**School name**

**School-led evaluation report**

[School to insert logo here]

# Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia’s cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.



# The Landscape of Learning

The Landscape of Learning embodied design combines oceans, rivers, land and ecology to symbolise the interconnected systems that represent the department and the complexity of the work that we do.

The river reflects the different ways in which learners experience the education journey. The northern bank represents the systems, steps and milestones within education. A tree emerges with roots that extend downwards representing the ancient wisdom and knowledge from elders, teachers and the land itself.

The southern bank shows the relationship between students and staff and knowledge sharing. The learning journey then flows out into the vast fields of further education and beyond.

Acknowledging the Torres Strait Islands and ocean peoples, 5 shapes represent the distinct language and cultural groups of the region

*The Landscape of Learning is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscariot Media (IM) in 2022.*

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# 1. Introduction

This report provides information from a school-led evaluation undertaken by **School name** from **date** **month year to date month year.** Organised against the 9 domains of the Australian Council for Education Research [*School Improvement Tool*](https://research.acer.edu.au/cgi/viewcontent.cgi?article=1042&context=tll_misc) (SIT), it captures the key affirmations and improvement strategies identified during the evaluation process. The report also includes information about the school’s context and stakeholder engagement.

Evidence and findings captured in this report, together with supporting data and artefacts, will inform the validation process undertaken by School and Regional Reviews (SRR). This process, will include a school visit scheduled for date month year, by a multi-disciplinary validation team, will affirm our school’s assessment and provide any further considerations to inform our school’s ongoing improvement journey.

## 1.1 Contributing stakeholders

The following stakeholders contributed to the school-led review:

Staff

Students

Parents and carers

Broader school community:

Community organisations and business groups:

Partner schools and other educational providers:

Government and departmental representatives:

# **2. Summary of findings**

## 2.1 Driving an explicit improvement agenda

**The school leadership team and/or governing body have established and are driving an explicit, coherent, and context-appropriate school improvement agenda. The agenda reflects the school’s vision, values and aspirations as well as the perspectives of students, families, teachers, and the wider community. It is grounded in evidence from research and analysis of school data, and expressed in terms of improvements in measurable student outcomes. Targets for improvement have been set with accompanying timelines and have been communicated to families, teachers, and students. High expectations for student learning progress, levels of engagement, and wellbeing underpin the school’s approach to improvement. (SIT)**

|  |  |  |
| --- | --- | --- |
| Systems, practices and processes linked to domain 1 of the SIT  | Supporting resources, documents and artefacts | Evidence of impact  |
| School to insert simple statements of what they do aligned to the introductory paragraph of domain 1 (and supporting elaborations as appropriate).  | List of school documents, artefacts and resources that support systems, practices or processes. | School to insert statements and relevant data and evidence to demonstrate the impact of systems, practices and processes highlighted in first column. Include student achievement, engagement and wellbeing qualitative and quantitative data.  |

### Key affirmations

School to insert statements or bullet points outlining achievements and effective practice.

### Improvement strategies

School to insert clear and concise statements outlining improvement strategies or next steps.

Please limit each domain’s findings and improvement strategies to 2 pages in total.

## 2.2 Analysing and discussing data

**A high priority is given to the school-wide analysis and discussion of a broad range of systematically collected quality data on student learning, engagement, and wellbeing outcomes. Data analyses consider overall school, cohort, and individual performance, comparisons with similar schools and contexts, and evidence of improvement and/or regression over time. Analysis and discussion of data inform improvement goals, targeted teaching and learning strategies, and progress monitoring across the school. (SIT)**

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| --- | --- | --- |
| Systems, practices and processes linked to domain 2 of the SIT  | Supporting resources, documents and artefacts | Evidence of impact  |
| School to insert simple statements of what they do aligned to the introductory paragraph of domain 2 (and supporting elaborations as appropriate).  | List of school documents, artefacts and resources that support systems, practices or processes. | School to insert statements and relevant data and evidence to demonstrate the impact of systems, practices and processes highlighted in first column. Include student achievement, engagement and wellbeing qualitative and quantitative data.  |

### Key affirmations

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### Improvement strategies

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## 2.3 Promoting a culture of learning

Please limit each domain’s findings and improvement strategies to 2 pages in total.

