Murrumba State Secondary College

ANNUAL REPORT
2016

Queensland State School Reporting

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School Overview

Murrumba State Secondary College opened its doors in January 2012 as the first secondary site in Queensland to introduce a Junior Secondary model under the *Flying Start* initiative. In 2016 we commenced with our fifth cohort of Year 7 and a total population of approximately 1280 students across Years 7-12. The College has been constructed as part of the Aspire Schools Public Private Partnership and is the only secondary site in Queensland to operate under this banner.

Situated in Murrumba Downs, one of Brisbane's thriving northern suburbs and approximately 20kms from the city centre, Murrumba State Secondary College features first class learning facilities and state of the art technology across the campus. We have witnessed the delivery of Stage 1, Stage 2, and Stage 3 construction, providing facilities to accommodate more than 1450 students. A fourth stage of construction will commence in Semester 2 2017, with a further 8 classroom block to be delivered, featuring general learning area classrooms as well as (proposed) a further hospitality kitchen space.

Murrumba State Secondary College is broadly acknowledged as the first choice education provider in the Murrumba Downs community. Our enrolments fall predominantly within the established enrolment boundary which includes all of the neighbouring Undurba State School and a portion of the Kallangur State School residents. We are also attracting a significant number of enrolments via private sector attrition. A suite of excellence programs including the Engineering Excellence Program (EEP), Spanish Acceleration, Spanish Immersion, High Performance Music Academy (HPM) and the Football Academy, offer rigorous niche entrance tested learning experiences to both in and out of catchment students in public and private sectors. These programs have been fully subscribed since inception and represent key points of difference for potential enrolees.

At Murrumba SSC we have a clear focus on,

- Striving for personal excellence in academic, sporting and cultural pursuits.

- Building a strong and supportive school culture with our College values as foundation.

- Nurturing strong and productive partnerships with parents and the wider community

The College vision **learning for life** provides a focused mantra and conveys the meaning of why we are here and that for which we strive. 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

- we deliver a world-class education

Our College values reflect the very positive and aspirational community perspectives on educating young learners. They guide our students in their thoughts and actions and instil the essence of that which makes us unique. These values form the very heart of our College life, and we are recognised within the wider community for:

- **Respect -** showing respect for self, for the dignity of others, our school, our world

- **Pride** - celebrating excellence and sharing our successes

- **Resilience** - picking ourselves up in the face of adversity, refocusing and never giving in

- **Community** - forming strong networks as active citizens in a global community

- **Quality Learning** - our passion for learning and desire to grow

Murrumba State Secondary College was awarded Independent Public School status in 2013 as part of the first round appointments. Successful application in round one IPS has positioned Murrumba perfectly to build upon the initial "new school" status for recruitment and purpose-build a team to support current and future innovations. Increased flexibility and local decision-making facilitates more efficient engagement with human resources strategy and expedites the tailoring of our workforce to optimise future performance. The outcomes of increased flexibility in this regard has a direct and positive impact on our core business, quality learning outcomes for students.

Murrumba SSC has led the way in Junior Secondary development through the successful bid to (advance) pilot the *Flying Start* initiative. This significant initiative was implemented alongside the process of establishing a new school and has been pivotal in the influencing the establishment of a learning culture to optimise learning engagement and opportunities for our students. The Junior Secondary model at Murrumba reflects faithfully, both community and systemic imperatives and was a powerful springboard for the subsequent larger scale Flying Start pilot and state-wide rollout.

Teaching staff have been recruited from both primary and secondary sectors, with a clear focus on quality pedagogy, ICT integration skills and specialisation capacity. A clearly defined Junior Secondary model is embedded, with a unique focus on structural elements that are best suited to each juncture. A strong teaching team approach exists in Year 7, with variances on the model entering at the Year 8 & 9 junctures to facilitate optimised learning conditions and a scaffolded transition through to the Senior Phase of learning. The mix of primary and secondary background has resulted in significant positive growth in teacher expertise and remains a desirable strategy to support future growth.

Murrumba State Secondary College is a member of the Australasian School Accreditation Agency (ASAA), attaining full accreditation in Term 4 2016, after completion of a self-study in the subsequent three terms. Staff development continues to be underpinned by the College commitment to the Art and Science of Teaching, supported by a strong commitment to coaching and mentoring.

