

Manly 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	9



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Manly State School** from **5 to 7 March 2019**.

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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

1.1 Review team

Darren Marsh	Internal reviewer, SIU (review chair)
Gail Quigley	Peer reviewer
Tom Robertson	External reviewer

1.2 School context

Location:	Ernest Street, Manly
Education region:	Metropolitan Region
Year opened:	1910
Year levels:	Prep to Year 6
Enrolment:	653
Indigenous enrolment percentage:	2.3 per cent
Students with disability enrolment percentage:	1.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1109
Year principal appointed:	Term 4, 2016
Day 8 Staffing teacher full-time equivalent (FTE):	41
Significant partner schools:	Wynnum State High School, Gumdale State School, WMsea (Wynnum Manly State Education Alliance)
Significant community partnerships:	Community Care Project, Outside School Hours Care (OSHC), fife band, Grandparents Day
Significant school programs:	Music program, Outdoor Education, 1 to 1 Learning Year 4, 5,6 Program, guided reading, school archivist



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), 28 teachers, Language Other Than English (LOTE) teacher, physical education teacher, Science, Technology, Engineering and Mathematics (STEM) teacher, chaplain, 12 teacher aides, two facilities officers, 76 students, 52 parents, Parents and Citizens' Association (P&C) president, cleaner, executive officer, two administration officers, Business Manager (BM), two Support Teachers Literacy and Numeracy (STLaN), guidance officer, inclusion teacher, local chaplaincy committee secretary/treasurer and school archivist.

Community and business groups:

- OSHC.

Partner schools and other educational providers:

- Principal of Gumdale State School.

Government and departmental representatives:

- Brisbane City Councillor for Wynnum Manly Ward, State Member for Lytton, ARD, and executive director customer engagement.

1.4 Supporting documentary evidence

Investing for Success 2019	Explicit Improvement Agenda 2019
Strategic Plan 2016-2019	Annual Implementation Plan 2018 and 2019
Headline Indicators (October, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional plan 2019	Curriculum planning documents
School pedagogical framework	Whole school assessment plan
Manly State School Roles 2019	Induction program
School Opinion Survey	School newsletters and website
Instructional routines in literacy	Responsible Behaviour Plan for Students
STLaN Year Level Overview	Report Cards
Whole school curriculum and assessment plan	



2. Executive summary

2.1 Key findings

The school enjoys a strong reputation within the local community for its student academic achievement and focus on wellbeing.

A clear moral purpose of *'At Manly State School, we value respect for ourselves, others and property, perseverance in our work, and resilience in our lives'* exists within the school and is practised in classrooms, the playground and the wider school community. The school prides itself on the promotion of setting high expectations for student learning and teacher teaching.

Staff, parents and students speak positively about the school, priding itself on identifying and supporting the learning needs of all students in a warm and caring environment.

Students and parents value the interest that teachers take in students' learning and speak highly of the school's efforts to meet their needs. Students and families have a strong sense of belonging and pride in the school. Visitors are made to feel welcome and a sense of calm, purposeful and professional endeavour is apparent throughout the school. Staff members promote and maintain an environment reflective of the expectation that all students will learn successfully.

The leadership team and school staff have developed a culture that is reflective of a united and committed approach to achieving improved learning and wellbeing outcomes for all students.

The school identifies three improvement priority areas for 2019. These include reading for Semester 1, spelling for Semester 2 and preparation for numeracy as a priority for 2020. Using whole-school performance data, the development of a narrow Explicit Improvement Agenda (EIA) is identified by the principal as an area for further development. It is envisaged this will assist in ensuring staff are aligned with identified areas for improvement, including strategies, timelines, roles, targets and success checks.

Detailed processes are established at the school to gather relevant and timely data to determine overall school performance as well as the performance of groups and individual students.

A school data plan outlines clear timelines for the collection of student learning data and achievement information. Teachers use the available data sources to inform the next steps for learning within their classes. The school has developed processes where time is set aside for the discussion of assessment data. School leaders work with teachers and teacher teams to review data relating to their classes or areas of specialisation. Staff articulate that these processes are valued and that it would be beneficial to use the data more deeply to specifically identify the next steps for teaching and the next steps for student learning.



An explicit, coherent and sequenced plan for curriculum delivery that is known as the Whole School Curriculum and Assessment Plan exists at the school.

School curriculum planning documents in addition to previous and upcoming units of work are stored in the central repository of the school's edStudio located on The Learning Place. The curriculum plan details what teachers are expected to teach and what students are expected to learn. There is some variance in teacher understanding of how to integrate the general capabilities and cross-curriculum priorities of the Australian Curriculum (AC) into teaching and learning programs. Some teachers indicate that they would appreciate further understanding of these connections within the AC in order to further meet the learning needs of all students.

The leadership team is united and committed to continuous improvement through the delivery of effective teaching practices throughout the school.

They keep informed of research on teaching practices and recognise that highly effective teaching is the key to improving student learning outcomes. This view is supported by all staff who work collaboratively to develop whole-school pedagogical approaches. A formal model of observation and feedback is undertaken by the leadership team each term. Teachers report that the feedback is valuable and helps them in their Professional Development (PD). Some teachers report that they would value and benefit from further observation, feedback and coaching beyond the current model to further develop their professional practice.

Staff members identify that regular and timely feedback to students assists and supports student learning development and achievement.

A number of classrooms have established broad-based achievement goals with students. Individual student goal setting is established in some classes. Teachers acknowledge that this approach helps students to monitor their own learning. The skill of teachers and the approaches taken in assisting students to monitor their own learning through learning goals vary across the school. Members of the leadership team acknowledge the need for a school-wide consistent approach to the development of learning goals in providing timely and regular feedback to students.

A strong collegial culture of mutual trust and support is apparent amongst staff members.

Interactions between staff members, students, parents and families are caring, polite and inclusive. Many staff comment on the mutual trust and support that exists and operates within and across the school. The work of the leadership team and the support they provide to staff, students and families is a point of commendation articulated by staff members. The teaching team report they feel valued and supported. Staff are committed to the school and work together in an environment where strong collegial trust and respect are apparent. All staff members speak highly of the professional work ethic and commitment of their colleagues. The broader school community values the commitment and the support staff members at the school demonstrate for all students.



Community partners speak highly regarding the school and the work that is done together to support student learning and wellbeing.

There is a strong connection between a number of local organisations, businesses, volunteers and the Parents and Citizens' Association (P&C). These partnerships are deliberately developed to support school initiatives and the learning achievement of students. The school community speaks with pride about their connection with the school that has served the local community for over 109 years. A community care program has been established at the school to support families and staff in need. This project is supported by local families, staff and businesses and is considered and recognised as a valuable service to the school community.



2.2 Key improvement strategies

Use school performance data to collaboratively develop a narrow EIA that identifies a key improvement area with identified targets, agreed strategies for implementation, success checks and timelines.

Further develop opportunities for teachers to intentionally collaborate and use data to inform the next steps for teaching and student learning that drives a culture of high expectations for student achievement across the school, aligned to the EIA.

Provide staff with time and expertise to collaboratively refine the whole-school curriculum and assessment plan to include all elements of the AC, including the general capabilities and cross-curriculum priorities that will further engage and challenge the full range of students.

Collaboratively develop an agreed systematic and formalised model for teacher observation, feedback and coaching, aligned to the EIA.

Further develop teachers' skills in the development of student learning goals linked to the EIA and their ability to provide timely and regular feedback that enables students to set goals for the future and track their progress towards these goals.