



Roma Mitchell Secondary College

2020 annual report to the community

Roma Mitchell Secondary College Number: 1902

Partnership: Torrens

Signature

School principal:

Ms Toni Carellas

Governing council chair:

Mrs Donna Henry

Date of endorsement:

5 March 2021



Government
of South Australia
Department for Education

Context and highlights

School enrolments as at February 2020 were 1372 students. Our student population is culturally diverse with 7% from Aboriginal and Torres Strait Islander backgrounds, 57% from non-English speaking backgrounds and 2% who are under the care of the Minister. 40% of our students are eligible for School Card and 13% identified as students with disabilities.

A significant highlight for RMSC has been achieving authorization to deliver the IB Diploma program. We are now the second school in the State to qualify to deliver the program. We are very proud of the work teachers have undertaken to prepare for the delivery of this internationally recognized curriculum. We will start 2021 with an inaugural group of 16 students.

100% of our Year 12 students completed the SACE and Modified SACE. The 2020 Dux was Sanjana Perumal Raja who had a top ATAR score of 99.95. Four students gained Merits in Business and Enterprise and Women's Studies. Overall, 62 A grades were achieved in Stage 2 subjects. This is our best result since the school opened.

100% of our Year 12 Aboriginal students completed the SACE this year and we are very proud of their achievements. Each student has a planned career pathway either to University, TAFE, Apprenticeships or Traineeships for 2021. A special mention to Blayne O'Loughlin who was selected for the Next Generation Academy with the Adelaide Crows and Inana Toovey, who was selected to play for Adelaide United. Inana was an integral member of the Specialist Sports program run at the School.

SACE Numeracy completion increased from 40% in 2018 to 99% in 2020. Students engaged in competitions such as the Premier's Reading Challenge, Poetry and Maths. Our students participated in UN Youth Australia programs including the Security Council debates and a program called Crisis Point where they learned skills of debate and diplomacy.

Our STEM focus continued this year with Year 8 students undertaking their Robotics Interdisciplinary Unit Mission to Mars. Students worked collaboratively to use a combination of engineering, mathematical and scientific reasoning with three students graduating from the Defence Industry Pathways program.

Teachers engaged in action research to trial new pedagogies and test their effectiveness in literacy and numeracy. As a result of these 'Learning Sprints' teachers have adapted their programs to incorporate teaching and learning activities that are proven to be highly effective. The Braving Basics program which was developed and trialed by the Numeracy coach in collaboration with Year 8 classes showed an effect size of 0.45 -1.02, also reflected in the Pat results.

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 2020 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 2020. She has supported staff, students and families to ensure they get the best educational outcomes. Toni has always valued the Governing council members and worked very closely with them ensuring that they are informed. To all the students at Roma Mitchell we hope you had a great year and for doing your very best throughout 2020.

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.

2020 was a challenging year for both staff and students due to Covid and two school closures during the course of the year. I commend the Principal and the School Leadership Team by the way they were able to execute both closures and to ensure the health, safety and wellbeing of not only the staff and students, but the entire school community.

Quality improvement planning

The close reading skills of the learning sprints aimed to build in students the ability to interpret explicit information in challenging texts, use context to interpret unfamiliar phrases and reword and rephrase unfamiliar language. Subject specific vocabulary was taught in all learning areas. In 2020 92% of students achieved the SEA in Year 9, an increase of 9% from 2019. There was a 2% increase in high band growth from 2019 to 2020.

Numeracy strategies included Learning Assessment Framework testing, implementing a Braving Basics program incorporating PAT and NAPLAN resources aimed to improve students basic numeracy skills in multiplication. In 2020 77.7% of students achieved the SEA in Year 9, an increase of .04% from 2019.

Regular meetings of the SACE team continued to monitor student completion patterns and analyse subject achievement data.

High quality intervention and support strategies have been implemented, and teachers and year level leaders regularly communicated with families about student process. Flexibility was provided within subject choice within subject choices for students at risk, through subject conversions to Community Studies B.

Teacher use of Daymap to track task results and feedback was consolidated through regular data analysis and progressive conversations with line managers.

Teachers collaboratively developed, reviewed and implemented units of work and rich assessment tasks with specific attention to task design, academic vocabulary and high impact teaching strategies.

