

Roma Mitchell Secondary College 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Roma Mitchell Secondary College Number: 1902

Partnership: Torrens

Name of School Principal:

Sandra Richardson

Name of Governing Council Chair:

Donna Henry

Date of Endorsement:

22 February 2018

School Context and Highlights

In February 2017 the school enrolments were 1,289 students. The student population is diverse. Approximately 7% of students are Aboriginal and Torres Strait Islanders, 50% of students have English as an Additional Language or Dialect, 1% are under the guardianship of the minister, 13% have been identified as Gifted and Talented and 33% of students are eligible for School Card. A total of 14% 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. Three Special Classes are located on site with one in the Girls' Education Campus and two in the Co-Education Campus.

We offer a number of specialist programs including STEM (Science, Technology, Engineering and Maths); Mathematics; Specialist Sport Programs in cycling, hockey and soccer; a gifted and talented program; international programs; vocational education and training programs.

The Year 6 and 7 students from our local primary schools have continued to attend an eight week STEM program held by our STEM teachers each term, and in term 3, the Premier, Jay Wetherill and the Minister for Education and Child Development, Susan Close, visited our school to speak with the students in the all girls Year 6 and 7 STEM program, to promote STEM pathways for girls.

An official opening of the Aboriginal Education Learning Centre "Taikurrinthe Kuu – the place to be united together" and launch of the School and Community Partnership was held in May. Michael O'Brien, a senior Kaurna man delivered the Welcome to Country.

The Hospitality students catered for over 90 guests at the Dinner Theatre whilst the Arts students performed "Shakespeare's Sonnets". The "Showcase", the school production "The Wedding Singer" and the Special Education Campus Concert were very successful with full audiences at each event.

In April we were delighted to be informed by the International Baccalaureate Organisation that our school had been authorised as an IB World School to deliver the Middle Years Program to Year 8-10 students, following a rigorous assessment process.

Our SACE achievement rate has continued to improve, and in 2017, 100% of our Year 12 students successfully gained their SACE and 100% of the students within the Special Education Campus achieved their Modified SACE. The winner of the 2017 RMSC Dux was Rishabh Goyal, who had a top ATAR score of 99.95.

Governing Council Report

Every year our school continues to improve and develop by introducing new programs, improving in curriculum and investing in the latest learning tools to support our students in achieving their goals for the future. The outstanding SACE completion rate, which is 100%, the introduction of new subjects and the continuation of the International Baccalaureate Middle Years Program (IB MYP) are some examples of our school's ongoing progress.

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, community representatives, SRC and school staff. We come together twice a term to support the school. Many of the Governing Council members and wider community are involved in sub committees. The Council is responsible for the school's strategic directions, site improvement plan, supporting curriculum areas, setting and monitoring goals and also overseeing the financial management of the school.

2017 has been another busy year and many fantastic things have been happening across the three campuses - Special Education, Co-Education and Girls' Education.

In 2017 the focus for the Governing Council members has been;

- assisting with the decision making on all sub committees.
- fundraising for programs to better improve the school grounds.
- participating in the External School Review.
- working with the community to resolve traffic issues.
- building stronger relationships with Aboriginal families, supporting the implementation of Aboriginal perspectives and cultural awareness and working with Uncle Penong Miller to develop an Aboriginal garden.
- applying for community grants and organising parent workshops.
- celebrating diversity. The school continues to celebrate Reconciliation Week, NAIDOC Week and Harmony Day.

I would like to thank you all on behalf of the of the school community for your help and contribution throughout the year. I would also like to thank the SRC representatives who are the voice of our students, and the guest speakers who deliver informative presentations on new programs, learning resources and student engagement projects.

On behalf of the Governing Council members, I would also like to congratulate all the 2017 year 12 graduates on their achievements and wish them all the very best for their future endeavours.