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 2016.

School Progress towards its goals in 2016

Key priorities:

- Lift whole College reading outcomes
- Lift whole College Writing outcomes
- Optimise our Learning Culture

FOCUS AREA	COLLEGE PRIORITIES 2017	IMPROVEMENT STRATEGIES AND ACTIONS 2017

Successful Learners	**Know our learners**	**Analyse Student Data** • Enhance and embed planning and goal setting processes to better address individual student learning needs • Embed expectations for differentiation in both planning and implementation • Extend TrackEd implementation to include LOL and Executive Team reference • Embed protocols to identify, track and celebrate student performance against a Murrumba JCE recognition • Embed Data MaLT and AIM forums to enhance knowledge and accountabilities re individual student learning progress toward goals • Embed Senior Secondary tracking, assessment and reporting processes around achievement, attendance, QCE, VET and QCS. • Embed existing tracking and reporting regarding QCE alignment to supplement SETP process in Year 10 • Extend Data Wall strategy to include planning for teacher engagement **Improve student attendance** • Review and re-focus the HOY/DP engagement with, tracking and management attendance • Clarify role of Attendance Officer and implement line management and communication protocols for the role
	Meet our learners' needs	**Embed our College-wide reading program** • Review curriculum work programs to 'clear space' for embedding reading and writing imperatives • Reading and Writing goals to be included in all teacher & LOL PRDPs and faculty AIPs • Market and celebrate reading progress • Extend focus on developing a passion for reading • Embed common approach to teaching assessment and writing genres **Develop a common understanding** • Extend focus questions,3,6,& 7 in the ASOT framework to develop common language and quality reflective teaching practices • Embed 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. • Implement daily writing for pleasure in English and SOSE faculties • Review and enhance numeracy program to better align with student learning needs • Enhance strategies to identify and address individual student learning needs in Numeracy **Upper 2 Bands** • Further develop strategies and programs to cater for the ability levels and optimal learning for U2B students in all faculties • Explicitly align Reading for Life agenda with U2B improvement and develop staff capacity • Embed **differentiation** strategies and common identification and planning practices across all year levels **Embed Excellence Programs** • Review and further develop High Performance Music marketing, identification, recruitment and celebration strategies

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Great People	**Deepen our professional knowledge**	**Curriculum Priorities** • Prioritise planning for Senior Phase to build staff capacity, knowledge and confidence • Continue to review year 7-10 work programs to reduce coursework/content and facilitate focus on reading and writing • Embed Reading for Life strategy in all faculties - celebrate and market successes • Embed common approach to writing and assessment genres • Review and enhance QCS and NAPLAN preparation and analysis programs to optimise positioning re NAPLAN Online • Enhance staff engagement with writing • Extend focus on U2B and extension strategies • Develop staff expertise in Growth Mindset in preparation for 2018 priority	
	Develop our professional practice	**Build Capacity with ICTs** • Implement strategies to enhance BYOD take-up and engagement • Re-invigorate strategies to develop & maintain 100% staff achievement of Digital Pedagogical Licences & iPad incentive • Implement iPad Parent Education resources • Enhance focus on community engagement with BYOD initiative. Review models in place • Develop parent engagement strategies to support eLearning and BYOD	
	Develop our professional engagement	**ASOT Implementation** • Further develop rich and positive feedback culture via formal and informal feedback loops for teaching and non-teaching staff • Review and Embed focus questions,3,6&, 7 from the ASOT framework to develop common language and quality reflective teaching practices • Further develop and embed Classroom Profiling and link to ASOT, PRDPs and the College PD Plan • Extend professional practice through "Learning Lounge", ICT Café and Murrumba Magic initiatives • Extend regime of regular formal and informal observations and feedback **Building the capacity of our teachers** • Embed Quality Learning Coach positions and implement reporting and accountability framework • Extend Classroom Profiling training to include all LOLs and key staff • Implement Classroom Profiling/Pedagogy Coach position (QLC team) • Review and enhance the co-teaching initiative • Extend and enhance staff and student welfare strategies • Further enhance staff celebration and recognition strategies • Incubate focus on Growth Mindset and position for 2018 commencement of implementation • Enhance and Embed Learning Lounge and CLC initiatives **Developing Performance Framework** • Implement Professional Development Plan which reflects the needs of the workforce and aligns with College Vision/Values and the ASOT framework • Enhance engagement with performance review program that clearly aligns with College imperatives , the ASOT framework & DPF	
	Develop self and others	**Optimise our Learning Culture** • Review and embed Check & Connect strategy • Implement strategy to develop high performance leadership team • Formalise aspirant program and build capacity through Performance Development Program and aspirant program • Complete PPRD Plan and implement in consultation with DDG • Extend and Embed Pride Group and student leadership initiatives • Embed Active Volunteering focus and enhance (& celebrate) both student and staff engagement	

