



SCHOOL CONTEXT STATEMENT

Updated: 14 April 2023

School number: 1902

School name: Roma Mitchell Secondary College

School Profile:

Roma Mitchell Secondary College opened in 2011 at Sports Park, Gepps Cross. In 2022 with the introduction of year 7's in 2022 and a state-of-the-art facility built for Girls' Campus we now have four campuses, comprised of Girls' Campus, middle campus, senior campus and a special education campus. The school currently catering for up to 1600 students.

As a large school we are able to provide a broad curriculum as well as provide smaller learning communities, which are safe and supportive. 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.

Our school offers our students the International Baccalaureate (IB) Middle Years program and IB Diploma Program which is an internationally recognised program with the reputation of learning excellence and successful outcomes. 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.

Unique to this school Girls' Education Campus – which is one of only two 'girls-only' public schools in South Australia focusing 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 students' needs.

We are delivering a number of specialist programs in our Sports Academy including Soccer, Cricket, Volleyball and AFLW; a Mathematics specialism; international programs; vocational education and training (VET) 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: Toni Carellas
- Deputy Principal: Lorraine Securo
- Year of opening: 2011
- Postal Address: Briens Road, Gepps Cross SA 5094
- Location Address: Sports Park, Briens Road, Gepps Cross SA 5094
- Department for Education Partnership: Torrens
- Geographical location: 11.4 km from the CBD
- Telephone number: 8161 4600
- Fax Number: 8161 4650
- School website address: www.rmsc.sa.edu.au
- School e-mail address: dl.1902.info@schools.sa.edu.au
- February FTE student enrolment: 1600

February FTE Enrolment	2019	2020	2021	2022	2023
Co-Education Campus Secondary					
Year 7				132	168
Year 8	193	182	167	151	137
Year 9	149	191	164	159	162
Year 10	154	166	187	168	191
Year 11	156	159	145	208	172
Year 12	119	135	140	140	192
Special Class	23	22	24	24	36
TOTAL	794	856	822	982	1058
NESB Enrolment	505	562	547	533	611
EALD Enrolment	479	519	504	521	543
Aboriginal Enrolment	51		70	73	87

February FTE Enrolment	2019	2020	2021	2022	2023
Girls' Education Campus Secondary					
Year 7				76	70
Year 8	87	77	74	65	76
Year 9	79	86	75	80	70
Year 10	72	83	85	75	84
Year 11	60	71	75	82	70
Year 12	65	57	63	78	78
Special Class	12	12	12	12	0
TOTAL	375	386	385	468	448
NESB Enrolment	280	293	289	331	344
EALD Enrolment	274	272	278	318	315
Aboriginal Enrolment	19	17	15	2	25

February FTE Enrolment	2019	2020	2021	2022	2023
Special Education Campus Secondary					
Year 7				8	2
Year 8	6	8	5	7	9
Year 9	13	11	8	5	8
Year 10	12	15	9	9	6
Year 11	12	11	17	11	10
Year 12	16	11	11	15	12
TOTAL	59	56	50	55	47
NESB Enrolment	6	5	5	6	5
EALD Enrolment	0	1	1	2	1
Aboriginal Enrolment	6	1	5	6	6

February FTE Enrolment	2019	2020	2021	2022	2023
All Campuses Secondary					
Year 7				216	241
Year 8	286	267	241	223	222
Year 9	241	288	257	244	241
Year 10	238	264	281	252	282
Year 11	228	241	237	301	252
Year 12	200	203	214	233	282
Special Class	35	34	37	36	35
TOTAL	1319	1390	1359	1505	1555
FLO	72	71	88	93	121
International	18	21	14	9	15
Home School	0	0	2	5	5
Other	1	0	0		3
School Card Percentage			24%		
NESB Enrolment	753	860	838	890	950
EALD Enrolment	791	792	780	841	859
Aboriginal Enrolment	76	83	88	106	118

Student enrolment trends

Increasing across the now four campuses. The school is under extreme enrolment pressure with more demand than available places the school was placed on a Capacity Management Plan from 2020 to 2023.

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Staffing numbers (as at February census)

The school has employed 126.8 FTE teaching staff, including 33.8 leaders. There is an entitlement for 2.2 English as a Second Language Teachers (ESL), 3 Special Class, and 0.8 Aboriginal Education Teacher.

The leadership structure includes 1 Deputy Principal, 4 Heads of Campus, 4 Directors of Curriculum and Learning, 12 Assistant Principals, and 10 Coordinators. There are a total of 43.84 FTE Ancillary Staff, 0 HPI, 1.60 BSSO's, 2 ASETOs and 1 Pastoral Support Worker.

