



Department of  
Education

**Shaping the future**

# Manea Senior College

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Manea Senior College is in Bunbury, located between Edith Cowan University and South Regional TAFE<sup>1</sup> in the Southwest Education Region.

Opened in 2009, as a newly built facility with small enrolments, Manea Senior College became an Independent Public School in 2010. It is the only specialist senior college in the region.

There are currently 452 students enrolled in Year 11 and Year 12. The college caters for students pursuing vocational or university pathways.

The college has an Index of Community Socio-Educational Advantage of 1029 (decile 3).

Community support for the college is demonstrated through the work of the College Board.

## School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The college used the opportunity of participating in their first review in over 5 years to take a forensic look at their performance in all facets of their strategy and operation.
- Reflection and the selection of evidence for submission via the Electronic School Assessment Tool (ESAT) was led by the Principal and leadership staff.
- A broad range of evidence was used to demonstrate key elements of the unique senior college context.
- Staff in leadership, support and teaching roles expertly presented their evidence to the review team during the validation visit.
- Family members, and both current and former students, provided their perspective and input into the ESAT submission. During validation meetings they further reflected the college's approach to consulting with its community to best meet the needs of its students.

The following recommendations are made:

- Ensure consistency in the review and preparation of contributions made to the ESAT submission to allow for the succinct presentation of key themes. This will help to avoid duplication and repetition of entries.
- Consider ways in which the proposed planned actions can be condensed in some domains to ensure clarity and alignment with the college's strategic direction.

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### Relationships and partnerships

Students enter a partnership for learning with college staff. They are encouraged to immerse themselves deeply in their learning journey with these partnerships providing the safety to do so.

### Commendations

The review team validate the following:

- A rigorous pre-enrolment process ensures that staff and student relationships are positively established.
- Students enrol at the college for a wide variety of reasons with curriculum design catering to individual groups. Students speak enthusiastically about their experiences and thrive in an environment of innovation and opportunities to undertake enterprise activities.
- Staff exhibit their commitment to students through a range of extra-curricular tuition opportunities.
- Partnerships with outside agencies such as Milligan House, numerous tertiary education providers and community organisations, demonstrate the connectedness of the college to the Bunbury community.
- Family members convey the long-term sustained community confidence in the college's ability to secure positive outcomes for students. This is further confirmed through numerous student and family surveys.

### Recommendations

The review team support the following:

- Continue the development of the Manea Innovation Unit and flexible approach to real life authentic learning.
- Using existing structures within the college enhance student awareness of the effect of social media.
- Continue to work with the skilled Board to advocate for Manea Senior College as a key community agency.

### Learning environment

Exceptionally diverse and inclusive, Manea Senior College students expect and receive acceptance, support, challenge and innovation in equal measure. The campus is spacious and most areas are communal.

### Commendations

The review team validate the following:

- A unique structure, including social workers and senior leaders, care for cohorts of students with flexibility, expertise and capacity to compromise when linking students with external services.
- Student voice is harnessed as 'employees' of a contemporary workplace or business. The student executive, as valued stakeholders, lead the sharing of ideas and proposed improvements to practice.
- Student learning and pastoral care profiles are developed and evolved to match student need. Tertiary education, vocational training and the hybrid pathways offered are underpinned by social and emotional support.
- SAER<sup>2</sup> and those disengaged, are transitioned via a rigorous process to maximise optimal outcomes.
- Staff reported being proud to work in the college and are morally invested. They see the students and their needs as being 'under their skin' and focus efforts to create the right environment in which to support them.
- The physical environment and unique timetable structure, lend themselves to maintaining an adult learning ethos that allows staff to strengthen their practice with the provision of industry standard equipment.

### Recommendations

The review team support the following:

- Consider the extent to which the enrolment process limits opportunities for disadvantaged students.
- Gather future destinations data from students to measure the extent to which the college supports students to access their preferred courses and pathways.

## Leadership

Business planning reflects the competitive positioning of the college, in the Southwest Education Region, as a unique education provider and alternative option for both public and private school students in senior school.

### Commendations

The review team validate the following:

- The high quality leadership team consults widely with staff and the community to determine strategic direction. The Principal's approach to leadership is appreciated by all in the college community.
- Staff value the 'flat leadership structure' that lends itself to the distribution of leadership tasks and provides opportunities for them to develop their leadership skills, through collaboration with staff from other learning areas.
- A teaching and learning coordinator acts as a conduit between the senior leadership team and the communally housed teaching staff, with both appreciating the mutually trusting working relationship.
- A culture of self-reflection is well established and regular 'toolbox' meetings facilitate sharing strategies and pedagogies to assist staff in their work.
- Staff and leaders describe each other as 'colleagues' rather than part of a hierarchy. There is broad acceptance of the necessity for each part of the organisation to function to best meet the needs of students.
- Student leadership, through the Innovation Unit and in the community, demonstrates the strength of the 'Manea' brand.

