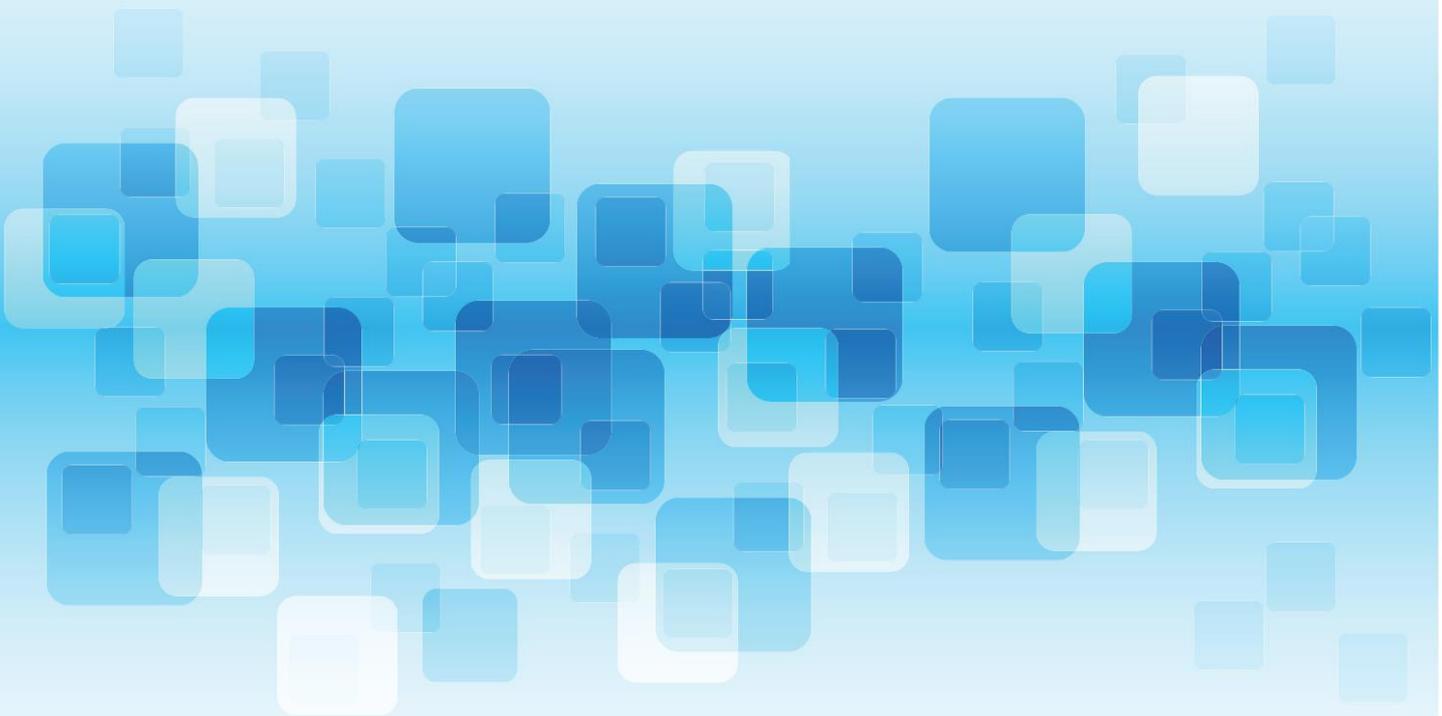




School Improvement Unit Report

Murrumba State Secondary College Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Murrumba Downs State College from 10 to 12 March 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	201-207 Goodfellows Road, Murrumba Downs
Education region:	North Coast Region
The school opened in:	2012
Year levels:	Year 7 to Year 11
Current school enrolment:	1006
Indigenous enrolments:	3 per cent
Students with disability enrolments:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	993
Year principal appointed:	2011
Number of teachers:	75
Nearby schools:	Undurba State School
Significant community partnerships:	Beacon Foundation, Origin Energy, Careers Australia, Norths Leagues Club, GHD Engineering, Volunteering Queensland, Inverpine, QUT
Unique school programs:	Engineering excellence, Spanish Acceleration/Immersion, Football Academy



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's assistant regional director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - College Principal
 - Three Deputy Principals
 - Nine Leaders of Learning (LOLs) and one Head of Special Education (HOSE)
 - Business Services Manager (BSM)
 - Guidance Officer (GO)
 - Numeracy team
 - Literacy team
 - Student Services team
 - Deputy Principal, Undurba State School
 - P&C President and 14 parents
 - Student leaders and other students across various year levels
 - 28 classroom teachers, seven teacher-aides
 - Community partners
 - Member of the School Council

1.4 Review team

Valerie Hadgelias	Internal Reviewer, SIU (review chair)
Jude Fox	Peer Reviewer
David Curran	External Reviewer



2. Executive summary

2.1 Key findings

- The college has a strong values-based culture and a vibrant learning environment.

The college has quickly grown from and has developed a clearly delineated set of values, expectations and community engagement. The Principal and other college leaders are united, committed to and explicit about their objective to provide every student with opportunities to achieve successful learning outcomes.

- There is a positive learning environment based on the explicit reinforcement of core values at a range of levels.

The college values of Respect, Pride, Resilience, Community and Quality Learning are embedded and clearly evident across the college. They are known by students, staff and parents. The whole-college focus on The Art and Science of Teaching (ASOT) is reflected in a set of common processes and non-negotiables evident in classrooms.

- The college has developed a strong data culture.

There is a clear expectation that all teachers use data to inform their planning. Teachers make use of class dashboard data to develop strategies to differentiate their teaching for core, extension and support students, however, there appears to be some inconsistencies in the use of classroom dashboard across the college. Some teachers are using pre-test and post-test data to inform their teaching.

- Collaborative curriculum planning and a coaching culture are embedded in college practices.

There is systematic approach for teachers to work in year level collaborative planning teams. The Leaders of Learning (LOLs) work with a range of support staff to ensure provision is made for the full range of student abilities. There is a consistent approach to planning through the use of common planning templates and consistent expectations for units of work, assessment and the analysis and application of data.

- There is significant evidence of structural differentiation and extension to challenge and stretch high performing students.

School leaders encourage teachers to tailor their teaching to student needs and readiness. Class teachers develop differentiation through their classroom lesson plan with attention to students' needs *at, below and above* year level standards and special education provision.

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- Productive partnerships have been established.

The college has established and developed beneficial partnerships with local schools, universities, Moreton Bay Regional Council, businesses, community organisations and individuals. These relationships deliver a range of benefits to the learning outcomes of Murrumba students.



2.1 Key improvement strategies

- Sharpen the focus of the improvement agenda in order that all staff can readily identify and operationalise key priorities and targets.
- Continue to reinforce the non-negotiables, in order that every teacher in every classroom consistently applies the college's agreed student management protocols, and referred students receive consistent consequences with timely communication to referring teachers.
- Continue the focus on college-wide high-yield strategies to improve student achievement, in order to achieve the college's stated student achievement targets which emphasises identification, stretch and challenge for high achieving students.
- Support and supervise staff through the further development and implementation of identified key priorities to ensure consistently embedded practice across the college.
- Develop evidence-based strategies to improve classroom teachers' capability to adjust the learning program to provide challenge and engagement for high performing students in line with the school's stated targets.
- Consolidate the existing marketing and communication strategies into a strategic plan to guide and inform parent and community partnerships which deliver improved opportunities for students and their learning outcomes.