Teachers also engaged in moderation to monitor the quality of assessment and level of task design.

SACE teachers creating task specific clarifications aligned to SACE performance standards.

Personalised learning programs and assessment to support individual pathways through the application of alternative assessment strategies for students was one of the strategies used to support students to successfully complete the SACE.

Explicit teaching of exam techniques and study skills to support students to be successful in their external exam or external investigation.

Special Education introduced Ability Based Learning and Education Support (ABLES) as an assessment tool that provides a suite of curriculum, teaching, assessment and reporting resources that guide educators to accurately identify students' individual learning goals and track their progress against an individual learning plan over time. Students on the Special Education Campus were assessed in semester 1 then semester 2 and achieved in Speaking and Listening a 62% improvement in 2020.

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.

Improvement: Aboriginal learners

Aboriginal students were supported to complete literacy and numeracy as well as compulsory subjects. Students were further supported to ensure that they remained on track to gain their SACE. The outcomes achieved were 100% of Aboriginal and Torres Strait Islander students gained their literacy and numeracy credits at Stage 1. All (100%) of Stage 2 students achieved their SACE and all have future pathways (post school), study plans or employment.

Three students successfully completed their SACE by the end of Year 11. Four Aboriginal students also participated in a Cert III with a further two engaging in a Cert II. There was a significantly higher engagement rate with outside agencies with students engaging from Year 9.

Data analysis led to learning interventions for Year 8/9 students with a key focus on 'gamifying' the numeracy curriculum. Students developed their basic number skills and demonstrated significant growth in multiplicative thinking.

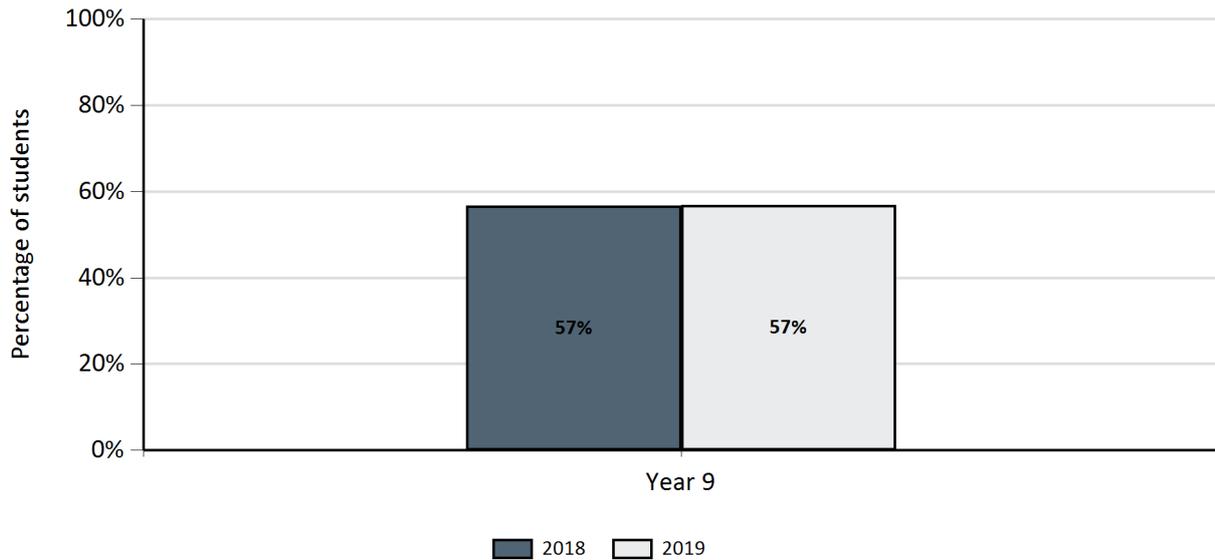
One Aboriginal student was promoted as a SACE success story and was listed as a 'face of SACE', showcasing his pathway of success to completing his SACE.

