



2017  
PERFORMANCE  
REPORT

# About the College

*About Marcellin Technical*

**M** Marcellin Technical College is a Year 11 and 12 College specialising in the delivery of the SACE (South Australian Certificate of Education) alongside a trade/vocational training program.

The College is based in the Southern Vales of Adelaide. It was established in February 2006 and commenced operation in 2007 as the Australian Technical College – Adelaide South, an initiative of the Australian Government. In 2009, the College governance and ownership passed to the South Australian Commission for Catholic Schools (SACCS) on behalf of the Archdiocese of Adelaide and the College entered a new phase as Marcellin Technical College within Catholic Education South Australia (CESA). In 2017, the alignment of Marcellin Technical College with Cardijn College was formally approved by the South Australian Commission for Catholic Schools.

The College is situated on Beach Road, Christies Downs in the outer southern suburbs of Adelaide in South Australia. The College is adjacent to the Noarlunga Centre Rail Terminal and the bus interchange alongside the Colonnades shopping centre at Noarlunga Centre.

The College embraces the educational vision of Saint Marcellin Champagnat, French Priest, educationalist and founder of the Marist Institute (1817). The College is inspired and committed to the five Marist Characteristics of teaching: Presence, Simplicity, Family Spirit, Love of Work and In the Way of Mary. Marcellin Technical College is a member of Marist Schools of Australia (MSA).

Students at Marcellin Technical College study the SACE within the context of their specialist trade/vocational program while working toward an Australian School Based Apprenticeship/Traineeship (ASbAs/SBATs) and/or completion of their apprenticeship/traineeship post school. Students graduate from Marcellin Technical College with dual qualifications - their SACE and either a Certificate II or completion towards Certificate III in their chosen trade/vocational pathway.



The teaching and learning programs have been designed to reflect and emulate the trade/vocational pathway and work environment. For example compulsory SACE subjects such as Mathematics, Literacy (English) and Research Project are taught within the context of the trade/vocational program. This is further supported by relevant and extensive structured workplace learning (SWL) opportunities. The contextual and applied nature of teaching and learning at Marcellin Technical College provides students with an engaging and strong immersion experience into their chosen trade/vocational pathway and industry area. The College's model of education and training, industry standard equipment and workshops are highly conducive in supporting students in their chosen pathway and successful transition to their post-school option(s).



The College has an in-house Registered Training Organisation (RTO), MTC Training, which facilitates the delivery of the vocational education and training (VET) programs/qualifications. In addition, the College facilitates partnerships with other registered training organisations, such as TAFESA to deliver other vocational qualifications to students so that all students are provided with educational pathways that deliver outcomes ensuring that they graduate ready to enter the workforce or take on further study.

Marcellin Technical College offers learning and training in custom designed state-of-the-art facilities all within a highly practical and applied contextual learning environment. Marcellin Technical College prepares students to transition into the workforce and their chosen trade/vocational pathway.

Teachers and Trade Trainers work alongside each other to achieve the best overall outcomes for the students. Teachers have a responsibility to not only deliver the learning program but also to engage in networking with parents and family, case manage work placements, create links with industry, monitor the career pathway of the student and assist in workshops. Trade Trainers are fully qualified in their trade area and have complementary qualifications in teaching, training and/or lecturing. In addition to trade training, they also undertake on-the-job case management, which builds a relationship with employers and ensures quality control with on-the-job training. Many partnerships are forged with Industry and peak bodies in an attempt to have the College program driven and led by industry.

The combined Cardijn/Marcellin Board meets twice in a College term. Their main responsibilities are to oversee the College's strategic direction, compliance, policy development, resources provision along with financial strategies and infrastructure planning.

# College Enrolments

*Enrolments for 2017*

In 2017 the College had a total of 113 enrolments at the August census.

	2017	
Total Student Enrolment	113	
Year 11 Students (SACE Stage 1)	58	
	5 females	53 males
Year 12 Students	55	
	4 females	51 males

## Teacher Standards

*Teacher standards and qualifications in 2017*

In 2017, there were 9 qualified members of teaching staff employed at Marcellin Technical College and many teacher-mentors hold more than one qualification.

All teacher-mentors hold current First Aid qualifications and Responding to Abuse and Neglect Certificates.

### Qualifications

Masters	2
Bachelor	7
Diploma	4
Graduate Certificate	2

## Workforce Composition

*Workforce Composition for Marcellin Technical in 2017*

	Full Time Teaching Staff	Part Time Teaching Staff	Full Time Non-Teaching Staff	Part Time Non-Teaching Staff
Females	0	1	4	0
Males	5	3	5	3

*\*No staff identified as Aboriginal or Torres Strait Islander.*

# Student Attendance

*Student Attendance in 2017*

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 the College's student database. When a student hasn't attended the College, the parent/caregiver is contacted via SMS. A review of frequent unexplained absences is followed up by key staff on a weekly basis.

**In 2017, the student attendance was as follows:**

Attendance	96.9%
Absence	3.1%



## Senior Secondary

*Student Attendance in 2017*

Year	Potential Completers	Actual Completers	% School	% State
2014	76	76	100.0	94.5
2015	51	51	100.0	96.2
2016	61	56	98.4	96.5
2017	52	48	92.3	97.3

# Post School Destinations

*Post School Destinations in 2017*

After completing their SACE, 34 students went into full time apprenticeships at a Certificate III level. The remainder have either entered employment or their movements were undetermined at the time they left the College.

Automotive	9%
Construction	5%
Electro technology	21%
Carpentry	30%
Air-conditioning / refrigeration	3%
Engineering	9%
Plumbing	5%
Others	18%

## Income by Funding Source\*

NET RECURRENT FUNDING 2016	TOTAL	PER STUDENT
Australian Government recurrent funding	\$1,495,906	\$9,841
State / Territory Government recurrent funding	\$673,079	\$4,428
Fees, charges and parent contributions	\$609,284	\$4,008
Other private sources	\$76,568	\$504
<b>Total gross income</b>	<b>\$ 2,854,832</b>	<b>\$18,782</b>
<b>Deductions</b>		
Income allocated to current capital projects	\$ -	\$ -
Income allocated to future capital projects & diocesan capital	\$ -	\$ -
Income allocated to capital debt servicing	\$ -	\$ -
<b>Less Deductions</b>	<b>\$1,706</b>	<b>\$11</b>
<b>Capital Expenditure 2016</b>		
Australian Government capital expenditure	\$ -	
State / Territory Government capital expenditure	\$ -	
New school loans	\$1,745	
Income allocated to current capital projects	\$ -	
Other	\$3,061	
<b>Total Capital Expenditure</b>	<b>\$4,806</b>	

\*These figures relate to 2016 and are as quoted on the MySchool website.