

Roma Mitchell Secondary College

2019 annual report to the school community



Government
of South Australia
Department for Education

Roma Mitchell Secondary College Number: 1902

Partnership: Torrens

Name of school principal:

Sandra Richardson

Name of governing council chairperson:

Donna Henry

Date of endorsement:

School context and highlights

In February 2019 the school enrolments were 1,319 students. The student population is diverse. Approximately 6% of students are Aboriginal and Torres Strait Islanders, 57% of students have English as an Additional Language or Dialect, 2% are under the care of the minister, 16% have been identified as Gifted and Talented and 40% of students are eligible for School Card. A total of 13% of our students are identified as Students with Disabilities. This includes the students within the Special Education Campus, Special Classes and mainstream classes within the Girls' Education and Co-Education Campuses.

The Maths and STEM foci have continued, with our STEM leaders providing another year of Maths professional development for our Years 8 and 9 teachers and the Year 6 and 7 teachers of the local primary schools. The Year 6 and 7 students again attended a series of the Science, Technology, Engineering and Maths (STEM) workshops each term at our school.

Over the year we have been working to progress the planning of the implementation of the IB Diploma Program, so that we can be authorised to start delivery with our Year 11s in 2021. Earlier this year we were successful in being approved as a Candidate School.

From 2022, when the first Year 7s will attend our school, we will grow to 1800 enrolments. The South Australian Government has shown confidence in our school by funding capital works of approximately 15 million. This is a fantastic opportunity to upgrade our school infrastructure and provide contemporary facilities for innovative learning.

We were delighted with the news that our school won two awards at the Royal Adelaide School for the "Most Successful School in Technology" and "Most Successful Secondary School in Junior Textiles". Many of the award winning photographs were displayed in the Centre Gallery of the Department for Education.

The Certificate II Kitchen Operations students catered for the Dinner Theatre, whilst the Arts students performed "Same Room, Different Story". The school production "Bye, Bye Birdie", senior Drama performance "Nooses Off", Year 12 Dance Moderation performance and the Special Education Concert were major highlights.

Our SACE achievement rate has continued to be impressive, with 100% of our Year 12 students successfully gaining their SACE and 100% of the Year 12 students within the Special Education Campus achieving their Modified SACE. The 2019 RMSC Dux was Rudraksh Gupta who had a top ATAR score of 99.95%.



Governing council report

The Governing Council is an important voice of the school community, and we were very fortunate again this year to have a wonderful, diverse representation of our school community as council members from all three campuses. Governing Council members include parents, community representatives and school staff, who have all been working to ensure all students are getting the best educational outcomes.

We would like to thank the Student Representative Council students who have done a fantastic job in 2019 to improve, support and ensure that the voices of the students are heard across the three campuses. Students have participated in many great activities including sporting events, Arts and Drama programs and continue to show great team spirit and great leadership at the school.

Staff members have gone above and beyond their roles within the school by putting in many extra hours to ensure the students have extra curricula activities and that all students are achieving their very best.

The Principal has worked tirelessly in 2019 and over the past 11 years. She has always supported staff, students and families to ensure they get the best educational outcomes. Sandy has always valued the Governing council members and worked very closely with them.

To all the students at Roma Mitchell we hope you had a great year and for doing your very best throughout 2019. We would like to congratulate all Year 12 students for their dedication and commitment in their learning throughout the year.

Thank you to the student leaders who have supported their peers by being their voice and all students who helped whenever it was needed. There are so many great things you all have done in your time at Roma Mitchell, too many to name.

We thank you for making Roma the great school that it is. We all wish you the very best in your future goals and aspirations.

Congratulations from all the Governing Council Members.

