



Murrumba State Secondary College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

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 its doors in January 2012 as the first secondary site in Queensland to introduce a Junior Secondary model under the Flying Start initiative. In 2013 we commenced with our second cohort of Year 7 and had a total population of approximately 575 students across Years 7-9.

At Murrumba SSC we have a clear and un-relenting 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 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
- we deliver a world-class education

Our College values are the beacon that guide our students in their thoughts and actions and instill 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

Although only recently opened, Murrumba has already established excellence programs in Engineering Excellence, Spanish Acceleration and Immersion, High Performing Music, Football and in 2018, established the Academy of Entrepreneurship and Innovation. Students also enjoy a significant range of academic, cultural and sporting opportunities.

School progress towards its goals in 2018

Know our learners

Meet our learners' needs

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
- Utilise Growth Mindset work to enhance teacher-student relationships

Improve student attendance

- Review and re-focus the HOY/DP engagement with, tracking and management attendance
- Consolidate role of Attendance Officer and line management and communication protocols for the role

Extend student learning through our College-wide reading program

- Reading team to lead enhanced focus on R4L strategy as extension strategy
- Reading and Writing goals to be included in all teacher & LOL PRDPs and faculty AIPs
- Embed R4L strategy in
- 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

- Initiate Growth Mindset work in Junior Secondary – influence conversation in

Embed Literacy & Numeracy Priority

- Quality Assure daily writing for English and SOSE faculties
- Implement mathematics focussed R4L strategy to
- 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
- Target QLC Co-teaching to extension of learning programs

Embed Excellence Programs

- Fe-focus excellence program marketing to include a more robust, strategic focus on feeder and partner schools

Great People	Deepen our professional knowledge	<p>Curriculum Priorities</p> <ul style="list-style-type: none"> • Prioritise planning for Senior Phase to build staff capacity, knowledge and confidence • Maximise staff engagement with SATE professional development, training, and in development of programs and assessment • Establish new curriculum offerings in preparation for SETPs 2018 • Vertically align year 7-10 work programs and reduce coursework/content and facilitate focus on reading and writing • Finalise audit re cognitive verbs and in 7-10 programs and use to inform revision of programs and assessment • Embed Reading for Life strategy in all faculties - celebrate and market successes • Embed common approach to writing and assessment genres • Extend focus on U2B and extension strategies • Develop staff expertise in Growth Mindset in preparation for student implementation <p>Build Capacity with ICTs</p> <ul style="list-style-type: none"> • Further enhance BYOD take-up and engagement – implement strategies to target Senior phase programs • Re-invigorate strategies to develop & maintain 100% staff achievement of Digital Pedagogical Licences & iPad incentive • Extend iPad Parent Education resources • Develop parent engagement strategies to support eLearning and BYOD <p>Growth Mindset Implementation</p> <ul style="list-style-type: none"> • Conduct training and enhance teacher knowledge and understanding regarding Growth Mindset. Initially target influencing conversation • Extend professional practice through “Learning Lounge”, ICT Café and Murrumba Magic initiatives • Extend regime of regular formal and informal observations and feedback <p>Building the capacity of our teachers</p> <ul style="list-style-type: none"> • Review and re-focus Quality Learning Coach positions and revise reporting and accountability framework • Extend Classroom Profiling training to include all LOLs and key staff • Review the co-teaching initiative • Further extend and enhance staff and student welfare strategies • Further enhance staff celebration and recognition strategies • Extend focus on Growth Mindset to encourage staff engagement and influence classroom conversation and practice • Enhance and Embed Learning Lounge and CLC initiatives <p>Developing Performance Framework</p> <ul style="list-style-type: none"> • Re-develop PRDP to better reflect the needs of the workforce and align with College Vision/Values and identified initiatives
	Develop our professional practice	
	Develop our professional engagement	

