School and Region Reviews

Partnership Initiative school review toolkit

Queensland Government

Contents

Introduction

Every 4 years, as part of the school planning, reviewing and reporting cycle, all Queensland state schools undertake a school review. Schools generally have a review the same year they are due to update their 4-year strategic plan.

Reviews are an important part of how the department supports and assures the quality of educational delivery to children and students in Queensland state schools.

Reviews give schools focused, quality feedback about how they are performing and where they can improve. Principals use the findings to work with their school community and school supervisor to develop clear actions to move the school forward.

Reviews are not used to compare schools, or to assess the performance of principals, teachers or other staff. Review information may inform region's allocation of the differentiated support for each school. This support is tailored to a school's context and needs.

Reviews are conducted by the department's School and Region Reviews (SRR) team. This toolkit provides information for schools having a Partnership Initiative school review.

Partnership Initiative

The Partnership Initiative was established in 2023 as part of the department's *Equity and Excellence: realising the potential of every student* strategy.

The department is helping some Queensland state schools by supporting school leaders, families, communities and government agencies to work together to respond to local needs.

Schools participating in the department's Partnership Initiative are in communities that have a high degree of complexity and vulnerability. More information is available on the Partnership Initiative placemat – education.qld.gov.au/initiativesstrategies/equityexcellence/Documents/partnership-initiative-conceptual-model-summary.pdf.

Partnership Initiative school reviews

Schools in the Partnership Initiative are designated a Partnership Initiative school review. In Term 4, principals are notified of their school review for the following year.

Partnership Initiative school reviews have a stronger focus on connecting with community and other government agencies to deliver locally responsive and integrated improvement strategies and to inform the school's improvement journey.

Partnership Initiative school reviews are different to a standard school review as they:
- are conducted over 5 phases over an extended period of time
- consider the unique and complex local context
- take more time to allow more people in the community to participate in the review – through community connectors feedback is captured from people the review team might not usually hear from
- pay particular attention to the voices of Aboriginal peoples and Torres Strait Islander peoples
- widen intra-departmental representation on review teams including a representative from the department's First Nations Strategy and Partnerships Division and/or regional officer
- provide advice and recommend actions to the school, as well as actions that require community input and ownership.

Principles of Partnership Initiative school reviews

Student and community centred

Reviews honour local knowledge, including what matters most to students and communities.

Collaborative

Review processes are culturally safe and community participation is welcomed and supported.

Cross government responses

Review processes support co-operation across government and service providers, including Department of Education divisions and branches.

Culturally respectful

Deliberate structures and processes to respectfully engage, listen to, and value First Nations and diverse community voices.

Evidence based

Review tool draws from education research to identify practices of effective school and partnerships.

An overview of the Partnership Initiative school review process

Phase 1: Preparing

- The review chair connects with school and region leaders to:
  — provide an overview of the process
  — discuss and agree to roles and scheduling of phases of the review
  — identify key people who should be involved in different phases of the review including community connectors and people from other government departments.
- The review chair visits the school to learn about the local context – usually 1 day.

Phase 2: Learning

- The review chair conducts a 2-hour session with community connectors to understand the review process and their role in listening to community voice.
- The review chair and school co-develop the review schedule for phase 4.
- The principal communicates with the school community about the review.

Phase 3: Connecting

- Over several weeks the community connectors meet with parents, students and other people to listen to community voice. They will share what they learn from the community in the next phase.

Phase 4: Reviewing

- The review team review the school. This could be between 2 to 4 days depending on the school size and context.
- Community connectors share feedback from the community with the review team.
- The review team share key school improvement themes with school and region leaders, school staff and the community connectors.
- The review team, region and school leaders may identify extra people, in the department and in other departments, who might help contribute in phase 5 to planning the next steps after the review.

Phase 5: Sharing

- The review report, an executive summary and community summary report is finalised.
- The review chair visits the community to share and explain the report and the community summary. This is approximately a half day visit.

Review tool

Partnership Initiative school reviews use the *School Improvement Tool* (SIT) as a common framework.

The SIT was developed by the Australian Council for Educational Research (ACER) in consultation with all states and territories including Queensland. It is evidence-based and provides schools with a consistent framework from which to consider their improvement agenda.

The SIT recognises the critical roles that principals and their leadership teams play in school communities, and provides a clear road map for improving every school and every student's results.