Improvement planning - review and evaluate

In response to the SIP the following strategies were implemented. Literacy and numeracy teams continued to lead improvement in literacy and numeracy outcomes for all students, through data collection, tracking, monitoring and reviewing targets each term. This analysis of data was used to identify the type of interventions required for targeted groups of students. All teachers in Math, Science, English and Humanities analysed NAPLAN and PAT data and used OARS resources to teach the required skills. Learning Area meetings had a targeted focus on literacy strategies for academic vocabulary and dialogic practices. Teachers trialled new practices to increase student engagement. The literacy coaches collaborated with all Year 8 English and Humanities teachers to run a series of 'learning sprints' targeted at the two key skills of reading for inference and reading for explicit information. An outcome of this focus was that we achieved our targets for PAT Reading - an increase of 20.28% for Achievement Band 130 - 139 and an increase of 5.7% for Achievement Band 140 - 149.

The Numeracy Coach and teams worked with teachers in years 8 and 9 specifically on multiplicative thinking and number. Teachers attended after hours Professional development called 'Maths Moments' to further develop skills in teaching mathematical concepts.

Abilities Based Learning and Education Support (ABLES) was implemented across the Special Education Campus and Classes in English Speaking and Listening. All staff were provided with professional development around how to use the tool and a learning sprint approach was used to target individual goals for students. These goals were supported by having focused strategies for each individual. Curriculum Unit plans were also written to include communication specific strategies across a range of curriculum areas.

Further IB MYP initiatives were actioned in 2019. We began the process of providing Professional Development in the subjects targeted for delivery in 2021. We collaborated with IB MYP schools to moderate middle years samples of students' work and shared this learning within and across sites.

89% of year 10 students successfully completed the MYP with 15% achieving Bands 7 and 8 which is the equivalent of Grade Band A.

Strategies to support SACE completion included the following: SACE teams met regularly to track, monitor and quality assure SACE achievement and completion. Flexibility provided through use of Community Studies B, staff planned courses and collaboratively moderated student work with specific attention to task design, academic vocabulary and high impact teaching strategies. Programs personalised for alternative pathways and explicit teaching of Exam techniques.

Actions for 2020

Increase student capacity to improve the use and understanding of academic vocabulary and reading comprehension YRs 8 - 10.

Further development of unit plans and continuation of the learning sprint approach will be required in 2020 to ensure this level of improvement is maintained. There will also be an added focus on English Reading and Writing.

Teachers will collaboratively develop, review and implement units of work and rich assessment tasks with specific attention to formative assessment.

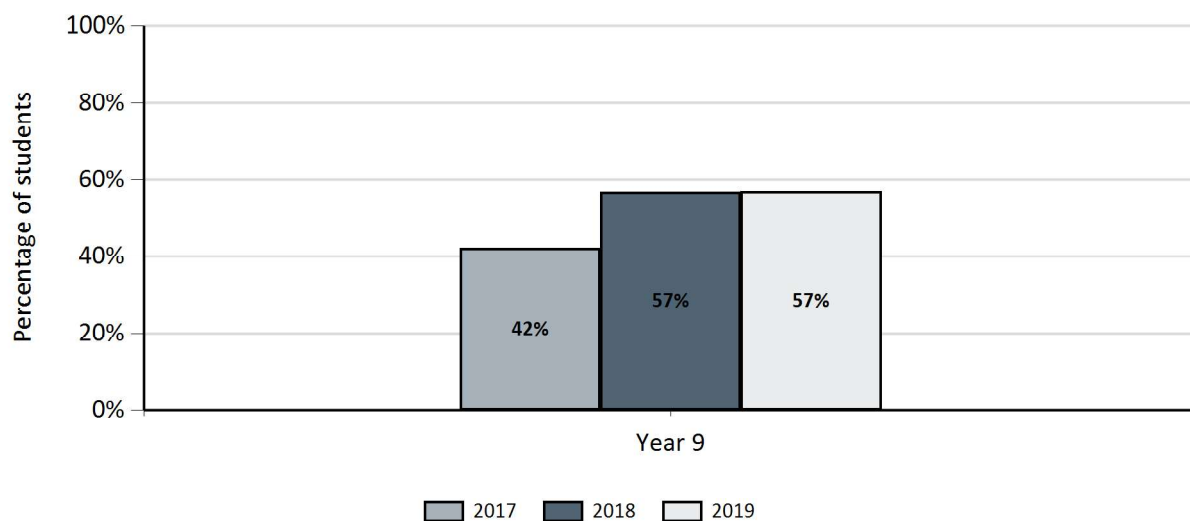
Increase student achievement in number and mathematical thinking.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

