Roma State College

Queensland
Government

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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. 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.

Our staff are committed to work with students in creating an environment that is respectful, safe and learners strive for their personal best. We take pride in our active participation and open communication with parents and members of the community.

School progress towards its goals in 2018

Our goals in 2018 included:

- Increasing attendance rates across the college to 90%.
- Ensuring 100% of Year 12 students gained the QCE.
- Attained the target of 85% of all students attaining a "C" or better in their academic results.
- The transition of our Prep students into the college being acknowledged as successful.

Progress towards our goals was mixed. Attendance at the junior exceeded the 90% goal, however as students progressed throughout the college the attendance rate declines. Strategies to increase the attendance rate at the middle and senior campus need to be developed in 2019.

Our Year 12 results in 2018 were extremely heartening and their achievement can be viewed towards the end of this report in the section titled Year 12 Outcomes.

The percentage of students attaining a "C" grade or better did increase yet we fell short of the mark. This will be an area that we need to continue to work in.

Future outlook

Key priorities for 2019 would be to focus on Quality Teaching. This will be realised by:

- Focusing on reading and writing.
- Ensuring that staff professional learning is aligned with the focus on reading and writing.
- Ensuring that our data collection considers where our students are, where they need to be and how teachers will support students reach this benchmark.

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	909	871	900
Girls	423	428	440
Boys	486	443	460
Indigenous	168	173	208
Enrolment continuity (Feb. – Nov.)	89%	90%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

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 by bus from the surrounding areas of Mitchell, Surat, Injune, Wallumbilla and Yuleba. Students coming to us from these centres generally join us in year 11 as their school only caters for students to grade 10. There are 7 students who reside at the Roma Student Hostel on a weekly basis.

The main occupational group of our parents is in the agricultural and mining industries. On leaving school approximately 80% of our students move into the workforce. For most this has been a continuation of their school based traineeships or apprenticeships.

Students that identify as either Aboriginal or Torres Strait Islander account for 23% of the student population.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	20	21
Year 4 – Year 6	24	23	26
Year 7 – Year 10	26	19	20
Year 11 – Year 12	15	13	12

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The Prep to Year 10 curriculum is based on the Australian Curriculum and the school uses the Curriculum into the Classroom as a resource in delivering the curriculum. Staff meet regularly in their year level teams to plan and develop rigorous units of work. Student achievement is monitored regularly to ensure 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 that align with the Queensland Curriculum and Assessment Authority (QCAA) syllabi. High school staff have been highly engaged in professional learning that will enable them to deliver the New Queensland Certificate of Education (QCE) and the Australian Tertiary Admissions Rank (ATAR). The attention given to the transition from one system to the next, over the last twenty-four months, has been extremely good. The detail plans around the transition has meant that all high school staff are well prepared for the change in curriculum.

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
- Wonders of Science
- Ripper Skippers.
- Show Cattle

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.

We have three dedicated computer rooms to support students develop their ICT skills.

Social climate

Overview

Roma State College has a clear expectation that all students be committed to their learning, that they should behave in a responsible, safe and respectful manner. This is being developed by active student leadership and is clearly supported by the P&C.

The social and emotional well-being of all within our school community is important to us. We offer a number of extra-curricular activities to enable us to further develop a feeling of belonging and pride.