The SIT does not describe everything that effective schools do, but focuses on those practices that are most directly related to school-wide improvement and better outcomes for students. The SIT consists of *9* interrelated domains, which, taken together, provide a guide for evaluating how a school is performing.

The SIT is available on the ACER website – www.acer.org/au/research/school-improvement-tool.

Training

SRR offers face-to-face training for those who would like to build an understanding of the *9* domains of the SIT and how the tool is used in school reviews. The training schedule is available on the school reviews website – schoolreviews.education.qld.gov.au/training.

Roles

Review team

A senior principal, reviews will be allocated as a key contact person for each review. Senior principals, reviews are experienced principal reviewers appointed to SRR with a strong understanding and experience in all aspects of school reviews.

This contact person is also the review chair for phase 4, and will be joined by a team of 2 to 4 reviewers. Each review team is tailored to a school's context and needs.

Senior principals, reviews biographies are available on the school reviews website – schoolreviews.education.qld.gov.au/reviews/reviewers

Principals

The principal maintains oversight of the review from the school's perspective and works collaboratively with the review chair, their school supervisor and stakeholders throughout the review process.

School community partnership facilitators are based in some schools and may work with the principal to support the review process. Where there is no school community partnership facilitator the principal may identify an appropriate staff or community member to support the review process. These support functions are outlined in Appendix 8.

An overview of the process is available to support principals (Appendix 1).

School supervisors

School supervisors are involved throughout the review process as follows.

Phase 1

- Liaise with review chair and principal to clarify process and identify potential community connectors, key stakeholders and regional contributors.
- Provide key contextual information to review chair.

Phase 2

- Assist principal in building review schedule.
- Attend SRR-led training of community connectors and selected school staff (optional).

Phase 4

- Attend meeting with review team on the first morning of the review and provide school and community context (optional).
- First afternoon phone check-in with review chair.
- Attend penultimate discussion face-to-face with principal and review team. This is an opportunity to engage in conversation regarding all key findings and likely improvement strategies.
- Attend review team exit presentation and staff exit briefing (optional).

Phase 5

- Liaise with regional director to ensure attendance at phase 5.
- Attend face-to-face unpacking of school review report led by review chair.

Post review

- Work with the principal and school community to implement identified improvement strategies and develop school strategic plan and operational plan.
- Ensure the school uploads the review report executive summary or full report to the school's website.

Community connectors

One of the unique elements to a Partnership Initiative school review is capturing the voice of community through community connectors. These are people that are connected or have a long relationship with the school community and well placed to gather information on behalf of the review team. Community connectors can be from a wide range of community groups and organisations including government and other non-government organisations.

Community connectors will ask people about the school, what's going well and what could be improved. All conversations are confidential.

Community connectors are involved in the process at:
- phase 2: 2-hour training workshop
- phase 3: capturing voice from community as appropriate
- phase 4: a session on the first or second day of review
- phase 4: a briefing on the last day of review (optional)
- phase 5: 1.5 hour unpacking of findings.

Ideally, there are 10 community connectors per review depending on the size of the school and broader community.

Possible community connectors may include:
- school staff member
- community liaison officer
- P&C member
- police representative
- local healthcare representative
- local government representative
- local employer
- former graduate
- community representative.

The review chair will provide advice if someone is best suited to be a community connector or be a participant in the phase 4 review. For example, a local councillor may be suited to be a community connector, but the local mayor would be better placed to participate in a conversation as part of the review.

The community connector role is voluntary. Reimbursement is an option for non-government employees. For more information on remuneration and reimbursement process speak to your review chair.

Phases of a Partnership Initiative school review

The review process is approximately 4 to 6 months. Example timing (guidance only) is:

- Term 1 – phase 1
- Term 2 – phase 2 and 3
- Term 3 – phase 4
- Late Term 3 or early Term 4 – phase 5.

Phase 1: Preparing

Initial planning

The review chair will contact the principal and school supervisor via email to provide key review information and to schedule a MS Teams meeting to:

- discuss the review process and clarify roles
- co-develop the scheduling of phases and school visits for phases 1, 2, 4 and 5
- outline the school context list (Appendix 2) to be completed for phase 4
- identify key people who should be involved in different phases of the review. This includes community connectors and people from other government departments. A template to collect community connector contacts for phase 2 is available in Appendix 3.

