

Manly West State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Manly West State School** from **6 to 10 August 2020**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

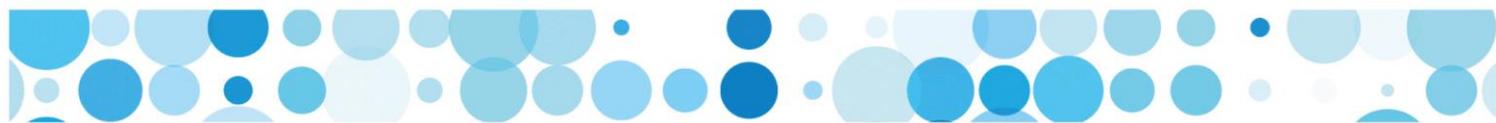
Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their lead principal to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Mark Winrow	Peer reviewer
Tom Robertson	External reviewer



1.2 School context

Location:	Manly Road, Manly West	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	458	
Indigenous enrolment percentage:	7.2 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	3.9 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	7.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1015	
Year principal appointed:	2020 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), guidance officer, Business Manager (BM), 25 teachers, six teacher aides, facilities officer, chaplain, two administration officers, Information Technology (IT) technician, 40 students, nine parents, Parents and Citizens' Association (P&C) president and school council chair.

Community and business groups:

- Manly West Mob representative and Silky Oaks Childcare Centre representative.

Partner schools and other educational providers:

- Wynnum Manly State Education Alliance (WMsea) representative.

Government and departmental representatives:

- State Member for Lytton, Brisbane City Council councillor – Wynnum Manly ward, Regional Early Years Network representative and lead principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School Data Profile (Semester 1 2020)
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2019 release)	Curriculum planning documents
OneSchool	School budget overview
School pedagogical framework	School Opinion Survey
School data plan	School newsletters and website
School-based assessment, moderation and reporting framework	Responsible Behaviour Plan for Students (RBPS)



2. Executive summary

2.1 Key findings

Staff, parents, students, and the wider community speak positively regarding the dedication and commitment of staff members.

High expectations and a belief that every student is able to succeed underpin practice. Staff work with an intent to provide a safe, supportive and engaging learning environment for all students. Teachers are focused on ensuring positive experiences and learning outcomes for the students in their care. Staff indicate a strong collegial culture exists with the school. Many comment on the mutual trust and support and the strong feeling of connectedness that exists and operates within and across all year levels.

The school is held in high regard in the wider community.

There is proud ownership of the school by the community and growing generational connections with the school since its official opening in 1958. The school leadership team actively seek ways to enhance student learning and wellbeing by collaborating with parents and families, and local professional groups and community organisations.

Leaders and staff members are united in their desire to improve student outcomes, and exhibit a strong regard for the social and emotional wellbeing of students.

Leaders and staff members are committed to quality teaching and learning. The school has high expectations for student attendance, engagement, behaviour and academic outcomes. The principal indicates that the Explicit Improvement Agenda (EIA) for 2020 is the teaching of reading. Teachers articulate awareness of the EIA. They are yet to demonstrate full awareness of associated targets.

The leadership team and teaching staff articulate a belief that highly effective teaching is key to improved student learning outcomes.

The pedagogical framework is based predominantly on the Gradual Release of Responsibility (GRR) model, with associated expectations clearly understood by staff members. All teachers cite Reading to Learn (R2L) as the model of instruction for the teaching of literacy. Some teachers recognise the need to implement other evidence-based teaching strategies to supplement R2L and provide a comprehensive literacy program.

School leaders and teachers are committed to developing and enacting a coherent, sequenced plan for curriculum delivery.

A rigorous approach to curriculum planning that aligns teaching and learning to the Australian Curriculum (AC) is being utilised to ensure consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. School leaders acknowledge the importance of focusing attention and energy on priority curriculum areas. They articulate an intention to review the whole-school curriculum plan document to ensure alignment across the three levels of planning.



All staff members appreciate the diverse cultural and socio-economic backgrounds of students and their families.

They recognise that although individual students are at varying stages and rates of learning, all students are capable of learning success. Class teachers speak positively of the initiative to establish two Inclusion teacher positions this year to support them to develop and implement relevant adjustments to teaching, learning and assessment processes.

The school is committed to building a highly skilled and professional team of teachers.

It places a high priority on attracting, developing and retaining the best possible staff. Teachers exhibit high levels of commitment and acknowledge the school's collegial environment. Leaders articulate an intention to develop a collegial engagement framework that outlines a systematic process of observation and feedback to support the building of an expert teaching team aligned with the school's EIA.

The leadership team views school-wide analysis and discussion of data as an important area for the school's ongoing capacity to deliver quality student outcomes.

The school has a published data plan that outlines processes and timelines to gather relevant and timely data to determine overall school performance in addition to the performance of groups and individual students. The utilisation of opportunities to collaboratively analyse school-wide trends regarding data is a developing consideration.

The leadership team prioritises addressing the learning needs of all students in the school.

This is reflected in the alignment of available resources to school-wide and targeted intervention programs and strategies to address the needs of all students. The school grounds are well presented. Teachers make their classrooms intentionally inviting places in which to learn. Leaders make strategic and operational decisions relating to curriculum, teaching and learning to ensure that appropriate allocations are provided to improve student outcomes.



2.2 Key improvement strategies

Clearly communicate the EIA and associated targets to promote increased understanding, commitment and sustainability of practice.

Review the current teaching of reading framework to reflect current practices and determine its applicability for the school context.

Finalise and consolidate school curriculum planning documentation to fully align with the P-12 curriculum, assessment and reporting framework (P-12 CARF).

Embed the school's current approach to inclusion by identifying and documenting systems, processes, responsibilities and accountabilities.

Collaboratively develop a collegial engagement framework to support the building of an expert teaching team aligned with the EIA.

Collaboratively develop and implement a systematic approach to the collection, analysis and discussion of whole-school and classroom data that promotes a culture of high expectations for student achievement across the school aligned to the EIA.