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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 School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 of Education (the Department) in student achievement and progress.

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolReview@education.wa.edu.au

Context

Manea Senior College is located in Bunbury, between Edith Cowan University and South Regional TAFE¹ 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.

There are currently 515 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 1033 (decile 3).

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

The first Public School Review of Manea Senior College was conducted in Term 1, 2022. This 2026 Public School Review report provides a current point of reference for the next cycle of school improvement.

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:

- A range of evidence was selected for analysis and submitted in the Electronic School Assessment Tool (ESAT), with alignment evident between performance, judgements about priorities and planning for improvement.
- The ESAT submission acknowledged and addressed the 2022 Public School Review recommendations, highlighting change with a strong focus on sustainable school improvement.
- The school demonstrates a clear understanding of how the evidence presented relates to the contextual factors influencing student success and supports the strategic priorities for ongoing development.
- A reflective culture led by the school leadership team ensures staff share an understanding of student achievement and progress, which informs consideration of how school operations impact student outcomes.
- Staff, student and parent interactions with the review team during the validation day elicited genuine insights that meaningfully reinforced the school's self-assessment and operational practices.

The following recommendations are made:

- Consider including for each domain, a clear and succinct narrative that captures the impact of strategies and defines explicit future focused priorities.
- Prior to future ESAT submissions provide a final opportunity to refine and consolidate the schools evidence and analysis, minimising repetition and ensuring that any accompanying commentary directly addresses the relevant domain.

Relationships and partnerships

Parents and students demonstrate strong advocacy for the school. Respectful and positive relationships are clearly evident between staff and students, and collegial professional relationships are apparent amongst staff.

Commendations

The review team validate the following:

- Regular feedback is sought from staff, students and families through school-based survey tools.
- Leaders and staff work strategically to develop and establish affiliations with an extensive array of industry, business and educational providers including Edith Cowan University, South Regional TAFE, City of Bunbury, Tronox, Perkins, WA² Plantation Resources and Alcoa.
- Timely and informative communications with the community are delivered via platforms including Compass, Microsoft Teams, Facebook and Instagram. Staff are well-informed through the Exec' Express bulletin, and value opportunities for collaboration through structures including learning area and staff meetings.
- The College Board understands its governance role, is kept well-informed and is proactive in seeking opportunities to contribute to the school improvement processes.
- The highly regarded Health and Medical Specialist endorsed program supports students in their vocational pathway decisions providing authentic opportunities for practical experience in allied health practices.
- Students are provided opportunities to engage with real world problems, as demonstrated through the Innovation Academy's collaboration with other schools and participation in the United Nations program.

Recommendation

The review team support the following:

- Continue to broaden educational experiences and pathways by strengthening strategic relationships and partnerships in the region with institutions including schools, industry and community organisations.

Learning environment

The college cultivates an environment and culture that promotes a strong sense of belonging and connection among students, empowering them as individuals and nurturing their development as independent learners. Students consistently reported that staff know them well and demonstrate genuine empathy and care.

Commendations

The review team validate the following:

- Strong foundations have been laid for the desired learning environment encompassing the 'Young Adult Ethos' reflective of the college core values of choice, respect, responsibility and success.
- A calm, orderly and engaging school environment is evident, reinforced through the work of the student services team, student support coordinators and student support officers.
- A positive school culture, protective behaviours education, Youth Mental First Aid and initiatives such as RUOK day and Harmony Day underpin student health and wellbeing, reinforced through additional Tier 1 and Tier 2 support programs.
- Established shared processes and a variety of strategies support students at educational risk. Close monitoring and targeted intervention planning are facilitated through a robust case management approach.
- Student voice is valued and significant opportunities are provided to strengthen student leadership with structured forums and students contributing to decision making, further enhanced with the redesign of the student executive model.

Recommendations

The review team support the following:

- Develop and implement an Aboriginal Cultural Standards Framework action plan that includes staff professional learning, consultation with students and families, and increased inclusion of culturally responsive practices across teaching, wellbeing and college processes.
- Further develop and streamline learning support systems for students with diverse and complex learning and wellbeing needs.

Leadership

The Principal and leadership team maintain a shared resolve to work collaboratively with staff to develop a shared vision for the future and foster collective ownership of the college's improvement agenda.

Commendations

The review team validate the following:

- The Business Plan as a key driver for school improvement, articulates 3 strategic priorities; Meaningful Pathways, Relationships and Future Focused Teaching and Learning, each supported by clearly defined targets and robust review processes to systematically measure and promote student achievement.
- Aligned to the college's unique context, the leadership team demonstrates a strong commitment to fostering a positive staff culture. The implementation of the Bullshift program is establishing a shared language and consistent approach to communication, collaboration and professional relationships among staff.
- Middle leaders are valued, with instructional leadership development supported by the manager of curriculum, teaching and learning and effective and comprehensive student support provided by the Year 11 and 12 managers of academic pathways.
- Performance management and development processes are in place. Staff value opportunities to undertake self-reflection with goals aligned to college priorities and focus areas.
- The Principal recognises the value of engaging with network colleagues providing proactive leadership in the development of initiatives that foster positive collaborative relationships with schools across the region, with the purpose of enhancing student outcomes.