Improvement Planning and Outcomes

In response to the 2017 Site Improvement Plan the following strategies were implemented:

A literacy and a numeracy coach supported teachers to provide intervention tasks undertaken by all classes within our Co-Education and Girls' Education Campuses. The numeracy coach modelled quality practice and engaged in team teaching, using pedagogy and diagnostic tools based on the Big Ideas approach to teaching numeracy. The literacy coach developed a tool for analyzing PAT R results for each class, and teachers used this to inform intervention reading strategies. Literacy and Numeracy leaders within the Special Education Campus provided support for teachers to personally tailor strategies to meet individual student needs. This involved accessing levelled readers and PECS levels, relevant E books and the implementation of Big Write for all relevant classes. There was also further development of Numicon and linking numeracy concepts across the curriculum.

Literacy and numeracy teams met once per term leading improvement in literacy and numeracy outcomes for all students, through data collection, tracking, monitoring and reviewing targets each term. Individual student goals for improvement were set in years 8 to 10, including NEP goals.

Literacy and numeracy tools and programs continued to be used to monitor student progress across all three campuses, with improved attention to the critical analysis of PAT R, PAT Vocab and PAT Maths. In Special Education, Running Records, PECS levels, Big Write levels, Oxford Sight Words, Numicon and I Can Do Maths data was monitored. Literacy and numeracy professional development workshops were undertaken.

Regular meetings of the SACE team continued to monitor student completion patterns and analyse subject achievement data. High quality intervention and support have been implemented, with teachers communicating regularly with families about student progress. Flexibility was provided within subject choices for students at risk, through Community Studies A or B, Scientific Studies or Integrated Learning.

Our staff have worked collaboratively to moderate, review and improve the written Australian Curriculum for year 8, 9 and 10 IB MYP units including differentiation strategies to support students with NEPs, EALD students and extension opportunities for highly capable students. Special Education units linked to the Australian Curriculum continue to be implemented and reviewed. Common assessment tasks using the MYP Assessment criteria have been developed for all units of work in the Co -Education and Girls' Education Campuses.

Performance and development conversations and observations focused more explicitly on quality teacher pedagogy in improving literacy and numeracy outcomes. The focus was on data sets analysis, classroom observation feedback and regular moderation practices at learning area level.

In 2018 we will:

Incorporate Big Write strategies and assessment tools in Special Education units.

Implement pre levels for students who are working at a pre foundation level in NUMICON.

Provide PECS training and support for Special Education staff.

Consolidate the use of Daymap to track all tasks, results and feedback.

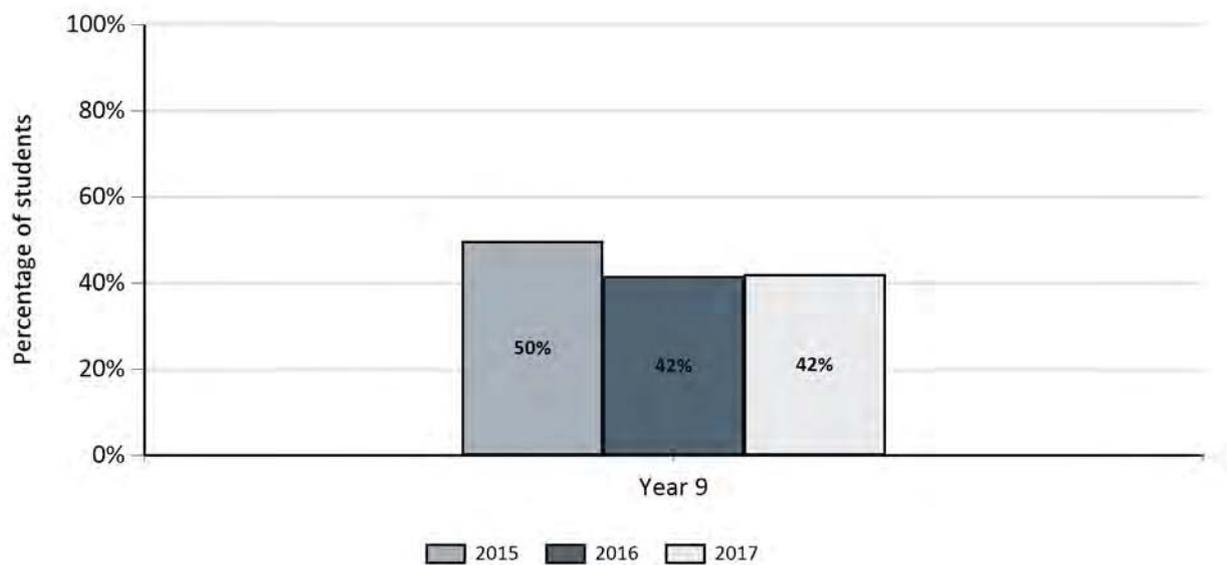
Introduce a Highly Accomplished Teacher (HAT) literacy leader role in the pedagogical development of literacy across the curriculum.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

