

Murrumba State Secondary College Queensland State School Reporting 2014 School Annual Report



Postal address	PO Box 675 Kallangur 4503
Phone	(07) 3490 3222
Fax	(07) 3385 0831
Email	the.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 Kevin Fullbrook - 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 2014.

School progress towards its goals in 2014

FOCUS AREA	COLLEGE PRIORITIES 2014	IMPROVEMENT STRATEGIES AND ACTIONS 2014	PROGRESS

Successful Learners	<ul style="list-style-type: none"> Implement the Australian Curriculum Develop and Embed a robust college-wide reading program Refine & embed numeracy program Refine and embed strategies for extending U2B Enhance and embed Differentiation strategies 	<p>ACARA Priorities</p> <ul style="list-style-type: none"> Embed College-wide procedures OneSchool/ASOT curriculum planning and templates Support positive engagement with and implementation of the C2Cs Review and construct Australian Curriculum as a strong foundation for future senior curriculum Develop and embed curriculum in Year 10 Review and embed curriculum in Junior Secondary <p>Embed a College-wide reading program</p> <ul style="list-style-type: none"> Review the existing Reading strategies and assess effectiveness to date Develop and implement a targeted Reading program that fosters a consistent and regular commitment to reading Embed a shared understanding and pedagogical practice of the 5 reading procedures Embed comprehension strategies into the reading procedures <p>Develop a common understanding</p> <ul style="list-style-type: none"> Establish and embed common approach to the teaching of writing and assessment genres <p>Literacy & Numeracy Priority</p> <ul style="list-style-type: none"> 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 <p>Upper 2 Bands Priority</p> <ul style="list-style-type: none"> 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 recording practices across all year levels <p>Embed Excellence Programs</p> <ul style="list-style-type: none"> Review and embed curriculum, marketing, identification strategies and key partnerships related to established and planned excellence programs 	<p>Implemented</p> <p>Ongoing</p> <p>Ongoing</p> <p>Implemented</p> <p>Implemented</p> <p>Ongoing</p> <p>Implemented</p>
----------------------------	--	---	--

<p style="text-align: center;">Great People</p>	<ul style="list-style-type: none"> • Develop the performance of our staff • Implement performance reviews for all staff • Build professional relationships 	<ul style="list-style-type: none"> • Implement Professional Development Plan which reflects the needs of the workforce and aligns with College Vision/Values and the ASOT framework • Consolidate and embed the College Performance Development Plan Framework to reflect the ASOT framework and College Vision/Values • Implement performance review program that clearly aligns with College imperatives , the ASOT framework & DPF • Implement strategies to develop & maintain 100% staff achievement of Digital Pedagogical Licences • Identify aspirants and build capacity through Performance Development Program and formalised aspirant program • Nurture a rich and positive feedback culture via formal and informal feedback loops for teaching and non-teaching staff • Further enhance staff celebration and recognition strategies 	<p>Implemented</p> <p>Implemented</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Implemented</p> <p>Ongoing</p>
<p style="text-align: center;">Empowerment</p>	<ul style="list-style-type: none"> • Extend and embed ASOT framework implementation • Enhance professional support structures 	<ul style="list-style-type: none"> • Foster instructional leadership at all levels • Build capacity and parallel leadership via instructional leadership team • Implement 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 • Embed formal PD program for non-teaching staff to extend common language and structures • Implement regime of regular formal and informal observations and feedback • Review enhance and embed the Student Management Coach positions • Further enhance Professional Learning Community model to encompass review and extend approach 	<p>Ongoing</p>
<p style="text-align: center;">Engaged Partners</p>	<ul style="list-style-type: none"> • Establish and market a vibrant and positive College culture 	<ul style="list-style-type: none"> • 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 • Implement Action Plan to develop the Beacon schools initiative 	<p>Ongoing</p> <p>Ongoing</p> <p>Implemented</p> <p>Implemented</p> <p>Implemented</p> <p>Implemented</p> <p>Implemented</p> <p>Ongoing</p> <p>Implemented</p>

High Standards	<ul style="list-style-type: none"> Quality assure College structures and processes 	<ul style="list-style-type: none"> Implement recommendations from T&L Audit Review Student Management Framework, RBPS & Wellbeing framework in preparation for Discipline audit Implement individual goal setting for all students Establish SET Planning procedures and protocols 	<p>Implemented & Ongoing</p> <p>Ongoing Implemented</p>

Future outlook

Key priorities for 2015:

- Further embed college vision and values
- Further develop and embed Senior Secondary curriculum and processes
- Further develop and implement college-wide reading strategies
- Further develop and implement college-side numeracy strategies
- Further develop and implement strategies for U2B students
- Implement individual goal setting for all students
- Extend and embed the ASOT pedagogical framework across the college.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	334	166	168	95%
2013	569	280	289	94%
2014	758	367	391	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 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		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	26	26	24
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	79	97	145
Long Suspensions - 6 to 20 days	10	17	8
Exclusions [#]	0	2	2
Cancellations of Enrolment	0	0	1

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Engineering Excellence Program
- Spanish Acceleration Program
- Spanish Immersion Program
- 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 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. All Year 10 students have access to their own NNSCF 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.