**The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students, and families. Diversity is valued and celebrated. There is a strong collegial culture of mutual trust and support among teachers and school leaders, and families are treated as partners in their child’s education. The school works to create a culture of continuous improvement for both staff and students. Staff build and maintain a safe, supportive, and orderly learning environment that promotes intellectual rigour. (SIT)**

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| --- | --- | --- |
| Systems, practices and processes linked to domain 3 of the SIT  | Supporting resources, documents and artefacts | Evidence of impact  |
| School to insert simple statements of what they do aligned to the introductory paragraph of domain 3 (and supporting elaborations as appropriate).  | List of school documents, artefacts and resources that support systems, practices or processes. | School to insert statements and relevant data and evidence to demonstrate the impact of systems, practices and processes highlighted in first column. Include student achievement, engagement and wellbeing qualitative and quantitative data.  |

### Key affirmations

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### Improvement strategies

School to insert clear and concise statements outlining improvement strategies or next steps.

Please limit each domain’s findings and improvement strategies to 2 pages in total.

## 2.4 Targeting school resources

**The school applies its resources (staff and school time, expertise, funds, facilities, materials) in a targeted manner to maximise outcomes for all students. It has school-wide policies, practices, and approaches in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual students. (SIT)**

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| Systems, practices and processes linked to domain 4 of the SIT  | Supporting resources, documents and artefacts | Evidence of impact  |
| School to insert simple statements of what they do aligned to the introductory paragraph of domain 4 (and supporting elaborations as appropriate).  | List of school documents, artefacts and resources that support systems, practices or processes. | School to insert statements and relevant data and evidence to demonstrate the impact of systems, practices and processes highlighted in first column. Include student achievement, engagement and wellbeing qualitative and quantitative data.  |

### Key affirmations

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### Improvement strategies

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Please limit each domain’s findings and improvement strategies to 2 pages in total.

## **2.5 Building an expert teaching team**

**The school has found ways to build a school-wide, professional team of highly capable teachers. There is a strong focus on continuous professional learning for all staff and shared responsibility for students’ progress in learning. Explicit processes are in place to encourage school-wide collaboration and effective networking with other schools and learning organisations, as well as leadership development opportunities for staff. (SIT)**

|  |  |  |
| --- | --- | --- |
| Systems, practices and processes linked to domain 5 of the SIT  | Supporting resources, documents and artefacts | Evidence of impact  |
| School to insert simple statements of what they do aligned to the introductory paragraph of domain 5 (and supporting elaborations as appropriate).  | List of school documents, artefacts and resources that support systems, practices or processes. | School to insert statements and relevant data and evidence to demonstrate the impact of systems, practices and processes highlighted in first column. Include student achievement, engagement and wellbeing qualitative and quantitative data.  |

### Key affirmations

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### Improvement strategies

School to insert clear and concise statements outlining improvement strategies or next steps.

Please limit each domain’s findings and improvement strategies to 2 pages in total.

## 2.6 Leading systematic curriculum implementation

**The school has a coherent and comprehensive plan for implementation of the prescribed curriculum that ensures consistent teaching and learning expectations and a clear reference for monitoring and communicating learning progress over time. The plan embeds evidence-based teaching, learning, and assessment practices. It focuses on building students’ disciplinary knowledge and skills, as well as broader capabilities and dispositions. It has been designed through consultation with the school community and is flexibly implemented to ensure responsiveness to individual student and contextual needs. The curriculum implementation plan is regularly evaluated and refined to maximise student outcomes. (SIT)**

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| --- | --- | --- |
| Systems, practices and processes linked to domain 6 of the SIT  | Supporting resources, documents and artefacts | Evidence of impact  |
| School to insert simple statements of what they do aligned to the introductory paragraph of domain 6 (and supporting elaborations as appropriate).  | List of school documents, artefacts and resources that support systems, practices or processes. | School to insert statements and relevant data and evidence to demonstrate the impact of systems, practices and processes highlighted in first column. Include student achievement, engagement and wellbeing qualitative and quantitative data.  |

### Key affirmations

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### Improvement strategies

School to insert clear and concise statements outlining improvement strategies or next steps.