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

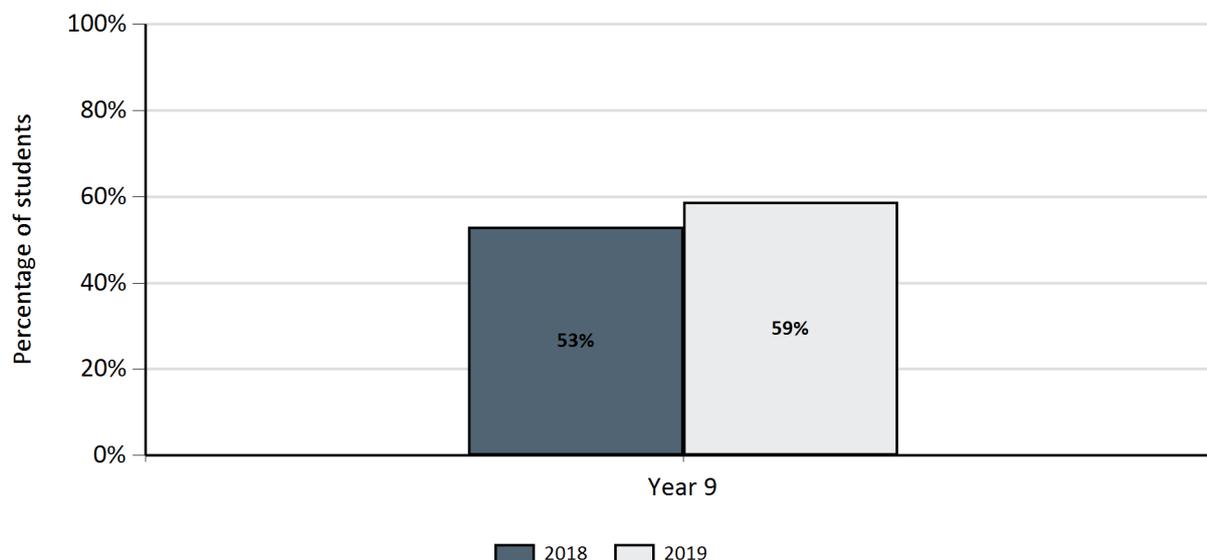


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2020 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 2020.

*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 2020.

*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 2017-2019 Average	264.7	264.7	21.0	20.7	8%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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)

2017	2018	2019	2020	2020
99%	97%	99%	97%	98%

Data Source: SACE Schools Data reports, extracted February 2020

*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	2017	2018	2019	2020
A+	0%	0%	0%	1%
A	4%	2%	5%	5%
A-	9%	7%	9%	10%
B+	10%	10%	9%	11%
B	14%	16%	16%	13%
B-	17%	21%	16%	15%
C+	21%	18%	20%	16%
C	21%	19%	19%	22%
C-	3%	4%	5%	6%
D+	1%	2%	1%	2%
D	0%	0%	0%	1%
D-	0%	1%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	1%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

*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

2017	2018	2019	2020	2020
100%	99%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	99%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	2%	1%	2%	4%

School performance comment

100% of eligible Year 12 students attained a Year 12 certificate (SACE completion). This is 1.75% above the state average of all students who completed their SACE, which was 98.25%.

Two hundred and seventy two (15.2%) of all SACE Stage 2 grades were in the A band in 2020, compared with one hundred and fifty nine (14.8%). This is an increase of 0.4% as compared with 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 2020.

196 year 11 students successfully completed a 20 credit Stage 2 subject during 2020, a 6.5% increase from 2019.

20% 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.

86.7% of SACE Stage 1 students achieved C and above grades, which is no change overall as compared with 2019. There was an increase in A grades of 24%, an increase in B grades of 3.48% and a decrease in C grades of 1.58%.

One hundred and ninety seven year 11 students successfully completed a 20 credit Stage 2 subject during 2020. There was an increase in A grades of 14%, a decrease of B grades of 11% and an increase in C grades of 3%.

77% of Year 8's achieved the SEA for Reading, an increase of 21% from 2019. In Year 9, 77% achieved the SEA compared to 83% in 2019 representing a decrease of 6%. 81% of Year 10 students achieved the SEA in reading representing a 3% increase from 2019.

80% of Year 8's achieved the SEA in Pat M (a 6% increase). 78% of Year 9's (a 7% increase) and in year 10 76% achieved the SEA which is an 18% increase from 2019.

There were 246 students enrolled in Year 10 in 2020 across both the Girls and Coed campus. 218 (88%) of these students successfully achieved a passing grade of 3 or higher and 40 students achieved a Distinction award for achieving an average score of 6 or higher across all their subjects.