	Develop self and others	Optimise our Learning Culture <ul style="list-style-type: none"> • Embed Check & Connect strategy • Optimise leadership team structure and function in preparation for future growth • Extend and 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 • Audit staff VET Qualifications and enhance in preparation for 2019 and implement development in areas of need
Engaged Partners	Embrace our autonomy	Nurture and market a vibrant and positive College culture <ul style="list-style-type: none"> • Extend unrelenting focus on ensuring College vision and values inform learning culture • Begin to develop collective understanding of and engagement with, Growth Mindset • Establish working party and engage college and community in wellbeing review • Reinvigorate governance committee focus to include action planning re recommendations • Review College traditions to re-establish in the light of growth implications Parent and Community Engagement <ul style="list-style-type: none"> • Review existing communication and engagement strategies to ensure potential is optimised • Further enhance communication through and engagement with Compass portal • Embed governance structures aligned with ASAA domains • Streamline communication protocols and community feedback procedures Partnerships <ul style="list-style-type: none"> • Final ISP application • Establish new roles and responsibilities to implement requirement of the ISP • 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 •
High Standards	Know our data and strategies	Quality assure College structures and processes <ul style="list-style-type: none"> • Implement recommendations from ASAA self-study • Embed AIM • Review role of MaLT forum and establish new structure • Review Student Management Framework, RBPS & Wellbeing framework • Embed rigorous Murrumba Junior Certificate of Education (MJCE), QCE and QCS tracking and reporting strategies • Implement improved tracking individual goal-setting strategies for all students • Re-focus SET Planning procedures and protocols leading into new Senior Phase structures

Future outlook

Key priorities for 2019:

- **Embed Higher Order Thinking Skills**
- **Enhance our Wellbeing**

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1246	1387	1535
Girls	605	672	759
Boys	641	715	776
Indigenous	43	45	55
Enrolment continuity (Feb. – Nov.)	95%	95%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	25	26	25
Year 11 – Year 12	18	19	19

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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, knowing when to use them and with whom is more of an art. 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
- Academy of Entrepreneurship and Innovation
- Undurba State School Year 6 students complete their Spanish lessons on our campus with our staff.

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.
- Debating teams for each year level.
- Entry into competitions specifically targeting innovations and entrepreneurship such as Gen[in]

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. The College features a comprehensive BYODx program to underpin our 24/7 commitment to student learning program access.

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. iServices is also home to the Nureva Span Ideation System which is an ICT initiative to improve student-centred learning through collaboration and an active learning environment. The system combines two panoramic projectors with a cloud-based service that enables students to capture their thoughts, share them and then actively collaborate on a digital canvas.

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 via email or via the Compass portal. The College uses Turnitin wherever possible to send and receive assignment drafts and submissions.

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	97%	92%
• this is a good school (S2035)	95%	95%	87%
• their child likes being at this school* (S2001)	98%	93%	86%
• their child feels safe at this school* (S2002)	95%	91%	89%
• their child's learning needs are being met at this school* (S2003)	98%	94%	85%
• their child is making good progress at this school* (S2004)	95%	95%	88%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	93%	84%
• teachers at this school motivate their child to learn* (S2007)	92%	94%	81%
• teachers at this school treat students fairly* (S2008)	92%	91%	75%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	98%	94%	84%
• this school works with them to support their child's learning* (S2010)	92%	92%	79%
• this school takes parents' opinions seriously* (S2011)	87%	84%	72%
• student behaviour is well managed at this school* (S2012)	90%	79%	70%
• this school looks for ways to improve* (S2013)	93%	92%	89%
• this school is well maintained* (S2014)	95%	99%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	86%	95%
• they like being at their school* (S2036)	92%	74%	79%
• they feel safe at their school* (S2037)	89%	82%	85%
• their teachers motivate them to learn* (S2038)	93%	75%	81%
• their teachers expect them to do their best* (S2039)	97%	93%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	79%	80%
• teachers treat students fairly at their school* (S2041)	84%	62%	63%
• they can talk to their teachers about their concerns* (S2042)	81%	58%	59%
• their school takes students' opinions seriously* (S2043)	78%	59%	67%
• student behaviour is well managed at their school* (S2044)	77%	49%	65%
• their school looks for ways to improve* (S2045)	94%	79%	90%
• their school is well maintained* (S2046)	94%	80%	88%
• their school gives them opportunities to do interesting things* (S2047)	95%	81%	85%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	89%	85%	92%
• they feel that their school is a safe place in which to work (S2070)	98%	98%	94%
• they receive useful feedback about their work at their school (S2071)	85%	76%	70%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	83%	82%
• students are encouraged to do their best at their school (S2072)	97%	96%	90%
• students are treated fairly at their school (S2073)	94%	90%	87%
• student behaviour is well managed at their school (S2074)	81%	74%	57%
• staff are well supported at their school (S2075)	82%	71%	56%

Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	75%	64%	59%
• their school looks for ways to improve (S2077)	97%	89%	84%
• their school is well maintained (S2078)	100%	99%	97%
• their school gives them opportunities to do interesting things (S2079)	94%	90%	82%

* 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 strategies have been employed 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 iTunesU 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 education 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 appropriately targeted according to age level of the audience.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	158	165	287
Long suspensions – 11 to 20 days	11	14	14
Exclusions	4	1	3
Cancellations of enrolment	9	1	6

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	460,366	482,183	509,587
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	114	41	<5
Full-time equivalents	112	30	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate	1	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	6	
Graduate Diploma etc.*	44	
Bachelor degree	62	
Diploma	1	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$77 859.92.

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 & mentoring
- SATE Preparation
- First Aid
- eLearning and digital pedagogy
- Growth Mindset

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	90%
Attendance rate for Indigenous** students at this school	87%	86%	81%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

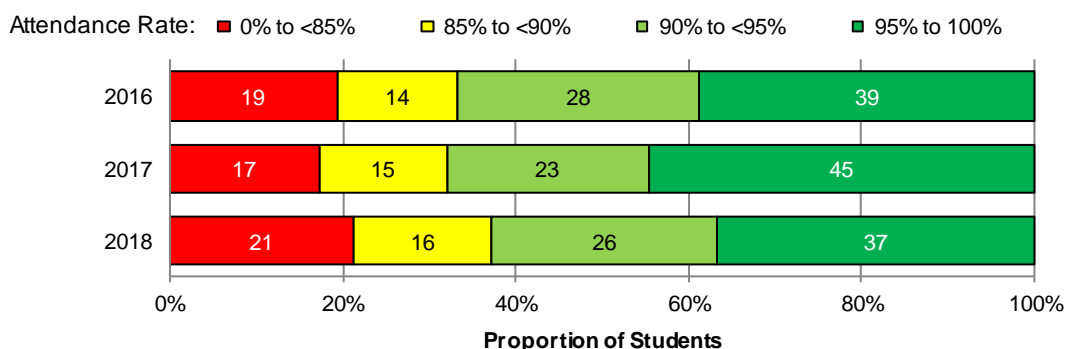
Year level	2016	2017	2018
Year 7	93%	93%	92%
Year 8	90%	92%	89%
Year 9	92%	90%	90%
Year 10	91%	92%	88%
Year 11	89%	91%	88%
Year 12	86%	89%	89%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 the Year level Dean of Students, Connect Teachers and Deputy Principals to monitor and quality assure attendance.

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

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	142	165	217
Number of students awarded a QCIA	1	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	140	165	217
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	58	54	78
Percentage of Indigenous students who received an OP	33%	40%	50%
Number of students awarded one or more VET qualifications (including SAT)	109	128	172
Number of students awarded a VET Certificate II or above	106	117	146
Number of students who were completing/continuing a SAT	8	11	10
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	76%	89%	77%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	94%	98%	99%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	7	6	12
6-10	16	24	22
11-15	21	18	26
16-20	14	6	17
21-25	0	0	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	45	73	104
Certificate II	90	108	141
Certificate III or above	68	76	82

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	86%	84%	86%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	100%	67%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left the College in Year 10, 11 or before completing Year 12 are described below.

This school works closely with a range of external agencies to support students who left the College early. Our Principal, Head of School, Deputy Principal, Senior School Leader of Learning and Guidance Officer liaise with early school leavers and their parents/caregivers, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Senior School Deputy Principal and Guidance Officers supported these students into alternative training pathways, or employment.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available. This school's report will be available at

<http://www.murrumbassc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

