

Our school at a glance



**MURRUMBA
STATE SECONDARY
COLLEGE**

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 Paul Pengelly - Principal

Principal's foreword

Introduction

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. Murrumba SSC opened in January 2012 as the first secondary site in Queensland to welcome Year 7 into Junior Secondary under the Flying Start initiative.

In another first, Murrumba State Secondary College is the first secondary school in Queensland to be built under a Public Private Partnership. Our first class facilities have been developed such that the College is fully constructed for both Junior Secondary and Senior Secondary phases by the completion of 2013.

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 which 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 at Murrumba 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

This report covers a wide range of key elements reflecting the status of educational services provided to our learning community in 2012.

School progress towards its goals in 2012

College Priority	Improvement Strategies 2012	Progress
Priority 1:	Establish and market a vibrant and positive College culture <ul style="list-style-type: none">• Embed College vision and values• Establish Science and Engineering Stream with clear links to feeder primary schools• Nurture the LOTE links with feeder to promote transition• Implement marketing plan• Establish and embed the Flying Start College community imperatives	<ul style="list-style-type: none">• Ongoing• Implemented• Implemented• Implemented• Implemented
Priority 2:	Develop curriculum that lays strong educational foundations <ul style="list-style-type: none">• Develop and embed a Curriculum Plan and Data Plan that is underpinned by the College Vision/Values and the ASOT framework	<ul style="list-style-type: none">• Implemented

Our school at a glance

	<ul style="list-style-type: none"> • Support positive engagement with and implementation of the C2Cs • Develop curriculum as a strong foundation for future Australian Curriculum rollout • Develop the Science and Engineering academic stream curriculum and market to community • Promote the LOTE feeder connections to ensure consistency and rigour • Implement a regime of pre and post testing to better gauge distance travelled in key learning areas 	<ul style="list-style-type: none"> • Implemented • Implemented • Implemented • Implemented • Implemented
Priority 3:	<p>Develop the performance of people within our workforce</p> <ul style="list-style-type: none"> • Implement focus questions 6,1,2,3,4 in the ASOT framework to develop common language and quality reflective teaching practices • Establish a “walkthrough” culture to facilitate open communication and feedback processes around teaching practices • Develop and implement a College Performance Development Plan Framework that reflects the ASOT framework and College Vision/Values • Develop a Professional Development Plan which reflects the needs of the workforce and aligns with College Vision/Values and the ASOT framework • Identify aspirants and build capacity through Performance Development Program and formalised aspirant program 	<ul style="list-style-type: none"> • Implemented • Implemented • Implemented • Implemented • Ongoing
Priority 4:	<p>Enhance literacy and numeracy capabilities to increase engagement in College, tertiary, work and civic life</p> <ul style="list-style-type: none"> • Enact and embed whole College strategic plan for Literacy • Investigate the implementation of a reading comprehension program that is common to the College and feeder schools • Enact and embed whole College strategic plan for Numeracy • Implement ASOT strategies to enhance teaching practices applied in teaching literacy and numeracy across the curriculum areas • Establish clear protocols in Data Plan to facilitate identification and differentiation at all learning junctures 	<ul style="list-style-type: none"> • Implemented • Implemented • Implemented • Implemented • Implemented

Future outlook

The key priorities in 2013 include:

- Embed an unrelenting focus on student achievement
- Establish and market a vibrant and positive College culture and identity
- Develop productive partnerships with students, staff, parents, and the community
- Implement the Australian Curriculum
- Use data to inform teaching practice
- Implement College-wide pedagogical practice and common language of instruction
- Develop instructional leadership with a focus on workforce performance

The key areas for improvement as defined in the School Implementation Plan for 2013 are:

College Curriculum:

College strategies	Actions
Implement the Australian Curriculum	<ul style="list-style-type: none"> • Establish clear protocols in Data Plan to facilitate identification and differentiation at all learning junctures