The school may choose to invite other school leaders to attend this meeting.

Aboriginal and Torres Strait Islander community members may also be consulted about the proposed approach and phase schedule at this stage.

School visit

The review chair visits the school usually for 1 day to learn about the local context.

The review chair may travel around the community and meet with possible community connectors with the principal and/or other school representative.

Confirming and inviting community connectors

Community connectors are confirmed in collaboration with the review chair and principal. The school should complete the community connector contact list at Appendix 3.

The review chair invites the identified community connectors to participate in the review. A sample email invitation or guiding information for a conversation is at Appendix 4.

As part of this process, it is also confirmed with community connectors that they give consent for their names to be published in the school newsletter when informing the community about the review in phase 2.

Phase 2: Learning

Review schedule development

The review will be between 2 to 4 days based on the number of students and school context.

The review chair and school co-develop the review schedule for phase 4 (see Appendix 5 for guidance).

A Partnership Initiative school review schedule is similar to a standard school review, but includes time for the review team to speak to community connectors.

Community connector training

The review chair will run a 2-hour face-to-face session with community connectors to understand the review process and their role in capturing community voice.

The principal should attend this session. School leadership teams and school supervisors are also encouraged to sit in on this session.

During this session the review chair will also confirm the review dates and session times for community connectors to attend the review during phase 4.

Communication

Schools are encouraged to share information about their review and invite input into the review through their communication channels. Information should be shared with staff (teaching and non-teaching), parents/carers, students and other stakeholders.

To help inform the school community a draft school newsletter and social media item is provided (Appendix 6).

Phase 3: Connecting

Capturing community voice

For 4 to 10 weeks, depending on the time between phase 2 and 4, the community connectors meet with members of the community to listen to community voice.

The number, place, time, length and form of these conversations is at the discretion of the community connectors. These are not formal interviews. Feedback could be captured at informal settings such as sporting or social events.

There is no requirement for connectors to document what they have heard, but they are asked to keep a record of how many people they spoke to for reporting purposes.

A list of guiding questions for community connectors is at Appendix 7.

Community connectors will share what they learnt from the community with the review team in the next phase.

Phase 4: Reviewing

Review documents

Principals are asked to provide the following documents to their review chair:

- school map, including staffroom locations
- completed school context (see Appendix 2)
- review schedule (provide at least one week prior to review, see example schedule Appendix 4)

Reviewers will also review the school's systemic data, as well as current strategic and annual implementation plans from the school's website.

During the review, the review team may ask to look at other information and documents, for example, curriculum and data plans or OneSchool and resourcing information.

Meeting room and other requirements

The review team requires a small meeting room or office space to meet and discuss its findings. This room also requires a large display screen in the meeting room to aid their discussions.

Staff briefing

Principals are asked to schedule a time for the review team to conduct a short, initial briefing with staff. This usually occurs before school starts and is highly beneficial to the conduct of the review, allowing staff to meet the review team and to ask questions about the review process.

School leadership team meeting

In this meeting, the review team is seeking information on the school's improvement agenda and how it is being implemented across the school.

This is a conversation only for approximately 60 minutes where school leadership teams are asked to share previous review findings, work since last review, school priorities and contextual information. The format of this meeting varies according to the size and context of the school. Schools do not have to prepare any resources for this conversation. The review team will guide the conversation to cover the 9 domains of the *School Improvement Tool*.

Conversations with the review team

The review team will speak with a wide range of staff, students, parents and community members to gain a deeper understanding of the school. Conversations are recommended with the following stakeholders (subject to school size and availability).

Staff

- School leadership team (principal and deputies)
- Other school leaders (heads of department, curriculum, special education)
- Administration team (business manager, other office staff)
- Teachers and teacher aides
- Specialist support staff
- Other school staff (cleaners, grounds staff)

School community

- P&C president and school council executives (where applicable)
- Parents/carers and students
- Early childhood programs attached or in partnership with the school (for example, kindergarten or playgroup)
- Other community representatives (for example, feeder school leaders, local partnerships, business owners and government representatives)

The review team will generally talk with staff, students and community members individually. Participation is voluntary and all feedback remains confidential.

Schools should organise a staff member to accompany reviewers to classrooms and to provide teacher relief. This gives teachers an opportunity to speak with a member of the review team.

