

Murrumba State Secondary College

Queensland State School Reporting

2013 School Annual Report



**MURRUMBA
STATE SECONDARY
COLLEGE**

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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Murrumba State Secondary College is recognised as the first choice education provider in the Murrumba Downs community. We are creating a college where every young learner develops a sense of belonging and is inspired to shape their preferred future.

The College vision learning for life provides a focused mantra that is so much more than words on an emblem. It conveys the meaning of why we are here and that for which we strive. It is woven into the very fabric of our culture. We will achieve our vision because; we have a strong foundation of values that are touchstones for everything we do, we have an unrelenting focus on quality outcomes for students and we deliver a world-class education.

This report covers a wide range of key elements reflecting the status of educational services provided to our learning community in 2013.

School progress towards its goals in 2013

College Priority	Improvement Strategies 2013	Progress
Priority 1:	Embed an unrelenting focus on student achievement <ul style="list-style-type: none"> Continuously monitor student achievement Focus on high quality teaching practices Develop and manage collaborative teaching practices Implement and manage consistent classroom pedagogical practices Use of data – develop evidence based decision making practice Monitor teaching practice with a focus on student improvement Implement and manage actions to 'Close the Gap' 	<ul style="list-style-type: none"> Ongoing Ongoing Implemented Implemented Implemented Implemented Ongoing
Priority 2:	Establish and market a vibrant and positive College culture and identity <ul style="list-style-type: none"> Embed College vision and values Establish Science and Engineering Stream with clear links to feeder primary schools Nurture the LOTE links with feeder to promote transition Implement marketing plan Establish and embed the Flying Start College community imperatives 	<ul style="list-style-type: none"> Implemented Implemented Ongoing Ongoing Implemented

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	<ul style="list-style-type: none"> Establish College traditions Implement celebration & feedback forums 	<ul style="list-style-type: none"> Implemented Implemented
Priority 3:	<p>Develop productive partnerships with students, staff, parents, and the community</p> <ul style="list-style-type: none"> Establish processes that facilitate open and efficient communication with parents and stakeholders Facilitate regular and rich communication via a range of strategies Implementation of efficient two-way communication mechanisms Implement parent support and education strategies Establish and train School Council strategic forum 	<ul style="list-style-type: none"> Implemented Implemented Implemented Implemented
Priority 4:	<p>Implement the Australian Curriculum</p> <ul style="list-style-type: none"> Establish clear protocols in Data Plan to facilitate identification and differentiation at all learning junctures Embed College-wide procedures OneSchool curriculum planning and templates Support positive engagement with and implementation of the C2Cs Develop senior curriculum as a strong foundation for future Australian Curriculum rollout 	<ul style="list-style-type: none"> Implemented Implemented Implemented Ongoing
Priority 5:	<p>Implement College-wide pedagogical practice and common language of instruction</p> <ul style="list-style-type: none"> Further develop ASOT implementation to facilitate learning community model Embed the established “walkthrough” culture to facilitate open communication and feedback processes around teaching practices Establish and implement rigorous processes around regular observation, reflection and feedback regarding classroom practices Develop rigorous and regular data interrogation, reflection and planning processes 	<ul style="list-style-type: none"> Implemented Implemented Implemented Implemented
Priority 6:	<p>Develop instructional leadership with a focus on workforce performance</p> <ul style="list-style-type: none"> Foster instructional leadership at all levels Build capacity and parallel leadership via instructional leadership team Implement focus questions 6,1,2,3,4,5,7,8,9 in the ASOT framework to develop common language and quality reflective teaching practices Establish a “walkthrough” culture to facilitate open communication and feedback processes around teaching practices Schedule LOL and Instructional Leader visits and feedback protocols Implement regime of regular formal and informal observations and feedback 	<ul style="list-style-type: none"> Implemented Implemented Ongoing Implemented Implemented

Future outlook

Key Priorities for 2014:

- Embed and market a vibrant, positive and innovative College culture**
- Develop and embed a robust College-wide reading program**
- Refine and embed Numeracy and U2B strategies**
- Develop the performance of our staff**

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 7 - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011				
2012	334	166	168	95%
2013	569	280	289	94%

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

Characteristics of the student body:

The student body of Murrumba State Secondary College is diverse in nature and background. It broadly consists of:

- A mix of family backgrounds from urban areas.
- A mixed, but overall lower than average socio-economic rating as measured by the ICSEA result on the MySchool website.
- A small but growing percentage of students from Aboriginal and Torres Strait Islander backgrounds.
- A small percentage of students from non-English speaking backgrounds.

A majority of families working in the retail, small business and trade-related industries

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10		26	26
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013

Our school at a glance

Short Suspensions - 1 to 5 days	79	97
Long Suspensions - 6 to 20 days	10	17
Exclusions	0	2
Cancellations of Enrolment	0	0

Curriculum offerings

Our distinctive curriculum offerings

- Engineering Excellence programs in Years 7 and 8.
- Spanish Acceleration Program.
- Spanish Immersion Program
- Football Academy
- The first secondary site in Queensland to offer Year 7 in a secondary setting.
- Undurba State School Year 6 students complete their Spanish lessons on our campus with our staff.

