

## School and Region Reviews

# School-led review toolkit





© State of Queensland (Department of Education) 2024 unless indicated otherwise. Excluding the Queensland Coat of Arms, trademarks, branding, logos and personal information, State copyright in this resource is licensed under CC BY-NC-SA [creativecommons.org/licenses/by/4.0](https://creativecommons.org/licenses/by/4.0).

# Contents

<b>Introduction</b>	<b>4</b>
<b>An overview of the school-led review process</b>	<b>5</b>
<b>Roles</b>	<b>6</b>
<b>Pre-review</b>	<b>8</b>
<b>Phase 1: School-led evaluation</b>	<b>10</b>
<b>Phase 2: SRR-led validation</b>	<b>15</b>
<b>Post validation</b>	<b>19</b>
<b>Appendices</b>	<b>20</b>
Appendix 1: School-led review process for principals	21
Appendix 2: School-led review form	23
Appendix 3: Communication materials	24
Appendix 4: Self-reflection guide	28
Appendix 5: SRR-led validation visit example schedules	31
Appendix 6: School-led evaluation example guiding questions	34
<b>Contact us</b>	<b>35</b>



# Introduction

All Queensland state schools undergo a review at least once every 4 years, generally undertaken in the year that they are due to update their 4-year strategic plan.

Reviews play an important role in the Department of Education's work to support school improvement. They inform and complement the work of the school in leading continuous improvement and quality learning outcomes for Queensland children and young people.

The majority of schools are designated one of 2 types of review — either a school review conducted by School and Region Reviews (SRR) or a school-led review which is co-conducted by the school and SRR.

School-led reviews aim to harness the efforts of schools to use cycles of inquiry to review their performance and progress and collaboratively identify next steps for improvement. This evidence-based approach empowers school leaders to lead aspects of the review process. It allows schools to engage collaboratively with their community to provide clarity, direction and focus for the school, to shape everyday actions and to foster ongoing improvement. Findings inform school strategic plans (every 4 years) and annual implementation plans (yearly).

School-led reviews use the *School Improvement Tool* (SIT) as a common framework and language for school improvement.

A school-led review consists of 2 phases:

- evaluation conducted by the school
- validation conducted by SRR.

## Review type comparison

### School reviews

- Considerate of the school's performance and context.
- Tailored review team composition informed by the school's improvement journey.
- Review report executive summary published on school website.