Community connector debrief

On the first or second day of the review the review team will meet with all community connectors for them to share what they've heard from the community.

A session on the final day is also scheduled for the review team to share the review findings. This is optional for community connectors to attend.

Daily check-ins and exit briefings

Each afternoon during a review, the review team will check-in with the principal and leadership team to share an update on the progress of the review. This is an opportunity for the leadership team to seek clarification or provide feedback.

On the second last afternoon of the review, the review team meets with the principal, the leadership team and school supervisor to provide a detailed summary of the key findings and improvement strategies. This is known as the penultimate discussion and it is an opportunity for the review team to deeply unpack the intended next steps with the leadership team and supervisor.

On the afternoon of the final day of the review, the review team provides an exit presentation to the principal and leadership team which includes the final key findings and improvement strategies. The review team will then deliver a short staff exit briefing which is an abridged version of the exit presentation.

Review report

The review team drafts a report, which provides a detailed analysis of the school's performance against the 9 domains of the SIT. The key findings and improvement strategies reflect the items that were discussed at the exit briefing. The improvement strategies are listed in order of priority.

After the review, SRR will send the principal a draft review report (not for distribution) to support the phase 5 discussions.

Phase 5: Sharing

Unpacking of the report

The review chair will unpack the report at the phase 5 visit. This is approximately a half day visit comprising:

- unpacking of review report with school leadership team, school supervisor and regional director. This will be an opportunity to commence collaboratively planning the approach to respond to the review findings and improvement strategies
- unpacking with community connectors and principal.

During these sessions, improvement strategies developed for partners and community are discussed, and together, the participants identify key stakeholders. Stakeholders can be people within and beyond the department, who might help respond to the review findings.

Prior to this session the review chair, region or school leaders may identify extra people, in the department or other departments, who may be invited to these sessions to hear the findings and contribute to planning the next steps.

Final review report

The final review report will be provided to the principal, school supervisor and regional director after the phase 5 visit.

This email includes:

- review report
- executive summary (1 page summary of review report)
- community report (simplified language key affirmations and improvement strategies only)
- unpacking your review report document.

The review report is designed to inform the school's strategic direction and next steps for improvement. Further to the collaborative work with the review chair and school supervisor unpacking the draft report during the phase 5 visit, the school supervisor will continue to partner with the principal to plan their approach in responding to the review findings and improvement strategies.

Schools share the findings with their school communities, including publishing the executive summary and/or full report on their website.
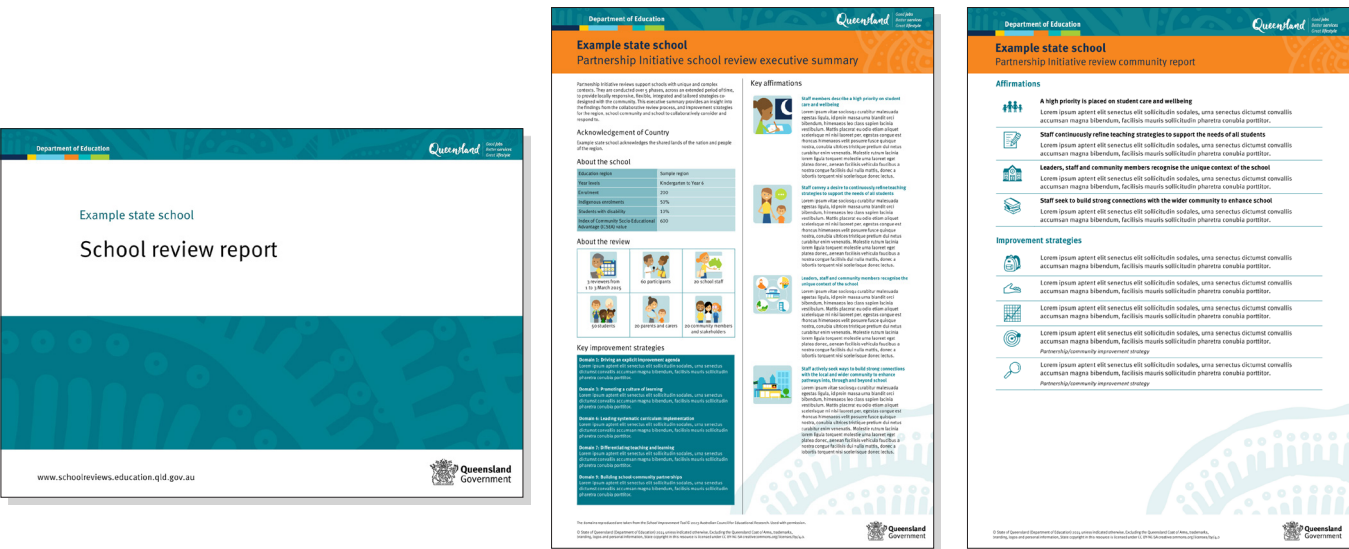
The domains reproduced in the school review report are from the *School Improvement Tool* © 2023 Australian Council for Educational Research. Used with permission.

