

2025 annual report to the Community

Marden Senior College

Marden Senior College number: 0583

Partnership: Central East



School principal:

Nikki Kotrotsos

A handwritten signature in black ink, appearing to read 'Nikki Kotrotsos'.



Date of endorsement:

22/05/2026

Context Statement

Marden Senior College caters for students from 11, 12 and 13. At the time of this report, the enrolment in 2025 is 496. Marden Senior College is classified as Category 4 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 1% Aboriginal students, 16% 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 2025.

Governing Council Report

I am pleased to present this brief report on behalf of the Governing Council, highlighting key achievements and activities for 2025. The Council has met as required under the constitution, ensuring strong governance and ongoing support for the college community.

It is particularly pleasing to acknowledge the continued high academic achievement of our students. These outcomes reflect the collective commitment of staff, under the leadership of the Principal and her leadership team, to developing increasingly effective and independent learners. This is evident in the intentional focus on metacognition and self-regulation, supported through teaching, learning and mentoring practices across the college. The teacher-student mentoring program continues to play a vital role in this work, strengthening connections between students, staff and families, and supporting students to take greater ownership of their learning.

The Site Learning Plan continues to provide a clear and coherent framework for improvement, aligning closely with the Department for Education's Strategy for Public Education and the MSC Strategic Plan. This alignment ensures a strong and consistent focus on building learner capability, engagement and success. It has been encouraging to see increased parent engagement and strong student participation across a range of opportunities, including workshops, career education, student-led initiatives, excursions and co-curricular programs.

The college's new integrated website has enhanced communication with students, families and the wider community through a more streamlined and accessible platform. It strengthens transparency, supports engagement, and improves access to key information, resources and opportunities.

I would also like to acknowledge the Student Governance Association for their ongoing contribution to strengthening student voice and agency. Their leadership of key events such as Harmony Day, Wear It Purple Day and RUOK Day continues to build a strong sense of belonging and inclusion across the college.

As Chair of the Finance Advisory Committee, I sincerely thank members for their diligence and commitment to ensuring sound financial management and responsible decision-making in support of the college's priorities.

Finally, I extend my gratitude to the Principal, staff and Governing Council members for their professionalism and commitment, and to our parent and community representatives for their ongoing support and valuable contributions. Together, this collective effort continues to strengthen Marden Senior College as a community focused on high expectations, meaningful pathways, and the development of capable, confident learners.

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

2022	2023	2024	2025
97%	99%	99%	100%

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. 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	2022	2023	2024	2025
A+	18%	23%	26%	25%
A	14%	14%	17%	20%
A-	11%	14%	12%	15%
B+	16%	14%	12%	14%
B	14%	12%	10%	9%
B-	9%	10%	8%	7%
C+	9%	5%	7%	6%
C	5%	5%	4%	4%
C-	2%	1%	3%	0%
D+	1%	1%	0%	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 2025 for 2022-2025. 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

2022	2023	2024	2025
97%	99%	99%	100%

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. 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)

	2023	2024	2025
Percentage of Year 12 students undertaking Vocational Training or Trade Training	40%	30%	37%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	100%	99%	100%

