



Roma Mitchell Secondary College

2021 annual report to the community

Roma Mitchell Secondary College Number: 1902

Partnership: Torrens

Signature

School principal:

Ms Toni Carellas

Governing council chair:

Donna Henry

Date of endorsement:

28 March 2022



Government
of South Australia
Department for Education

Context and highlights

School enrolments as at February 2021 were 1352 students. Our student population is culturally diverse with 6% from Aboriginal and Torres Strait Islander backgrounds, 61% from non-English speaking backgrounds and 1% who are under the care of the Minister. 38% of our students are eligible for School Card and 14% identified as students with disabilities. 2021 was very much a year of planning forward to accommodate the extra cohort of year 7 students entering the school. Year levels have been restructured into Learning Communities with 9 new Leadership positions created to focus entirely on Learner well-being and readiness to learn. Following on from extensive consultation and research, a new Timetable will be introduced in 2022 which will see students engaging with their subject teachers three times a week, rather than two.

We continued our work on pedagogical improvement, developing ways of personalizing learning for all students and designing curriculum that is reflective of the needs of 21st Century students. We began the IB MYP Review process this year. The review is a rigorous quality assurance process that includes a Self-Study, an external appraisal of our teaching and learning programs and a virtual visit by IB experts from Australia and Internationally.

In 2021 building works for the new \$24 million Girls Campus began construction and will be ready for students in January 2022. This development will mean that the school will expand from three to four campuses, a Special Education Campus, Middle Campus, Senior Campus and Girls Campus.

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 to complete the mission aims.

The Peer Leader program continued to have a positive effect on the wellbeing of our Year 8 students. Peer Leaders worked with year 8 students on a range of wellbeing and ready to learn strategies to support them with their approaches to learning.

Two new Specialist Sport programs were introduced in 2021 – the AFLW program and the Cricket program.

100% of our Year 12 students completed both the SACE and Modified SACE. The 2021 Dux was Shamiama Shahin who had a top ATAR score of 99.95. 4 students gained Merits in English Literary Studies, General Maths, Scientific Studies and Women's Studies. 9 students gained A in their Stage 2 subjects.

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.

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 2021 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 2021. 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 wonderful year and for doing your very best throughout 2021. We would like to congratulate all Year 12 students for their dedication and commitment to 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.

Quality improvement planning

2021 saw a continued focus on aspects of the school culture to support student learning and achievement linked with an emphasis on using data to analyze student achievement in the IB MYP and SACE. Performance development and improvement processes were aligned to the SIP goals of Literacy, Numeracy, SACE and Communications.

In Literacy, 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 2021 for NAPLAN, 56.6% of students were above SEA which is .3 of a decrease from 2019. Students in the high bands improved from 7.1% to 10.9% in 2021.

Numeracy strategies included LAF testing, continuing with the ongoing Braving basics program with all Year 8 classes incorporating PAT and NAPLAN resources aimed to improve students' basic numeracy skills in multiplication. In 2021 60% of students achieved above the SEA in Year 9, an increase of 2% from 2019. High achievement of NAPLAN was 6.7% in 2019 and has risen to 9% in 2021.

2021 saw the first year of the delivery of the IB Diploma Program. 10 students will be continuing with the Diploma program into the second year with an additional 5 students studying a single subject of the Diploma towards their SACE. In 2022 this number will grow to 26 students who will study the full Diploma.

The SACE team continued to monitor student completion and analyse subject achievement data to ensure that all students were on track to complete the SACE and have viable post school pathways. 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.

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 created 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. Exam techniques and study skills were explicitly taught to support students to be successful in their external exams and/or investigations.

Special Education Campus introduced Ability Based Learning and Education Support (ABLES) as an assessment tool. Students were assessed in semester 1 then semester 2. In our Special Education Campus and classes, 78% of year 8, 9 and 10 students showed an increase in their ABLES English Speaking and Listening profile. With English Reading and Writing number of our Year 8 and 9 students 85% showed improvement. Mathematics with our ABLES assessment had 94% of students show an improvement for our year 8's.

