

# Manly West State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

We acknowledge the Quandamooka people, the Traditional Owners of the land where we gather today and pay our respects to Elders past, present and emerging. We recognise their connection to Country and their role in caring for and maintaining Country over thousands of years. May their strength and wisdom be with us today.

### About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	286
Indigenous enrolments	11%
Students with disability	23%
Index of Community Socio-Educational Advantage (ICSEA) value	998

### About the review

 <p>3 reviewers from 19 to 21 November 2024</p>	 <p>106 participants</p>	 <p>33 school staff</p>
 <p>47 students</p>	 <p>17 parents and carers</p>	 <p>9 community members and stakeholders</p>

### Key improvement strategies

**Domain 1: Driving an explicit improvement agenda**  
Collaboratively review strategic planning documents to create an explicit and coherent Annual Implementation Plan (AIP) to drive the improvement agenda with precision and focus.

Develop staff roles and responsibilities for implementing improvement strategies to ensure clarity and collective accountability for achieving AIP targets.

Develop measurable student outcome targets, associated action plans, timelines and review cycles to monitor the progress and effectiveness of strategies aligned to improvement priorities.

**Domain 5: Building an expert teaching team**  
Enact a differentiated professional learning plan aligned with school priorities and informed by Annual Performance Development Plans to meet the professional learning needs of staff in a strategic and coordinated way.

**Domain 6: Leading systematic curriculum implementation**  
Systemically enact regular opportunities for building leader and teacher capability in aligning Australian Curriculum planning, teaching, learning and assessment to ensure students receive their curriculum entitlement.

Formalise opportunities for leaders and teachers to collaboratively moderate across multiple junctures to monitor student learning, enhance teaching practices and quality assure curriculum alignment.

### Key affirmations



**Staff speak of how Positive Behaviour for Learning (PBL) is supporting and maintaining a calm and orderly environment.**

Leaders explain that creating a positive school culture is a priority. They describe using evidence-informed strategies for improving student engagement through PBL. Staff articulate that implementing lessons for PBL focus areas, which are reinforced at parade and in transition check ins, has built consistent school-wide practice. They highlight PBL incident data reflects this improvement.



**Parents and staff discuss the strong intergenerational connections between families and the school.**

Staff discuss their personal and professional dedication to the school. They talk of mutual collegial support and a dedication to meeting the needs of all students. Staff, students and parents talk about the small school community and how it is like a family with staff and student generational links. They convey, these connections contribute to a positive sense of community for students, families and staff.



**Students, staff and community members value the school's resources.**

School administration staff express they are proud of the work they do to promote the community use of school facilities including the hall, swimming pool and oval. They explain how community use of school facilities provides an important revenue stream for the school. Students communicate they appreciate the range of facilities available in their school. They comment having access to a swimming pool, computer lab, library and hall are benefits of being a student at the school.



**Leaders and staff value the strong connections built with the local and wider community to enhance student learning, engagement and wellbeing.**

An established partnership with Department of Education International and the school's Languages teacher supports the hosting of Japanese tours. Japanese students and staff visit the school for up to 2 weeks. Students express they value this opportunity to practice Japanese and hear firsthand about life in Japan. Community members convey they highly value the positive experience this provides students. Prep transitions are supported by a partnership with an Early Childhood Education and Care centre. Staff from the school and centre share information and support parents and children to ensure a smooth transition to the school. Parents articulate they value this partnership.