



Roma State College

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Roma State College is located in Roma, the major provisional centre for the Maranoa District, South West Queensland for government and industry business. It is on the western fringe of the Surat Basin energy / resources "boom". Roma State College is a co-educational Prep to Year 12 College operating from three separate campuses: Junior Campus, at 28 Bowen Street; Middle Campus, at Cottell Street and the Senior Campus at Timbury Street. A Special Education Program embracing the full range of disabilities operates across all campuses. The Senior Campus shares the site with the Southern Queensland Institute of TAFE - Roma Campus. Roma State College provides each student with access to broad and comprehensive educational opportunities in a supportive learning environment enhanced by the promotion of open communication, mutual respect, commitment to learning and self-discipline. We provide high quality education that assists all students to love learning, develop judgement and a sense of responsibility, understand the past and prepare to embrace the future. We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

<https://schools.myschool.edu.au> <https://schools.myschool.edu.au/ContactUs/UsingThePortal>.

Principal's Foreward

Introduction

School Progress towards its goals in 2016

This report outlines the progress of our college in the past 12 month period. It contains a variety of data, including academic data, student attendance data, human resource information and further qualitative data about our school.

Roma State College is committed to providing quality learning opportunities to achieve within a safe, supportive learning environment.

We all take great pride in the achievements of 2016.

Future Outlook

Key Priorities for 2017

Quality Teaching realised by:

Teaching of Reading
Explicit Instruction
Purposeful use of Data
Positive Behaviour for Learning (PBL)
Feedback and Coaching

Roma State College is committed to a continuous improvement agenda.

Quality teaching and learning remains the unrelenting focus.

Further enhancement of facilities and grounds will be the priority.

We are continuing to work hard to ensure that our students benefit from our P-12 structures and philosophy.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	889	418	471	144	88%
2015*	905	421	484	141	89%
2016	909	423	486	168	89%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Roma State College serves the broader Maranoa Regional area. The college has a large number of students who travel via school buses from the surrounding areas of Mitchell, Surat, Wallumbilla, Injune and Yuleba.

There are approximately 5 secondary students who reside at the Roma Student Hostel on a weekly basis.

The main occupation groups continue to be agriculture and mining related activities. On leaving school, approximately 70% of our students move directly into the workforce.

The school population is characterised by an identified Indigenous and Torres Strait Islander student population of approximately 20% of the school cohort.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	21	22
Year 4 – Year 7	18	25	24
Year 8 – Year 10	22	20	26
Year 11 – Year 12	15	15	15

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

The implementation of Australian curriculum drives our student learning experiences in our Prep – Year 10. The full range of student ability levels is supported using collaborative planning with our staff using student needs and student data to inform student learning.

In our senior phase we offer a range of subjects with QCAA subjects presented to cater for the diverse needs of our student body.

In addition school based apprenticeships and traineeships provide a range of opportunities to our students. This is supported by a range of VET courses – Certificate I, Certificate II Certificate III.

Extra curricula

- Sport
- Athletics, Cross Country
- Swimming
- Breakfast Club
- Student Councils – Leadership
- Peer Leaders
- Arts Council
- Canberra Trip
- Musical
- Instrumental Music Program
- Formula One Program

How Information and Communication Technologies are used to Assist Learning

At Roma State College, ICT is embedded within the Australian Curriculum. Our class teachers use a variety of ICT software, interactive whiteboard, data projectors and ipads to facilitate learning.

Social Climate

At Roma State College, we believe that students have the right to learn and teachers have the right to teach. We foster a supportive and safe inclusive environment through harnessing the leadership qualities of our staff, students and community.

Underpinning the expectations of Roma State College are the 4 B's:

- **Be Responsible**
- **Be Respectful**
- **Be Safe**
- **Be Committed to Learning**

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	88%		92%
this is a good school (S2035)	90%		89%
their child likes being at this school* (S2001)	94%		95%
their child feels safe at this school* (S2002)	95%		91%
their child's learning needs are being met at this school* (S2003)	88%		89%
their child is making good progress at this school* (S2004)	91%		91%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
teachers at this school expect their child to do his or her best* (S2005)	95%		97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%		90%
teachers at this school motivate their child to learn* (S2007)	85%		93%
teachers at this school treat students fairly* (S2008)	80%		85%
they can talk to their child's teachers about their concerns* (S2009)	97%		96%
this school works with them to support their child's learning* (S2010)	92%		85%
this school takes parents' opinions seriously* (S2011)	86%		75%
student behaviour is well managed at this school* (S2012)	82%		79%
this school looks for ways to improve* (S2013)	92%		87%
this school is well maintained* (S2014)	91%		75%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	94%	92%
they like being at their school* (S2036)	87%	88%	91%
they feel safe at their school* (S2037)	87%	81%	84%
their teachers motivate them to learn* (S2038)	94%	92%	91%
their teachers expect them to do their best* (S2039)	98%	94%	95%
their teachers provide them with useful feedback about their school work* (S2040)	91%	94%	85%
teachers treat students fairly at their school* (S2041)	85%	79%	75%
they can talk to their teachers about their concerns* (S2042)	80%	81%	74%
their school takes students' opinions seriously* (S2043)	82%	73%	75%
student behaviour is well managed at their school* (S2044)	70%	75%	66%
their school looks for ways to improve* (S2045)	92%	88%	89%
their school is well maintained* (S2046)	85%	87%	83%
their school gives them opportunities to do interesting things* (S2047)	90%	88%	85%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	94%	96%
they feel that their school is a safe place in which to work (S2070)	98%	98%	95%
they receive useful feedback about their work at their school (S2071)	90%	90%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	93%	84%
students are encouraged to do their best at their school (S2072)	99%	100%	94%
students are treated fairly at their school (S2073)	97%	97%	92%
student behaviour is well managed at their school (S2074)	88%	89%	86%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
staff are well supported at their school (S2075)	91%	87%	83%
their school takes staff opinions seriously (S2076)	90%	90%	85%
their school looks for ways to improve (S2077)	98%	97%	92%
their school is well maintained (S2078)	89%	86%	76%
their school gives them opportunities to do interesting things (S2079)	95%	97%	85%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Overall, parent support at Roma State College is good.

Communication is promoted through newsletters, the school website, Facebook, class newsletters, formal and informal teacher interviews, formal reporting periods, open days and special school activities. Roma State College offers written reports every semester and 2 Term interim reports. Our school also offers parents an interview each Semester.

A professional, supportive and highly committed group of parents make up our Parents and Citizens Association, which meets monthly. This group provides opportunities for parents to be extensively involved within the college and with the development of our school community.

Respectful relationships programs

The College delivers a focused and deliberate Respectful Relationship Program. This is a key focus for our Health and Physical Education Program.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	157	135	216
Long Suspensions – 6 to 20 days	3	2	3
Exclusions	2	0	1
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The College has reduced usage by adopting the following strategies

- Staff have made a conscious effort to conserve electricity when rooms are not in use
- Installation of water tanks
- Reduction in photocopying across the College
- Teachers use interactive whiteboards and data projectors
- Reduction and use of efficient watering

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	253,528	3,179
2014-2015		11,044
2015-2016	271,863	17,458

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	84	58	6
Full-time Equivalents	77	45	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	2
Bachelor degree	74
Diploma	3
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total expended funds for professional learning were sourced from both school grant and our Investing 4 Success money. The total funds expended on teacher professional development in 2016 were \$83,952.52. The major professional learning activities are aligned to our Explicit Improvement Agenda.

The major professional development initiatives are as follows:

- Capability and Leadership Development
- QCAA and Senior Schooling Initiatives
- Essential Skills for class Management
- Thrass Basic course
- Thrass Advanced course
- Wellbeing- High, Performing Teen – Dr Peter Stebbins
- Seven Steps to Writing Success
- PBL Positive Behaviour for team
- Training Workplace Health and Safety
- Mentoring Beginning Teachers

Mandatory

- Code of Conduct
- Student Protection
- First Aid
- CARA
- Asbestos

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	81%	78%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

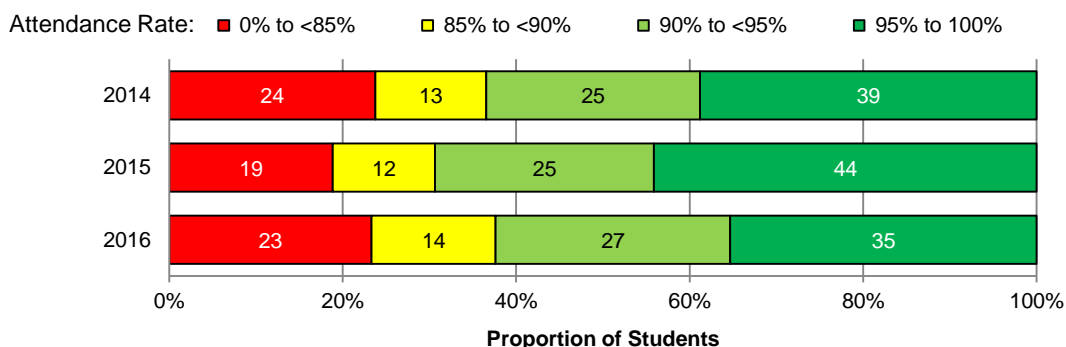
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	90%	93%	91%	93%	91%	93%	87%	87%	85%	87%	83%	86%
2015	91%	93%	93%	94%	90%	93%	93%	89%	86%	84%	89%	89%	90%
2016	90%	90%	91%	92%	92%	92%	92%	90%	88%	80%	79%	84%	90%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Core class rolls are marked at the commencement of every school day, and in secondary(7-12), individual class rolls are taken in each lesson; recorded via a computerised roll marking system(ID Attend) that interfaces directly with One School(School management system). From Id attend, school staff follow up and students who have unexplained absences are identified. Weekly letters are generated and sent home to parents to advise them of the discrepancies and invite explanations. All explanations, including telephone calls and letters on the day of absence are recorded ID Attend.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	63	56	78
Number of students awarded a Queensland Certificate of Individual Achievement.	2	0	1
Number of students receiving an Overall Position (OP)	25	17	29
Percentage of Indigenous students receiving an Overall Position (OP)	33%	20%	10%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15	18	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	57	55	71
Number of students awarded an Australian Qualification Framework Certificate II or above.	17	28	33
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	56	56	77
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	83%	100%	90%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	48%	82%	62%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	97%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	100%	81%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	2	3	7	11	2
2015	4	4	6	3	0
2016	3	7	8	8	3

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	52	10	8
2015	52	23	9
2016	56	24	10

As at 3rd February 2017. The above values exclude VISA students.

In 2016 students obtained the following;

Certificate 1 qualifications

- Information Digital Media Technology – Microsoft
- Engineering

Certificate II qualifications

- Kitchen operations
- Rural operations

Certificate III qualifications

- Agriculture
- Sport and Rec
- Childcare
- Horse Husbandry
- Mechanical Engineering
- 2 University Headstart courses Griffith & USQ

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	103%	92%	95%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	60%	56%	73%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post -school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post- school destinations of our students will be uploaded to the schools website in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Conclusion