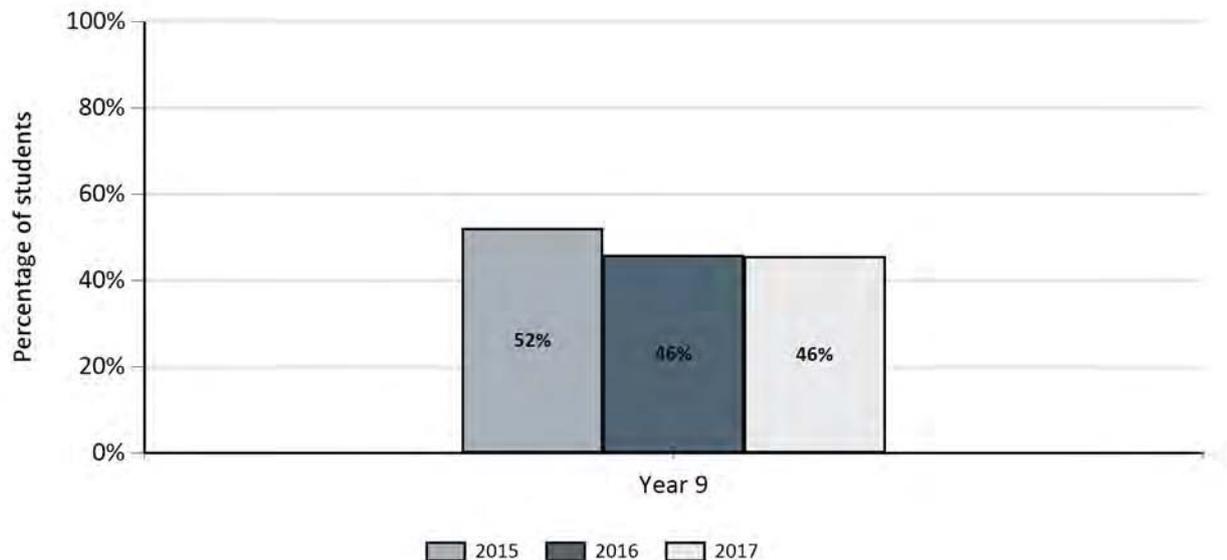
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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 2015 to 2017 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	19%	25%
Middle progress group	58%	50%
Lower progress group	23%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	13%	25%
Middle progress group	63%	50%
Lower progress group	24%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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%.

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 2017	259	259	14	12	5%	5%
Year 9 2015-17 Average	255.7	255.7	15.0	11.7	6%	5%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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).

2014	2015	2016	2017
96%	94%	96%	99%

Data Source: SACE Schools Data reports, extracted February 2017.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	0%	0%	0%	0%
A	1%	2%	3%	4%
A-	5%	5%	7%	9%
B+	8%	7%	9%	10%
B	14%	13%	14%	14%
B-	15%	20%	15%	17%
C+	21%	20%	20%	20%
C	23%	20%	21%	21%
C-	8%	8%	7%	3%
D+	2%	2%	2%	1%
D	1%	1%	1%	0%
D-	0%	1%	1%	0%
E+	0%	1%	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 2017.