Post review

Following the review the department collaborates with the school through the following actions.

- Identified people, including the Partnership Initiative school supervisor, develop school specific responses across the department, across government and with community aligned to the review findings and community considerations.
- Partnership Initiative support is to follow accordingly, as prioritised service for schools and the use of escalation pathways, as needed.

Appendices

Appendix 1: Partnership Initiative school review process for principals

Phase 1

Find out more about your school review via the school reviews website (schoolreviews.education.qld.gov.au):
- Partnership Initiative school review toolkit
- *School Improvement Tool*.

Consider key people who should be involved in different phases of the review. This includes community connectors and people from other government departments.

Participate in a MS Teams meeting with the review chair and school supervisor to:
- discuss the review process and clarify roles
- co-develop the scheduling of phases and school visits for phases 1, 2, 4 and 5
- identify key people who should be involved in different phases of the review including community connectors.

Host the review chair for a school visit to learn about the local context. Consider travelling around the community and meet with possible connectors with the principal and/or other school representative.

Once community connectors are identified in liaison with the review chair send the review chair the completed community connector contact list (Appendix 3). The review chair will invite the community connectors to be part of the process and the phase 2 training.

Phase 2

Advise of any training considerations for community connectors (for example, venues, ways to promote).

Participate in the 2-hour face-to-face community connector training. It is important for the principal to attend this session to endorse the process in front of community connectors. Other school leadership team members are welcome to attend.

Review community connectors connection map developed at the community connector training to identify any potential opportunities.

Liaise with the review chair to develop the review schedule for phase 4. The review chair will provide a template suited to the number of reviewers and days. See Appendix 5 for guidance. Principals may also wish to discuss the schedule with their school supervisor.

Inform staff, parents/carers, students and school community about the review and invite their input into the review through school communication channels. A draft school newsletter and social media item is provided (Appendix 6).

Phase 3

Liaise as required regarding progress of community connectors mid-cycle. Promote review date and time for sharing with community connectors.

Send invitations to stakeholders for conversations or focus groups with review team during phase 4 review.

Phase 4

Principals are asked to provide the following documents to their review chair:
- school map, including staffroom locations
- completed school context (see Appendix 2)
- review schedule (provide at least one week prior to review, see example schedule Appendix 4).

Arrange an office space or small meeting room (with access to a large display screen) for the review team to work in during the review.

Principal or school community partnership facilitator to advise review chair on community needs for culturally safe places.

Principal and school leadership team to meet with review team on first day of review.

Participate in daily check-ins and exit briefings with the review team.

Assist community connectors to meet the date for report sharing as needed.

Phase 5

Participate in the unpacking the report sessions with the review chair. This is approximately a half day visit comprising:
- unpacking of review report with school leadership team, school supervisor and regional director
- unpacking with community connectors.

Prior to this session consider extra people in liaison with the review chair, in the department or other departments, who may be invited to these sessions to hear the findings and contribute to planning the next steps.

Post review

Review the final review report, executive summary and community report.

Share the findings with your school communities, including publishing the executive summary and/or full review report on the school website.

The principal works with the school's leadership team and its school supervisor to consider and respond to the findings from the review. The principal and school supervisor will use the review report to inform the school's strategic and operational planning processes.

Appendix 2: School context list

The review chair will pre-fill this form for the principal to review and update as needed. This information is included in the review report.

School name:	
Indigenous land names, languages and peoples:	
School supervisor:	
Location:	
Education region:	
Year levels:	
Enrolment:	
Aboriginal and Torres Strait Islander enrolment percentage:	
Students with disability (NCCD) percentage:	
Index of Community Socio-Educational Advantage (ICSEA) value:	

A Word version of this template is available from OnePortal – https://intranet.qed.qld.gov.au/EducationDelivery/school-reviews.

