2015 SCHOOL CONTEXT STATEMENT

Updated: 07/04/2014

School number: 1902

School name: Roma Mitchell Secondary College

School Profile:

Roma Mitchell Secondary College opened as a new school on one site in 2011 at Sports Park, Gepps Cross. It is comprised of a girls only campus, co-educational campus and a special education campus which are co-located on the one school site. It caters for up to 1300 students. The school is organised into Middle (Years 8-9) and Senior (Years 10-12) Schools.

This new school is purpose-built to engage students in 21st Century learning with flexible learning spaces and technology rich environments across the three campuses. It has been designed with a “school within schools” concept. As a large school we are able to provide a broad curriculum as well as provide smaller learning communities, which are safe and supportive, as middle and senior schools within each campus.

There is a commitment to the effective integration of school operations, the cohesion and continuity of curriculum and the establishment of professional learning communities across all campuses.

The teachers have developed a rigorous curriculum that raises the academic expectations of our students. It has a focus on improving literacy and is designed to support students aspiring to university, TAFE and other community pathways.

For over three years our teachers have been working hard during their weekly learning area meetings and our Pupil Free Days to prepare for the implementation of the IB Middle Years Program, which is an internationally recognised program for students in years 8-10. Last year our school was been recognised by the International Baccalaureate Organisation as a Candidate School and we have officially began delivering the IB MYP to our Year 8’s and 9’s. In 2016 we will implement the IB MYP to Year 8-10’s.

Students in the senior school (years 11-12) study the South Australian Certificate of Education (SACE) and some students have also chosen to study nationally recognised certificates in vocational education and training (VET) at the same time as they complete their SACE. We are investigating offering the IB Diploma Program for our high achieving Year 11 and 12 students.
Unique to this school is our Girls’ Education Campus which focuses on promoting leadership, academic excellence and equity within an all girls’ learning environment.

Our Special Education Campus and special classes offer a broad inclusive curriculum that is reflective of individual student’s needs.

We are delivering a number of specialist programs including Specialist Sport Programs in cycling, hockey and soccer; a gifted and talented program; international programs; vocational education and training programs and extracurricular programs in sport, recreation, student leadership, the arts, and public speaking.

Our site learning priority is to achieve higher standards of learning achievement in (1) Literacy (Reading, Comprehension and Communication) and Numeracy and (2) IB MYP, Australian Curriculum and SACE.

1. **General information**

   - School Principal: Sandy Richardson
   - Deputy Principal: Karen Fitzpatrick
   - Year of opening: 2011
   - Postal Address: Briens Road, Gepps Cross, SA, 5094
   - Location Address: Sports Park, Briens Road, Gepps Cross, SA, 5094
   - DECD Partnership: Torrens
   - Geographical location: 11.4 km from the CBD
   - Telephone number: 81614600
   - Fax Number: 8161650
   - School website address: www.rmsc.sa.edu.au
   - School e-mail address: dl.1902.info@schools.sa.edu.au
   - February FTE student enrolment: 1274
### February FTE Enrolment

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### February FTE Enrolment

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### February FTE Enrolment

#### All Campuses Secondary

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**Special Class**

|   | 24 | 24 | 24 | 22 |

**FLO**

|   | 38 | 60 | 82 | 77 |

**LINK**

|   | 9 | 9 | 3 | 3 |

**INTERNATIONAL**

|   | 3 | 4 |

**HOME SCHOOL**

|   | 2 | 4 |

**OTHER**

|   | 6 |

**TOTAL**

|   | 1116 | 1167 | 1221 | 1274 |

**School Card Percentage**

|   | 37% | 36% | 40% | TBA |

**NESB Enrolment**

|   | 421 | 451 | 512 | 543 |

**EALD Enrolment**

|   | 338 | 355 | 430 | 459 |

**Aboriginal Enrolment**

|   | 79  | 96  | 95  | 97  |
• Student enrolment trends: Increasing across all three campuses

• Staffing numbers (as at February census):
  The school has employed 129.08 FTE teaching staff, including 25 leaders. There is an entitlement for 2 Student Counsellors, 2 Teacher Librarians, 4.73 English as a Second Language Teacher (ESL), 2.4 Special Class, 0.95 Aboriginal Education Teacher.

