Background:
Murrumba SSC opened its doors in January 2012, welcoming its first cohort of Years 7 - 8 students. Located in the growing and vibrant area of Murrumba Downs, the College features first class learning facilities and surrounds. Murrumba SSC was the first state school in Queensland to welcome Year 7 students into a secondary setting. The Principal Mr Paul Pengelly, is the inaugural school Principal. This Advisory Audit focused on the domains of Explicit Improvement Agenda, Systematic Curriculum Delivery and Differentiated Classroom Learning.

Commendations:
- The school culture is characterized by a strong belief that every student is capable of successful learning. A very high priority has been given to building and maintaining positive, supportive and caring relationships between staff members, students and parents. The school’s leadership team is to be commended for the substantial work that has been applied to realising such a high quality place of learning in such a short time frame.
- The Principal and school leaders are driving an effective researched based pedagogical framework with the Art and Science of Teaching (ASOT), which will enable a wide variety of strategies to enhance the learning outcomes of students for example, through establishment of learning goals and the professional satisfaction of teachers.
- School leaders and staff members are to be congratulated on the implementation of excellent curriculum planning and programs which align with the Australian Curriculum where required and Queensland Curriculum Assessment and Reporting Framework (QCARF). Teachers are well supported through such curriculum design to enable highly effective student learning.
- Well-conceived literacy and numeracy strategies and plans have been actioned. These are informed by the effective acquisition of data and consist of faculty based and whole of school practice. They are well planned and resourced to ensure all staff members are well catered for to deliver literacy and numeracy learning in their own contexts.
- Structural differentiation has been well conceived and will continue to grow to be a hallmark of Murrumba SSC. Proposed programs in Spanish and engineering with the support of outside organisations will provide unique opportunities for student learning outcomes.

Affirmations:
- Complementing structural differentiation there are a variety of models of differentiation involving individual teacher unit planning and the placemat. These are clearly informed by accurate and accessible data to ensure that teachers have the information required to adjust their teaching to accommodate the learning needs of students.
- Effective use is made of non-systemic data sources such as the PAT Maths, PAT Reading, PAT Grammar and Punctuation and the South Australian spelling test to support teachers and leaders with regard to programming targeted intervention and support programs.

Recommendations:
- Continue to promote and market the improvement agenda to all stakeholders to ensure the identity of the school and its unique services are clearly understood and well known. Investigate strategies to ensure the school’s high standards and culture become embedded and maintained as the school grows to maturation.
- Further develop consistent expectations across the school whereby students receive front ended assessment, ‘A’ level exemplars and the use of pre and post testing, to give clarity about what students are expected to learn and be able to do. Consider a cyclical approach to instructional feedback, so that students can set goals and self-regulate their learning.
- Further develop the explicit school improvement agenda by including specific targets and timelines.
Ensure that differentiation is a feature of every teacher’s classroom practice characterized by, the regular use of data to determine the strengths and weaknesses of individual students and the catering for different student needs using multiple means of representation, engagement and expression. Encourage teachers to document these adjustments in their planning.

Further develop the learning support programs and structure to effectively complement and be integrated with the school’s models of differentiation.

Explore strategies and constructs to enhance the role of parents in regard to their child’s learning and to build their capacity to support this learning.