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 Para Hills High School.

Football Federation SA, FSA (Soccer), South Australian Cricket Association (SACA) and South Australian Women's Football (AFLW) work in partnership with our school to offer Year 7-12 Specialist Sport programs in Soccer, Cricket, Volleyball and AFLW through our Sports Academy.

2. Students (and their welfare)

General characteristics

In 2020 our school was revised from being a Category 2 index to a Category 3 index of disadvantage with the following 1560 students attending our school:

- Girls' Education Campus 447 (capacity 500)
- Co-Education Middle Campus 552
- Co-Education Senior Campus 463 (capacity 800)
- Special Education Campus 47 (capacity 100)
- Regional Special Classes 35
- International 16

The student population is diverse. A total of 13% of students are identified as Students with Disabilities. This includes the students within the Special Education Campus and Regional Classes.

Approximately 8% of students are Aboriginal and Torres Strait Islanders, 61% of students have English as an additional language, 2% are in care, 39% of students are eligible for School Card.

Student well-being programs

121 students participated in Flexible Learning Options (FLO) programs. These students meet with a case manager once per week and undertake literacy, numeracy, VET and a range of other programs on and off site. Students enrolled in the FLO program are all working towards completing their SACE via alternative and flexible arrangements. The NESPN Community Learning Centre (CLC) based at 100 Smart Road Modbury, services the North Eastern Schools, including Roma Mitchell Secondary College, Golden Grove, The Heights, Banksia Park, The Avenues and Valley View High Schools. The facility is serviced by experienced teachers and includes a Coordinator who leads the Centre. All students who attend the CLC are working towards completing their SACE.

All Aboriginal students have access to a tutor who will work with students each week and provides in class or small group tutoring. Students are provided small intervention programs to extend their learning or help areas of improvement.

Student support offered

The Learning Hub is based in the Southern part of the library. The Hub is serviced by the Learning Support and EAL Coordinators as well as a number of Curriculum School Support Officers.

Teachers provide targeted support to students in completing their assignments as well as providing additional learning and support for those students with learning challenges, including EAL students and Aboriginal Students.

Students with a learning difficulty are also provided with additional class teacher and SSO support in the special options classes.

Tutors, mentors and Aboriginal Education Teachers have been assigned to support students with literacy and numeracy in the classroom and during tutorial sessions. A large number of teachers volunteer as tutors during lunchtime, after school and school holidays. A homework centre operates in the library three nights per week after school.

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

All Year 11 students study the Stage 2 Research Project. Year 11 students will engage in an orientation and introduction of their year 12 subjects in week 7 of term 4.

Student management

A Code of Conduct, Berry Street Education Model (BSEM) and Teachers Behaviour Support Procedure have been developed and implemented to increase engagement, willingness to learn, positive relationships and classroom management strategies that promote on task learning. The Code of Conduct is available on the website and procedure is outlined in the Staff Handbook. A reset space is available for teachers to use for students who do not follow the school’s behaviour code.

In 2023, Assistant Principals and Learning Community Leaders have been appointed within each campus to provide support for students and classroom teachers as part of the Berry Street Educational Model.

Student Leadership

The role of the Student Representative Council (SRC) is to be the voice of the students, find out what students think, help make the school a better place for everyone, have an impact on decision making in the school, including teaching and learning, student wellbeing and student behaviour.

The SRC will represent students’ interests and needs in various ways and take action that will bring about positive changes that will benefit students and the whole school community. The SRC will be made up of year level representatives from the Middle Campus, Senior Campus and Girls’ Campus and representatives from Special Campus.

The SRC meets regularly to discuss issues and make 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, and other committees agreed by on a year-by-year basis. The Executive members will represent the SRC at Governing Council meetings.

Year 11 and 12 Prefects are nominated by the staff and elected by the students to represent each of the four campuses. The role of the Prefects is to act as a “role model” to the other students, represent 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 three houses – Mary Lee (Red), Howard Florey (Green), and Sir Douglas Nichols (Yellow). Students are allocated to a House based on their last name. The aim of the system is to develop a positive school culture through student participation and achievement. Each year level has leadership representatives for each House (House Captains and Leaders), this is a prestigious role, as these individuals will be seen by peers, staff and the community as ambassadors and representatives of the school. The leaders will be role models who will use their leadership position to influence positive changes within the school, whilst upholding exemplary behaviour and attitude.