Appendix 3: Community connector contact list

Please complete and email to your review chair prior to phase 2.

Name	Position/role	Organisation	Phone number	Email address

A Word version of this template is available from OnePortal –
https://intranet.qed.qld.gov.au/EducationDelivery/school-reviews.

Appendix 4: Community connector invitation

Review chairs will amend as required or use as guiding information to support conversations with community connectors.

Dear [name]

The Department of Education reviews the teaching and learning practices of each Queensland state school every 4 years.

[School name] is scheduled for Partnership Initiative school review in 2025. These reviews focus on connecting with community to deliver locally responsive improvement strategies and to inform the school's improvement journey.

One of the unique elements to a Partnership Initiative school review is capturing the voice of community through community connectors prior to the review team visiting the school.

On behalf of the school, I would like to invite you to support the review process as a community connector.

Community connectors capture feedback informally throughout the community on behalf of the review team in the lead up to the review to ensure we collect as much feedback as possible. Please see attached role description.

Community connectors are involved face-to-face in the process at:
- phase 2: 2-hour workshop
- phase 3: capturing voice from community as appropriate
- phase 4: a session on the first or second day of review
- phase 4: an optional briefing on the last day of review
- phase 5: 1.5 hour unpacking of findings.

Reimbursement is available for your time and participation in the process [include if non-government person].

More information about school reviews is available from the department's website at schoolreviews.education.qld.gov.au.

[Signature]

Community connector role description

Your role

Your job in the next few weeks is to have a talk with people you already now.

You will ask them about:
- the school
- what's going well
- what could be better.

Be safe

- Talk to people you already know.
- Only go to places that are safe.
- Connect with people in the course of your normal day-to-day activities.
- If you have any problems, talk to your school principal.

Be fair

- You might already have feelings about the school or about people at the school.
- Try not to let those feelings change what you hear when you talk to people.
- Listen to and share everyone's opinions and feelings even if they aren't the same as yours.

Unbiased: fair and not affected by your own or somebody else's opinions.

Respect private information

During our conversations we are asking about:
- what's working well
- what's an area for improvement.

We are not after specific names, people or events.

- We want people to speak about their views without fear of being identified in any way.
- Sometimes people might want to tell you private things that you don't have the right to know.
- It's ok to end your conversation if you feel uncomfortable or if the person you're talking to is sharing too much.
- Again, if you have any worries please talk to the school's principal.

Confidential: keeping private details a secret and not sharing them with other people

Remember what you learn

- You don't have to keep records of your conversations with people.
- You can keep notes if you want, but you don't have to.
- When we come back in phase 4, we will do some activities together to gather all the things you heard from people.

Appendix 5: Example review schedule

Please note that the schedule below is an example only. The review chair will provide a template for you based on the number of review days and reviewers suitable for your school.

- Make changes to reflect your school context.
- Change the time column to reflect your school bell times.
- Include name, position and conversation location.
- Review teams aim to speak with 80 per cent of teachers (minimum).
- Teacher meetings should be close to their classroom to minimise disruption to learning and allow reviewers to speak informally with students afterwards. This is in addition to scheduled student meetings.
- Teacher aides, administration staff and school-based support staff including grounds and facilities staff can be scheduled in groups of up to 6.
- Community representatives are from your school's key business/industry/community partners. Contact phone numbers should be included for these representatives on the schedule.
- Discuss the schedule with your review chair.

Example schedule only: 4-day review, 4 reviewers

Day 1: insert date

Time	Reviewer 1 Chair	Reviewer 2	Reviewer 3	Reviewer 4 First Nations representative
7:30 – 8:00	Review team arrival Check-in with principal and site orientation			
8:00 – 8:30	Discussion with school supervisor (face-to-face or MS Teams)			
8:30 – 8:50	Whole staff briefing			
9:00 – 10:30	Community connector consultation and sharing session			
10:30 – 11:00	**Morning tea — with community connectors**			
11:00 – 12:00	Leadership team meeting with review team			
12:00 – 12:30	Leadership team and review team panel discussion			
12:30 – 1:00	**Lunch — review team discussions** Possible other school tour if required			
1:00 – 1:30	Teacher (Name, location)	Teacher (Name, location)	Teacher (Name, location)	Teacher (Name, location)
1:30 – 2:00	Teacher	Teacher	Teacher	Teacher
2:00 – 2:30	Teacher	Teacher	Indigenous education workers	Indigenous education workers
2:30 – 3:00	Community member/ parent	Community member/ parent	Community member/ parent	Community member/ parent
3:00 – 3:30	Review team discussions			
3:30 – 4:00	Check-in with principal – findings, any changes to day 2 schedule			
4:00 – 4:15	Check-in with school supervisor – discuss day 1 findings			