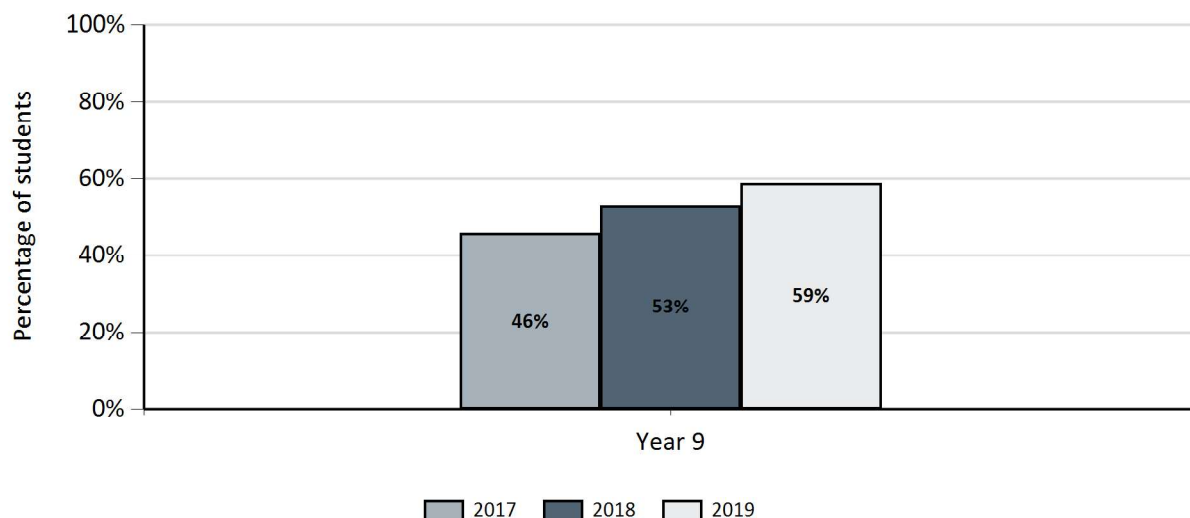
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	35%	25%
Middle progress group	52%	50%
Lower progress group	13%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	32%	25%
Middle progress group	52%	50%
Lower progress group	16%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	267	267	19	18	7%	7%
Year 9 2017-19 average	264.7	264.7	21.0	20.7	8%	8%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]Includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

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

2016	2017	2018	2019
96%	99%	97%	100%

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2016	2017	2018	2019
A+	0%	0%	0%	1%
A	3%	4%	2%	5%
A-	7%	9%	7%	9%
B+	9%	10%	10%	9%
B	14%	14%	16%	16%
B-	15%	17%	21%	16%
C+	20%	21%	18%	20%
C	20%	21%	19%	19%
C-	7%	3%	4%	5%
D+	2%	1%	2%	1%
D	1%	0%	0%	0%
D-	1%	0%	1%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data 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

2016	2017	2018	2019
96%	100%	99%	100%

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	0	0	0	.14%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	5.9%	1.55%	1.10%	1.53%

School performance comment

Our mean score for NAPLAN reading, writing and numeracy has remained consistent with a score of 7 for the last few years. 89 % of our students achieved the National Minimum Standard in reading, 76% for writing and 100% in numeracy. In reading, 57% of students maintained achievement at or above the DECD Standard of Educational Achievement, while 59% achieved this standard in numeracy which is an increase of 6% from 2018.