Recommendations

The review team support the following:

- Continue to develop and align leadership structures across the college to ensure clarity and consistency of roles and responsibilities, strengthen collaborative decision making, enhance accountability and support the consistent implementation of the college's strategic priorities.
- Implement the Manea Shared Leadership model to identify, develop and strengthen the existing college distributed leadership approach to support aspirants, strengthen capacity of existing leaders, while aligning leadership growth with college priorities and context.

Use of resources

The Principal and highly valued MCS³ work collaboratively to ensure resource decision making processes are consistent, transparent, evidence-based, monitored and are aligned to college priorities and student outcomes.

Commendations

The review team validate the following:

- Significant changes in both enrolment patterns and strategic direction prompted a review of financial and resource management. A focus on improving governance, accountability, compliance and aligning financial planning with business plan priorities have strengthened fiscal management across the college.
- The Finance Committee together with the College Board provide oversight of college finances and have a sound understanding of their roles and responsibilities.
- Substantial funding is being prioritised to enhance student outcomes and support vocational and pathway aspirations through expanded VET⁴ and general course offerings and strengthened community, education, business and industry partnerships.
- Cost centre managers are supported to build autonomy and accountability in managing and administering budgets through a centralised resource register, targeted professional learning and a handbook.
- Workforce planning is aligned to enrolment projections and program delivery. Proactive strategies, including an internal planning budgetary tool, aligns operational and enrolment trends to resource constraints.

Recommendations

The review team support the following:

- Continue strategic workforce and financial planning to support and respond to current student enrolment capacity, pathway and course trends.
- Consistently review existing curriculum offerings, programs and workforce initiatives to ensure the effective use of financial and human resources to support student outcomes.

Teaching quality

The college has highly experienced teachers who take responsibility for the students in their care seriously, with a firm commitment to pastoral care and a strong focus on the individual needs of students to create the right conditions for teaching and learning .

Commendations

The review team validate the following:

- Following a reflective process, shared beliefs and clear expectations about effective teaching and learning is developing with the continued implementation of the lesson design framework, placing greater emphasis on formative assessment.
- The unique physical environment fosters a collegial culture amongst staff, providing regular and valued opportunities for formal and informal collaboration with colleagues within and across learning areas.
- Staff work together to review task design with regular internal moderation processes in place, common assessment tools and post-assessment sample reviews, supporting whole-school consistent assessment and judgement of student progress.
- A case management approach ensures students are well supported in their academic pursuits including the analysis of data for incoming Year 11 students, which most recently indicates a need to prioritise reading.

Recommendations

The review team support the following:

- Through collaborative planning, classroom walkthroughs, moderation and modelling, refine and embed the lesson design framework to strengthen consistent use across all learning areas with a clear focus on learning intentions and success criteria.
- Expand the role of the pedagogy and technology team to lead the implementation of differentiated teaching practices and the integration of the lesson design framework across the college.

Student achievement and progress

The importance of evidence-based decision making is recognised by staff. System and college-based data are regularly used to inform levels of progress and achievement determining targets for ongoing improvement.

Commendations

The review team validate the following:

- Personalised student vocational and academic pathway plans are developed collaboratively and regularly reviewed to facilitate successful transition planning and optimise post college destinations.
- Although aspirational course selection is recognised and encouraged, a broad range of data including NAPLAN⁵, OLNA⁶, attendance records and college reports are used to inform and guide students towards appropriate ATAR⁷, General, Certificate III and IV pathways.
- Student progress is closely monitored using a comprehensive array of data tracking tools including Reporting to Parents and WACE⁸ tracker, with identified students engaging in targeted individual education plans to support academic achievement and ongoing improvement.
- Through an extensive range of course offerings, VET opportunities are strongly supported including access to Certificate III and above qualifications, as well as UniReady courses, enhancing pathway diversity, expanding student choice and increasing access to aspirational industry and higher education options.
- The WACE achievement rate reflects strong performance and is above like schools, with 74% of students achieving ATAR 70+, 75% students achieving Certificate III or higher and 99% students meeting literacy and numeracy standards.

Recommendation

The review team support the following:

- Implement consistent differentiated teaching practices across all learning areas with a focus on improving engagement, access and achievement for diverse learners.

Reviewers	
Joanne Harris Director, Public School Review	Karen Read Principal, Sevenoaks Senior College Peer Reviewer

Endorsement

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

Your next school review is to be scheduled for 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson
Deputy Director General, Schools

References

- 1 Technical and Further Education
- 2 Western Australia
- 3 Manager corporate services
- 4 Vocational Education and Training
- 5 National Assessment Program – Literacy and Numeracy
- 6 Online Literacy and Numeracy Assessment
- 7 Australian Tertiary Admission Rank
- 8 Western Australian Certificate of Education