179 year 10 students completed the Personal Project in 2020, that is 75% of the year group. Of the students who completed the Project 69% achieved a passing grade and 23 students were awarded scores in the A grade band. Students presented their work at an exhibition which was attended by families of students at the school.

Attendance

Year level	2017	2018	2019	2020
Year 8	89.8%	88.9%	88.4%	88.5%
Year 9	88.5%	88.1%	88.7%	90.0%
Year 10	87.3%	86.4%	87.9%	87.3%
Year 11	89.5%	87.5%	87.6%	89.4%
Year 12	88.1%	88.7%	88.0%	87.0%
Secondary Other	87.5%	84.6%	85.3%	84.1%
Total	88.6%	87.6%	87.9%	88.3%

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 2020 was 88.7%. Attendance has remained fairly constant between 86% and 88% and this year there has been an improvement of 0.8%.

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 an increase in the number of incidents that occurred across the three campuses compared to last year. To address this, the school will implement new year level management practices that include leadership release time allocated to year level leaders and the introduction of three middle school managers (co-education) and one wellbeing manager (girls) with a positive prevention pedagogy aligned to the Berry Street Model of Education (BSEM) for 12 months from 2021.

The development and ongoing implementation of student wellbeing and positive education, as promoted through the pastoral care program covering: child protection curriculum and BSEM modules, are supported by two student counsellors and pastoral care workers that continue to mentor identified students. Bilingual SSO's are instrumental in maintaining good contact with non-English speaking families.

Client opinion summary

In term 4, 214 parents completed an opinion survey online. The parents were most satisfied with the school providing an opportunity to have input about their child's learning (41%). 18% of parents agreed that the school communicates effectively with them and 23% agreed the school encourages parents to help students learn. 40% of parents agreed that people at the school respect each other and that teachers and students at the school treat each other with respect. This is comparative to the State average of 40% for these two survey questions. Areas for improvement include the provision of adequate feedback with the school rating 24% compared to 31% for the State average. 22% of parents signaled that they would like more help with their child's learning compared to 28% of parents in the State overall.

Intended destination

Leave Reason	Number	%
Employment	28	8.2%
Interstate/Overseas	27	7.9%
Other	5	1.5%
Seeking Employment	4	1.2%
Tertiary/TAFE/Training	11	3.2%
Transfer to Non-Govt School	11	3.2%
Transfer to SA Govt School	50	14.7%
Unknown	205	60.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

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	183
Post Graduate Qualifications	94

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	0.0	107.3	3.2	43.7
Persons	0	118	4	59

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$216,876
Grants: Commonwealth	\$33,298
Parent Contributions	\$781,071
Fund Raising	\$28
Other	\$18,804,397

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

2020 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 2020 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 wellbeing and engagement	Seventy 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.	Progress so far indicates that one student has completed the SACE.
	Improved outcomes for students with an additional language or dialect	English as an Additional Language/Dialect (EAL/D) funding was used by employing specialized EAL teachers to support Years 10-12 students completing their compulsory subjects, combined with Bilingual School Support Office	2020: 100% EALD students completed SACE.
	Inclusive Education Support Program	Differentiation of tasks, curriculum support SSOs have provided in class and small group support in compulsory SACE subjects, literacy and numeracy.	35% students maintained or increased grades in English and 29% in Maths.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Aboriginal students were supported to complete literacy and numeracy as well as compulsory subjects. Students were further supported to ensure that they remained on track to gain their SACE. In class, one on one and small group sessions were held throughout the year for identified students to complete their SACE compulsories in the Senior School. Middle School students were supported to complete their Personal Project and curriculum requirements for the MYP.	100% of ATSI students gained Stage 1 literacy and numeracy credits. 100% Stage 2 students completed the SACE.
Program funding for all students	Australian Curriculum	Literacy & Numeracy Coaches supported staff with designing units of work using the PAT OARS resources and the Literacy and Numeracy guidebooks. Support was provided in coaching teachers to undertake action research.	Braving Basics program introduced. Effect size – 0.45 Literacy – 2% growth in HB
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Aboriginal students were supported one on one and small group sessions for SACE completion. Middle Years students engaged in a Numeracy Intervention program.	100% of ATSI students gained Stage 1 literacy and numeracy credits.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