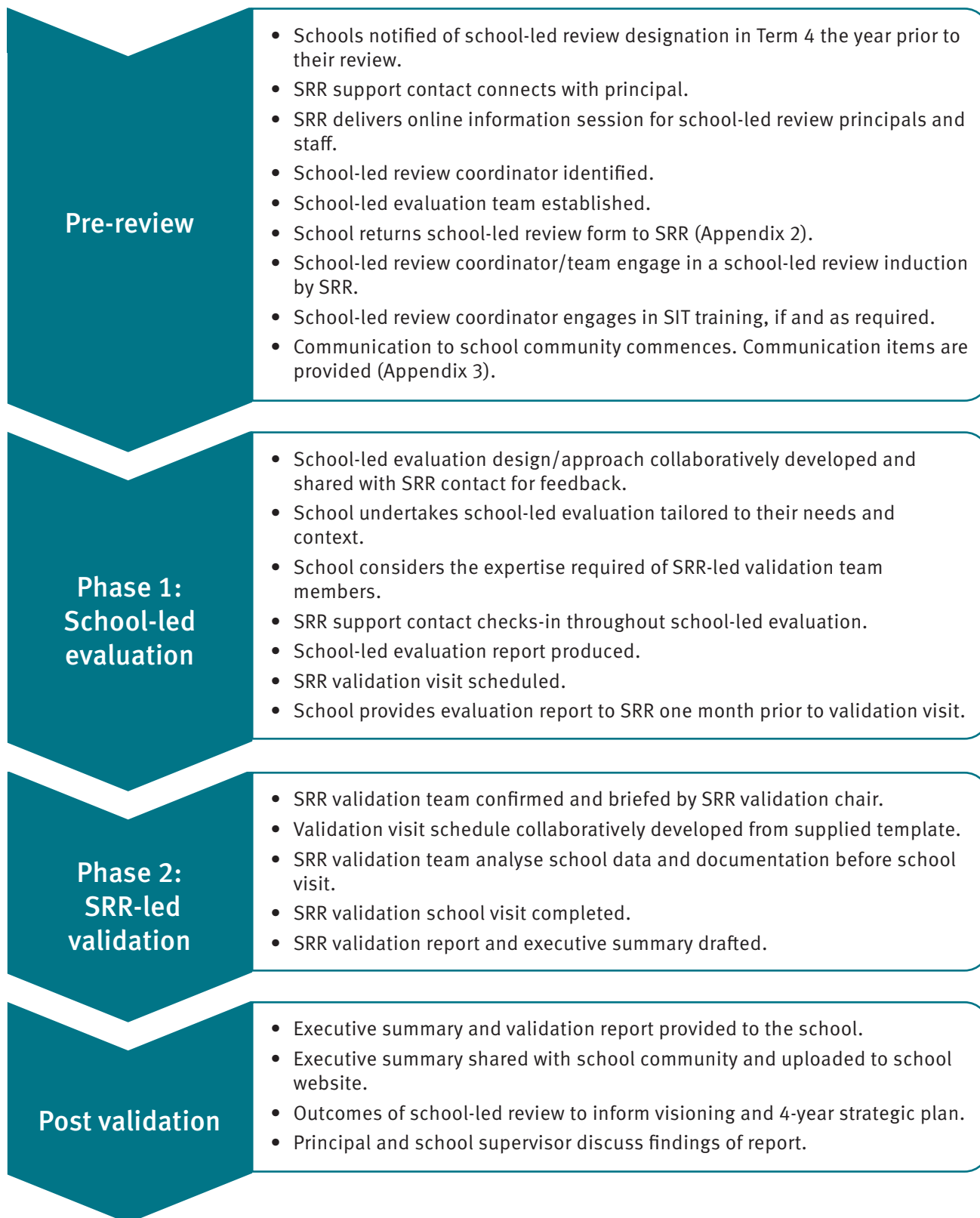
### Common features

- Use of the SIT across all 9 domains.
- Informs school performance planning (4-year strategic plan and annual implementation plan).
- Review type for each school determined through annual performance assessment process.
- Strength based methodology with an emphasis on appreciative inquiry.
- SIT training.
- Concise review reports.
- Review response and planning supported by region.
- Post review sharing of effective practice.

### School-led reviews

- Schools lead evaluation phase in collaboration with their school community.
- SRR-led validation phase including school validation visit.
- Trained multi-disciplinary validation team tailored to the school's context.
- Induction and support provided by SRR.
- SRR validation report published on school website.

# An overview of the school-led review process



# Roles

## SRR support contact

An SRR reviewer is allocated as a contact person for the school. The school will be notified of their support contact in Term 1.

The support contact will work in consultation with the school principal and/or school-led review coordinator to answer any questions relating to the school-led review process, provide feedback on the planned evaluation process and discuss areas of focus, the composition of the validation team, and the timing of the induction program and validation visit.

This contact will also be the chair of the phase 2 validation review.

Reviewer biographies are available on the school reviews website – [schoolreviews.education.qld.gov.au/reviews/reviewers](https://schoolreviews.education.qld.gov.au/reviews/reviewers).

## Principal

The principal maintains oversight of the review from the school's perspective and works collaboratively with the SRR support contact, school-led review coordinator (if not the principal), their school supervisor and stakeholders throughout the review process.

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

## School-led review coordinator

Principals are responsible for nominating a coordinator to lead the school-led evaluation, and act as a point of contact for SRR.

The review coordinator is required to complete the 2-day SIT training before the evaluation phase commences. If the coordinator has previously completed the 2-day *National School Improvement Tool* (NSIT) training and did not already attend the NSIT to SIT conversion online session they will need to complete the online SIT refresher course.

