



Roma State College

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

## Contact Information

Postal address:	PO Box 623 Roma 4455
Phone:	(07) 4620 1333
Fax:	(07) 4620 1300
Email:	principal@romasc.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Mr Guy Hendriks - Principal Roma State College

## 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.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

Our goals in 2017 included: -

- The continued implementation of the Australian Curriculum
- The embedding of consistent pedagogical practices in reading, writing and explicit instruction.
- Ensuring the processes in Positive Behaviour Learning (PBL) were consistently enacted across the College

Progress to achieving these goals has been significant. Continued support through a coaching and mentoring program will ensure teachers attain very good practical skills in these pedagogies.

#### Future Outlook

**Key Priorities for 2018 build on the pedagogical foci from last year. That is Quality Teaching realised by:**

Teaching of Reading

Explicit Instruction

Purposeful use of Data

Positive Behaviour for Learning (PBL)

Feedback and Coaching

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Early Childhood - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	905	421	484	141	89%
<b>2016</b>	909	423	486	168	89%
<b>2017</b>	871	428	443	173	90%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Roma State College serves the broader Maranoa regional area. The college has large numbers of students who travel via bus from the surrounding areas of Mitchell, Surat, Injune, Wallumbilla and Yuleba.

There are approximately 7 students who reside at the Roma Student Hostel on a weekly basis.

The main occupation groups of our residents continue to be agriculture and mining development. On leaving school, approximately 70% of our students move directly into the workforce, for most it is a continuation of their school based traineeships or apprenticeships.

The school population is characterized by an identified Indigenous and Torres Strait Islander student population of approximately 18% 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	2015	2016	2017
Prep – Year 3	21	22	20
Year 4 – Year 6	25	24	23
Year 7 – Year 10	20	26	19
Year 11 – Year 12	15	15	13

## Curriculum Delivery

### Our Approach to Curriculum Delivery

The Roma State College Assessment and Reporting Framework is aligned to the Australian Curriculum from Prep - Year 10. Staff meet collaboratively in year level teams to plan engaging and rigorous units of work. Through the analysis of data, teachers are able to determine the learning needs of their students and make adjustments accordingly.

In the senior phase of learning a range of subjects are provided to students in alignment with Queensland Curriculum and Assessment Authority (QCAA) syllabi. Currently, staff and senior students are in the process of preparing for the transition to



the New Queensland Certificate of Education (QCE) and the Australian Tertiary Admissions Rank (ATAR). In addition, students are able to attain school-based apprenticeships and traineeships. This is supported by a range of VET courses – Certificate I, Certificate II Certificate III.

## Co-curricular Activities

Students have the opportunity to engage in a wide variety of extra-curricular activities including:

- Athletics
- Cross Country
- Swimming
- Student Councils – Leadership
- Arts Council
- Energy Science Day
- Year Level Camps
- School Musical and/or Music Talent Night
- Instrumental Music Program
- Wonder of Science
- Ripper Skippers

## How Information and Communication Technologies are used to Assist Learning

The delivery of the Australian Curriculum is enhanced through ICT. Class teachers use a variety of ICT software, interactive whiteboards, data projectors and iPads to facilitate learning. Students study Design Technology and Digital Technology as part of the curriculum.