Day 2: insert date

Time	Reviewer 1 Chair	Reviewer 2	Reviewer 3	Reviewer 4 First Nations representative
7:30 – 8:00	Review team discussions			
8:00 – 8:30	Chair meets with principal	Parents (at gate or phone calls)	Parents (at gate or phone calls)	Parents (at gate or phone calls)
8:30 – 9:00	Keep spare for chair	Deputy principal	Business manager	School-based support staff
9:00 – 9:30	Head of department	Head of department – curriculum	Support teachers	Support teachers
9:30 – 10:00	Teacher or other staff	Head of special education services	Inclusion teachers	Guidance officer
10:00 – 10:30	Morning tea — review team discussions			
10:30 – 11:00	Students	Students	Students	Students
11:00 – 11:30	State and local members (school to organise times and phone numbers)	Early childhood centre (school to organise times and phone numbers)	Feeder school (school to organise times and phone numbers)	State and local members (school to organise times and phone numbers)
11:30 – 12:30	Federal member or community partner (school to organise times and phone numbers)	Community partners (school to organise times and phone numbers)	Cluster/COP school (school to organise times and phone numbers)	Community partners (school to organise times and phone numbers)
12:30 – 1:30	Lunch — review team discussions			
1:30 – 2:00	P&C/School council	Youth officers	IT officer	Chaplain
2:00 – 2:30	Community partners	Community partners	Community partners	Community partners
2:30 – 3:00	Parents (at gate or phone calls)	Parents (at gate or phone calls)	Parents (at gate or phone calls)	Parents (at gate or phone calls)
3:00 – 4:00	Review team discussions and report writing (display screen required)			
4:00 – 4:30	Check-in with principal – discuss any changes to day 3 schedule			

Day 3: insert date

Time	Reviewer 1 Chair	Reviewer 2	Reviewer 3	Reviewer 4 First Nations representative
7:30 – 8:00	Review team discussions			
8:00 – 8:30	Chair meets with principal	Parents (at gate or phone calls)	Sub/focus group (e.g. literacy or PBL committee)	Tuckshop convenor/ volunteers
8:30 – 9:00	Keep spare for chair	Cleaning staff	Grounds facilities	School committee
9:00 – 9:30	Teacher	Teacher	Teacher	Teacher
9:30 – 10:00	Students	Students	Students	Students
10:00 – 10:30	Community partner	Community partner	Community partner	Community partner
10:30 – 11:00	Morning tea — review team discussions			
11:00 – 11:30	Youth officers	Regional staff	Regional staff	Community partner
11:30 – 12:00	Teacher	Teacher	Teacher	Teacher
12:00 – 12:30	Clarifying conversations (if required)			
12:30 – 1:00	Lunch — review team discussions			
1:00 – 3:00	Review team discussions and report writing (display screen required)			
3:00 – 4:15	Penultimate discussion with principal, leadership team and school supervisor (face-to-face)			
4:15 – 5:00	Check-in with principal			

Day 4: insert date

Time	Reviewer 1 Chair	Reviewer 2	Reviewer 3	Reviewer 4 First Nations representative
7:30 – 8:15	Review team discussions			
8:15 – 8:45	Check-in with principal Clarifying conversations (if required)			
8:45 – 10:30	Report writing (display screen required)			
10:30 – 11:00	**Morning tea — review team discussions**			
11:00 – 12:30	Report writing (display screen required)			
12:30 – 1:00	Community connector sharing (optional attendance)			
1:00 – 1:30	**Lunch — review team discussions**			
1:30 – 2:00	Review team meets with school supervisor			
2:00 – 3:00	Leadership team exit presentation with school supervisor and regional director			
3:00 – 3:30	Whole staff exit briefing			

Appendix 6: Communication material

Please amend as required to suit your school or communication channels.