Training program details are available on the school reviews website – [schoolreviews.education.qld.gov.au/training](https://schoolreviews.education.qld.gov.au/training).

# School supervisor

The school supervisor is a key support person for principals/review coordinator throughout the school-led evaluation process.

School supervisors are involved throughout the review process as follows.

## School-led evaluation

- Provide advice to principal on evaluation methodology and focus areas.
- Acts as conduit for regional personnel providing input into school-led evaluation, with key regional staff brokered to support the school including school improvement coaches.
- Provide evidence as part of school-led evaluation through a conversation with the school-led evaluation team.

## SRR-led validation

- Participate as a member of the validation team following consultation (optional).
- Pre-validation visit meeting with validation chair and principal (optional).
- Initial meeting with validation team on first morning of review (30 minutes, phone or MS Teams).
- Check-in with validation chair on first afternoon (15 minutes).
- Validation team exit presentation with leadership team on final day (45 minutes, face-to-face).
- Validation team staff exit briefing on final day (optional, face-to-face).
- Other opportunity to participate in validation teams (generally outside own region).

## Post validation

- Partner with school leaders to respond to self-evaluation report and validation report to inform school strategic planning.



# Pre-review

## Review type designation

In Term 4, principals are notified of their school review type for the following year. This is determined through the department's annual performance assessment process.

A wide range of schools are identified for a school-led review. This is based on consideration of school performance data including system measures and contextual information provided by regions and the school supervisor.

## School evaluation team

Schools are encouraged to establish a team to lead the evaluation phase of the review. The size and composition of the team will vary according to each school's context. In a large school, the team may comprise of the review coordinator, principal, middle leaders and other school representatives. In a small school it may be the principal with all members of the school team. The SRR support contact can provide advice on the composition of the evaluation team if required.

Members of the evaluation team should collaboratively document the approach for the school-led evaluation. This document may include:

- the overall methodology to conduct the evaluation
- an evaluation schedule
- an agreed approach to collecting and analysing data and evidence
- how consultation with staff, students, parents and the wider school community will take place
- how the report will be developed.

Once this plan is documented it should be shared with the SRR contact for feedback.

## School-led review form

The school-led review form (Appendix 2) needs to be completed and returned to SRR via email to [reviews@ged.qld.gov.au](mailto:reviews@ged.qld.gov.au).

This form includes the following details:

- contact details of the review coordinator
- proposed school-led evaluation team members
- review focus areas
- proposed school-led evaluation timeframe
- preferred timing of the SRR validation visit.



## Review tool

School-led 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](http://www.acer.org/au/research/school-improvement-tool).

## SIT training

The review coordinator is required to complete the 2-day SIT training before the evaluation phase commences. Training details are available on the school reviews website – [schoolreviews.education.qld.gov.au/training](http://schoolreviews.education.qld.gov.au/training).

## School-led review induction

The principal, school-led review coordinator and/or members of the evaluation team will be invited to engage in a face-to-face school-led review induction. The induction will explore the phases of a school-led review, outline key considerations in designing the school and unpack the suite of supporting materials and resources.

The SRR support contact will liaise with the principal to schedule the induction session.

## Communication

To help inform the school community about the review, schools are encouraged to promote it through their communication channels. A draft school newsletter item and other communication items for staff and review participants are provided (Appendix 3).

SRR also provides schools with a school-led review slide deck presentation to assist principals to provide staff with an overview of the process.

A school-led review fact sheet is also available from the school reviews website – [schoolreviews.education.qld.gov.au](http://schoolreviews.education.qld.gov.au).