  The leadership structure includes 1 Deputy Principal, 4 Heads of Campus, 11 Senior Leaders (Assistant Principals) and 8 Coordinators. There is a total of 31.34 FTE SSO's, 5 HPI's, 2 BSSO's, 2 ASETO's, and 3 Christian Pastoral Support Workers

• Public transport access:
  School Buses 472 and 482 and Public Buses G10, 202, 203, 203F, 208B, 222, 222R, 237, 251, 251A, 560A, 974 and 975 drop off and pick up students in front of the school on our access road. Details about the bus routes and timetable are on the website www.rmcs.sa.edu.au

• Special site arrangements:
  The South Australian Aboriginal Sports Training Academy is offered to Aboriginal students in Years 10–12. Students undertake SACE units and Certificate III in Sport and Recreation. This program operates as a cluster arrangement with other local secondary schools and is held at UniSA at Mawson Lakes.

  Partnerships have been established with Cycling SA, Hockey SA and the Football Federation SA (Soccer) to offer Year 8-12 Specialist Sport programs in Cycling, Hockey and Soccer.
2. **Students (and their welfare)**

- **General characteristics**

Our school has a category 2 index of disadvantage with the following 1,274 students attending our school:

- Girls’ Education Campus 335 (capacity 400)
- Co-Education Campus 752 (capacity 800)
- Special Education Campus 71 (capacity 100)
- Flexible Learning Options 77
- LINK 3
- Regional Special Classes 22
- International 4
- Home School 4
- Other 6

The student population is diverse. A total of 13% of students are identified as Students with Disabilities (170 students). This includes the students within the Special Education Campus (71), Special Classes (22) and mainstream classes within the Girls’ Education and Co-Education Campuses (77 students – 6%). The two Special Classes are located on site with one in the Girls’ Education Campus and one in the Co-Education Campus. A LINK program has been established where 3 students with a physical disability access the curriculum within the Co-Education Campus. LINK students attend RMSC but are enrolled with Adelaide West Education Centre.

Approximately 8% of students are Aboriginal and Torres Strait Islanders (97 students), 36% of students have English as an additional language or dialect (459), 2% (27) are under the guardianship of the minister, 18% (230) have been identified as Gifted and Talented and 40% of students are eligible for School Card.

- **Student well-being programs**

Seventy seven students participate in Flexible Learning Options programs. These students meet with a case manager once per week and attend literacy and numeracy programs off site.

Thirty students in Years 8-12 have been allocated a mentor and all Aboriginal students have been allocated an Aboriginal mentor and/or tutor who meet with the students each week and provide in class or small group tutoring.

We are working in partnership with Enfield PS and Blair Athol North B-7 to employ a Psychologist who works at our site three days per week and a GP who works a half day per fortnight.
• Student support offered

All year 12 students are provided with supervised study lines. Teachers provide targeted support to students in completing their assignments.

Two 0.2 teachers have been employed to provide additional tuition for students to complete the Stage 2 Research Project and Stage 1 Personal Learning Plan compulsory SACE subjects.

Students with a negotiated education plan and those referred with a learning difficulty are provided with additional in class teacher and SSO support.

Tutors, mentors, Aboriginal tutors and mentors, and the Aboriginal Education Teachers have been assigned to support students with literacy and numeracy in the classroom and during study lines.

A large number of teachers volunteer as tutors during lunchtimes, after school and school holidays. A homework centre operates in the library two nights per week after school.

An online tutoring program “Yourtutor” is available free of charge to students after school hours and on the weekend.

Intensive English classes have been formed to support new Year 8-10 students who have enrolled from the Secondary School of English. Bilingual School Support officers are employed to support students in the classroom.

A 0.4 teacher has been employed to provide additional tuition for Year 11-12 students who have English as an additional language or dialect (EALD).

Year 11 students commence their year 12 subjects in the last two weeks of term 4. The school holds catch up sessions for students to complete the compulsory Stage 1 subjects Personal Learning Plan, Literacy and Numeracy and Stage 2 Research Project.
• Student management
A Code of Conduct, Student Behaviour Management Policy and Procedures have been developed and are implemented consistently to ensure teachers can focus on teaching and learning. The Code of Conduct is available on the website and the policy and procedures are outlined in the Staff Handbook. Each classroom and learning space has a telephone to assist the teacher to quickly access in-classroom support as required. In the Co-Education and Girls' Education Campuses a Focus room/area is available for teachers to use for students who do not follow the school’s behaviour code.