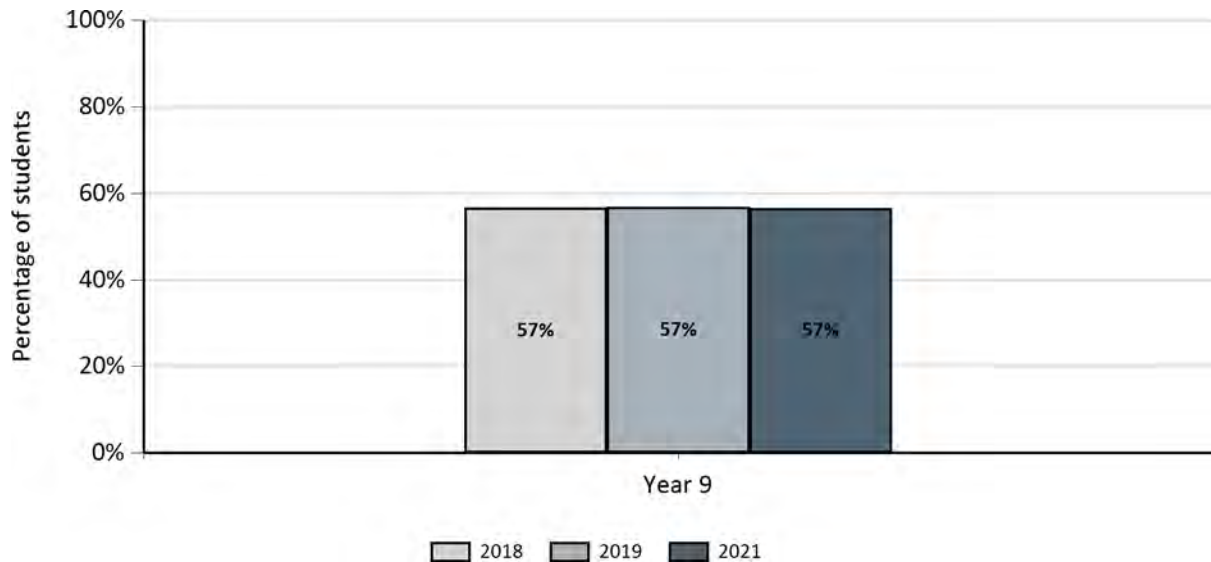
97% of students increased the number of Oxford Sight Words known, assessed in their required assessment mode, either expressively or through matching. 93% of students increased their PROBE age and 66% for PM Benchmark level. All students have had access to AAC (Augmentative and Alternative Communication) in both the yard and in the classrooms. This led to an increase in function communication skills being seen across all areas of the curriculum. Big Write was consolidated across all classes with 89% of students improving by one or more level and a further. 66% of students have increased their attainment by 5 or more tasks when assessed with Numicon with 34% attaining one task.

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

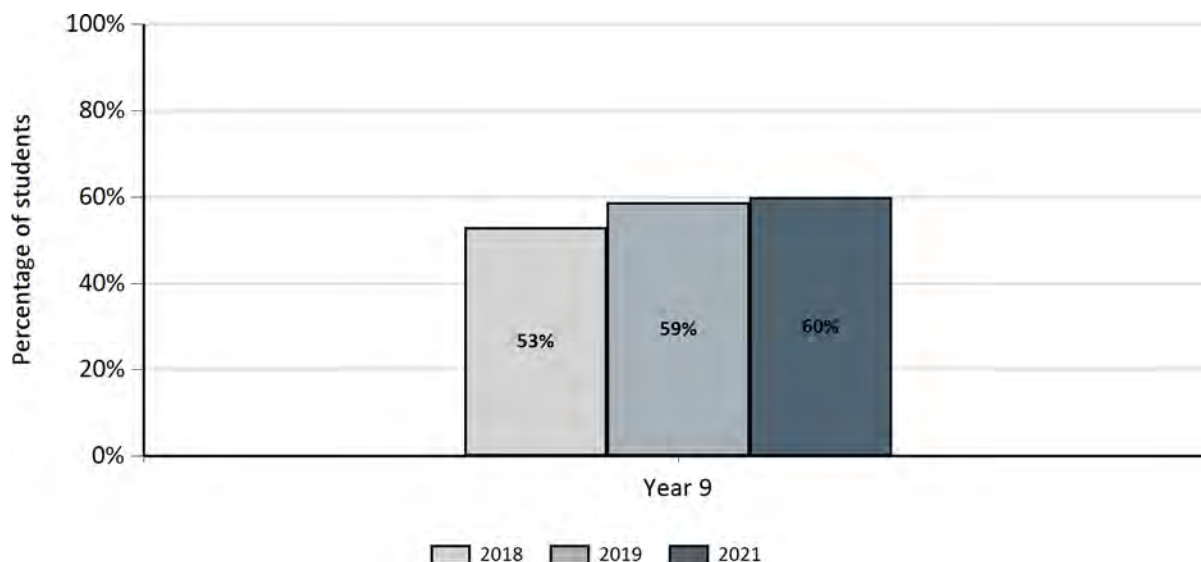


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	37%	35%
Middle progress group	49%	48%
Lower progress group	14%	17%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	37%	34%
Middle progress group	52%	48%
Lower progress group	12%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	267	267	29	24	11%	9%
Year 9 2019-2021 Average	267.0	267.0	24.0	21.0	9%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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)

