

## School reviews

The Department of Education and Training (DET) and the Queensland Teachers' Union (QTU) are committed to working together to support the performance of Queensland state schools.

To continuously improve student learning in Queensland, tailored school reviews are conducted in every state school. The reviews provide schools with quality feedback on how they are performing and help inform school planning processes.

Every state school, including independent public schools, has a review at least every four years, ensuring all school communities have the same opportunity for feedback and reflection. This is the same frequency as occurred under the teaching and learning audits previously.

Principals use the findings from the reviews to work with their school community and regional office to develop clear actions to move the school forward. The reviews are not used to compare schools, or to rate the performance of principals, teachers or school staff.

### Review types

As outlined in DET's School Performance Assessment Framework, there are three types of reviews:

- Self-determined reviews for high-performing schools with the capacity to organise their own review processes
- Priority support reviews for schools requiring additional support
- Full school reviews for all other schools.

Schools are designated for a particular review type following an analysis of their performance data (using October annual release headline indicators), detailed consideration of their school context and further consultation with regions.

Generally, a school's review is scheduled in the year that they're due to complete their quadrennial school review and update their four-year school plan.

The School Improvement Unit (SIU) schedules and conducts all school reviews, except self-determined reviews which are organised by the school with support from the SIU.

### Review tool

The reviews use the National School Improvement Tool which incorporates the same language and concepts as the teaching and learning audits but with one extra domain: School and community partnerships.

The performance ratings that were used in the audits previously have been discontinued. This is a significant change, with the emphasis on school improvement, not rating schools.

### Review process

Reviews are conducted in a professional manner by reviewers trained and selected by the SIU. Principals are involved and kept informed throughout a review.

Review teams look at a school's performance data and other relevant school information. They also interview staff, students, parents and other members of the school community.

Interviews are a valuable part of the review process but are not mandatory. Teachers and other school community members can decline to be interviewed.

### Differentiated support

The new reviews are about supporting schools in a differentiated way, with reviews tailored to a school's data, context and needs.

The department and the QTU acknowledge that some schools need more support than others and that the department has a responsibility to ensure support is given as a priority.

The reviews help regions and central office better target and deliver resources to where they are needed, with the type of review matched to the level of support a school needs.

### Reports and follow-up support

After a review is completed, the review team presents its findings to the school's leadership team. The school's assistant regional director or principal supervisor is required to attend the exit interview for priority support reviews.

This is followed by a written report which provides schools with more information to support their continuous improvement. Schools publish the executive summary online and discuss the findings with their school community.

Principals should use the school's local consultative committee (LCC), or other established consultative mechanism, to consider any significant changes to the school's program, in particular any changes that impact on staffing.

The school's assistant regional director or principal supervisor is expected to work closely with the school to respond to the review's findings, including incorporating any recommendations into the school's four-year strategic plan.

In the case of priority support reviews, the assistant regional director or principal supervisor works with the school to develop and implement a detailed action plan in response.

Regions and the SIU continue to support schools after a review is completed. For priority support reviews, the SIU checks back in with the school and region at three, six, nine (if necessary) and 12 months to monitor progress.

### More information

For more information please speak with your assistant regional director or principal supervisor or visit the department's website: [education.qld.gov.au/schools/school-performance-assessment-framework](http://education.qld.gov.au/schools/school-performance-assessment-framework)