School newsletter item

Subject: Our school review — an opportunity to have your say

Our school is scheduled for a review from ‹date› to ‹date month year›.

The Department of Education regularly reviews the teaching and learning practices of Queensland state schools. The reviews are conducted by the department's School and Region Reviews team.

The reviews do not rate or compare schools, but provide us with independent feedback so we can continue to improve learning outcomes for students.

All schools have a review at least once every 4 years. Key findings from the review will be made available to parents and the community on our school website.

The review team would like to hear from the school community and I encourage anyone who is interested to have their say. Your feedback is important and will help us continue to deliver a great education for students.

We have also identified some community connectors who may capture feedback informally throughout the community on behalf of the review team in the lead up to the review to ensure we collect as much feedback as possible. The following people may approach you to ask for your views on the school:

• [insert names, position titles and organisations as appropriate].

Alternatively, you may wish to speak to one on the review team from the Department of Education. The review team will also speak to a number of other people from the school community, as well as staff and students.

Feedback can be provided to the review team by phone or in person. All feedback remains confidential.

Please contact the school office if you are interested in speaking to a reviewer. Alternatively, you can register your interest by emailing reviews@qed.qld.gov.au.

More information about the review process is available from the department's website at schoolreviews.education.qld.gov.au.

Social media item

Facebook: We're having a school review from ‹dates›. Community feedback is welcome, so have your say and support your child's education. All feedback remains confidential. Please contact the school office if you are interested in speaking to a reviewer. Alternatively, register your interest by emailing reviews@qed.qld.gov.au. More information about the review process is available from the Department of Education website: schoolreviews.education.qld.gov.au

X/Twitter: We're having a school review from ‹dates›. Contact the school office to have your say. More details online: schoolreviews.education.qld.gov.au

Appendix 7: Community connector guiding questions

Vision

- What is the school trying to improve? How do you know?
- Does the school ask you about your thoughts? How?
- What is important for the school to work on in the future?
- Does the school focus on the right things? What are those things?

Culture

- How often do you contact the school? Why do you contact the school?
- How easy is it for you to speak with the teachers and principal?
- Who do you go to at the school when you have a problem? Do you get help you need?
- Do you and your children feel welcome at the school?
- What do your children like and not like about the school? Why?
- Is the school a good/safe place for your children?
- Are teachers always there to support your children?

Learning

- Do your children talk about what happens in classroom? What do they say?
- What do your children say about learning and classroom work? Is it interesting or boring? Easy or hard?
- Is there anything your children need help with? What is it? How do you know?
- Are your children getting support they need and when they need it? How do you know?
- Do you help your children in learning? How? Why?

Partnerships

- Does the school reach out to the community? What is it about?
- Does the school work with others to help children? Who are they working with and how is it good for the children?
- Does the school make it easy for children to move from kindy to Prep? How?
- Does the school make it easy for children to move from primary to secondary school? How?

Appendix 8: Review support – school community partnership facilitator or nominated officer

School community partnership facilitators are based in some schools and may work with the principal to support the review process. Where there is no school community partnership facilitator the principal may identify an appropriate staff or community member to support the following functions.

Phase 1

- Before the initial MS Teams meeting identify potential community connectors.
- Meet with review chair and principal to discuss 5 phase process.
- Take review chair on tour of school and local community (this could also be led by the principal depending on the school context).
- Introduce review chair to potential community connectors.

Phase 2

- Advise principal on suitable training considerations for community connectors (for example venues, ways to promote).
- Take part in community connectors training.
- Review community connectors connection map developed at the community connector training to identify any potential opportunities.
- Support with any follow up for those who missed training.
- Remind community connectors of review commitments.

Phase 3

- Check on progress of community connectors mid-cycle and provide an update to the principal.
- Liaise with review chair for any clarifying questions.
- Promote review date and time for sharing with community connectors.

Phase 4

- Support principal with advice on community needs for culturally safe places.
- Attend community connectors sharing session on first or second day of review.
- Attend community connectors briefing on last day of review.
- Assist community connectors to meet the date for report sharing as needed.

Phase 5

- Liaise and support principal with community engagement.
- Take part in sharing session with community connectors.
- Co-develop action plan for implementation of relevant partnership/community improvement strategies with measurable outcomes and success criteria.

Contact us

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