Year Level Leaders and Managers have been appointed within each campus to provide support to classroom teachers.

• Student government
Each class elects one student to the Student Representative Council (SRC). The SRC meets regularly to discuss issues and makes recommendations to the school’s Leadership Team. An Executive is elected to plan and run the SRC meetings. SRC members can choose to be involved in one of the following committees: Uniform, Facilities, Strategic Directions, Curriculum, Lunchtime Activities and Fundraising.

Two SRC members are elected by the SRC to attend the Governing Council meetings twice per term.

Year 11 and 12 Prefects are nominated by the staff and elected by the students to represent each of the three campuses. The role of the Prefects is to act as a “role model” to the other students, represents the school at official functions and to meet and greet important guests. Year 12 Head Prefects are elected by the leadership team.

The SRC and Prefects run the school and campus assemblies.

A House System has been developed and implemented within the school. There are four houses. Students are allocated to a House based on their last name. The aim of the system is to develop a positive school culture though student participation and achievement. Four House Captains per House are elected by the students. The role of the House Captains is to promote and encourage student participation for the Excellence, Community and Service and Challenge Shields.

The Key Club was established in 2013. It is linked to the Kiwanis Service Club in Prospect. The students raise funds to support local and global communities.
• Special programmes
We are delivering a number of specialist programs including Specialist Sport Programs in cycling, hockey and soccer; a gifted and talented program; international programs; vocational education and training programs.

3. Key School Policies
• Our School Values are: Excellence, Diversity and Respect

• Our Vision Statement is:
“Our students have the capacity to engage productively with our changing world, enabling them to shape a better future locally and globally”.

• Our Mission Statement is:
“Our school will provide enriching, diverse educational and extracurricular programs which will support our students to reach their full potential enabling them to contribute to their communities in meaningful and positive ways”.

• Our 2015 Site Improvement Plan Priorities are:
  1. Literacy
  2. Numeracy
  3. SACE Achievement
  4. IB MYP and Australian Curriculum Achievement

• Recent key outcomes:
  Literacy Targets and Outcomes:
  Year 9 NAPLAN Reading Targets

  80% at or above Level 6
  56% at or above Level 7
  27% at or above Level 8

  Picture Exchange Communication System Target - 40 exchanges per day (students with a disability)

  Running Records Target - 60% of students improve their running record level by 1 or more (students with a disability)

  Outcomes Achieved:
  All NAPLAN Reading targets were met or exceeded. 80% of students achieved the Proficiency Band 6, 56% Band 7 and 31% Band 8.
The PECS target was met and 63% of students improved their running records level by one or more.

**Numeracy Targets and Outcomes:**

**Year 9 NAPLAN Numeracy Targets**

- 85% at or above Level 6
- 46% at or above Level 7
- 22% at or above Level 8

**Outcomes Achieved:**

NAPLAN Numeracy Targets were met or exceeded. 90% students achieved the Proficiency Band 6, 52% Band 7 and 25% Band 8.

**SACE Completion Targets and Outcomes:**

In 2010 57.1% of students who attended one of the four schools which closed (Gepps Cross Senior School, Gepps Cross Girls High School, Ross Smith Secondary School and Enfield High School) completed their SACE.

In 2014 we set a target of 93.5% of students to complete their SACE. Our Year 12 students easily met with target with 100% of our students achieving their SACE. This is an improvement of 42.9% over four years.

**Other key outcomes:**

Our South Australian Certificate of Education (SACE) completion was 100%. This has almost doubled in four years. Our top ATAR (Australian Tertiary Admissions Rank) was 99.85 and in 2012 it was 99.95. Five of our students received ATARs over 99 and over eighty university and TAFE course offers were made to our students.

### 4. Curriculum

- **Subject offerings:**

  We have been approved as a Candidate School by the International Baccalaureate Organisation to deliver the International Baccalaureate Middle Years Program (IB MYP). This year we are implementing the IB MYP to Year 8 and 9’s and in 2016 to Year 8-10’s. It is a rigorous academic middle school curriculum framework which is being used in a growing number of public and private schools, in South Australia, Australia and internationally. We are also using the Australian Curriculum in conjunction with the IB MYP to develop our teaching and learning programs.
As a large secondary school we are able to offer a broad range of academic and vocational subjects so that students can choose a university, TAFE or vocational education and training pathway. Students in the senior school (Years 11-12) study the South Australian Certificate of Education (SACE). Some students may also choose to study nationally recognised certificates in vocational education and training (VET) at the same time as they complete their SACE. We are also investigating the possibility of offering the IB Diploma Program for our high achieving Year 11 and 12 students, and in particular, the students who are in our gifted and talented program.