### Recommendations

The review team support the following:

- Undertake a cyclical exercise of culture reset and refocus with staff and link this to the business plan.
- Explore ways that leadership opportunities such as the Western Australian Future Leaders Framework can be utilised to support the growth of aspirant leaders.

## Use of resources

A team of resource staff, led by the manager corporate services, with a unique skill set that matches the environment, rises to the challenge of resourcing a college that has no defined cohort, or student intake area.

### Commendations

The review team validate the following:

- The college relies on a mixture of strong marketing, and the word of mouth of students, alumni and families, to promote course offerings.
- A completely permanent workforce supports the college to develop and strengthen programs through flexibility in work fraction and rosters.
- Cost centre funding is determined by the real cost of maintaining a learning area and is proportioned equally.
- Succession planning for the maintenance of innovative programs is the focus of workforce planning.
- The Board and Finance Committee are provided with transparent information on the financial position of the college and afforded the opportunity to participate in plans for resource deployment.
- Receipt of locally raised funds through collection of contributions and charges and the maintenance and management of the Bunbury Regional Trade Training Centre, add to the complexity of resource distribution.

### Recommendations

The review team support the following:

- Explore development of a Youth Board in addition to the current student executive decision-making body.
- Continue to monitor enrolment interest from across the region and develop yearly plans to target students who would most benefit from the environment provided by the college.
- Maintain student access to higher level qualifications with a particular focus on Certificate III and above.

## Teaching quality

The push to use creative problem-solving skills with students gives them ownership of their learning. Teaching is 'deliberate' and consultative based on planning undertaken collaboratively throughout Term 4 each year.

### **Commendations**

The review team validate the following:

- There is a school-wide focus on the development of general capabilities and enterprise skills in students. The Emergency Services Cadets and United Nations Innovation Unit are key examples of this.
- The structure of the Lesson Design Framework is complemented by the Learner Responsibility Framework and is a further reflection of the mutual buy in of all stakeholders.
- The use of hybrid classroom structures ensures that trust in learners, to own their outcomes, continues and further fosters maturity in the development of positive workplace behaviour.
- Staff are available to students out of hours and students are welcomed in the communal staff study space.
- Use of the Moodle platform is consistent among teaching staff and assists with the engagement of students on long term absence. This ensures continuation of lesson delivery during these learning disruptions.
- The public-facing nature of the Action Performance Project, provides an insight into the annual development goals of every staff member and contributes to sharing of expertise among staff.

### **Recommendation**

The review team support the following:

- Continue to implement the Action Performance Project, along with the professional conversation around the Manea Lesson Design Framework, making visible the shared beliefs held by all teaching staff about what elements comprise quality instruction.

## **Student achievement and progress**

Students are empowered to achieve their desired learning destinations and, as such, the learning program is not dictated by data and headlines. There is an emphasis placed on the micro credentialing of all students.

### **Commendations**

The review team validate the following:

- Students possess knowledge of the value of numerous pathways and the advantages, and disadvantages, of each. They know how to maximise access of the school's curriculum offerings advantageously.
- ATAR<sup>3</sup> students are encouraged to maintain a balance between studies and a healthy life.
- The college has an inclusive ATAR enrolment process and the median ATAR is consistently between 77 and 80 each year.
- 98 per cent of students typically qualify for the OLNA<sup>4</sup> and approximately 95 per cent qualify for a WACE<sup>5</sup>. 50 different VET<sup>6</sup> certificates are offered with a further 36 certificate qualifications externally sourced.
- Students are frequently employed through workplace learning experiences, offered apprenticeships or further training before completing their studies.
- The ability to traverse between VET and ATAR/General pathways opens more than the regular senior school suite of options to students. Student pathways in no way limit their future destination pathways.

### **Recommendations**

The review team support the following:

- Compensate for a reduction in summative assessment with a focus on implementing formative assessment.
- Provide time for staff to interrogate ATAR Examination Reports and Maximising Feedback data.
- Focus on the Learner Responsibility Framework in performance consultations with students.

## Reviewers

Rohan Smith  
**Director, Public School Review**

Eleanor Hughes  
**Principal, Joseph Banks Secondary College**  
**Peer Reviewer**

## Endorsement

Based on this report, I endorse the recommendations made by the review team regarding your school's performance.

Your next school review is scheduled during or after Term 1, 2025.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Tertiary and Further Education
- 2 Students at educational risk
- 3 Australian Tertiary Admission Rank
- 4 Online Literacy and Numeracy Assessment
- 5 Western Australian Certificate of Education
- 6 Vocational Education and Training