Murrumba State Secondary College
Queensland State School Reporting
2015 School Annual Report

Postal address	PO Box 675 Kallangur 4503
Phone	(07) 3490 3222
Fax	(07) 3385 0831
Email	principal@murrumbassc.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact person	Mr Paul Pengelly - Principal

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 2015.

School progress towards its goals in 2015

Key priorities:

- Embed and market a vibrant, positive and innovative College culture

- Embed a robust College-wide reading program

- Improve our Numeracy outcomes

- Improve our Upper 2 Band (U2B) outcomes

- Develop the performance of our staff

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FOCUS AREA	COLLEGE PRIORITIES 2015	IMPROVEMENT STRATEGIES AND ACTIONS 2014

Successful Learners	Know our learners	**Analyse Student Data** • Review and embed data cycle reviews and the implementation of the Data Plan elements • Extend the Placemat analysis to enhance planning and goal setting and better address individual student learning needs • Embed expectations for differentiation in both planning and implementation • Establish new Leader of Learning - Systems and Outcomes and communicate role within Data Plan context • Establish more rigorous student tracking strategies
	Meet our Learner's needs	**Improve student attendance** • Review and extend strategies to monitor, communicate and report on student attendance issues • Implement strategies to recognise and celebrate positive attendance **Embed our College-wide reading program** • Review the existing Reading strategies and assess effectiveness to date • Embed targeted Reading program that fosters a consistent and regular commitment to reading • Extend focus on developing a passion for reading • Embed common approach to teaching assessment and writing genres **Develop a common understanding** • Review and Embed focus questions,1,2,3,4,5, 6, 7,8,9 in the ASOT framework to develop common language and quality reflective teaching practices • Consolidate and embed common approach to the teaching of writing and assessment genres • Extend focus on collective and individual goal setting **Embed Literacy & Numeracy Priority** • Embed College-wide **Literacy and Numeracy Lesson Starters** that address key aspects as identified through NAPLAN and internal data sources. • Identify and implement strategies to further support achievement of NMS, reporting threshold and U2B benchmarks • Practice and deepen automaticity skills • Enhance strategies to identify and address individual student learning needs in Numeracy **Establish a focus on boys' specific learning needs** • Review curriculum, assessment and teaching methods to identify strategies to better reflect the learning needs of boys **Upper 2 Bands Priority** • Implement strategies and programs to cater for the ability levels and optimal learning for U2B students • Embed practices to identify and differentiate for threshold students • Embed **differentiation** strategies and common identification and planning practices across all year levels **Embed Excellence Programs** • Review and further develop curriculum, marketing, identification strategies and key partnerships related to established and planned excellence programs

Great People	Deepen our professional knowledge	**Curriculum Priorities** • Review and consolidate planning for Senior Phase to optimise learning outcomes for all students • Continue to review and develop Junior Secondary and Year 10 programs according to ACARA timelines • Extend knowledge and proficiency in teaching reading and comprehension strategies in line with College-wide Reading Program • Extend knowledge and proficiency in implementing Literacy and Numeracy Program strategies
	Develop our professional practice	**Build Capacity with ICTs** • Implement further strategies to develop & maintain 100% staff achievement of Digital Pedagogical Licences • Develop Year 7 staff proficiency to support iPad program • Review use of "best practice" Murrumba Magic segments as a vehicle for enhancement and celebration • Review and re-focus eLearning strategies – include future leadership role • Review BYOD and embed procedures • Review and enhance communication strategies re College ICT device programs and outcomes **Build capacity of non-teaching staff** • Embed formal PD program for non-teaching staff to extend common language and structures
	Develop our professional engagement	**ASOT Implementation** • Nurture a rich and positive feedback culture via formal and informal feedback loops for teaching and non-teaching staff • Review and Embed focus questions,1,2,3,4,5, 6, 7,8,9 in the ASOT framework to develop common language and quality reflective teaching practices • Embed "walkthrough" culture to facilitate open communication and feedback processes around teaching practices • Embed LOL and Instructional Leader visits and feedback protocols • Extend regime of regular formal and informal observations and feedback • Further enhance Professional Learning Community model to encompass review and extend approach **Building the capacity of our teachers** • Further enhance staff celebration and recognition strategies • Extend the Learning Community focus to continue ASOT development • Develop the role of the Master Teacher and marry with the Student Management Coach (SMC) roles • Review enhance and embed the Student Management Coach positions **Developing Performance Framework** • Implement Professional Development Plan which reflects the needs of the workforce and aligns with College Vision/Values and the ASOT framework • Establish and Implement performance review program that clearly aligns with College imperatives , the ASOT framework & DPF
	Develop self and others	**Optimise Workforce** • Build workforce capacity and parallel leadership via instructional leadership team • Identify aspirants and build capacity through Performance Development Program and formalised aspirant program • Complete PPD Plan and implement in consultation with DDG • Implement Professional Development Plan in line with the DPF