Students have the choice of three languages to study. These are Italian, Japanese and German. Persian, Arabic, Vietnamese and Hindi language classes are held after school.

The Vocational Education and Training (VET) courses held on site include Certificate I Landscaping, Certificate II Sport and Recreation and Certificate II Hospitality. A broader range of courses are delivered offsite through our North Eastern Vocational Opportunities (NEVO) partnership.

Please visit our website www.rmsc.sa.edu.au to download a copy of the curriculum handbook and NEVO brochure.

- Open Access/Distance Education provision:
  Students who are unable to attend school due to medical issues have undertaken subjects at the Open Access College.

- Special needs:
  The Special Education Campus and special education classes offer a curriculum framed on the Australian Curriculum and SACE and are reflective of students with intellectual disability needs on this campus.

An additional line of English is provided for students who have English as an additional language or dialect (EALD) and Intensive English classes have been formed to support new students who have enrolled from the Secondary School of English. Bilingual School Support officers are employed to support students in the classroom.

Years 8-10 identified gifted students are placed in a special class or join it later depending on their progress and success. Students study English, Maths, Science and Society and the Environment together as a class, and will join with the other students in their year level for their other subjects. The program thereby provides a healthy balance of learning with their intellectual peers and activities with other students.
The Gifted and Talented program will:
  o challenge students to study at greater depth and speed,
  o provide enrichment and extension courses within the school and with community based services, and
  o provide acceleration into higher year levels, where appropriate and in the student’s best interest.

Years 11-12 identified gifted students are able to utilise a wide range of special opportunities in their senior secondary years, including university studies. These decisions will be made according to students’ interest abilities, and social development, and will also take into account their needs to gain the highest possible tertiary entrance selection score to ensure successful entry in to their chosen university courses.

• Special curriculum features:
The Vocational Education and Training (VET) courses held on site include Certificate I Landscaping, Certificate II Sport and Recreation and Certificate II Hospitality. A broader range of courses are delivered offsite through our North Eastern Vocational Opportunities (NEVO) partnership. Please visit our website www.rmec.sa.edu.au to download a copy of the NEVO brochure.

The South Australian Aboriginal Sports Training Academy is offered to Aboriginal students in Years 10 – 12. The students undertake SACE Stage 1 and 2 units and Certificate III in Sport and Recreation. This program operates at UniSA Mawson Lakes.

Partnerships have been established with Cycling SA, Hockey SA and the Football Federation SA (Soccer) to offer Year 8-12 Specialist Sport programs in Cycling, Hockey and Soccer.

• Teaching methodology:
The Special Education Campus is organised into middle years and senior years. Classes and are ability grouped. The Co-Education and Girls’ Education Campuses are organised into Middle (Years 8-9) and Senior (Years 10-12) Schools.

This school is purpose-built to engage students in 21st Century learning with flexible learning spaces and technology rich environments across the three campuses. It has been designed with a “school within schools” concept. As a large school we are able to provide a broad curriculum as well as provide smaller learning communities, which are safe and supportive, as middle and senior schools within each campus.
The teachers have developed a rigorous curriculum that raises the academic expectations of our students. It has a focus on improving literacy and numeracy and is designed to support students aspiring to university, TAFE and other community pathways.

Our school has implemented a one to one MacBook or iPad learning program and technical ICT support is provided to support student learning.

- Student assessment procedures and reporting
  Our school reports formally to families each term and Parent / Teacher interviews are held in terms 2, 3 and 4. Midterm progress reports are provided to students and their families each term.

**Girls’ and Co-Education Campuses**
In terms 1 and 3 progress reports are written which include grades A – E based on the Australian Curriculum grade band descriptions and descriptive comments. Students in Years 8 and 9 also receive grades based on the IB MYP. In terms 2 and 4, school reports only include the grades.

**Special Education Campus**
In terms 1 – 4 reports will include descriptive comments outlining the progress made in relation to the Negotiated Education Plan (NEP) goals set.