Please limit each domain’s findings and improvement strategies to 2 pages in total.

2.7 **Differentiating teaching and learning**

**The school places a high priority on differentiated teaching and learning to ensure that students are learning successfully. Teaching practices across the school reflect the belief that all students can make excellent progress regardless of their starting points, if they are given appropriate learning opportunities and necessary support. Teachers closely monitor individual student progress and tailor classroom practices to best meet student needs. Targeted interventions are in place for students identified as requiring additional support. (SIT)**

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| --- | --- | --- |
| Systems, practices and processes linked to domain 7 of the SIT  | Supporting resources, documents and artefacts | Evidence of impact  |
| School to insert simple statements of what they do aligned to the introductory paragraph of domain 7 (and supporting elaborations as appropriate).  | List of school documents, artefacts and resources that support systems, practices or processes. | School to insert statements and relevant data and evidence to demonstrate the impact of systems, practices and processes highlighted in first column. Include student achievement, engagement and wellbeing qualitative and quantitative data.  |

### Key affirmations

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### Improvement strategies

School to insert clear and concise statements outlining improvement strategies or next steps.

Please limit each domain’s findings and improvement strategies to 2 pages in total.

## 2.8 Implementing effective pedagogical practices

**The principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role and establish and communicate clear expectations concerning the use of evidence-informed teaching practices in all classrooms. All teachers understand and use effective teaching strategies to ensure that every student is engaged, challenged, and learning successfully. Implementation of effective pedagogical practices is facilitated through purposeful collaboration. Leaders work alongside teachers to draw on a range of evidence to evaluate and continuously refine pedagogical practices to maximise their impact on student learning. (SIT)**

|  |  |  |
| --- | --- | --- |
| Systems, practices and processes linked to domain 8 of the SIT  | Supporting resources, documents and artefacts | Evidence of impact  |
| School to insert simple statements of what they do aligned to the introductory paragraph of domain 8 (and supporting elaborations as appropriate).  | List of school documents, artefacts and resources that support systems, practices or processes. | School to insert statements and relevant data and evidence to demonstrate the impact of systems, practices and processes highlighted in first column. Include student achievement, engagement and wellbeing qualitative and quantitative data. |

### Key affirmations

School to insert statements or bullet points outlining achievements and effective practice.

### Improvement strategies

School to insert clear and concise statements outlining improvement strategies or next steps.

Please limit each domain’s findings and improvement strategies to 2 pages in total.

## 2.9 Building school-community partnerships

**The school actively seeks ways to build a strong connection with its local and wider community to enhance student learning, engagement, wellbeing, and opportunity. Partnerships with a range of stakeholders including education and training institutions, businesses, and community organisations are strategically established to address identified student needs. These arrangements provide access to experiences and/or physical or virtual support and resources not available within the school. Families are recognised as integral members of the school community and partners in their child’s education. Partnerships are actively monitored to ensure they achieve intended outcomes and are embedded in the school’s operation. (SIT)**

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| Systems, practices and processes linked to domain 9 of the SIT  | Supporting resources, documents and artefacts | Evidence of impact  |
| School to insert simple statements of what they do aligned to the introductory paragraph of domain 9 (and supporting elaborations as appropriate).  | List of school documents, artefacts and resources that support systems, practices or processes. | School to insert statements and relevant data and evidence to demonstrate the impact of systems, practices and processes highlighted in first column. Include student achievement, engagement and wellbeing qualitative and quantitative data.  |

### Key affirmations

School to insert statements or bullet points outlining achievements and effective practice.

### Improvement strategies

School to insert clear and concise statements outlining improvement strategies or next steps.

Please limit each domain’s findings and improvement strategies to 2 pages in total.

Australian Council for Educational Research. (2023). School Improvement Tool. https://doi.org/10.37517/978-1-74286-700-7

# 3. Appendix

## 3.1 School context

|  |  |
| --- | --- |
| Indigenous land name: |  |
| 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: |  |
| Year principal appointed: |  |

## 3.2 System performance measures

School to insert system provided performance placemat. Sample below.

