

Murrumba State Secondary College

# Executive summary

## 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Murrumba State Secondary College** from **4 to 7 September 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations – over the previous 4 years, and improvement strategies – the next steps for improvement – to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

### 1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

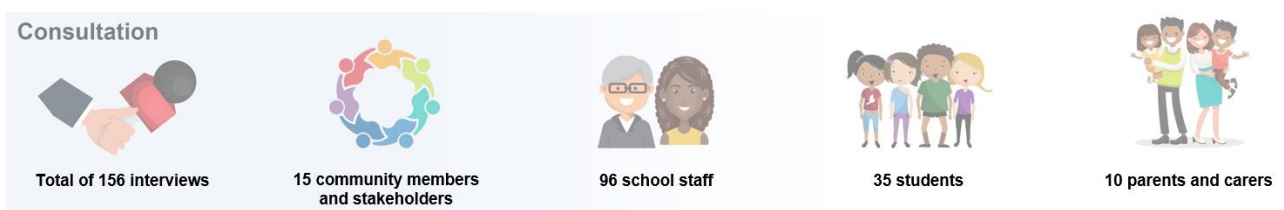
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

### 1.2 Review team

Alan Smith	Internal reviewer, SRR (review chair)
Joy Craig	Peer reviewer
Cath Pfingst	Peer reviewer
Tom Robertson	External reviewer

### 1.3 Contributing stakeholders



## 1.4 School context

<b>Indigenous land name:</b>	Gubbi Gubbi
<b>Education region:</b>	Metropolitan North Region
<b>Year levels:</b>	Years 7 to 12
<b>Enrolment:</b>	1709
<b>Indigenous enrolment percentage:</b>	3.8%
<b>Students with disability percentage:</b>	16.4%
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1004

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **4 to 7 November 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1007 and the school enrolment was 1665 with an Indigenous enrolment of 4% and a student with disability enrolment of 5%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively develop Quality Assurance (QA) processes that both support the enactment of college-wide strategies and confirm that they are producing desired improvements in student learning and performance.
- Collaboratively design approaches to behaviour management that will appropriately cater for future changes in enrolment and maximise the confidence of the college community.
- Further support the growth of the middle leadership team as instructional leaders.
- Develop a systematic process for college leaders to provide modelling, observation and feedback to teachers on the implementation of agreed pedagogical practices, aligned to the Explicit Improvement Agenda (EIA).
- Review the provision of targeted learning intervention for students who are achieving below year level standard to maximise their success.
- Support teachers to use data and their curriculum knowledge to more precisely identify each student's next steps for learning, inform intervention strategies, and build a stronger culture of students owning their learning progressions.

## 2. Executive summary

### 2.1 Key affirmations

**The college motto, 'Learning for Life', is emblazoned on the school crest and embedded in the vision statement.**

For many staff, the school motto provides an impetus for 'an unrelenting focus on quality outcomes for students'. The executive principal outlines a commitment to developing a '4 circle model for support' comprising the elements of learning, wellbeing, engagement and capability to support a strong focus on the 'whole child'. Community members, parents and many students speak positively of the efforts of teachers and other staff in providing quality learning opportunities.

**Leaders recognise that a relevant and aligned curriculum provides every student with opportunities to progress in their learning.**

Teachers speak of collaborating with their colleagues to devise engaging units of work, and identify the importance of being responsive to the needs of students. Leaders of Learning (LOL) work closely with their faculty teams to build strong curriculum expertise. Students and parents express appreciation for the opportunities and range of co- and extracurricular activities offered at the college. Staff are committed to supporting students to achieve meaningful post-school pathways.

**Members of the College Executive Team (CET) readily acknowledge that timely collection and analysis of data is critical to inform progress of the college's improvement agenda.**

Student achievement and engagement data is used to inform whole-college strategic planning and faculty teaching and learning strategies, and identify individual student progress and support needs. Agreed targets are detailed in the school's Annual Implementation Plan (AIP) and communicated broadly to staff and parents. An updated data plan has been developed for the current year to guide data-informed practices across the college.

**College leaders articulate a shared belief that an expert teaching team is central to improving student learning outcomes.**

Leaders recognise the impact that high-quality teaching and learning has on student achievement. A commitment to the creation of a culture of continuous professional improvement is apparent. A dedicated Professional Development (PD) budget supports activities that are focused on enhancing teacher capability in line with the college's key priorities. Leaders acknowledge the ongoing need to attract, retain and develop staff to ensure the sustainability of an effective teaching team.

**Leaders and staff members actively seek ways to enhance student learning and wellbeing.**

The leadership team recognises the importance of partnering with parents and families, other education and training institutions, local businesses, and community organisations to provide access to experiences, support, and intellectual resources not typically available within the school. Many partnerships contribute to strong student outcomes in terms of employment and future learning opportunities.

## 2.2 Key improvement strategies

### **Domain 1:** An explicit improvement agenda

Refine leadership structures and practices, including a specific focus on enhancing the instructional leadership capabilities for all members of the Middle Leadership Team, to support the coordinated, efficient, and sustained enactment of the improvement agenda.

Sharpen the Explicit Improvement Agenda (EIA) to foster shared understanding of, and commitment to, strategies, targets, and accountabilities focused on lifting student achievement.

### **Domain 6:** Systematic curriculum delivery

Strengthen school-wide processes for formative assessment, moderation and learning walls to support teachers in developing assessment-literate students.

### **Domain 3:** A culture that promotes learning

Build staff understanding of Positive Behaviour for Learning (PBL) to promote ongoing commitment and consistent implementation of agreed positive behaviour support processes.

### **Domain 7:** Differentiated teaching and learning

Consolidate the school's agreed approach to diversity and inclusion to enhance staff understanding and commitment to provide targeted and appropriate support for each student.

### **Domain 8:** Effective pedagogical practices

Collaboratively develop and systematically enact a whole-college approach to pedagogy based on evidence-informed pedagogical practice and high-impact teaching strategies to provide clarity and precision for teachers regarding college-wide implementation.