Our school at a glance

	<ul style="list-style-type: none"> • Embed College-wide procedures OneSchool curriculum planning and templates • Support positive engagement with and implementation of the C2Cs • Develop senior curriculum as a strong foundation for future Australian Curriculum rollout
Implement actions to improve literacy, numeracy and NAPLAN disciplines	<ul style="list-style-type: none"> • Extension programs developed and implemented • Embed whole College strategic plan for Reading, Literacy and Numeracy • Embed and review NAPLAN
Implement and embed curriculum quality assurance processes	<ul style="list-style-type: none"> • Implement HR and succession plan • Extend common language concept to ensure common practices and expectations for teaching, learning, assessment and reporting • Internal monitoring and quality assurance processes are implemented in every faculty
Embed strategies to further improve student engagement and progress monitoring	<ul style="list-style-type: none"> • Implement DQ 1 with College-wide focus and link to routines • Implement practices of pre and post testing using standardised instrument to identify areas of need and distance travelled • Implement extension programs that focus on strategic curriculum areas
Embed ubiquitous ICT strategies	<ul style="list-style-type: none"> • Implement support plan to facilitate teacher completion of DPL in collaboration with AFs. • Develop virtual platform to support BYOD program • Maximise use of existing community ICT devices and minimise College-owned devices • Optimise college position to migrate to cloud based service • Plan redundancy cycle to reduce dependence on College-based servers

School and Community:

College strategies	Actions
Establish and market a vibrant and positive College culture	<ul style="list-style-type: none"> • Embed College vision and values • Establish Science and Engineering Stream with clear links to feeder primary schools • Nurture the LOTE links with feeder to promote transition • Implement marketing plan • Establish and embed the Flying Start College community imperatives • Establish College traditions • Implement celebration & feedback forums • Establish support framework
Plan for the retention, attainment and transition of students	<ul style="list-style-type: none"> • Align LOTE programs and establish logical links • Establish relationship with core feeder schools to optimise LOTE staffing • Align key programs to represent logical and desirable progression • Implement "lighthouse" programs with clear curriculum pathways from primary to tertiary
Develop productive partnerships with students, staff, parents	<ul style="list-style-type: none"> • Establish processes that facilitate open and efficient communication with parents and stakeholders • Facilitate regular and rich communication via a range of strategies • Implementation of efficient two-way communication mechanisms • Implement parent support and education strategies • Establish and train School Council strategic forum
Nurture and promote College identity	<ul style="list-style-type: none"> • Build stories and legends with substance and community engagement....nurture the Murrumba Way • Design and Implement marketing plan • Implement key communication strategies • Establish marketing officer role • Establish excellence programs to attract and grow market share
Embed "Flying Start" strategies	<ul style="list-style-type: none"> • Review and refine existing policy and procedure to further define Junior Secondary context

Our school at a glance

Teaching Practice:

College strategies	Actions
Continuously monitor student achievement	<ul style="list-style-type: none"> Update College Data Plan and coordinate student achievement data application. Analyse semester student achievement data and institute intervention strategies as necessary.
Focus on high quality teaching practices	<ul style="list-style-type: none"> Embed Curriculum Plan and Data Plan that is under-pinned by the College Vision/Values and the ASOT framework
Develop and manage collaborative teaching practices	<ul style="list-style-type: none"> Further develop ASOT implementation to facilitate learning community model
Implement and manage consistent classroom pedagogical practices	<ul style="list-style-type: none"> Embed the established “walkthrough” culture to facilitate open communication and feedback processes around teaching practices Establish and implement rigorous processes around regular observation, reflection and feedback regarding classroom practices Develop rigorous and regular data interrogation, reflection and planning processes
Use of data – develop evidence based decision making practice	<ul style="list-style-type: none"> Embed strategies re Data Plan to facilitate collection, review and analysis of student performance data to inform planning and differentiation practices
Monitor teaching practice with a focus on student improvement	<ul style="list-style-type: none"> Embed College Individual Development Plan Framework that reflects the ASOT framework and College Vision/Values
Implement and manage actions to ‘Close the Gap’	<ul style="list-style-type: none"> Continued implementation of Embedding Aboriginal and Torres Strait Islander Perspectives across the curriculum.