2018	2019	2020	2021
97%	99%	97%	98%

Data Source: SACE Schools Data reports, extracted February 2021

*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	2018	2019	2020	2021
A+	0%	0%	1%	1%
A	2%	5%	5%	5%
A-	7%	9%	10%	9%
B+	10%	9%	11%	0%
B	16%	16%	13%	10%
B-	21%	16%	15%	15%
C+	18%	20%	16%	0%
C	19%	19%	22%	18%
C-	4%	5%	6%	6%
D+	2%	1%	1%	0%

D	0%	0%	1%	1%
D-	1%	0%	0%	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 2021

*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

2018	2019	2020	2021
99%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2021

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

	2018	2019	2020	2017	2021
Percentage of year 12 students undertaking vocational training or trade training	1%	2%	4%	2%	29%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	99%	100%	100%	100%	100%

School performance comment

78% of Year 8's achieved the SEA for Reading, an increase of 1% from 2020. In Year 9, 81% achieved the SEA compared to 77% in 2020 representing an increase of 4%. 79% of Year 10 students achieved the SEA in reading representing a 1% decrease from 2020. In NAPLAN, writing was identified as an area of focus. Students were achieving 33% of upper growth in NAPLAN reading, as opposed to the national average which was 25%.

77% of Year 8's achieved the SEA in Pat Maths, compared to 64% in 2020, 81% of Year 9's achieved the SEA – the same figure as 2020 and in year 10 76% achieved the SEA which is a 2% decrease from 2020.

There were 253 students enrolled in Year 10 in 2021 across both the Girls and Co Education 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.

207 Year 10 students completed the Personal Project in 2021, which represents 81% of the cohort. Of the students who completed the Project, 25 students (12% of the cohort) were awarded scores in the A grade band. Due to Covid restrictions, students presented their work at a Virtual and Physical Exhibition which was hosted in the Library.

In 2021 there were 220 students eligible to complete their SACE and Modified SACE. 100% of eligible Year 12 students attained a Year 12 certificate (SACE completion). This is 1.56% above the state average of all students who completed their SACE, which was 98.44%.

One hundred and sixty of all SACE Stage 2 grades were in the A band in 2021 compared to one hundred and seventy two in 2020. This is a decrease of 0.15% from 2020 to 2021.

Our top student achieved an ATAR (Australian Tertiary Admissions Rank) score of 99.95.

4 students gained Merits in English Literary Studies, General Maths, Scientific Studies and Women's Studies. 9 students gained A in their Stage 2 subjects.

29% of students completed the SACE and also gained credits through the recognition arrangements for VET in SACE. Sixty four year 10-12 students were involved in vocational and trade training courses, and forty-six of those students were in year 12. These figures represent 46 students participating in the Training Guarantee scheme, with 5 in Australian School Based Apprenticeships.

83% of SACE Stage 1 students achieved C and above grades, which is a 3.7% reduction compared with 2020. There was an increase in A grades of 1.12%, a decrease in B grades of 4.23% and a decrease in C grades of 0.55%.

One hundred year 11 students successfully completed a 20 credit Stage 2 subject during 2021.

2021 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 2021 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	93 students were identified for specialist support to assist their retention in learning programs. Case managers were assigned to coordinate customised flexible learning programs delivered in the school/community.	3 completed SACE, 3 completed Cert II and 3 completed Cert III courses.
	Improved outcomes for students with an additional language or dialect	EAL funding was used by employing specialised EAL teachers to support Years 10-12 students completing their compulsory subjects, combined with Bilingual School Support Officers (BSSO) to support Years 8 and 9 students.	100% EAL students achieved the SACE
	Inclusive Education Support Program	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.	34% of students improved their grades in Maths and 45% in English
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 the learning sprints.	All year 8 Maths classes participated in Braving Basics. Growth in year 10 PAT.
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	Aboriginal Tutoring has had a key focus on task completion for Year 8-10 and numeracy intervention. Aboriginal tutoring also focused on SACE compulsory subjects.	100% of ATSI students gained Stage 1 compulsory literacy and numeracy credits.
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a