# Phase 1: School-led evaluation

## Designing your school-led evaluation

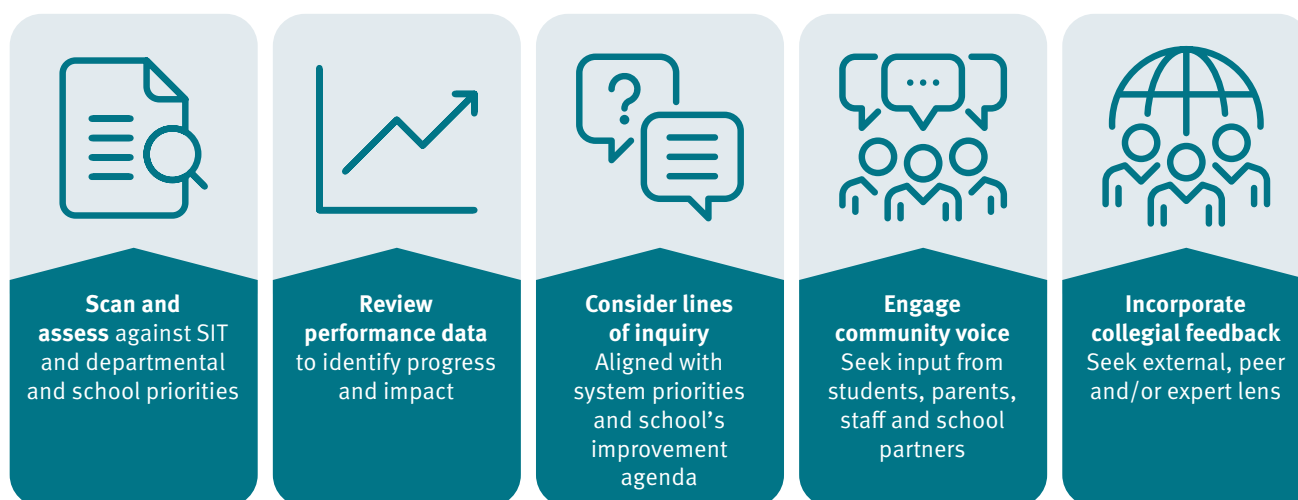
### Designing your school-led evaluation

The SIT is used as the common framework for the evaluation. Within this framework, schools may choose to identify a particular focus area.

In addition to the SIT, schools should consider aligning their progress and practices to the [\*Equity and Excellence: realising the potential for every student\*](#) (Equity and Excellence) strategy school priorities and the associated system support measures. This includes a focus on realising the potential of every Aboriginal student and Torres Strait Islander student.

There are 5 key elements to include in a school-led evaluation.

- **scan and assess** – gather rich information through the lens of the SIT about what is working well within the school environment. Examine the factors influencing educational achievement, student wellbeing, engagement, as well as culture and inclusion. Assess any specific problems of practice that, when addressed, could lead to significant improvements in student outcomes.
- **review performance data** – analyse the school's data to interpret impact on student achievement, wellbeing and engagement including consideration of system measures.
- **consider lines of inquiry** – review school practices including improvement agenda, with consideration of system priorities.
- **engage community voice** – seek input and feedback from the school community including staff, students, parents and partners to inform sustained school performance, improvement and planning
- **incorporate collegial feedback** – consider ways to seek an external, peer and/or expert lens.



These 5 key elements are further unpacked in the self-reflection guide (Appendix 4).

## External evaluation advice and input

Schools should lead their own evaluation process as opposed to outsourcing it to an external expert or consultant. However, to support the school-led evaluation, schools are encouraged to seek input from:

- principals and school leaders from neighbouring and/or similar Queensland state schools or centres
- regional or departmental representatives, such as the school supervisor, experts in areas aligned to the evaluation focus areas, for example early childhood or curriculum experts
- members of external organisations such as an accreditation agency, university, other government agencies, or professional learning institute.

Schools may choose to engage an external consultant as part of your ‘engage community voice’ and ‘incorporate collegial feedback’ components. Your SRR key support contact can assist to identify possible peer or external reviewers, at the school’s cost, to approach as part of your school-led evaluation.

Consider reaching out to your network in other schools to partner to collect evidence in the evaluation phase. You may also consider other ways to collect evidence other than face-to-face conversations, such as surveys or workshops.