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	Embrace our autonomy	**Nurture 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 • Engage whole College community in establishment of new House structure • Embed College traditions with reflection on Senior and Junior Secondary phases
		Parent and Community Engagement
Engaged Partners		• Review existing communication and engagement strategies to ensure potential is optimised • Review and enhance communication and engagement with Compass portal • Embed governance structures aligned with ASAA domains • Streamline communication protocols and community feedback procedures
		Partnerships
		• 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 • Further develop the LOL Int. Studies and Partnerships to enhance establishment of strategic partnerships with all faculties
High Standards	Know our data and strategies	**Quality assure College structures and processes**
		• Extend and quality assure the Compass rollout to include Professional Development and Learning Environment modules • Implement recommendations from ASAA self-study • Implement new AIM and MaLT initiatives • Review Student Management Framework, RBPS & Wellbeing framework • Implement rigorous Murrumba Junior Certificate of Education (MJCE), QCE and QCS tracking and reporting strategies • Implement improved tracking individual goal-setting strategies for all students • Further develop SET Planning procedures and protocols • Implement strategies to elicit cyclic feedback from the community regarding operations of the College

Future Outlook

Key priorities:

- Lift whole College reading outcomes
- Lift whole College Writing outcomes
- Optimise our Learning Culture

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	758	367	391	22	94%
2015*	1010	492	518	31	94%
2016	1246	605	641	43	95%

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 2016, 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

Overview
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
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	24	24	25
Year 11 – Year 12		17	18

*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.

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,

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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.

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Co-curricular 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 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

Overview

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 girl's programs run by the Chaplain, Nurse and outside providers, as well as various other tailored programs.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	94%	97%
this is a good school (S2035)	92%	93%	95%
their child likes being at this school* (S2001)	97%	96%	98%
their child feels safe at this school* (S2002)	94%	93%	95%
their child's learning needs are being met at this school* (S2003)	95%	93%	98%
their child is making good progress at this school* (S2004)	97%	96%	95%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	93%	97%
teachers at this school motivate their child to learn* (S2007)	95%	91%	92%
teachers at this school treat students fairly* (S2008)	91%	89%	92%
they can talk to their child's teachers about their concerns* (S2009)	91%	89%	98%
this school works with them to support their child's learning* (S2010)	87%	89%	92%
this school takes parents' opinions seriously* (S2011)	89%	79%	87%
student behaviour is well managed at this school* (S2012)	87%	83%	90%
this school looks for ways to improve* (S2013)	94%	94%	93%
this school is well maintained* (S2014)	97%	99%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	92%	98%
they like being at their school* (S2036)	91%	85%	92%
they feel safe at their school* (S2037)	95%	92%	89%
their teachers motivate them to learn* (S2038)	96%	89%	93%
their teachers expect them to do their best* (S2039)	98%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	90%	91%	87%
teachers treat students fairly at their school* (S2041)	81%	81%	84%
they can talk to their teachers about their concerns* (S2042)	77%	74%	81%
their school takes students' opinions seriously* (S2043)	88%	79%	78%
student behaviour is well managed at their school* (S2044)	83%	74%	77%
their school looks for ways to improve* (S2045)	97%	91%	94%