Our School Opinion Survey has shown a slight decline in parent confidence in the school and this is being addressed. In 2019 we will undertake a review of our current Responsible Behaviour Plan for Students and make the necessary adjustment. We will also review our methods of communicating with our parent body to ensure they have a more comprehensive understanding of the college.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	100%	88%
• this is a good school (S2035)	89%	88%	84%
• their child likes being at this school* (S2001)	95%	88%	89%
• their child feels safe at this school* (S2002)	91%	82%	86%
• their child's learning needs are being met at this school* (S2003)	89%	100%	86%
• their child is making good progress at this school* (S2004)	91%	94%	88%
• teachers at this school expect their child to do his or her best* (S2005)	97%	94%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	94%	88%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	93%	94%	86%
• teachers at this school treat students fairly* (S2008)	85%	88%	73%
• they can talk to their child's teachers about their concerns* (S2009)	96%	94%	94%
• this school works with them to support their child's learning* (S2010)	85%	94%	86%
• this school takes parents' opinions seriously* (S2011)	75%	88%	74%
• student behaviour is well managed at this school* (S2012)	79%	71%	58%
• this school looks for ways to improve* (S2013)	87%	88%	78%
• this school is well maintained* (S2014)	75%	76%	68%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	90%	90%
• they like being at their school* (S2036)	91%	79%	83%
• they feel safe at their school* (S2037)	84%	83%	79%
• their teachers motivate them to learn* (S2038)	91%	91%	92%
• their teachers expect them to do their best* (S2039)	95%	95%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	85%	90%	91%
• teachers treat students fairly at their school* (S2041)	75%	74%	79%
• they can talk to their teachers about their concerns* (S2042)	74%	76%	72%
• their school takes students' opinions seriously* (S2043)	75%	75%	80%
• student behaviour is well managed at their school* (S2044)	66%	60%	60%
• their school looks for ways to improve* (S2045)	89%	84%	88%
• their school is well maintained* (S2046)	83%	80%	82%
• their school gives them opportunities to do interesting things* (S2047)	85%	86%	84%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	89%	100%
• they feel that their school is a safe place in which to work (S2070)	95%	92%	96%
• they receive useful feedback about their work at their school (S2071)	83%	81%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	75%	85%
• students are encouraged to do their best at their school (S2072)	94%	94%	94%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	92%	89%	96%
• student behaviour is well managed at their school (S2074)	86%	80%	86%
• staff are well supported at their school (S2075)	83%	80%	94%
• their school takes staff opinions seriously (S2076)	85%	81%	95%
• their school looks for ways to improve (S2077)	92%	82%	94%
• their school is well maintained (S2078)	76%	68%	72%
• their school gives them opportunities to do interesting things (S2079)	85%	81%	84%

* 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

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 though means such as the College Facebook page, school newsletter, letters and emails.

Respectful relationships education programs

The college 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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	216	248	278
Long suspensions – 11 to 20 days	3	1	5
Exclusions	1	0	0
Cancellations of enrolment	0	0	1

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Roma State College has reduced electricity usage by educating staff around appropriate temperatures for air-conditioners being utilised. We also use energy efficient lights. Water usage has been reduced dramatically due to irrigation problems.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	271,863	403,615	236,581
Water (kL)	17,458	21,360	6,752

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

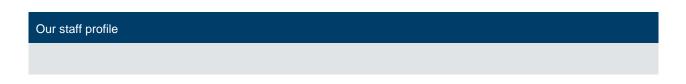3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	89	57	<5
Full-time equivalents	78	44	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	6
Graduate Diploma etc.*	3
Bachelor degree	77
Diploma	3
Certificate	

*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 2018 were $73,441.55

The major professional development initiatives are as follows:

- THRASS Training

- Classroom Profiling
- Steve Francis
- QCS

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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 were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	89%	89%
Attendance rate for Indigenous** students at this school	78%	83%	81%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	90%	92%	90%
Year 1	90%	91%	91%
Year 2	91%	90%	91%
Year 3	92%	91%	90%
Year 4	92%	91%	91%
Year 5	92%	91%	89%
Year 6	92%	89%	90%

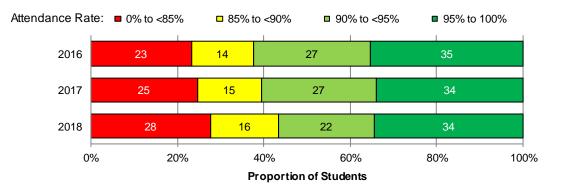| Year level	2016	2017	2018
Year 7	90%	91%	87%
Year 8	88%	90%	84%
Year 9	80%	86%	88%
Year 10	79%	83%	85%
Year 11	84%	83%	83%
Year 12	90%	88%	86%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Description of how this school manages non-attendance

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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the _My School_ website.

How to access our NAPLAN results

1. Click on the _My School_ link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	78	63	54
Number of students awarded a QCIA	1	3	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	77	60	54
Percentage of Indigenous students awarded a QCE at the end of Year 12	90%	100%	100%
Number of students who received an OP	29	18	12
Percentage of Indigenous students who received an OP	10%	25%	0%
Number of students awarded one or more VET qualifications (including SAT)	71	60	42
Number of students awarded a VET Certificate II or above	33	37	35
Number of students who were completing/continuing a SAT	13	21	20
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	62%	72%	100%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	98%	100%
Percentage of QTAC applicants who received a tertiary offer.	81%	83%	100%

Description	2016	2017	2018

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	3	2	5
6-10	7	6	3
11-15	8	5	4
16-20	8	5	0
21-25	3	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	56	49	7
Certificate II	24	25	32
Certificate III or above	10	16	8

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	95%	97%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	73%	83%	73%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

This school's report will be available at
http://www.romasc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx