Background:
Murrumba State Secondary College is located approximately 20 kilometres north of Brisbane in Murrumba Downs. The college was opened in 2012 with two year levels, Year 7 and 8. In 2012, the college was the first school to pilot Year 7 in a secondary setting. Murrumba SSC has a current student enrolment of approximately 575 students. It is an Independent Public School.

Commendations:

- The Principal and the school leadership team provide strong leadership and are committed to the development of a positive learning culture through the implementation of high classroom expectations based on the school’s core values – Respect, Pride, Resilience, Community and Quality Learning.
- The implementation of the pedagogical framework, the Art and Science of Teaching (ASOT), reflects a focus upon collegial engagement, the development of cross faculty professional learning communities led by instructional leaders, and the sharing of best practice – Murrumba Magic.
- The extensive use of a range of data, including diagnostic assessment data, by teachers to inform the starting points for their teaching. This includes the tracking of individual student progress, the central storage of data in the data vestibule and the use of the data placemat by teachers.
- The strong commitment by teachers to the use of technology to enhance student learning outcomes, both within the classroom and in the home environment, through the use of Ed Studio, Learning Place, and as a trial pilot for the Bring Your Own Device (BYOD) project.
- The College has developed an explicit, sequenced plan for curriculum delivery. This plan features the use of a common planning template for all work programs, units of work and assessment items to provide a consistent approach. Units of work identify the literacy, numeracy, ICT and differentiation components for each subject. The common curriculum elements (CCEs) are identified in all assessment task sheets.

Affirmations:

- There is a strong foundation for differentiation in place, particularly for the Special Education Program (SEP) students and students with learning difficulties. This includes the identification and communication to teachers of specific pedagogical strategies for each individual student.
- Structural differentiation is provided through the programs of excellence - Engineering Excellence, Sci Connect, and the Spanish Acceleration program.
- The implementation of a range of strategies to enhance literacy and numeracy outcomes – including literacy and numeracy starters, rotation days and learning studies classes.
- Extensive links have also been formed with primary schools to ensure a smooth transition for students into Junior Secondary.
- The provision of ‘A’ level exemplars to students is evident and the importance of using the exemplars in the teaching and learning process is understood.
- Specific whole college targets for academic achievement have been implemented and are regularly reviewed, monitored and evaluated.

Recommendations:

- Continue with the implementation of ASOT to support consistent whole school pedagogical practices.
- Continue to develop a self-reflective feedback culture across the school. Expand the system of walkthroughs, observation and feedback currently in operation to include a system of formal observation and written feedback, to develop pedagogical practice.
- Review and refine the explicit improvement agenda to ensure a narrow and sharp focus upon key priorities.
- Continue to use the data placemat to provide data to inform the starting point for teaching and to ensure differentiation is individualised and personalised for all students, including the higher achieving students.
- Develop a process of individual goal setting for students to enhance student academic achievement.