Principal Leadership and School Capability:

College strategies	Actions
Develop instruction leadership skills	<ul style="list-style-type: none"> Foster instructional leadership at all levels Build capacity and parallel leadership via instructional leadership team Implement focus questions 6,1,2,3,4,5,7,8,9 in the ASOT framework to develop common language and quality reflective teaching practices Establish a “walkthrough” culture to facilitate open communication and feedback processes around teaching practices Schedule LOL and Instructional Leader visits and feedback protocols Implement regime of regular formal and informal observations and feedback
Develop the professional capability of staff	<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 the College Performance Development Plan Framework that reflects the ASOT framework and College Vision/Values Implement IDP program that clearly aligns with College imperatives and the ASOT framework
Build professional relationships with staff and professional colleagues	<ul style="list-style-type: none"> Identify aspirants and build capacity through Performance Development Program and formalised aspirant program Nourish a rich and positive feedback culture Further enhance staff celebration and recognition strategies
Actively lead ‘Closing the Gap’ initiatives	<ul style="list-style-type: none"> Oversee EATSIPs implementation and review evidence of Indigenous perspectives in curriculum materials.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 7 - Year 8

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	n/a	n/a	n/a	n/a
2011	n/a	n/a	n/a	n/a
2012	334	166	168	95%

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 and semi-rural areas.

A mixed, but overall lower than average socio-economic rating as measured by the ICSEA result on the MySchool website.

A small 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		
	2010	2011	2012
Prep – Year 3	n/a	n/a	n/a
Year 4 – Year 10	n/a	n/a	26
Year 11 – Year 12	n/a	n/a	n/a

School Disciplinary Absences

Our school at a glance

	Count of Incidents		
	2010	2011	2012
Disciplinary Absences			
Short Suspensions - 1 to 5 days	n/a	n/a	79
Long Suspensions - 6 to 20 days	n/a	n/a	10
Exclusions	n/a	n/a	0
Cancellations of Enrolment	n/a	n/a	0

Curriculum offerings

Our distinctive curriculum offerings

Engineering Excellence programs in Years 7 and 8.

Spanish Acceleration Program.

The first secondary site in Queensland to offer Year 7 in a secondary setting.

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

Extra curricula activities

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

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

Numerous teams entering the annual Optiminds competition.

Team entries into the Reader's Cup and Chess competitions.

Student community service and volunteering program.

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

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

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

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies (ICTs) form an important aspect of supplementing and enhancing student learning at Murrumba State Secondary College. There is a large percentage of teaching staff in the College who have attained their Digital Pedagogical License, with one of our College goals being 100% completion by end 2013. 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 teaching space. Students also have access to a large number of laptops, both in their classrooms and in iServices during lunch breaks.

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

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

Our school at a glance

Social climate

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

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

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

Parent, student and staff satisfaction with the school

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

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	96.0%
this is a good school	96.0%
their child likes being at this school*	96.0%
their child feels safe at this school*	83.3%
their child's learning needs are being met at this school*	92.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	87.5%
teachers at this school motivate their child to learn*	92.0%
teachers at this school treat students fairly*	88.0%
they can talk to their child's teachers about their concerns*	95.8%
this school works with them to support their child's learning*	90.0%
this school takes parents' opinions seriously*	90.9%
student behaviour is well managed at this school*	82.6%
this school looks for ways to improve*	95.5%

Our school at a glance

this school is well maintained* 95.8%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	96.7%
they like being at their school*	86.7%
they feel safe at their school*	89.2%
their teachers motivate them to learn*	94.1%
their teachers expect them to do their best*	98.3%
their teachers provide them with useful feedback about their school work*	89.1%
teachers treat students fairly at their school*	84.2%
they can talk to their teachers about their concerns*	78.3%
their school takes students' opinions seriously*	80.8%
student behaviour is well managed at their school*	79.0%
their school looks for ways to improve*	95.7%
their school is well maintained*	95.0%
their school gives them opportunities to do interesting things*	95.8%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	89.1%
with the individual staff morale items	98.2%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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. The College was designed and built to reflect the Greenstar principles and as such, efficiencies in energy, lighting and water usage are in evidence. Further to our approach of responsible and efficient resource usage, the College has implemented efficient management systems to measure and greatly reduce the amount of paper usage and wastage in classrooms.