*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 that year.

2014	2015	2016	2017
100%	96%	96%	100%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	27%	29%	23%	18%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	96%	96%	100%

School Performance Comment

Our mean score for NAPLAN reading, spelling and numeracy has remained consistent with a score of 7 for the last few years. 79% of our students achieved the National Minimum Standard in reading and 95% achieved this national standard in numeracy. 42% of students are achieving at or above the DECD Standard of Educational Achievement in reading, while 46% achieved this standard in numeracy.

Progression rates for our students between year 7 and 9 showed that 77% demonstrated either medium or high levels of improvement in reading and 76% demonstrated either medium or high levels of improvement in numeracy.

In our Special Education Campus, 89% of students increased the number of Oxford Sight Words known by 15%. 85% of students increased their PROBE age or Running Record level. 90% 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 implemented and all staff were trained. Base line data was collected in term 2 and in term 4 with 54% of students improving by one or more level. 87% of students have increased their attainment by 5 or more tasks when assessed with Numicon.

100% of eligible Year 12 students attained a Year 12 certificate (SACE Completion). This is 2.7% above the state average of all students in the students who completed their SACE, which was 97.3%. One hundred and twenty two (13.7%) of all Stage 2 grades were in the A grade band in 2017, compared with ninety five (10.9%) in 2016. This is an increase of 2.8% as compared with 2016. Our top student achieved an ATAR (Australian Tertiary Admissions Rank) score of 99.95. 100% of eligible students completed the Modified SACE in 2017.

17.6% students completed the SACE and also gained credits through the recognition arrangements for VET in the SACE. Forty eight Year 10-12 students were involved in vocational and trade training courses and eighteen of those students were in Year 12. These figures represent three students participating in the Training Guarantee with twelve in Australian School Based Apprenticeships.

86.2% of SACE stage 1 students achieved C and above grades, which is an improvement of 5.2% as compared with 2016. There was also an increase in B grades of 4.7% and C grades of 1.1% , whereas the A grades remained consistent.

Year 8 ,9 and 10 attainments in C or above grades showed improvement from 2016, with a higher percentage of students achieving the higher A grade bands in Year 8 and 9 (8.7% improvement) Years 8 and 9 showed improvements in B grades, (year 8 by 14.5% and year 9 by 17.6%).

Attendance

Year level	2014	2015	2016	2017
Year 8	88.2%	90.0%	88.5%	89.8%
Year 9	87.4%	88.2%	85.8%	88.5%
Year 10	84.0%	86.9%	89.1%	87.3%
Year 11	84.3%	86.5%	86.9%	89.5%
Year 12	88.1%	86.5%	84.4%	88.1%
Secondary Other	84.4%	87.9%	85.1%	87.5%
Total	86.1%	87.7%	86.8%	88.6%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

An overall improvement of 1.8% is a significant improvement as compared with 2016, and 4 of the 5 year levels all displayed this improvement. Regular parent contact by Care Group teachers, the maintenance of a positive learning environment and the provision of an engaging curriculum are the foundation of the attendance improvement strategies. Initiatives implemented last year to improve attendance, which included the allocation of two SSO attendance officers, an SMS message system to alert parents of student absences, were also refined this year to improve reliability and efficiency.

Behaviour Management Comment

There has been a significant decrease in incidences as compared to last year. New practices were implemented as a result of a review undertaken in 2016, which included allocating a lead year level leader per year level within each of the campuses, re-establishment of the focus room, an increase in the number of building supervisors and implementation of mediation and restorative justice practices. Other school based initiatives to support early intervention, positive behaviours and wellbeing included the appointment of 3 Pastoral Care Workers, 2 Student Counsellors, Well-Being Co-ordinator, Bilingual SSOs in class and liaising with home, and mentors for identified students.