Extra curricula activities

Numerous musical based activities including a choir, strings ensemble, stage band, rock band, soloists and more.

Engineering and Robotics clubs involving both our students and feeder school students.

Numerous teams entering the annual Optiminds competition.

Team entries into the Reader's Cup competition.

Student community service and volunteering program.

Numerous sport-based teams, competitions and training programs including Rugby League and Rugby Union, 7-a-side Rugby Union, Futsal, Football (Soccer), Netball, Aerobics, Hockey, Triathlon and Athletics.

Numerous Art based activities and clubs including photography, sketching and more.

Various student leadership related activities including excursions, guest speakers and student involvement in broad aspects of College life and decision making processes.

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies (ICTs) form an important aspect of supplementing and enhancing student learning at Murrumba State Secondary College. There is a large percentage of teaching staff in the College who have attained their Digital Pedagogical License. This recognises the higher level of skills that these teachers have in being able to maximise the potential of various ICTs, including the interactive data projectors which can be found in every classroom. Students also have access to a large number of laptops, both in their classrooms and in iServices during lunch breaks.

iServices is a technology hub within the College that students can access both as a part of classroom learning activities and in their own time before and after school and at lunch breaks. Students can access a range of tablet and laptop computers, a Huemi table (a 42-inch touchscreen table), a media room (complete with a 'green' wall), plus various audio visual devices.

Students are provided with access to electronic textbooks, as well as homework which is completed online in many subjects. Students are encouraged to communicate with staff, including the sending and receiving of assignment drafts and submissions via email wherever possible.

Our school at a glance

Social climate

Students at Murrumba State Secondary College are supported by a range of support staff and pastoral care programs that focus on their social, emotional and physical well-being. Students are supported in a range of different ways by support staff which include the College Chaplain, Guidance Officers and School Based Youth Health Nurse. Students also develop pastoral care relationships with their Connect and Access teachers and their Heads of Year, whose focus is to ensure the emotional and social wellbeing of their students.

Students engage in a pastoral care program for one lesson per week which targets a range of different focus areas including stress and time management, goal setting, career and subject planning, bullying, peer relationships, self-esteem issues and much more.

There are also a number of additional programs which operate within the College, including gender specific boys and girls programs run by the Chaplain, Nurse and outside providers, as well as various other tailored programs.

Parent, student and staff satisfaction with the school

Parents, students and staff are overall very satisfied with the service being provided by the College. In both department sanctioned and College-based surveys, all stakeholders have provided generally very positive feedback on the progress and operation of the College, especially in the areas of student safety, student academic progress, teacher quality, knowledge and understanding of the College values and job satisfaction (teachers).

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	96%	100%
this is a good school (S2035)	96%	96%
their child likes being at this school* (S2001)	96%	97%
their child feels safe at this school* (S2002)	83%	93%
their child's learning needs are being met at this school* (S2003)	92%	100%
their child is making good progress at this school* (S2004)	100%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%
teachers at this school motivate their child to learn* (S2007)	92%	100%
teachers at this school treat students fairly* (S2008)	88%	89%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%
this school works with them to support their child's learning* (S2010)	90%	96%
this school takes parents' opinions seriously* (S2011)	91%	100%
student behaviour is well managed at this school* (S2012)	83%	89%
this school looks for ways to improve* (S2013)	95%	100%
this school is well maintained* (S2014)	96%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
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Our school at a glance

they are getting a good education at school (S2048)	97%	97%
they like being at their school* (S2036)	87%	93%
they feel safe at their school* (S2037)	89%	95%
their teachers motivate them to learn* (S2038)	94%	93%
their teachers expect them to do their best* (S2039)	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	89%	97%
teachers treat students fairly at their school* (S2041)	84%	93%
they can talk to their teachers about their concerns* (S2042)	78%	80%
their school takes students' opinions seriously* (S2043)	81%	92%
student behaviour is well managed at their school* (S2044)	79%	92%
their school looks for ways to improve* (S2045)	96%	100%
their school is well maintained* (S2046)	95%	97%
their school gives them opportunities to do interesting things* (S2047)	96%	98%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	88%
they feel that their school is a safe place in which to work (S2070)	96%
they receive useful feedback about their work at their school (S2071)	80%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	94%
student behaviour is well managed at their school (S2074)	83%
staff are well supported at their school (S2075)	81%
their school takes staff opinions seriously (S2076)	79%
their school looks for ways to improve (S2077)	94%
their school is well maintained (S2078)	98%
their school gives them opportunities to do interesting things (S2079)	87%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Numerous methods have been used to involve parents in their child's education at the College. Many public forums were held prior to the College opening. These forums, committees and sub-committees formed the basis of much of the development of the College uniform, values, name, logo, motto and much more. Since then, a raft of both public and parent community events including open days, information nights and parent education evenings have taken place to encourage parents to have more input, and provide feedback on the formation and direction of the College.