## Social Climate

### Overview

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:	2015	2016	2017
their child is getting a good education at school (S2016)		92%	100%
this is a good school (S2035)		89%	88%
their child likes being at this school* (S2001)		95%	88%
their child feels safe at this school* (S2002)		91%	82%
their child's learning needs are being met at this school* (S2003)		89%	100%
their child is making good progress at this school* (S2004)		91%	94%
teachers at this school expect their child to do his or her best* (S2005)		97%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)		90%	94%
teachers at this school motivate their child to learn* (S2007)		93%	94%
teachers at this school treat students fairly* (S2008)		85%	88%
they can talk to their child's teachers about their concerns* (S2009)		96%	94%
this school works with them to support their child's learning* (S2010)		85%	94%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school takes parents' opinions seriously* (S2011)		75%	88%
student behaviour is well managed at this school* (S2012)		79%	71%
this school looks for ways to improve* (S2013)		87%	88%
this school is well maintained* (S2014)		75%	76%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	92%	90%
they like being at their school* (S2036)	88%	91%	79%
they feel safe at their school* (S2037)	81%	84%	83%
their teachers motivate them to learn* (S2038)	92%	91%	91%
their teachers expect them to do their best* (S2039)	94%	95%	95%
their teachers provide them with useful feedback about their school work* (S2040)	94%	85%	90%
teachers treat students fairly at their school* (S2041)	79%	75%	74%
they can talk to their teachers about their concerns* (S2042)	81%	74%	76%
their school takes students' opinions seriously* (S2043)	73%	75%	75%
student behaviour is well managed at their school* (S2044)	75%	66%	60%
their school looks for ways to improve* (S2045)	88%	89%	84%
their school is well maintained* (S2046)	87%	83%	80%
their school gives them opportunities to do interesting things* (S2047)	88%	85%	86%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	96%	89%
they feel that their school is a safe place in which to work (S2070)	98%	95%	92%
they receive useful feedback about their work at their school (S2071)	90%	83%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	84%	75%
students are encouraged to do their best at their school (S2072)	100%	94%	94%
students are treated fairly at their school (S2073)	97%	92%	89%
student behaviour is well managed at their school (S2074)	89%	86%	80%
staff are well supported at their school (S2075)	87%	83%	80%
their school takes staff opinions seriously (S2076)	90%	85%	81%
their school looks for ways to improve (S2077)	97%	92%	82%
their school is well maintained (S2078)	86%	76%	68%
their school gives them opportunities to do interesting things (S2079)	97%	85%	81%

\* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017

# '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

Roma State College has a very active and supportive Parents and Citizens' Association. The P&C meet every second Wednesday of each month from 5pm. The P&C support the College through a variety of school events and school initiatives throughout the year. These include:

- Tuckshops across three campuses
- Catering at College events (e.g. Under 8's Day, Sports Days)
- Garden beautification projects

Parent/Caregivers are valued by the College and are welcomed within the school community. The College invites parents/caregivers to be part of events such as:

- Assemblies
- In Class Support
- Cross Country
- Sports Carnivals
- Swimming Carnivals
- Award ceremonies

Parents are invited to parent/teacher interviews throughout the school year and are kept informed through means such as the College Facebook page, school newsletter, letters and emails.

## Respectful relationships programs

The school has developed and implemented various programs that focus on appropriate, respectful, equitable and healthy relationships. Roma State College is a Positive Behaviour for Learning (PBL) school, that provides quality learning in an inclusive and caring environment. We value respect, responsibility, safety and commitment to learning. We are committed to modelling and enacting these values. Our mission is to support children to become confident lifelong learners. We pride ourselves on our staff whose role is to support student wellbeing including Deans of Students (HOD of Wellbeing), Guidance Officer, Youth Support Coordinator, Indigenous Liaison Officer, Beyond Broncos Student Support Officer, Chaplains and our School-Based Youth Health Nurse.

Various programs run across the college to educate students on identifying and responding to abuse and violence, with specific reference to preventing and responding to domestic and family violence and abuse; increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

The following programs run across the college to support students in these areas; You Choose (run by local police), Beyond Broncos, Secret Agent Society, Team Up, Men's Shed, FAB (Fighting Against Blues), Empowerment Group (run by Surat Aboriginal Corporation), Big Sister Club and Big Brother Club.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	135	216	248
Long Suspensions – 11 to 20 days	2	3	1
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

The College is making a concerted effort to reduce our environmental footprint. We have adopted 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

In an endeavor to reduce our environmental footprint a monitoring of the above strategies will be adopted in 2018.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015		11,044
2015-2016	271,863	17,458
2016-2017	403,615	21,360

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

School name

Suburb, town or postcode

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	90	58	5
Full-time Equivalent	80	45	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	6
Graduate Diploma etc.**	3
Bachelor degree	78
Diploma	3
Certificate	0

\*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 funds expended on teacher professional development in 2017 were \$42,222.63

The major professional development initiatives are: Lyn Sharratt's "Putting Faces on the Data"; Teach Like a Champion, Explicit Teaching, Essential Skills for Classroom Management; Positive Behaviour For Learning; Targeted Reading strategies; SATE (Senior Assessment and Tertiary Entrance); Age Appropriate Pedagogies; THRASS; Mentor Beginning Teachers; DET Mandatory Training.

All teaching staff participated in professional development throughout the year – 100 %.

The proportion of the teaching staff involved in professional development activities during 2017 was 100 %.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 77% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	78%	83%

\*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 2017 for all Queensland P-10/P-12 schools was 90%.

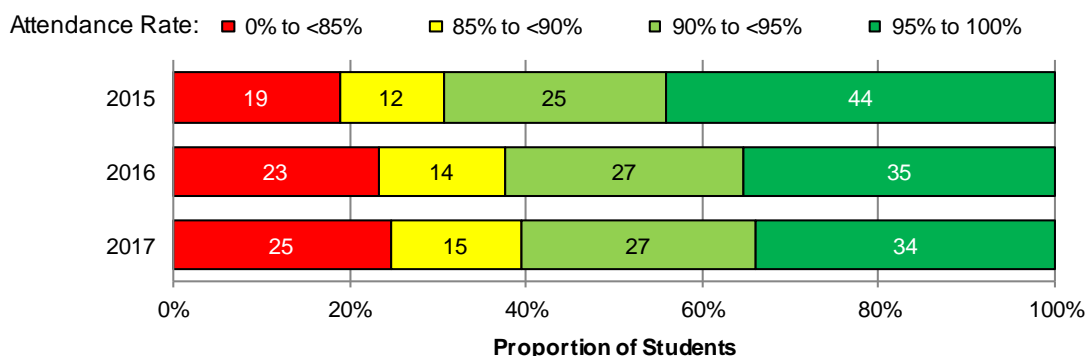
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	93%	93%	94%	90%	93%	93%	89%	86%	84%	89%	89%	90%
2016	90%	90%	91%	92%	92%	92%	92%	90%	88%	80%	79%	84%	90%
2017	92%	91%	90%	91%	91%	91%	89%	91%	90%	86%	83%	83%	88%

\*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 policies- SMS PR-029-036 roll marking in State Schools- which articulates the 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 computerized 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 phone calls and letters on the day of absence, are recorded in 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**.

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School name

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Sector:

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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	2015	2016	2017
Number of students receiving a Senior Statement	56	78	63
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	3
Number of students receiving an Overall Position (OP)	17	29	18
Percentage of Indigenous students receiving an Overall Position (OP)	20%	10%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	13	21
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	55	71	60
Number of students awarded an Australian Qualification Framework Certificate II or above.	28	33	37

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	56	77	60
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	90%	100%
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.	82%	62%	72%
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.	100%	99%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	81%	83%

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
2015	4	4	6	3	0
2016	3	7	8	8	3
2017	2	6	5	5	0

As at 14th February 2018. 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
2015	52	23	9
2016	56	24	10
2017	49	25	16

As at 14th February 2018. The above values exclude VISA students.

Students at Roma State College have the opportunity to complete a variety of different VET qualifications, provided through different RTOs. These include Certificates I-III. Focus areas include: Sport and Recreation, Active Volunteering, Health Support Services, Kitchen Operations, Hospitality, Furnishings, Rural Operations, Early Childhood, Construction, and the various Certificate qualifications attached with school-based apprenticeships and traineeships.

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	92%	95%	97%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	56%	73%	83%

\* 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

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.



The report will be available at:

<http://www.romasc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### **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.

Early Leavers Information – Students who leave before completing Year 12, do so for a range of reasons. The school manages early school leavers by ensuring they are meeting the 'earn or learn' guidelines, and are in an established pathway. This may include full-time or part-time employment, apprenticeships or traineeships, other study through institutions like TAFE.

## Conclusion