Guiding questions to support the collection of feedback is available at Appendix 6.

## Conducting the school-led evaluation

Schools are encouraged to use non-teaching days to conduct their school-led evaluation to support workload.

Access to and support from your SRR contact and the SRR validation team and process are equivalent in cost to a standard school review. Up to 2 days teacher release scheme funds is available for level 1 and 2 schools. There is no additional funding to support a school-led review in schools level 3 and above. More information is available on the Queensland Education website – <https://education.qld.gov.au/about-us/budgets-funding-grants/grants/state-schools/core-funding/school-and-region-reviews-school-led-reviews>.

Schools may approach the evaluation phase as suited to their needs. These differences may include:

- dividing evaluation team responsibilities for data collection and analysis responsibilities according to the domains of the SIT
- employing an open inquiry or structure enquiry by the domains of the SIT
- using individual conversations, group discussion and/or surveys to gather data.
- using activities for teachers and school leaders to identify effective practice and a traffic light system to reflect on observations.

## Check-ins throughout evaluation phase

The SRR support contact will check-in throughout the school-led evaluation. A 1 to 2 hour face-to-face or Microsoft Teams session can be conducted as requested by the school.

# Producing a school-led evaluation report

Following the reflective and consultative aspects of the evaluation, the team will collaboratively develop a report to capture the outcomes. The report should provide details on the school's progress, as well as recommendations to inform the school's next steps for improvement. The report should also highlight effective strategies that can be shared with schools across our system and beyond.

The report should be organised against the 9 domains of the SIT, however it can be tailored to ensure it is relevant and considerate of the school community. A report template will be provided for schools to reference or use.

A Word version of the evaluation report template in portrait and landscape format options is available from OnePortal – <https://intranet.qed.qld.gov.au/EducationDelivery/school-reviews>

Support to write report affirmations and improvement strategies is available as part of the peer reviewer online self-paced course available through the Education Futures Institute catalogue – <https://catalogue.qlearn.eq.edu.au/browse/education-futures-institute/courses/peer-reviewer-course-school-improvement-tool-refresher>.

The school-led review evaluation report should not be shared with the broader school community until after the validation process. Following the completion of the process the evaluation report may also be shared with the region, system and other schools.

The report must be sent, with relevant supporting data and artefacts, to SRR no later than one month before the validation visit.

SRR will store a secure copy of this evaluation report for departmental record keeping purposes.



## School-led evaluation case studies

### Springsure State School

P-10 state school

Approximately 200 students

Springsure State School school-led evaluation was led by a committee comprising the school leadership team, associate leaders, representatives of teaching staff, students, parents, school supervisor and an external expert supported by the SRR validation chair.

The committee unpacked the 9 domains of the *School Improvement Tool* (SIT) during their first meeting to ensure a shared understanding of the tool.

The evaluation process started with an open inquiry, using 2 general questions:

- What do you love about our school?
- What would you change?

The school leadership team used strengths-based approach, focusing on what the school was already doing well, and what they could do even better.

Informal conversations were conducted using existing school events to engage with parents and community members. In-depth discussions took place to ensure the school captured as many voices as possible. The school leadership team organised activities for teachers and school leaders to identify aspects of effective practice embedded in their daily work. In one exercise, participants used a traffic light system to reflect on a list of observations developed by the principal.

The committee met 4 times over the data collection period to draw together what they were hearing. They analysed the feedback, interrogated school performance data, and then used the SIT domains to organise potential affirmations, findings and improvement strategies. More refined lines of inquiry were developed through discussions.

Staff meetings were aligned to the evaluation, and used to update all staff on the progress. Teachers' input was sought to guide the process. The leadership team made sure to regularly share findings and celebrate affirmations as they were distilled. After gathering all the data, the leadership team drafted the evaluation report and presented it to staff for feedback, before being submitted to SRR.