Data Source: School supplied data

School Attendance

Year Level	2023	2024	2025
Year 11			
Year 12			
Total	70%	71%	71%

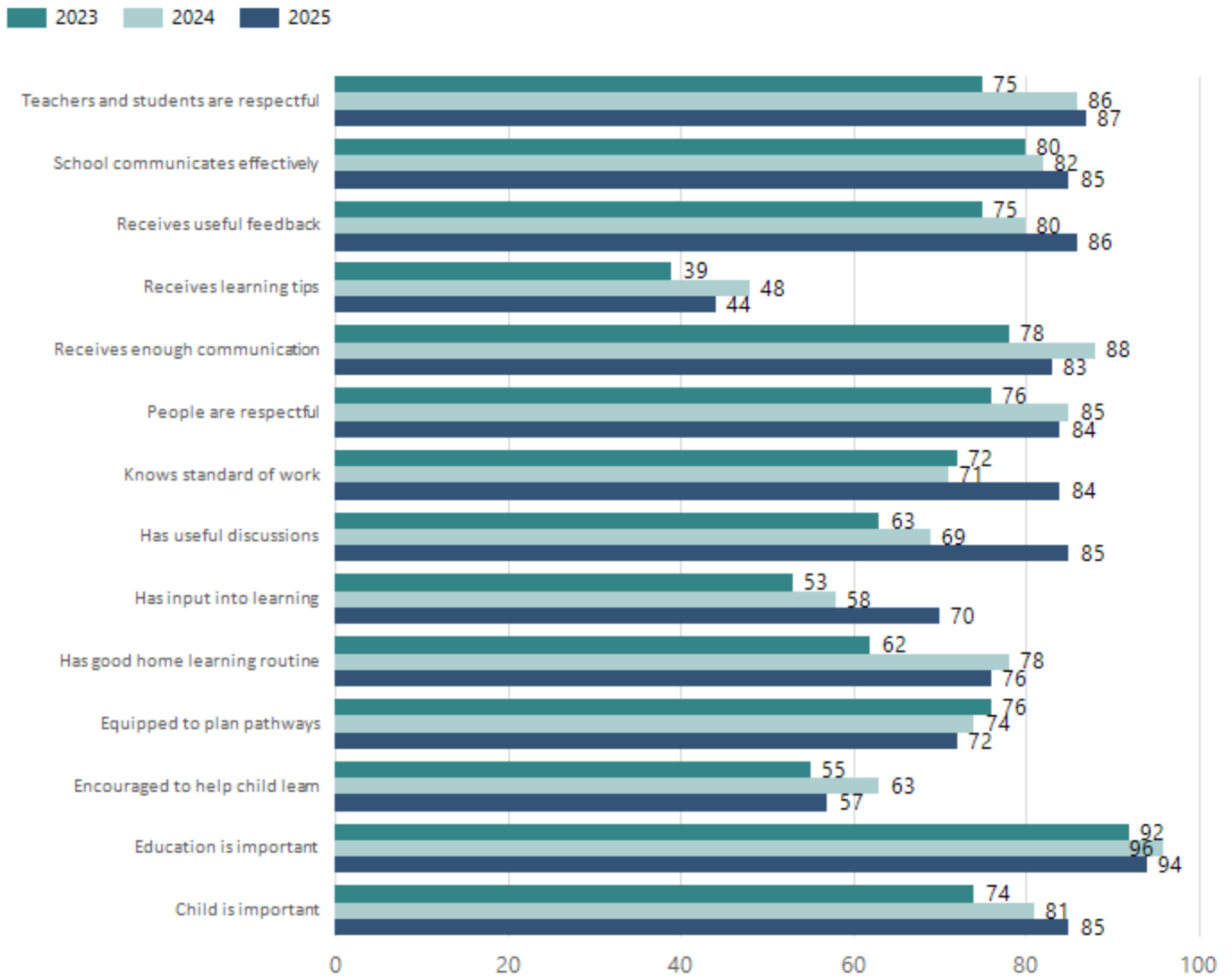
Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected 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.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

Intended Destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	8	16.0%
IL - ILLNESS	14	28.0%
IS - INTERSTATE	3	6.0%
SU - SUSPENSION/EXCLUSION/EXPULSION	2	4.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	14.0%
U - UNKNOWN	15	30.0%

Data Source: Department for Education Destination Data Report, 2025. Data extract term 3 2025. 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.

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	13
Postgraduate Qualifications	17

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. 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	24.3	0.0	15.8
Persons	0.0	31.0	0.0	19.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

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
Total Fees & Charges	\$ 492,044.96
Total Grants & Subsidies	\$ 6,343,938.56
Total Interest Revenue	\$ 14,095.08
Total Other Revenue	\$ 97,747.99

Data Source: School supplied data.