- Joint programmes:
The Vocational Education and Training (VET) courses held on site include Certificate I Landscaping, Certificate II Sport and Recreation and Certificate II Hospitality. A broader range of courses are delivered offsite through our North Eastern Vocational Opportunities (NEVO) partnership. Please visit our website [www.rmsc.sa.edu.au](http://www.rmsc.sa.edu.au) to download a copy of the NEVO brochure.

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5. **Sporting Activities**
   - Lunchtime and after school sport, Knockout Sport, Vista North East Sport and Specialist Sport are offered.

6. **Other Co-Curricular Activities**
   - A wide range of extra-curricular programs are available in sport, recreation, student leadership, the arts, debating, Tournament of the Minds, school production.

7. **Staff (and their welfare)**
   - **Staff profile:**
     We have 129.08 FTE, including 24 leaders. We employ 2 Student Counsellors, 2 Teacher Librarians, 4.73 ESL Teachers, 2.4 Special Class Teachers and an Aboriginal Education Coordinator and an additional 0.4 Aboriginal Education Teacher.
     
     We have 31.34 FTE ancillary staff which includes 5 HPI’s, 2 BSSO’s, 2 ACETO’s, and 3 Christian Pastoral Support Workers.
     
     - **Leadership structure:**
       - Principal
       - Deputy Principal
       - 4 Heads of Campus
       - 11 Senior Leaders (Assistant Principals)
       - 7 Coordinators
     
     Positions are targeted to support the curriculum priority areas – Literacy, Numeracy and SACE.
     
     Head of Campus Special Education and the leadership team lead Special Education across all three campuses.
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<td>Darryl Ashby</td>
<td>Head of Middle Years Co-Education Campus</td>
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<tr>
<td>Pepe Bouzalas</td>
<td>Head of Senior Years Co-Education Campus</td>
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<tr>
<td>Judith Clelland</td>
<td>Head of Girls’ Education Campus</td>
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<tr>
<td>Andrew Gilsenan-Reed</td>
<td>Head of Special Education Campus</td>
</tr>
<tr>
<td>Pat Greaves</td>
<td>Senior Leader, Human Resources and Data Management</td>
</tr>
<tr>
<td>Hung Doan</td>
<td>Senior Leader, Learning Technologies and Data Management</td>
</tr>
<tr>
<td>Ann Falk</td>
<td>Senior Leader, Literacy, English, Humanities, LOTE, ESL</td>
</tr>
<tr>
<td>Lynley Johnston</td>
<td>Senior Leader, Special Education</td>
</tr>
<tr>
<td>Delia Krcmarov</td>
<td>Senior Leader, Arts, Design and Technology</td>
</tr>
<tr>
<td>Louise Mather</td>
<td>Senior Leader, Numeracy, Maths, Science</td>
</tr>
<tr>
<td>Helen Nielsen</td>
<td>Senior Leader, Flexible Learning and SACE</td>
</tr>
<tr>
<td>Stammy Overall</td>
<td>Senior Leader, STEM (Science, Technology, Engineering and Maths)</td>
</tr>
<tr>
<td>Adam Carter</td>
<td>Senior Leader, Specialist Sport, Health and PE</td>
</tr>
<tr>
<td>Sean Rankin</td>
<td>Senior Leader, International Baccalaureate Middle Years, International and Gifted &amp; Talented Programs</td>
</tr>
<tr>
<td>Sean Venning</td>
<td>Senior Leader, Timetabling and Human Resources</td>
</tr>
<tr>
<td>Sarah Afshin Pour</td>
<td>Coordinator, Aboriginal Education</td>
</tr>
<tr>
<td>Gemma Upton</td>
<td>Coordinator, Special Education, Senior Years Curriculum, Numeracy</td>
</tr>
<tr>
<td>Noel Hernes</td>
<td>Coordinator, Student Counsellor</td>
</tr>
<tr>
<td>Christy Slater</td>
<td>Coordinator Learning Support</td>
</tr>
</tbody>
</table>
Alison Pazios  Coordinator, Special Education, Middle Years Curriculum, Transition  
Cathryn Pearce  Coordinator, Student Counsellor  
Emma Russo  Coordinator, Special Education Learning Technologies, Communication, Literacy  
Phil Hernes  Sport Coordinator  
Megan Butterick  House Coordinator  

Year Level Managers (Girls’ and Co-Education Campuses)  