74% of Year 8's achieved the SEA in PAT M, 71% of Year 9's and 58% of year 10 students. 33.11% of Yr 8's achieved SEA in Reading, 30.46 in Yr 9 and 27.28% in Yr 10.

In our Special Education Campus and classes, 82% of year 8 and 9 students showed an increase in their ABLES English Speaking and Listening profile. 92% of students increased the number of expressive Oxford Sight Words known, 88% for receptive and 100% increased for matching. 93% of students increased their PROBE age and 66% for PM Benchmark level. 100% of students using PECS progressed within their PECS level. All iPad PECS users have access to simplified PECS boards during break times in the yard. Big Write was consolidated across all classes with 79% of students improving by one or more level and a further 19% remaining on the same level. 52 % of students have increased their attainment by 5 or more tasks when assessed with Numicon with 73% attaining one task.

100% of eligible Year 12 students attained a Year 12 certificate (SACE completion). This is 1.96 % above the state average of all students who completed their SACE, which was 98.04%. 14% of all SACE Stage 2 grades were in the A grade band in 2019.

Our top student achieved an ATAR (Australian Tertiary Admissions Rank) score of 99.95%. With respect to modified SACE, 100% of eligible students completed their SACE in 2019.

10% of students completed the SACE and also gained credits through the recognition arrangements for VET in SACE. Sixty one year 10 – 12 students were involved in vocational and trade training courses, and ten of those students were in year 12. These figures represent 14 students participating in the Training Guarantee scheme, with 5 in Australian School Based Apprenticeships.

86.3% of SACE Stage 2 students achieved C and above grades, which is an increase of 2.8% as compared with 2018. There was an increase in A grades of 5.68%, a decrease of B grades of 1.23% and a decrease in C grades of 1.58%.

One hundred and eighty four year 11 students successfully completed a 20 credit Stage 2 subject during 2019. There was an increase in A grades of 14%, a decrease of B grades of 11% and an increase in C grades of 3%.

Attendance

Year level	2016	2017	2018	2019
Year 8	88.5%	89.8%	88.9%	88.4%
Year 9	85.8%	88.5%	88.1%	88.7%
Year 10	89.1%	87.3%	86.4%	87.9%
Year 11	86.9%	89.5%	87.5%	87.6%
Year 12	84.4%	88.1%	88.7%	88.0%
Secondary other	85.1%	87.5%	84.6%	85.3%
Total	86.8%	88.6%	87.6%	87.9%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance comment

The overall school attendance in 2019 was 87.9%. Over the last four years attendance has remained fairly constant between 86% and 88%. The positive strategies we have implemented to improve attendance rates include, care group teachers actively following up on absences, subject teachers offering a meaningful curriculum, employment of two full time SSO Attendance Officers, the SMS message system, 3 and 5 day absence letters to alert parents/carers of their child's absence from school and providing breakfast to students.

Behaviour support comment

There has been a continued reduction in the number of incidents that occurred across the three campuses as compared to last year. This reduction is attributed to the year level management practices that include leadership time allocated to the role and the appointment of building supervisors. The development and ongoing implementation of student wellbeing and positive education behaviours, as promoted through a strong pastoral care program, supported by the two student counsellors and pastoral care workers continue to mentor identified students. Bilingual SSO's are instrumental in maintaining good contact with and support from families.

Client opinion summary

The Australian Government requires all schools to survey schools about students, parents and teachers in a nationally consistent way about their opinion of the way that their schools operate to support student learning.

Parent Satisfaction Survey

In term 4, 125 parents completed an opinion survey online. Ratings were allocated out of 5.

The parents were most satisfied with teachers expecting their child to do their best (4.2) and being able to talk with the teachers about their concerns (4.2)

The parents most wanted improvements in the school looking for ways to improve (3.7) and their child making more progress (3.8)

Staff Satisfaction Survey

In term 4, 95 staff members responded to the online opinion survey. Ratings were allocated out of 5.

