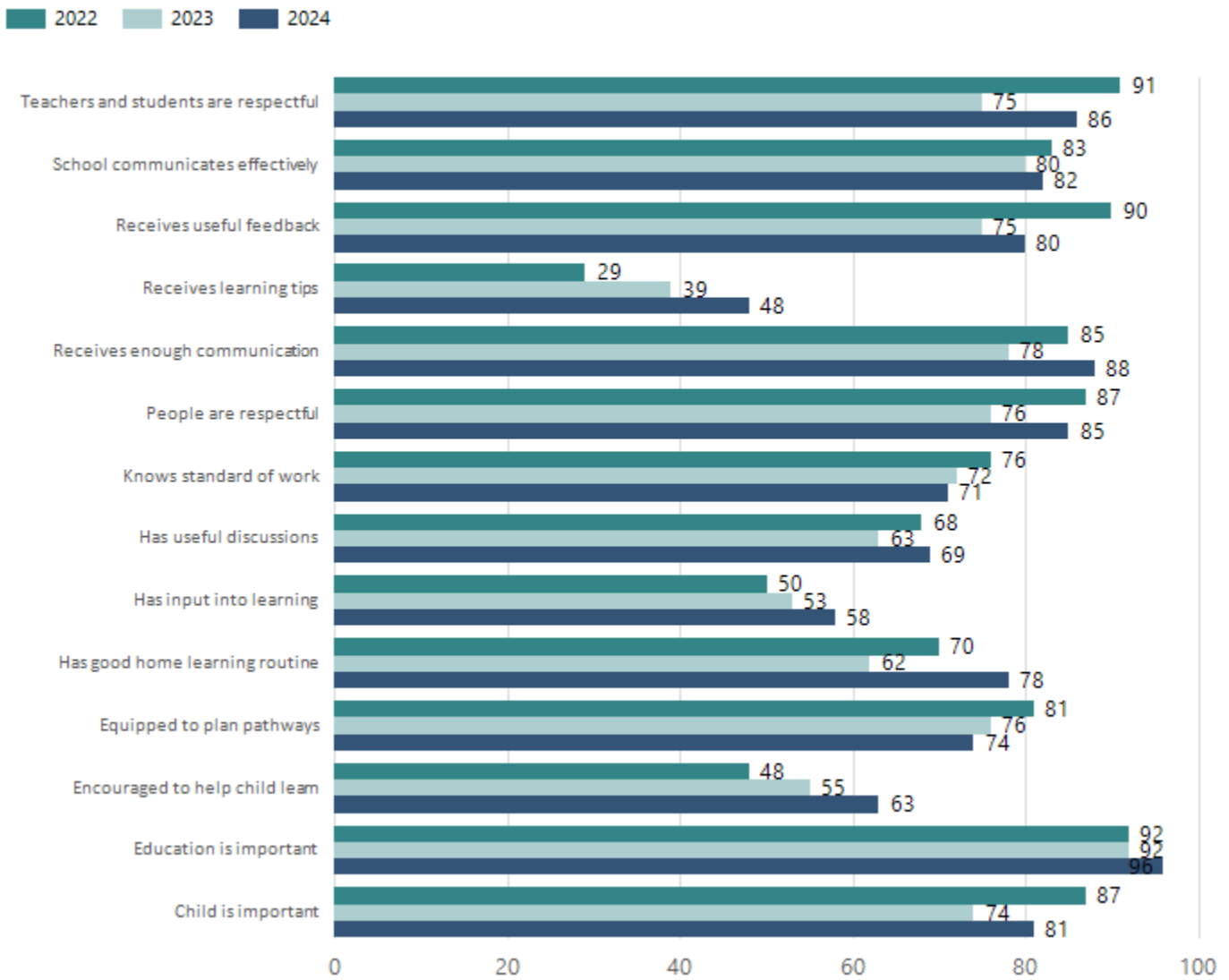
## Intended Destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	14	40.0%
IL - ILLNESS	2	6.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	6.0%
SM - SEEKING EMPLOYMENT IN SA	9	26.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	6.0%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	4	11.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

# School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

# Highest 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's degrees or Diplomas	12
Postgraduate Qualifications	20

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

## Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	26.0	0.0	14.1
Persons	0.0	32.0	0.0	18.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

## Financial Statement

Funding Source	Amount
Grants: State	\$5,151,497.84
Grants: Commonwealth	
Parent Contributions	\$300,725.38
Fund Raising	
Other	\$397,658.28

Data Source: School supplied data.