Girls’ Education Campus  
Hung Doan  Year 8  
Cathryn Pearce  Year 9  
Sarah Afshin-Pour  Year 9  
Helen Nielsen  Year 10  
Karen Fitzpatrick  Year 11  
Judith Clelland  Year 12  
Anika Weifen  Year 10-12  

Co-Education Campus  
Darryl Ashby  Year 8  
Noel Hernes  Year 8  
Christy Slater  Year 8  
Ann Falk  Year 9  
Jovan Vujinovic  Year 9  
Pat Greaves  Year 9  
Adrian Simmons  Year 9  
Stammy Overell  Year 10
- Staff support systems
  Curriculum Leaders have been appointed to support teachers in their Learning Areas and Learning Area Team professional learning community meetings occur almost every week.

  Campus Leaders are appointed to support the staff of the campus and Campus Staff meetings are held every three weeks.

  Whole School Staff Meetings occur every three weeks. Whole school leadership, Campus Leadership and Curriculum Leadership meetings are held on a three week rotation.

  The Executive Leadership Team which is comprised of the Principal, Deputy Principal, Heads of Campus and the Business Manager occur every week.

- Performance Management
  Staff induction

  - Each new staff member is issued with a staff handbook, allocated a mentor and a line manager
  - Voluntary meetings are held approximately twice per term

Performance Planning and Development

  - Performance Planning and Development Policy has been implemented
  - Each staff member is allocated a line manager
  - A Performance Development Plan is developed and meetings occur once per term.
• Step 9 Teachers are expected to develop a Step 9 Performance Development Plan, attend a meeting and review meeting

• Staff utilisation policies
Funding for students with an NEP has been used to employ Special Education teachers who provide additional learning support for eligible students. Students with learning difficulties funding have been used to employ School Service Officers (SSO’s) who provide additional in classroom support for referred students.

A school attendance officer has been employed to support the Care Group Teachers in following up student absences and additional SSO’s have been employed to ensure the smooth operations of the Reception and Student Services within each of the campuses.

• Access to special staff
Three Christian Pastoral Support Workers are employed – one per campus.

Additional Instrumental Music Teachers are employed by the school to provide additional tuition for our students.

Bilingual SSO’s support EALD students and HPI tutors support Aboriginal students.

Specialist teachers are employed to deliver the Specialist Sport Programs in Cycling, Hockey and Soccer.

8. Incentives, support and award conditions for Staff

• Complexity placement points
  :N/A

• Isolation placement points
  :N/A

• Shorter terms
  :N/A

• Travelling time
  :N/A

• Housing assistance
  :N/A

• Cash in lieu of removal allowance
  :N/A
• Additional increment allowance
  :
• Designated schools benefits
  :N/A
• Relocation assistance
  :N/A
• Principal’s telephone costs
  :N/A

9. School Facilities

  • Buildings and grounds
Roma Mitchell Secondary College is one of six schools which are managed through a Public Private Partnership. Spotless is responsible for management of the buildings and grounds.

  • Heating and cooling
The school has ducted heating and cooling throughout the majority of the buildings.

The gymnasium and multi-purpose hall have electric heating and a reticulated air cooling system installed in the ceilings.

  • Specialist facilities and equipment
The school has been purpose built to deliver 21st Century teaching and learning within a technology rich environment. Flexible learning spaces have been provided which includes paired classrooms with flexible walls, a learning common within each building, outside learning spaces, two commercial VET kitchens, two middle school kitchens, a double gymnasium, a multi-purpose hall, technology construction workshops, extensive sports fields and outdoor courts, a performing arts centre and a large library with spectacular views overlooking the west of Adelaide.

  • Student facilities
Spotless operates an economical canteen with a wide range of menu items. Separate canteens operate for the Co-Education Campus and Girls’ Education Campus.

  • Staff facilities
All teaching staff are issued with a laptop and each classroom has an interactive whiteboard or interactive digital projector installed.
Staff offices are located within each building. The main staffroom is located on Level 1 Building 1 and another smaller staffroom is located in the Special Education Campus in Building 14.

- Access for students and staff with disabilities
The school has been purpose built to enable whole of school access for staff and students with a disability. Disability car parks, ramps and toilets are available throughout the school. A lift enables access to the library and staffroom on level 1 in Building 1.

