



School Improvement Unit Report

Manly State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Manly State School from 30 November to 2 December 2015. 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:	63 Ernest Street, Manly
Education region:	Metropolitan
The school opened in:	1910
Year levels:	Prep to Year 6
Current school enrolment:	629
Indigenous enrolments:	2.4 per cent
Students with disability enrolments:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1114
Year principal appointed:	Term 4, 2015 (acting)
Number of teachers:	32 (full -time equivalent)
Nearby schools:	Manly West State School, Wynnum State School, Lota State School, Wondall Heights State School, Wynnum West State School, Wynnum State High School, Brisbane Bayside State College
Significant community partnerships:	Wynnum Manly Leagues Club, Rotary Public Speaking, Port of Brisbane, Queensland University of Technology and University of Queensland screening programs
Unique school programs:	Badminton School of Excellence, Mathematician in Schools with Griffith University and CSIRO



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 and deputy principal
 - Master teacher, Head of Curriculum (HOC), Support Teacher Literacy and Numeracy (STLaN), Special Education Program (SEP) teacher
 - 23 classroom teachers and two specialist teachers
 - Guidance officer
 - 11 student leaders and 20 students
 - Business Services Manager (BSM), two administration officers, eight teacher aides and schools officer
 - Parents and Citizens' Association (P&C) president, vice-president, tuckshop convenor and four parents
 - Local Councillor, two Outside School Hours Care (OSHC) personnel, ready reader volunteer

1.4 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Ian Hall	External reviewer
Bob Wilson	External reviewer



2. Executive summary

2.1 Key findings

- The school exhibits a positive culture and provides a supportive learning environment.

Classrooms are calm, orderly and purposeful. Students express appreciation of their teachers and the safe and respectful learning environment of the school. The school recognises the need to enhance practices to promote a culture of high expectations consistently across the school.

- A key focus of the school is building teacher capacity through coaching.

The school has implemented a coaching program, Collective Action and Reflection (CAR). This program is highly valued by staff and the staff describe how the program has impacted on their teaching practices. A number of staff have completed either the Growth Coaching or the departmental coaching course.

- The school is committed to building a school-wide, professional team of teachers.

The school has provided a range of professional learning activities for teachers. A Professional Learning Community (PLC) focused on writing shows a commitment from members of staff to improve their skills in regards to the school's improvement priority. Many teachers work informally in teams and a number of staff express a desire for further opportunities for collaboration and teamwork both within and across cohorts.

- Communication protocols are being developed to enhance ownership of decision-making practices.

The principal is developing practices to share ownership of school decisions as changes in staff have affected the communication of the school direction and practices. The leadership team meets regularly to discuss school direction. These meetings and staff meetings have agendas and minutes recorded.

- The school views parents and families as important members of the school community.

The school values parent engagement and seeks to connect through a variety of school events, a range of sources, including the school newsletter and school website, and the parent representative program, Classroom Friends. Some parents identify that communication for working parents could be improved.



- The school is transitioning from Curriculum into the Classroom (C2C) to the Australian Curriculum.

The school is moving towards stronger links with the Australian Curriculum. The school's curriculum plan is in the early stages of reflecting this. Many teachers identify that this is a recent document and are yet to use it effectively.

- The school has explored a range of pedagogical approaches and identified Jim Knight's¹ High Impact Instruction as the school's evidence-based pedagogical approach.

Practices to model, monitor and provide constructive feedback on the delivery of consistent, agreed teaching practices across the school has commenced.

¹ Knight, Jim 2013, *High-Impact Instruction: A Framework for Great Teaching*, Corwin, Thousand Oaks, CA.



2.2 Key improvement strategies

- Embed a culture of high expectations for learning that is challenging and engaging for all students.
- Expand the communication practices across the school to ensure staff, parents and students understand and action the school priorities and procedures.
- Promote shared ownership of the school's decision-making practices through a culture of collaboration and teamwork.
- Align teaching and learning practices to deliver consistent curriculum for all students.