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 programs

We are delivering a number of specialist programs including Specialist Sport Programs in soccer, cricket, volleyball and AFLW; 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 2023 Site Improvement Plan Goals are –

We will improve student achievement in Reading and Writing (leading with Academic vocabulary and text cohesion)

We will improve student achievement in Mathematics: number, measurement and problem solving.

4. Curriculum

Subject offerings

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.

The Australian Curriculum is delivered within the International Baccalaureate Middle Years Program (IB MYP) curriculum framework for Years 7-10. In Years 11-12 students can choose between the International Baccalaureate Diploma Program (IB DP) or the SACE.

In 2020 the school was authorised to deliver the IB Diploma Program to selected students in Year 11 and 12. In 2021 we have 16 students who have begun the Diploma. Roma Mitchell Secondary College is the second public school in South Australia to have been authorised to deliver the Diploma.

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

The Certificate II Hospitality (Kitchen Operations) Vocational Education and Training (VET) course is held on site. 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.

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 of this campus.

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 into their chosen university courses.

Teaching methodology

The Special Education Campus is organised into Year 7-12 classes, grouped together based on their communication, literacy and social needs. All classes have a focus on functional communication as well as developing students' abilities to access the full range of Australian Curriculum content relevant to them. In addition, there are three Regional Special classes.

The Co-Education and Girls' Education Campuses are organised into Middle (Years 7-9) and Senior (Years 10-12) Schools.

Student assessment procedures and reporting -

Our school reports to parents continuously throughout the term by using Daymap in real time. All teachers upload student assignments, results and feedback onto Daymap. All parents have 24/7 access to Daymap. There are single page reports at the end of each Semester also available via Daymap. At the end of terms 1 and 3, we hold Parent, Student Interviews.

Students in Years 7-10 receive grades based on the IBMYP and range from 1 to 8 scale. Students in Years 11 and 12 receive grades which include A to E for the SACE and 1 – 7 for the IB Diploma.

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Special Education Campus

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

5. Sporting Activities

Lunchtime and after school sport, Knockout Sport, and Specialist Sports are offered.

6. Other Co-Curricular Activities

A Culture and Engagement Manager coordinates a wide range of extra-curricular programs are available in sport, recreation, student leadership, the arts, debating, Tournament of Minds, school production.

Name	Role
Toni Carellas	Principal
Lorraine Securo	Deputy Principal
Darryl Ashby	Head of Middle Campus
Pepe Bouzalas	Head of Senior Campus
Stamatia Overell	Head of Girls' Campus
Lynley Johnston	Head of Special Campus
Rachael Wieland	Business Leader
Ashleigh Kelly	Director of Curriculum and Learning, The Arts, Design and Technology
Rachel McLaine	Director of Curriculum and Learning, English, Humanities, Literacy, Languages
Theo Tsiounis	Director of Curriculum and Learning, Health, PE & Specialist Sport
Jamie Annese	Assistant Principal, Digital Technologies, Data and Reporting, Year 12 Executive Leader
Debbie Hall	Assistant Principal, Human Resources, School Operations and Timetable Development
Alison Pazios	Assistant Principal, Special Education & Regional Education
Diana Hinic	Senior Leader, Curriculum and Learning, Science and STEM
Nicole Bryant	Senior Leader, Curriculum and Learning, Mathematics and Numeracy
Collette Bos	Assistant Principal, Learning Community Leader, Girls' Campus
Bianca Rawlings	Assistant Principal, Learning Community Leader, Girls' Campus
James Wilson	Assistant Principal, Learning Community Leader, Girls' Campus
Scott Nagel	Assistant Principal, Learning Community Leader, Middle Campus
Tash Taylor	Assistant Principal, Learning Community Leader, Middle Campus
Taly Trayans	Assistant Principal, Learning Community Leader, Middle Campus
James Biagi	Assistant Principal, Learning Community Leader, Senior Campus
Russel McLean	Assistant Principal, Learning Community Leader, Senior Campus
Will Young	Assistant Principal, Learning Community Leader, Senior Campus
Megan Butterick	Coordinator, Careers and VET
Melanie Chatfield	Coordinator, Special Campus Wellbeing & Transition
Sotithya Gardner	Coordinator, English as an Additional Language (EAL), International Education

Sampor Long	Coordinator, Learning Support & Learning Hub
Jane Thompson	Coordinator, Aboriginal Education
Jess King	Coordinator, Student & Wellbeing Leader, Girls' Campus
Helen Nielsen	Coordinator, Flexible Learning & SACE
Cathryn Pearce	Coordinator, Student & Wellbeing Leader, Senior Campus
Luke Piesiewicz	Coordinator, Student & Wellbeing Leader, Middle Campus
Dayna Wilkinson	Student & Wellbeing Manager, Senior Campus
Amber Piwanski	Coordinator, Special Campus Curriculum, Modified SACE and Learning Technologies
Kym Willis	Coordinator, IB & Pedagogical Leader

Regional Special Classes

Paul Brolese	
Emma Jeffs	Girls' and Co-Education

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 twice a term.