- Access to bus transport
School Buses 472 and 482 and Public Buses G10, 202, 203, 203F, 208B, 222, 222R, 237, 251, 251A, 560A, 974 and 975 drop off and pick up students in front of the school on our access road. Details about the bus routes and timetable are on the website www.rmsc.sa.edu.au

10. School Operations
- Decision making structures
The school has developed and implemented a school decision making policy which is located in the staff handbook.

  - Teams/Committees
    - Governing Council
    - Parent Groups for each campus
    - Executive Leadership Team
    - Leadership Team
    - Campus Leadership Teams
    - Staff Meetings
    - Campus Staff Meetings
    - Learning Area Meetings
    - Curriculum and Timetable Committees
    - Strategic Directions Committee
    - Personnel Advisory Committee
    - Uniform Committee
    - Facilities Committee
    - Learning Technologies Committee
    - Finance Advisory Committee
• WHS Committee
• Community Partnerships – Aboriginal and Torres Strait Islander
• Spotless Team

• Regular publications
The school newsletter is published and sent home to families three times per term. A Curriculum Handbook, Year Book and Staff Handbook are published each year. The Staff Handbook is available on a common drive. Newsletters and the Curriculum Handbook is available on the school website. Staff and student bulletin notices are available on Daymap to staff and students each day.

• Other communication
The school has an established website www.rmsc.sa.edu.au. Newsletters, curriculum handbook, policies, enrolment information, annual report, site improvement plan and other curriculum information are available on the website.

The school has introduced a Facebook page where up to date information about the school is regularly posted.

A Parent Portal has been established via DayMap, which is the school’s learner management system. Parents can view their child’s attendance and set homework online and communicate directly with their child’s teachers. Later in the year, parents will be able to view their student’s assessment plans and achievement results.

• School financial position
The Financial Advisory Committee is responsible for planning and overseeing the Budget. The annual budget includes resources to implement the Site Priorities. The school’s financial position is sound after four years of operation.

• Special funding
Our school is eligible for additional funds to support the leadership structure of a multi campus secondary school.
11. Local Community

- General characteristics
The Co-Education Campus of the school is zoned and based on the original zones of the schools which closed (Ross Smith Secondary School and Enfield High School). The Girls’ Education Campus of the school is not zoned and students are enrolled based on an application and interview.

The students who live in the zone of the Co-Education Campus and those who enrol into the Girls’ Education Campus come from a wide range of cultural and socio-economic backgrounds.

Our school works with approximately 28 feeder primary schools.

Thirty-six percent of our students have English as an additional language or dialect. The school often accesses translators, interpreters and Community Liaison Officers to work with the families of these students.

Eight percent of our students are Aboriginal and Torres Strait Islander, 2% are under the guardianship of the minister, 18% have been identified as Gifted and Talented and 40% of students are eligible for School Card.

The majority of the students who enrol in the Special Education Campus do not live in the local community and are transported to the school by taxi.

- Parent and community involvement
Our Governing Council has 10 parents representing all three campuses and a local councillor of the Port Adelaide Enfield Council as the community representative. Campus Parent Group meetings and Aboriginal family meetings are held during the year.

- Feeder or destination schools
Our school works with approximately 28 feeder primary schools. The majority of our students transfer from the following primary schools: Mawson Lakes, Prospect, Blair Athol B-7, Enfield PS, Northfield, Pooraka, Hillcrest, Hampstead, Nailsworth, Prospect North.

- Other local care and educational facilities
Stepping Stones Child Care Centre is located in near proximity to the school.

- Commercial/industrial and shopping facilities
Gepps Cross Centre is the nearest shopping facility to the school.
• Other local facilities
Our school is located in State Sports Park. The Cycling Superdrome, The Pines Hockey Stadium and the Croatia Soccer Club are also located in State Sport Park.

• Availability of staff housing
N/A

• Accessibility
Geographical location
Our school is 11.4 km from the CBD

• Local Government body
City of Port Adelaide Enfield

12. Further Comments

• Sister School Relationships and International Programs
We have continued the sister school relationship in Japan with Kamisu Senior High School.

Bernocchi (Istituto di Istuzione Superiore - IIS) in Legnano (Province of Milan, Italy) and Natta (Istituto Tecnico le Attivita Sociali - ITAS) in Milan have developed sister school relationships with our school.

We are working on developing a sister school relationship with a school in Germany.

Opportunities will be provided for our students to be involved in exchange programs to Japan, Italy and Germany.