Engaged Partners	**Embrace our autonomy**	**Establish and market a vibrant and positive College culture** • Further enhance embedment of College vision and values • Continue to develop "The Murrumba Way" as a concept • Establish key working party and engage college and community members under Beacon initiative • Embed Excellence Programs and enhance links to feeder and partner primary schools • Nurture the curriculum links with feeder schools to optimise transition and enhance continuity • Review and embed Workforce Plan • Embed College traditions with reflection on Senior and Junior Secondary phases • Enhance and embed celebration & feedback forums **Parent and Community Engagement** • Review existing communication and engagement strategies to ensure potential is optimised • Enhance communication and engagement with community • Enhance parent and student engagement with attendance and performance data • Streamline communication protocols and community feedback procedures **Partnerships** • Implement Action Plan to further develop the Beacon Schools initiative • Extend the existing, and foster new partnerships to support student learning outcomes at all levels • Explore opportunities to develop further partnerships to support key excellence programs • Explore opportunities to develop partnerships to support our community
High Standards	**Know our data and strategies**	**Quality assure College structures and processes** • Implement recommendations from T&L and Discipline Audits • Review Student Management Framework, RBPS & Wellbeing framework • Implement improved tracking individual goal-setting strategies for all students • Review SET Planning procedures and protocols • Use ASAA Standards to quality assure all elements of the College operations • Investigate opportunities to increase feedback from the community regarding operations of the College

Future outlook

Key priorities for 2016:

- Improve our Reading outcomes
- Improve our Writing outcomes
- Optimise our Learning Culture

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015:   Year 7 - Year 11

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	569	280	289	18	94%
2014	758	367	391	22	94%
2015	1010	492	518	31	94%

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 2015, 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:

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 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

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	26	24	24
Year 11 – Year 12			17

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	97	145	125
Long Suspensions - 6 to 20 days	17	8	8
Exclusions	2	2	1
Cancellations of Enrolment	0	1	2

* 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.

Curriculum delivery

Our approach to curriculum delivery

The Art and Science of Teaching is a comprehensive framework that uses knowledge about teaching and learning to define the learning process. Though classroom instructional strategies should clearly be based on sound science and research, knowing when to use them and with whom is more of an art. In **The Art and Science of Teaching: *A Comprehensive Framework for Effective Instruction***, developed by Robert J. Marzano presents a model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students. To ensure student learning is truly effective, teachers at Murrumba SSC examine every component of the teaching process with equal resolve. A program of implementation has been developed to ensure strategic integration across the College. This is being supported by an extensive professional development program supported by instructional leadership.

Our distinctive curriculum offerings include:

- Engineering Excellence Program

- Spanish Acceleration Program

- Spanish Immersion Program

- High Performance Music Academy

- Football Academy

- Undurba State School Year 6 students complete their Spanish lessons on our campus with our staff.

Extra curricula activities

- Numerous volunteering, service learning and peer mentoring opportunities are available to students across all year levels in a range of different contexts.

- Numerous musical, dance, film and television, visual art and drama based activities including a choir, strings ensemble, stage band, rock band, soloists, musical, short film competitions 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.

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

- 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 improve 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. All Year 10 students have access to their own NSSCF funded tablet computer.

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.

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 Officer 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.

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Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	97%	94%
this is a good school (S2035)	96%	92%	93%
their child likes being at this school (S2001)	97%	97%	96%
their child feels safe at this school (S2002)	93%	94%	93%
their child's learning needs are being met at this school (S2003)	100%	95%	93%
their child is making good progress at this school (S2004)	97%	97%	96%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	91%	93%
teachers at this school motivate their child to learn (S2007)	100%	95%	91%
teachers at this school treat students fairly (S2008)	89%	91%	89%
they can talk to their child's teachers about their concerns (S2009)	100%	91%	89%
this school works with them to support their child's learning (S2010)	96%	87%	89%
this school takes parents' opinions seriously (S2011)	100%	89%	79%
student behaviour is well managed at this school (S2012)	89%	87%	83%
this school looks for ways to improve (S2013)	100%	94%	94%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school is well maintained (S2014)	100%	97%	99%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	96%	92%
they like being at their school (S2036)	93%	91%	85%
they feel safe at their school (S2037)	95%	95%	92%
their teachers motivate them to learn (S2038)	93%	96%	89%
their teachers expect them to do their best (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work (S2040)	97%	90%	91%
teachers treat students fairly at their school (S2041)	93%	81%	81%
they can talk to their teachers about their concerns (S2042)	80%	77%	74%
their school takes students' opinions seriously (S2043)	92%	88%	79%
student behaviour is well managed at their school (S2044)	92%	83%	74%
their school looks for ways to improve (S2045)	100%	97%	91%
their school is well maintained (S2046)	97%	98%	95%
their school gives them opportunities to do interesting things (S2047)	98%	96%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	88%	95%	79%
they feel that their school is a safe place in which to work (S2070)	96%	98%	88%
they receive useful feedback about their work at their school (S2071)	80%	86%	72%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	83%	66%
students are encouraged to do their best at their school (S2072)	98%	95%	97%
students are treated fairly at their school (S2073)	94%	93%	86%
student behaviour is well managed at their school (S2074)	83%	85%	55%
staff are well supported at their school (S2075)	81%	92%	59%
their school takes staff opinions seriously (S2076)	79%	85%	62%
their school looks for ways to improve (S2077)	94%	95%	81%
their school is well maintained (S2078)	98%	98%	97%
their school gives them opportunities to do interesting things (S2079)	87%	87%	89%