Whole School Staff Meetings occur once a term. Whole school leadership, Student Wellbeing 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 Leader meet every week.

Performance and Development

Staff induction

- Each new staff member can access the staff handbook on the Roma Mitchell Secondary College Landing Page, allocated a mentor and a line manager
- Voluntary meetings are held approximately twice per term

Performance and Development

- Performance 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 learning difficulties have been used to employ Special Education teachers and School Service Officers (SSOs) who provide additional learning support for eligible students. Students with learning difficulties funding have been used to employ School Service Officers (SSOs) who provide additional in-classroom support for referred students.

School attendance officers have been employed to support the Yungkurinthe Marni (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

A Pastoral Support Worker is employed to support students across the four Campuses.

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

Bilingual SSO's support EAL students and HPI tutors support Aboriginal students.

Specialist teachers are employed to deliver the Specialist Sport Programs in Soccer, Cricket and AFLW.

9. School Facilities

Buildings and grounds

Roma Mitchell Secondary College is one of six schools which are managed through a Public Private Partnership. Downer 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 kitchens, six school kitchens, a double gymnasium, a multi-purpose hall, technology construction workshops, extensive sports fields and outdoor courts, two performing arts centres and a large library with spectacular views overlooking the west of Adelaide.

Student facilities

Downer operates an economical canteen with a wide range of menu items. Separate canteens operate for the Girls' Campus.

Staff facilities

All teaching staff members 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 in Building 1, Level 1, and another smaller staffroom is located within the Special Education Campus in Building 14.

Access for students and staff with disabilities

The school has been purpose-built to enable whole 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 level 1 in the library and staffroom and the new Girls' Campus.

Access to bus transport

School Buses 472 and 482 and Public Buses 942, 943, 202, 203, 222, 941, 251, 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.rmssc.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
- Aboriginal Team Meetings
- Aboriginal Reference Group
- Executive Leadership Team
- Leadership Team
- Wellbeing Leaders Meeting
- Wellbeing and Engagement Meeting
- Staff Meetings
- Learning Area Meetings
- Year Level Meetings
- Curriculum and Timetable Meetings
- Personnel Advisory Committee (PAC)
- Uniform Reference Group
- Facilities Committee
- IT Management Meetings
- Finance Advisory Committee
- Marketing & Promotions Reference Group
- Work Health and Safety (WHS) Committee
- Downer Team

Regular publications

The school newsletter is published each term.

The Staff Handbook is available on Roma Mitchell Secondary College Landing Page. Newsletters and the Curriculum Handbook are 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 a Facebook and Instagram 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, their set homework, their results for each assignment and task that has been marked by the teacher, and communicate directly with their child's teachers.

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 11 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 Middle and Senior Campus of the school is zoned. Details about the zone can be found on the Department for Education website www.education.sa.gov.au

The Girls' Education Campus 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.

Fifty seven 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.

The majority of the students who enroll 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 can have up to 12 parents representing all four campuses and at least one local community representative.

Feeder or destination schools

Our school works with approximately 63 feeder primary schools. The majority of our students transfer from the following primary schools:

Blair Athol B-7, Enfield, Hampstead, Hillcrest, Mawson Lakes, Nailsworth, Northfield, Pooraka and Prospect North.

Other local care and educational facilities

Stepping Stones Child Care Centre is located in near proximity to the school. An additional Child Care Centre is currently being built across the road from the school.

Commercial/industrial and shopping facilities

Gepps Cross Centre is the nearest shopping facility to the school. Ingle Farm Shopping Centre is 4 kms away.

Other local facilities

Our school is located within State Sports Park. The Adelaide Super-Drome, The MATE Stadium (State Hockey Centre) and the Croatian Sports Centre, are also located within State Sports Park. In 2022 Football SA Headquarters was completed on the Northern Side of the school. The school will have access to the Football SA facilities during the day.

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

Our students have the opportunity to travel to Italy and Germany through the School of Languages Study Tours.

We are currently working with Avonside Girls school in New Zealand to develop a sister school relationship, so that our students and teachers will be able to undertake reciprocal exchanges.

International Program

Our International Program has expanded this year to 17 number of students. In addition, the school hosts a number of Study Tours such as Morioka High School from Japan.