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, 71 parents completed an opinion survey online. Ratings were allocated out of 5, and overall were rated higher than the previous year.

The parents were most satisfied with the maintenance of the school (4.0); they could talk to their child's teachers about their concerns (4.0); and the teachers at the school expected their child to do his or her best (4.0).

The parents most wanted improvements in teachers' classroom management (3.4); teachers treating students fairly (3.5), teachers meeting their child's learning needs (3.5) and the school taking parents' opinions seriously (3.5).

Staff Satisfaction Survey

In term 4, 104 staff members responded to the online opinion survey. Ratings were allocated out of 5, and overall were rated higher than the previous year.

The teachers were most satisfied with the way they expected their students to do their best (4.6); how they treated their students fairly (4.6); and how they look for ways to improve (4.5).

The teachers most wanted improvements in receiving useful feedback about their work (3.4); support provided by the school (3.4); and confidence to express their opinions in meetings (3.4).

Student Satisfaction Survey

In term 4, 392 students from Years 8-12 completed an online opinion survey. Ratings were allocated out of 5, and overall were rated higher than the previous year.

The students were most satisfied with their teachers expecting them to do their best (4.1); their teachers looking for ways to improve (3.7); and teachers providing challenging learning opportunities (3.7).

The students most wanted improvements in students treating other students fairly (2.8) and teachers managing their classrooms (2.9).

Intended Destination

Leave Reason	School	
	Number	%
Employment	8	7.8%
Interstate/Overseas	23	22.3%
Other	8	7.8%
Seeking Employment	4	3.9%
Tertiary/TAFE/Training	7	6.8%
Transfer to Non-Govt School	4	3.9%
Transfer to SA Govt School	47	45.6%
Unknown	2	1.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

All staff, relief teachers, volunteers (including the Governing Council), third party providers and pre-service teachers are required to have a DCSI clearance and have completed the Responding to Abuse and Neglect (RAN) training prior to commencing their placement.

The Coordinator Human Resources checks and records the Teacher Registration Certificate of each teacher, and the DCSI clearance and completion of the RAN training of each pre-service teacher.

The Business Manager checks and records the DCSI clearance and RAN training of ancillary staff, volunteers and third party providers.

Teacher Qualifications 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	188
Post Graduate Qualifications	72

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	0.3	103.9	4.1	39.1
Persons	1	112	5	49

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$57,800.03
Grants: Commonwealth	\$17,400.00
Parent Contributions	\$785,764.31
Fund Raising	nil
Other	\$17,189,867.37

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Eighty five 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.	One student completed SACE and three completed Certificate III VET courses.
	Improved Outcomes for Students with an Additional Language or Dialect	Teachers worked with EALD yrs 8 -12 to deconstruct assessment tasks and support students to complete assessment tasks to their highest level. Additional year 8 and 9 EALD classes created which led to 68% improvement.	61% of students improved 1-2 EALD levels
	Improved Outcomes for Students with Disabilities	Increased support staff allocated to classes to support students with disabilities as well as development of SMART goals to enable targeted assistance for students.	67% of students maintained or increased their grade in literacy; 70% in numeracy
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	85 ATSI students were supported in their literacy and numeracy. AETs tutored Years 8-12 students in Mathematics and English, Year 10 and Year 11 PLP and Research Project and Year 12 with a range of subjects.	100% completed SACE. 50% Yr 11s completed compulsory subjects
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Ongoing development of individual students' learner profiles; increased support in class for identified students with learning difficulties; support for teachers to apply differentiated strategies and resources.	45% students improved their grade in Maths and 26% in English
Program Funding for all Students	Australian Curriculum	STEM career development activities were provided for students transitioning from primary to secondary school, awareness of STEM career pathways and the development of STEM curriculum.	PD for STEM and PLP teachers
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.	77% C+ in Literacy and 67% C+ in Maths. 100% ATSI and EALD SACE completion
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		