# '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

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.

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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	
Years	Electricity kWh	Water kL
2012-2013		
2013-2014	89,769	0
2014-2015	425,489	

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	80	34	0
Full-time equivalents	78	24	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	57
Graduate Diploma etc.**	14
Masters	6
Doctorate	0
Total	**80**
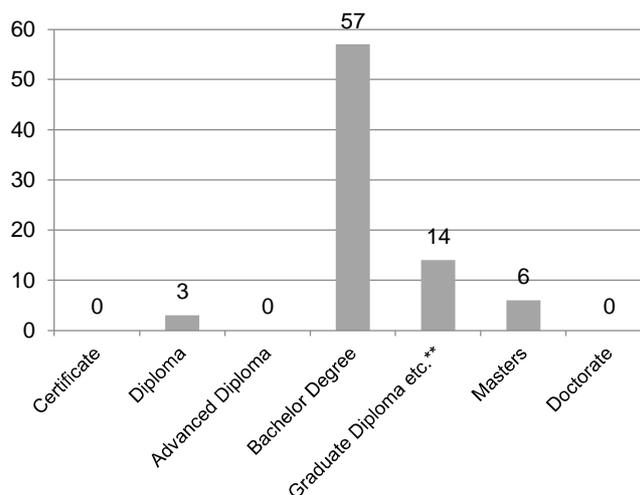
*Teaching staff includes School Leaders

**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 2015 were $77 812.00

The major professional development initiatives are as follows:

The Art and Science of Teaching

Professional Learning Communities Coaching and Mentoring

Coaching & mentoring

eLearning and digital pedagogy

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2015 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

Where it says **'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.

Performance of our students

Key student outcomes

.Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	88%	90%

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.

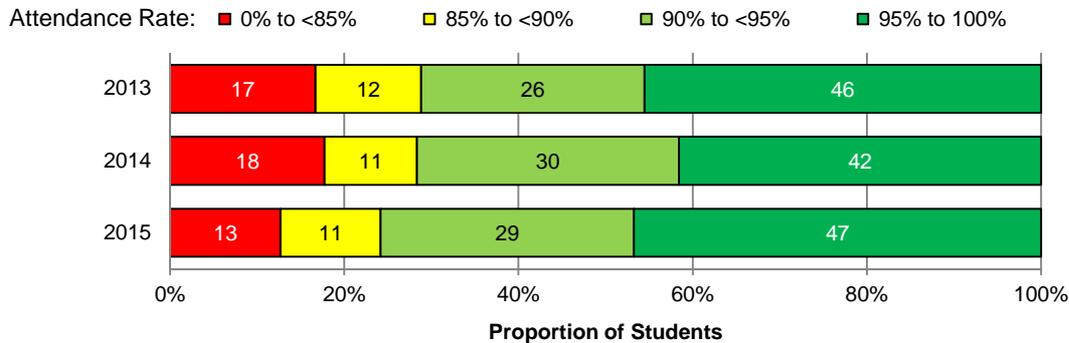The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

Student attendance rate for each year level (shown as a percentage)												
	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
2013								94%	92%	89%			
2014								94%	93%	91%	89%		
2015								94%	92%	93%	91%	90%	

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	17	12	26	46
2014	18	11	30	42
2015	13	11	29	47

Proportion of Students (0% to 100%)

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

A range of positive and proactive strategies are also in place to encourage maximum student attendance.

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.

Find a school

School name [GO]

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

[SEARCH]

Where it says **'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.

Vocational Educational Training qualification (VET)

	Number of students completing qualifications under Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2013	N/A	N/A	N/A
2014	49		
2015	83	126	63

As at 16 February 2016. The above values exclude VISA students.

AQF Qualification courses include:

- Workskills for Vocational Pathways – Cert II
- Business Cert II
- Business Pathways – Cert I, II & III
- Active Volunteering – Cert I & II
- Hospitality – Cert I, II & III
- Furnishing – Cert I
- Fitness - Cert III

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 school's website in September.

Early school leavers information

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

Very few students left the college during Year 10. Most students left due to a family relocation to another part of the state, or interstate.