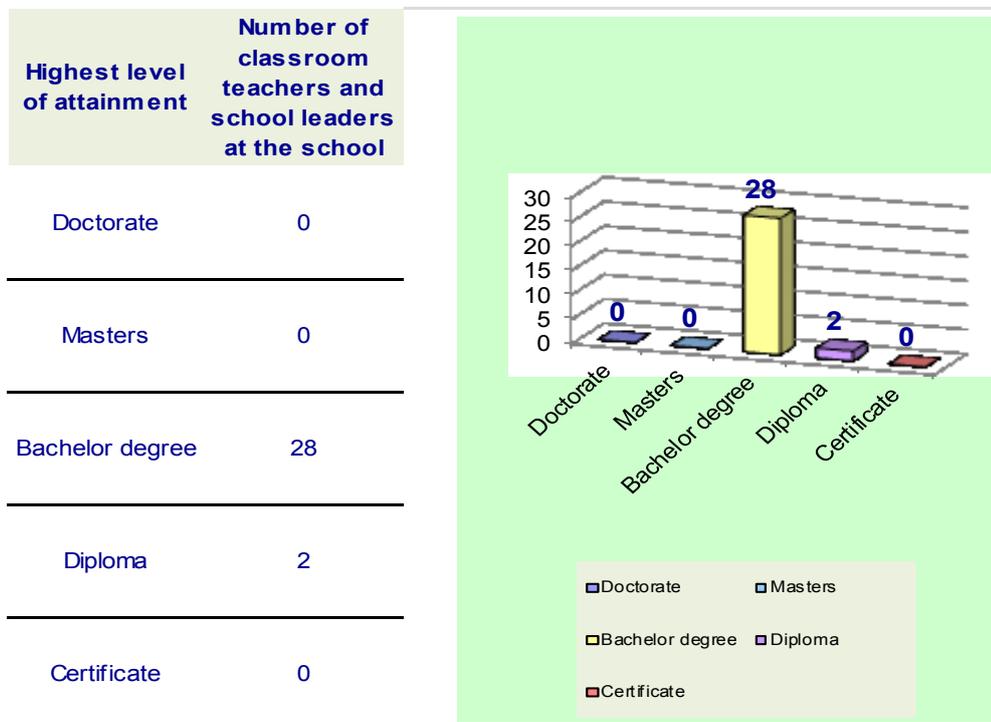
	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	n/a	n/a
2010-2011	n/a	n/a
2011-2012	n/a	n/a

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	30	22	0
Full-time equivalents	27.8	13.7	0

Qualifications of all teachers



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$27857.

The major professional development initiatives are as follows:

The Art and Science of Teaching.

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

Our staff profile

Various curriculum-based programs and courses including Queensland Studies Authority (QSA) training.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	n/a	100%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	n/a%	n/a%	91%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

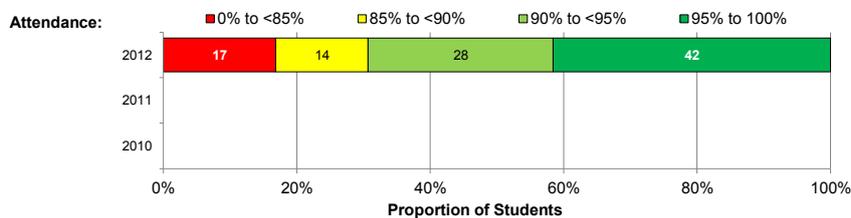
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	n/a	n/a	n/a									
2011	n/a	n/a	n/a									
2012	n/a	n/a	n/a	n/a	n/a	n/a	91%	92%	n/a	n/a	n/a	n/a

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

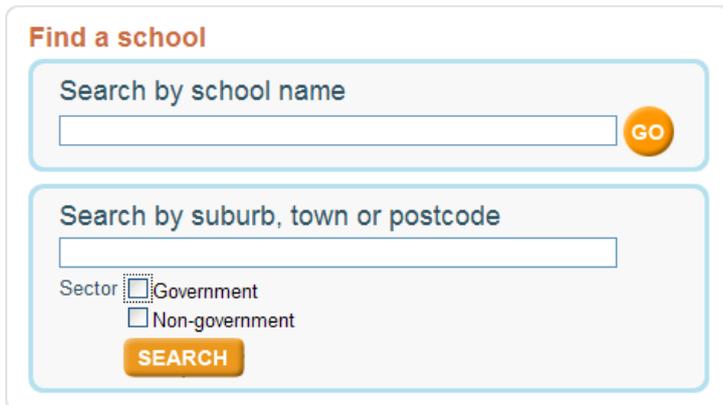
At Murrumba State Secondary College, student attendance is marked electronically by teachers at the beginning of each day, and in the first 10 minutes of every lesson. This allows the College administration to monitor student attendance very closely on a lesson by lesson basis. The College utilises a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

Performance of our students

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

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

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



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

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

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

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

Achievement – Closing the Gap

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