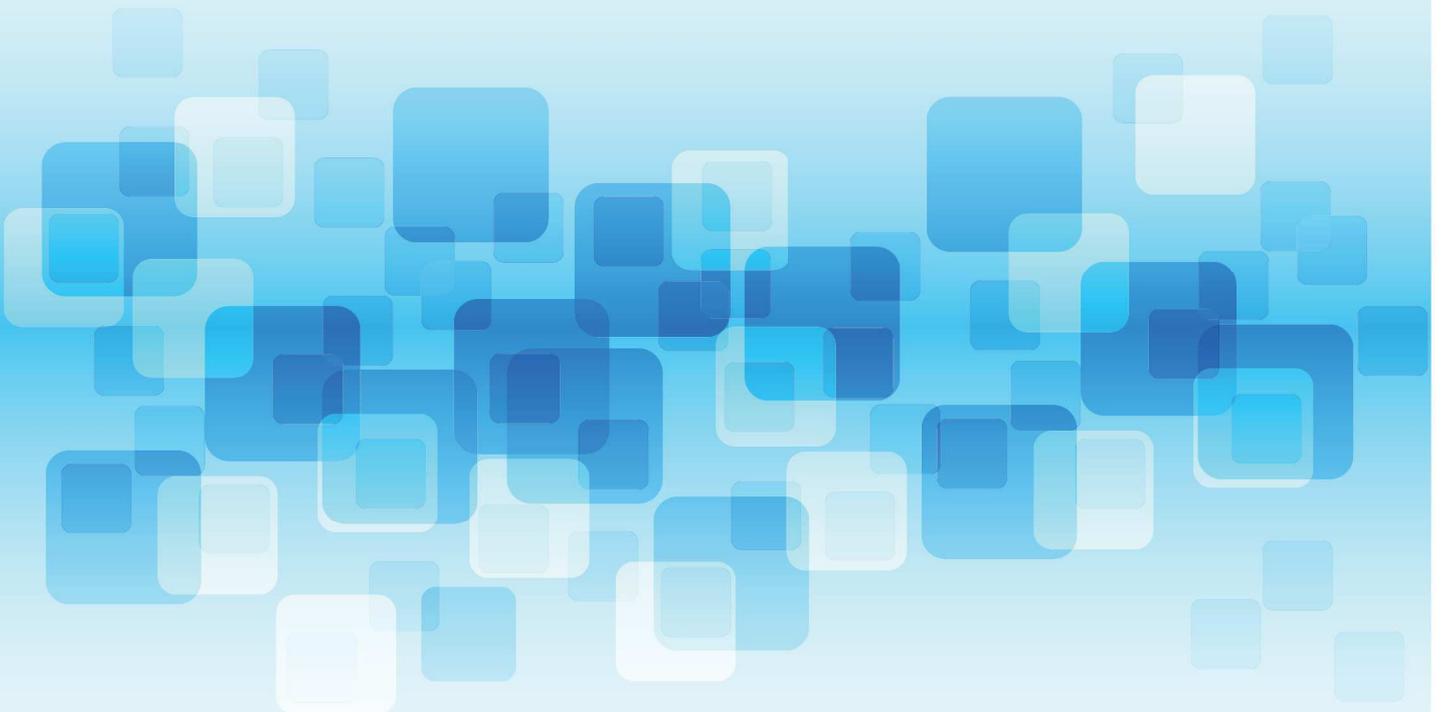




School Improvement Unit Report

Manly West State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Manly West State School from 16 to 18 February 2016. 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:	226 Manly Road, Manly West
Education region:	Metropolitan Region
The school opened in:	1956
Year levels:	Prep to Year 6
Current school enrolment:	457
Indigenous enrolments:	2.6 per cent
Students with disability enrolments:	4.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1041
Year principal appointed:	2012
Number of teachers:	24.9 (full-time equivalent)
Nearby schools:	Wondall Heights State School, Lota State School, Manly State School
Significant community partnerships:	Rotary Club Manly West, Silky Oaks Childcare, Bunnings Manly West, Wynnum Manly Library, Wynnum Manly Leagues Club
Unique school programs:	<i>Reading to Learn</i> , data conferencing, teacher triads, artist in residence, age appropriate pedagogy



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:
 - Principal, deputy principal, *Reading to Learn* coach, special education teacher, Support Teacher Literacy and Numeracy (STLaN), guidance officer, data coach
 - 21 classroom teachers
 - Nine teacher aides and an educational interpreter
 - Specialist teachers of art, music, Languages Other Than English (LOTE)
 - Chaplain
 - Business Services Manager (BSM) and administrative officer
 - Outside School Hours Care (OSHC) coordinator
 - Parents and Citizens' Association (P&C)
 - 13 parents
 - 25 students from Prep to Year 6
 - Four community representatives

1.4 Review team

Jennifer Hart	Internal reviewer, SIU (review chair)
Judy Dale	Internal reviewer, SIU
Peter Cooper	Internal reviewer, SIU



2. Executive summary

2.1 Key findings

- The tone of the school is positive and caring and a culture of learning is evident across the school.

The school has established high expectations for student achievement, behaviour and attendance and actively encourages students to take responsibility for their own behaviour and learning. Staff, parents and students hold the school in high regard. Students recognise the significant effort that teaching staff put into their teaching to support the individual learning of students.

- The school leadership team is driving a clear explicit improvement agenda and staff members are united and committed to improving the learning outcomes for all students.

There are three overarching improvement priorities. These are: embedding a whole-school approach to intentional, consistent and inclusive instructional practice, every child achieving a year of growth and growing a team culture with staff members collaborating to share the responsibility and accountability for student learning. The actions of this agenda are enacted through the embedding of *Reading to Learn* (RTL) as a signature practice in the school. There are opportunities to extend this methodology into other subject areas.

- All staff members are committed to understanding and implementing highly effective teaching strategies.

The school's pedagogical framework identifies two main strategies that are the basis for teaching in the school. These strategies are the Gradual Release of Responsibility (GRR) model, including explicit teaching and RTL methodologies. The school has an embedded coaching and feedback model which is highly valued by teaching staff members. There is an opportunity to extend this model to differentiate for individual teacher need.

- The school places a high priority on differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.

A high priority is given to the school-wide analysis and discussion of data on student academic outcomes, attendance and behaviour. The school uses data to inform school-level decisions and makes adjustments for student learning. School leaders, support teachers and teaching staff members work collaboratively to analyse student data and inform teaching programs. Teaching staff engage professionally in data conferences and speak highly of the positive impact these conferences have in influencing teaching and improving student outcomes.



- The school has a coherent, sequenced plan for curriculum aligned to the Australian Curriculum (AC).

The curriculum is used as a basis for ongoing discussions about the best ways to maximise student learning and wellbeing. The school uses Curriculum into the Classroom (C2C) assessment tasks and Guide to Making Judgements (GTMJ) as key assessment items. Regular moderation processes are yet to be implemented for all subjects. Consistent curriculum planning processes are in place for English. School leaders identify the need to enact similar processes for other subject areas.



2.2 Key improvement strategies

- Consolidate the implementation of RTL across the school. Scaffold and differentiate the staged implementation of RTL strategies in mathematics and science.
- Extend the coaching program to differentiate the triad model for the range of teacher experience and to include opportunities for feedback beyond RTL.
- Extend the school's English curriculum planning model to other subject areas.
- Implement a systematic quality assurance and moderation process within the school and the cluster to ensure consistency of teacher judgement across all subject areas and year levels.