

Roma State College

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Roma State College** from **8 to 11 May 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

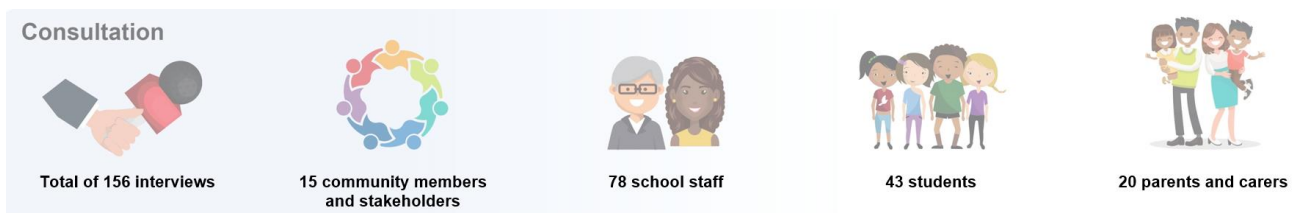
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Julie Pozzoli	Internal Reviewer, SRR (review chair)
Marnie Morrison	Peer Reviewer
Boyd Jorgensen	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Mandandanji We acknowledge the shared lands of the Mandandanji nation and the Mandandanji people of the Mandandanji language region.
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 12
Enrolment:	891
Indigenous enrolment percentage:	28.3%
Students with disability percentage:	18.5%
Index of Community Socio-Educational Advantage (ICSEA) value:	890

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **28 to 30 May 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 907 and the school enrolment was 910 with an Indigenous enrolment of 23% and a student with disability enrolment of 14%.

The key improvement strategies recommended in the review are listed below.

- Implement consultative processes in establishing the Explicit Improvement Agendas (EIA) and Annual Implementation Plans (AIP); ensuring priorities are communicated to all stakeholders and develop quality assure processes to monitor their implementation. (Domain 1)
- Develop and implement strategies to increase communication and consistency of practice in the implementation of the Responsible Behaviour Plan for Students (RBPS) within and across all campuses. (Domain 3)
- Develop a coherent, sequenced plan for curriculum delivery across the college, aligned with the P-12 curriculum, assessment and reporting framework (P-12 CARF). (Domain 6)
- Establish and monitor the implementation of a whole-of-college approach to differentiation. (Domain 7)
- Investigate strategies to increase parent involvement in their child's education. (Domain 9)

2. Executive summary

2.1 Key affirmations

A sense of optimism for the future of the college is apparent.

Staff and the community articulate that the 'college is heading in the right direction'. Staff express a feeling of positivity within the college following the appointment of some senior staff and the upcoming finalisation of a permanent principal for the college. They indicate that many opportunities exist for improvement across the college and express excitement for the possibilities for further student success. The principal describes this as being the perfect time for the college community to 'dream' of the continuing and future success of the college and students.

Students are provided with the skills and support to engage and learn successfully.

Multi-tiered systems of support are in place across the college, with a detailed process for identification, implementation and monitoring of support for students in the areas of academics, attendance, wellbeing and behaviour. The teaching of reading is prioritised as the most significant learning skill required for student success. Using specific programs, students are supported to progress their reading skills according to their ability level. Teachers describe significant success and are enthusiastic for the expansion of reading and comprehension skills into the senior campus.

Strong collegial support and connectedness provide a sense of family.

Leaders and staff describe enjoyment in working at the college, claiming the supportive and collegial relationships provide a sense of family in the workplace. Staff remark that they like the 'kids', indicating that they believe students are capable of successful learning. They acknowledge that the college has a diverse community of students who are able to succeed. Students speak positively of their relationships with teachers and their belief that it is a good school. Leaders and staff celebrate student success.

A strong focus is placed on developing the best teachers.

Leaders view building staff capability as essential for improving student outcomes. This is apparent in the support provided to teachers and the priority placed on their professional learning and growth. The development of a professional and expert college-wide teaching team, including teachers who actively engage in leadership beyond the classroom, is a driving consideration for the college. Teachers express commitment to building their own teaching capabilities and continuing to develop the knowledge and skills required to engage students and improve student learning.

Vibrant school community partnerships are established.

Leaders and the community identify a range of positive and energetic reciprocal partnerships that support student learning and wellbeing. Leaders describe being active in sourcing and securing partnerships including partnering with universities, Registered Training Organisations (RTO) and group training companies, local businesses, and community organisations. Leaders express appreciation for the opportunities provided by local businesses in supporting students' work experience and School-based Apprenticeships and Traineeships (SATs). Parents speak positively of the school, describing leaders and staff as open, responsive and highly communicative. Partnerships are also established with local and state individuals and organisations to promote improved outcomes for First Nations students and to build understanding of, and engagement with, First Nations culture.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Collaboratively review practices and processes linked with whole-college priorities to further strengthen consistency of systems and approaches to provide students with a seamless Prep to Year 12 (P-12) learning journey.

Review all leader portfolios and reassign responsibilities and accountabilities where necessary, to align leadership positions and portfolios to the current and future strategic direction of the college.

Domain 6: Systematic curriculum delivery

Develop a whole-college Curriculum, Assessment and Reporting Plan (CARP), aligned to the P-12 curriculum, assessment and reporting framework (P-12 CARF) to establish clear expectations for teachers and ensure all students access their full entitlement of the Australian Curriculum (AC).

Domain 8: Effective pedagogical practices

Implement the collegial engagement framework with fidelity to achieve a systematic approach to observation and feedback, mentoring and coaching.

Domain 5: An expert teaching team

Refine and develop the Beginning and New Teacher (BANT) program to be implemented reliably and consistently for all beginning teachers and new teachers, irrespective of when they commence at the college, to strengthen consistency of pedagogy and practices.

Domain 4: Targeted use of school resources

Revisit and develop a model for community consultation and a feasibility study to progress the amalgamation of the college into 2 campuses.