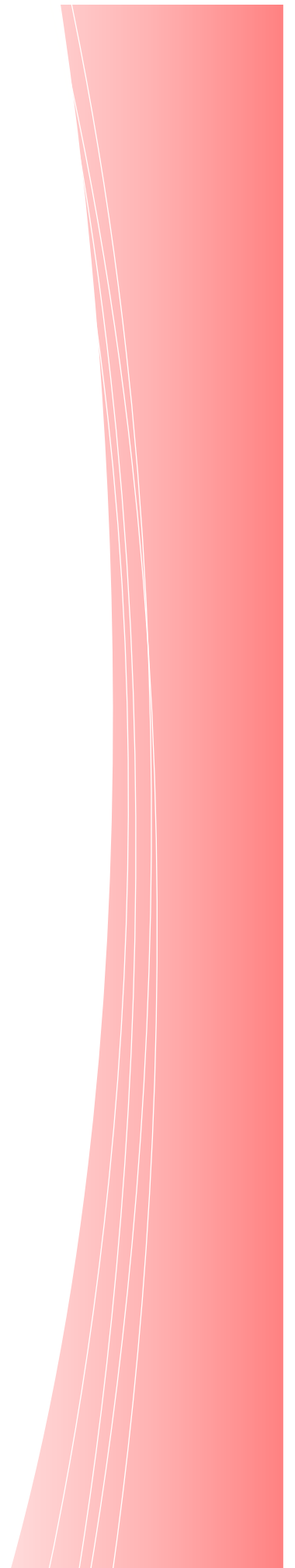




School Performance Report

2010



CONTEXT

Marcellin Technical College is a co-educational a Year 11 (Stage 1) and 12 (Stage 2) campus in the Catholic tradition based in the Southern Vales of Adelaide with a focus on trade training and career development and pathways, it was established in February 2006 and commenced operation in 2007. The College embraces the five pillars of Marcellin Champagnat, the founder of the Marists, with a special focus on simplicity, love of work and building strong community. The College offers a program with dual outcomes. Over the two years, the students have the opportunity to firstly, complete their SACE and secondly, commence Certificate III training in Construction, Mechanical Engineering, Fabrication, Automotive or Electrotechnology. During the two year program the student will undertake paid work as a school based apprentice with a host employer. In 2011, course offerings in Viticulture and Animal Studies are delivered as a result of identified needs in the community and partnerships that have been developed with these local industries. Careers are at the centre of the curriculum with compulsory subjects such as Maths and English being taught in the context of the trade. The contextualised learning involves SACE Board approved units, which are integrated into applied learning tools with an application to the chosen trade. The College has developed two units, Trade Principles and Fit for Work, which have been approved by the SACE Board and published state-wide for use by mainstream secondary schools. In the three years of operation, the College has achieved a 100% SACE completion success rate. The College is also a Registered Training Organisation (RTO) offering nationally accredited courses. The College features expansive workshops, which accommodate the training needs of the students. Teachers (Mentors) and Trainers (Lecturers) work alongside each other to achieve the best overall outcomes for the students. Mentors are fully qualified and registered teachers, whose responsibility is not only the learning facilitation but also the networking with parents and family, case management of work placements, creating links with Industry, monitoring the career pathway of the student and assisting in the workshops, While there is less face to face teaching in the Mentor role, the expansive nature of the job introduces them to a diversity of roles, which require the Mentors to become involved in the workshops and out in the workplace. Lecturers are fully qualified in their trade and have complementary qualifications in teaching, training and/or lecturing. In addition to the lecturing, they also undertake on-the-job case management, which builds a relationship with employers and ensures quality control with the on-the-job training. Many partnerships are forged with Industry and their peak bodies in an attempt to have the College program driven and led by industry.

The College Board meets on a bi-monthly basis. Their main responsibilities are to oversee the operation, policy development and strategic priorities of the College as designated in the Business Plan.

The College is situated on the corner of Mander Rd and Beach Rd Christies Downs in the outer southern suburbs of Adelaide in South Australia. Formerly, it was the western campus of Christies Beach High School before the east and west campuses amalgamated over a decade ago. The College is adjacent to the Noarlunga Centre Rail Terminal and the major Bus Centre alongside the Colonnades shopping centre at Noarlunga Centre.

In 2010 the College had a total of 164 enrolments at the August census. None of which were indigenous enrolments or students with disabilities.

	Female	Male	Total
Stage 1	5	99	104
Stage 2	4	56	60

The College currently has the Socio-Economic Status (SES) score of 98.81

TEACHER STANDARDS / QUALIFICATIONS

In terms of teacher qualifications, in 2010 all staff had a Bachelor Degree and 33% had a Graduate Diploma, 33% had a Diploma and 22% had a Masters.

WORKFORCE COMPOSITION

In 2010 the workforce composition was as follows;

	Full time teaching staff	Full time non-teaching staff	Part time non-teaching staff
Females	0	5	0
Males	9	7	1

STUDENT ATTENDANCE

The College program is a flexible one with students moving from training and education located at the College to work with a host employer. As a result, the system of keeping records is a complex one, given that students could be in any one of these three places on any given day. All records are kept in DUX the College's student database and any unexplained absences are followed up by a phone call on a daily basis.

In 2010 the student attendance was as follows;

Stage 1	93%
Stage 2	91%

SENIOR SECONDARY OUTCOMES

As Marcellin Technical College is specifically designed to introduce students to school-based apprenticeships (ASbAs), all College students were involved with VET in 2010.

At the conclusion of 2010, 51 Stage 2 students successfully completed their SACE.

PARENT, STUDENT AND TEACHER SATISFACTION

Please see the attached 2010 Student Satisfaction Survey Report that was composed in November 2010.

POST SCHOOL DESTINATIONS

After completing their SACE 31 students went into full time apprenticeships at a Certificate III level.

Building and Construction	14
Cabinet Making	1
Electro technology	8
Fabrication	4
Mechanical Engineering	4

Those students yet to be signed into a contract at the end of 2010 in most cases moved into trade areas, further training and general employment.

INCOME BROKEN DOWN BY FUNDING SOURCE

All Income 2010	State and Government Funding		Fees Income	Other Income
	2227646.03	297714	231122.8	97272.29
		1601536.94		
	22227646.03	1899250.94	231122.8	97272.29
Percentage		85.26%	10.38%	4.37%