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			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	96%	100%	97%
this is a good school (S2035)	96%	96%	92%
their child likes being at this school* (S2001)	96%	97%	97%
their child feels safe at this school* (S2002)	83%	93%	94%
their child's learning needs are being met at this school* (S2003)	92%	100%	95%
their child is making good progress at this school* (S2004)	100%	97%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%	91%
teachers at this school motivate their child to learn* (S2007)	92%	100%	95%
teachers at this school treat students fairly* (S2008)	88%	89%	91%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	91%
this school works with them to support their child's learning* (S2010)	90%	96%	87%
this school takes parents' opinions seriously* (S2011)	91%	100%	89%
student behaviour is well managed at this school* (S2012)	83%	89%	87%
this school looks for ways to improve* (S2013)	95%	100%	94%
this school is well maintained* (S2014)	96%	100%	97%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	97%	96%
they like being at their school* (S2036)	87%	93%	91%
they feel safe at their school* (S2037)	89%	95%	95%
their teachers motivate them to learn* (S2038)	94%	93%	96%
their teachers expect them to do their best* (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	89%	97%	90%
teachers treat students fairly at their school* (S2041)	84%	93%	81%
they can talk to their teachers about their concerns* (S2042)	78%	80%	77%
their school takes students' opinions seriously* (S2043)	81%	92%	88%
student behaviour is well managed at their school* (S2044)	79%	92%	83%
their school looks for ways to improve* (S2045)	96%	100%	97%
their school is well maintained* (S2046)	95%	97%	98%
their school gives them opportunities to do interesting things* (S2047)	96%	98%	96%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		88%	95%
they feel that their school is a safe place in which to work (S2070)		96%	98%
they receive useful feedback about their work at their school (S2071)		80%	86%
students are encouraged to do their best at their school (S2072)		98%	95%
students are treated fairly at their school (S2073)		94%	93%
student behaviour is well managed at their school (S2074)		83%	85%
staff are well supported at their school (S2075)		81%	92%
their school takes staff opinions seriously (S2076)		79%	85%
their school looks for ways to improve (S2077)		94%	95%
their school is well maintained (S2078)		98%	98%
their school gives them opportunities to do interesting things (S2079)		87%	87%

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

'Agree' represents the 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012		
2012-2013		
2013-2014	89,769	13923

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.

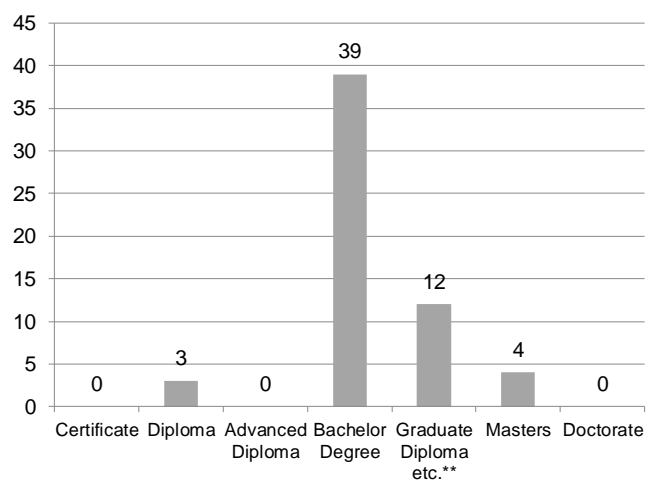
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	58	30	0
Full-time equivalents	57	22	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	39
Graduate Diploma etc.**	12
Masters	4
Doctorate	0
Total	58



*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 2014 was \$61 130.68.

The major professional development initiatives are as follows:

- The Art and Science of Teaching
- Professional Learning Communities
- Coaching and Mentoring

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

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 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	91%

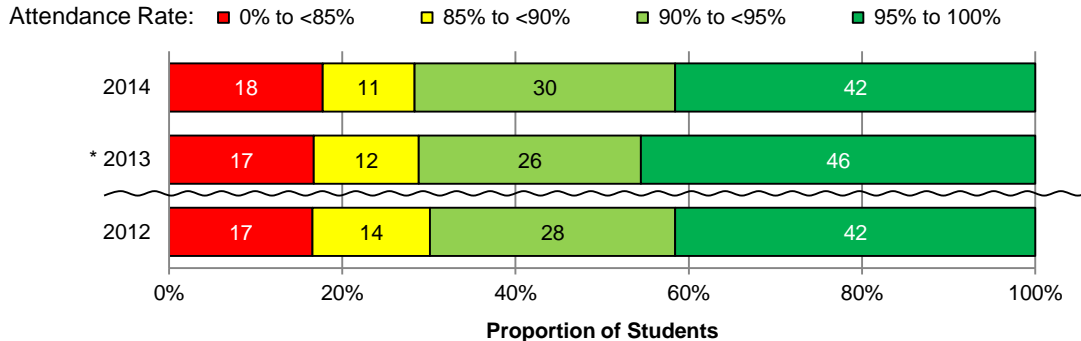
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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
2012							91%	92%				
2013							94%	92%	89%			
2014							94%	93%	91%	89%		

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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

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 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 generally very similar to those for non-indigenous students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	NA	NA	NA
2013	NA	NA	NA
2014	49	NA	NA

As at 19 February 2015. The above values exclude VISA students.

Students at Murrumba State Secondary College were able to complete a Certificate I in Furnishings and a Certificate I in Hospitality.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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.