There have also been numerous publications and resources provided to parents both electronically and in person, including; Academic Success Handbooks, an iTunes U parent education course, a Murrumba State Secondary College App for iPhone and Android, a social media and internet safety parent workshop, as well as a majority of correspondence occurring via email and electronic Newsletter.

Reducing the school's environmental footprint

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

As a Public Private Partnership (PPP) school the use and monitoring of electricity and water within the College falls under the provisions of the external facility manager. Murrumba State Secondary College has been awarded a 4 green star education design V1 rating. Some of the environmental elements include the capturing and filtering of stormwater runoff, installation of underground rainwater tanks and the use of natural light, reducing the College's energy consumption. Numerous additional measures have also been taken to reduce electricity and water use throughout the College which include; water-saving devices installed, fluorescent and low-energy lighting used and buildings designed to maximise air-flow and hence reduce air-conditioner and fan use.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	n/a	n/a
2011-2012	n/a	n/a
2012-2013	n/a	n/a

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

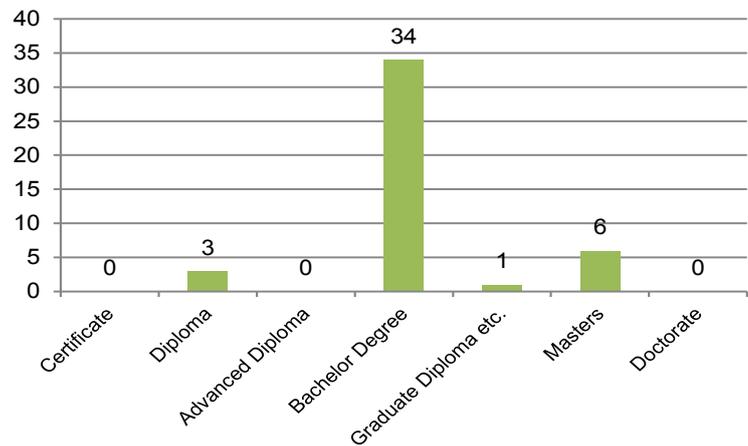
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	44	24	0
Full-time equivalents	43	16	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	34
Graduate Diploma etc.	1
Masters	6
Doctorate	0
Total	44



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 27622.10

The major professional development initiatives are as follows:

The Art and Science of Teaching.

Our staff profile

Queensland Education Leadership Institute (QELI) courses, conferences and programs for College leaders

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	100%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).		91%	92%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

Student attendance rate for each year level (shown as a percentage)

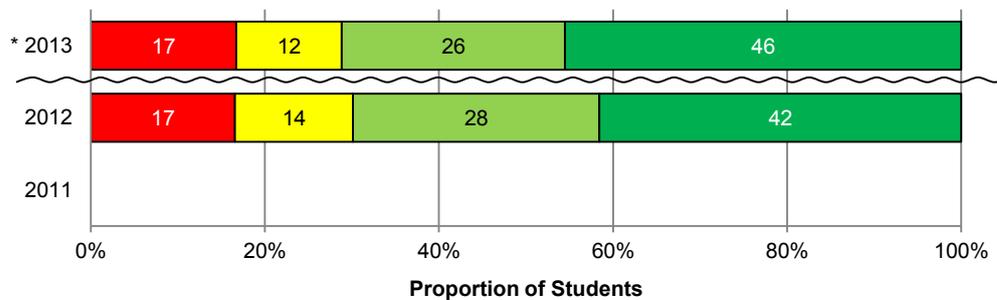
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011												
2012							91%	92%				
2013							94%	92%	89%			

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Murrumba State Secondary College, student attendance is marked electronically by teachers at the beginning of each day, and in the first 10 minutes of every lesson. This allows the College administration to monitor student attendance very closely on a lesson by lesson basis. The College utilises a range of measures to monitor and manage student attendance. Parents will receive a text message if their child has been marked absent from school for the day without a reason. This allows parents to be informed ASAP in case a discrepancy has occurred in the child's attendance which requires follow-up at home. For any ongoing absences, parents will receive contact from the College administration to ascertain the nature and duration of any possible extended absence with the view of the student returning to the College as soon as possible.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", featuring a text input field and a blue "GO" button. The second section is "Search by suburb, town or postcode", featuring a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a blue "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Murrumba State Secondary College has a relatively small indigenous student population of approximately 2%. These students are supported in various ways by the Student Services team comprising the Deputy Principal, Guidance Officer, School Based Youth Health Nurse, College Chaplain and SEP coordinator. Attendance and achievement rates for indigenous students at Murrumba State Secondary College are

Performance of our students

generally very similar to those for non-indigenous students.