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
their school is well maintained* (S2046)	98%	95%	94%
their school gives them opportunities to do interesting things* (S2047)	96%	93%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	95%	79%	89%
they feel that their school is a safe place in which to work (S2070)	98%	88%	98%
they receive useful feedback about their work at their school (S2071)	86%	72%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	66%	76%
students are encouraged to do their best at their school (S2072)	95%	97%	97%
students are treated fairly at their school (S2073)	93%	86%	94%
student behaviour is well managed at their school (S2074)	85%	55%	81%
staff are well supported at their school (S2075)	92%	59%	82%
their school takes staff opinions seriously (S2076)	85%	62%	75%
their school looks for ways to improve (S2077)	95%	81%	97%
their school is well maintained (S2078)	98%	97%	100%
their school gives them opportunities to do interesting things (S2079)	87%	89%	94%

* 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

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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These learning experiences are delivered through a range of programs including, Health curriculum, Access programs and Student Support Service programs. Experiences are appropriated targeted according to age level of the audience.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	145	125	158
Long Suspensions – 6 to 20 days	8	8	11

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Exclusions	2	1	4
Cancellations of Enrolment	1	2	9

* 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.

Environmental Footprint

Reducing the school's environmental footprint

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
2013-2014	89,769	0
2014-2015	425,489	
2015-2016	460,366	

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

School Funding

School income broken down by funding source
School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school'** text box.

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	98	36	<5
Full-time Equivalents	95	25	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate Diploma etc.**	19
Bachelor degree	65
Diploma	3
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $126 642.00

The major professional development initiatives are as follows:

Reading 4 Life and Writing 4 Life initiatives

7 Steps to Writing

The Art and Science of Teaching

Professional Learning Communities Coaching and Mentoring

Coaching & mentoring

First Aide

eLearning and digital pedagogy

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)

Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	87%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014								94%	93%	91%	89%		
2015								94%	92%	93%	91%	90%	
2016								93%	90%	92%	91%	89%	86%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:

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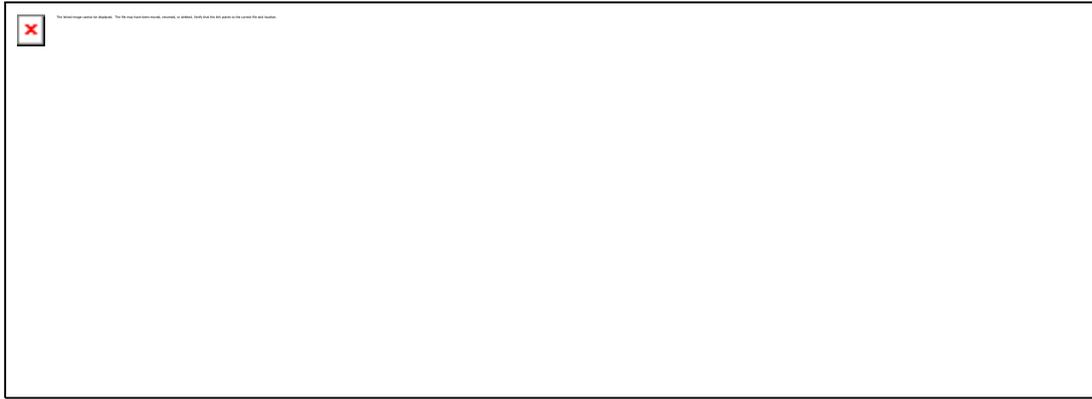
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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 College Attendance Officer works in collaboration with Heads of Year, Connect Teachers and Deputy Principals to monitor and quality assure attendance.

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

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement			142
Number of students awarded a Queensland Certificate of Individual Achievement.			1
Number of students receiving an Overall Position (OP)			58
Percentage of Indigenous students receiving an Overall Position (OP)			33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).			8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).			109
Number of students awarded an Australian Qualification Framework Certificate II or above.			106
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			140
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			100%
Number of students awarded an International Baccalaureate Diploma (IBD).			0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			76%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.			100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			94%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014					
2015					
2016	7	16	21	14	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2014			
2015			
2016	45	90	68

As at 3rd February 2017. The above values exclude VISA students.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12

Queensland Government

Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.			86%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			100%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.murrumbassc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

N/A – This information is not yet available for MSSC

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