The teachers were most satisfied with the way they expected their students to do their best (4.8) and treating their students fairly (4.7)

The teachers most wanted improvements in the opportunities to express opinions in meetings (3.5) and support provided to them (3.6)

Student Satisfaction Survey

In term 4, 509 students from Years 8-12 completed an online opinion survey. Ratings were allocated out of 5.

The students were most satisfied with their teachers providing opportunities for them to discuss their learning (4.1); they like being at the school (3.7); teachers explaining assessment criteria (3.7) and teachers taking students' opinions seriously (3.7)

The students most wanted improvements in their teachers providing challenging learning opportunities (3.0) and to be able to talk with their teachers about their concerns (3.0)

Intended destination

Leave Reason	School	
	Number	%
Employment	44	11.6%
Interstate/Overseas	41	10.8%
Other	1	0.3%
Seeking Employment	5	1.3%
Tertiary/TAFE/Training	70	18.4%
Transfer to Non-Govt School	24	6.3%
Transfer to SA Govt School	77	20.3%
Unknown	118	31.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

All teaching staff, ancillary staff, volunteers, third-party providers and pre-service placement teachers are required to present a Reporting Abuse and Neglect (RAN) certificate, as well as either a current DCSI clearance, or a Working With Children clearance before commencing their role at RMSC. These documents are reviewed by either the AP responsible for HR or the Business Manager, as appropriate.

The information on these documents are recorded on the EDSAS data base and hard copies are filed with staff records.

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 Degrees or Diplomas	187
Post Graduate Qualifications	84

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.8	104.0	3.4	40.7
Persons	1	113	4	52

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$33,978.59
Grants: Commonwealth	\$12,538.00
Parent Contributions	\$810,355.56
Fund Raising	\$667.42
Other	\$17,970,928.19

Data Source: Education Department School Administration System (EDSAS).

2019 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	77 students were identified for specialist support to assist retention in learning programs. Case managers were assigned to coordinate customised flexible learning programs delivered in the school/community.	39 students completed SACE subjects. VET: 1 Cert 1; 8 Cert2; 2 Cert 3
	Improved outcomes for students with an additional language or dialect	EALD students level 7 or below were given an additional line of English in years 8-10. At Stage 2 students were supported by tutoring.	82.91% students maintained/increased their EALD level. 100% EALD SACE achieved
	Improved outcomes for students with disabilities	Learning support coordinator worked with teaching staff to support differentiation of tasks, curriculum support SSOs have provided in class and small group support in compulsory SACE subjects, literacy and numeracy.	80% students maintained or increased grades in English and 60% in Maths
	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	46 ATSI students engaged in short term targeted interventions using PAT OARs and teacher designed resources were used to tutor students in areas of need. Senior students were supported by tutoring. The Literacy coaches supported teachers to document strategies and adjustments and apply differentiated strategies and resources in the classroom. The Numeracy coach worked with teachers to build their skills in teaching multiplicative thinking. IB Diploma training was provided for staff. Increased support in class for identified students with learning difficulties.	100% ATSI students gained Stage 1 literacy and numeracy credits. 100% Stage 2 students completed the SACE. 9 staff received IB Diploma training
Program funding for all students	Australian Curriculum	Two teachers and four students attended the Aboriginal STEM congress. The Aboriginal STEM Scholarship was used to support the learning requirements of the student with provision of tutoring and laptop.	Aboriginal perspectives embedded into the Science program.
Other discretionary funding	Aboriginal languages programs initiatives		
	Better schools funding	Tutors and mentors worked with ATSI, EALD and students at risk one on one, in small groups and classes to support assessment completion. Literacy and numeracy coaches worked with teachers to analyse PAT and NAPLAN data.	ATSI Students at SEA PAT R Yr 8 80%; Yr9 88%; Yr10 86%; PAT-M Yr 8 73%; Yr9 71%
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		