## **Emerald State High School**

Year 7 to Year 12

Approximately 900 students

Emerald State High School established a school-led evaluation committee comprising heads of department, teachers, non-teaching staff, students, members of the P&C and community supported by the SRR validation chair. The committee was split into 4 groups and each was assigned 2 SIT domains to explore during the evaluation.

The school-led review coordinator created a detailed timeline of meetings, conversation schedules, data collection and analysis. The committee developed specific lines of inquiry, linking to the SIT domains, and informed by the analysis of school performance data. A suite of questions was crafted for each domain.

Feedback was gathered through formal conversations and a survey. The committee spoke with teachers, non-teaching staff and students. Parents participated in a 20-minute information session during a P&C meeting. They then either completed an online survey or participated in an interview.

Collected data was analysed by SIT domains and collated into spreadsheets. Committee groups analysed their allocated domains, and then looked for patterns and trends to identify affirmations and improvement strategies for each domain.

The feedback was gathered over 6 weeks and summarised by the committee in the evaluation report. The report was then shared with the school leadership team and P&C, and endorsed by the committee before submission to SRR.

# Phase 2: SRR-led validation

After the school-led evaluation, SRR leads a validation visit to the school to confirm the school's findings and recommendations. This visit may take one or 2 days, depending on the size and context of the school.

## Validation team

Chaired by an SRR reviewer, the validation team comprises of 2 to 4 departmental staff from a range of school, region and corporate roles. The composition of the team is determined by the school's context and the focus areas of the school-led evaluation.

The team is developed in consultation with the school-led review coordinator.

## Validation visit schedule

Your validation visit date/s will be confirmed by SRR by Term 2.

In preparation for the validation visit, schools are asked to develop a schedule for the visit for the validation team to speak with a range of school staff, students and community members. The SRR validation chair will assist in designing the timetable and identify required staff and stakeholders that should be included.

The validation chair will support the school in the development of the validation visit schedule. See Appendix 5 for example schedules.

## Review documents

Schools are asked to provide the following documents to their validation chair one month before the validation visit:

- school-led evaluation report, with relevant supporting data and artefacts
- proposed validation visit schedule including contact information for community representatives
- the draft validation visit schedule.

Reviewers will also review the school's 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.

Additionally, on the first morning of the visit please provide hardcopy versions of the:

- school map including staffroom locations
- finalised validation visit schedule.

## Prior to validation visit

Prior to the school validation visit, the validation team will review the school's evaluation report and supporting documentation to consider the school's findings against the SIT and system priorities, the breadth of the data considered, the level and range of stakeholder engagement and affirmations and recommendations highlighted in the evaluation report. The validation team chair will conduct a pre-visit 1-hour Microsoft Teams meeting with the validation team to review the school evaluation report and any other supplied school documentation.

To ensure the validation team is well positioned to conduct the validation process and/or the school team are informed and comfortable, the principal and validation team chair may determine that a pre-visit Microsoft Teams meeting would be beneficial in supporting this process.

## Meeting room and other requirements

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



# Validation school visit

## Staff briefings

At the start of the validation visit, the team will conduct a short briefing with all school staff. This will occur before school starts and is highly beneficial, allowing staff to meet the validation team and to ask questions about the process.

The validation team will meet again with the school-led evaluation team and staff at the end of the visit for exit briefings.

## Evaluation team meeting

The staff briefing is followed by a meeting with the school-led evaluation team to unpack the school developed evaluation report. This meeting should provide an overview of the school-led evaluation process, with focus areas to include how the:

- scan and assess covered the breadth of the SIT
- school engaged stakeholders
- school reviewed data and evidence
- school has addressed the self-determined lines of inquiry
- school established affirmations
- school developed considerations for the next steps.

## Validation team conversations

Throughout the school visit, the validation team will speak with staff, students, parents and community members to gain a deeper understanding of the school and to validate the findings captured in the evaluation report. Conversations can be conducted individually or in focus groups.

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)

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.

# Validation report and executive summary

After the validation visit, SRR will send a validation report and an executive summary to the school, confirming the school's next steps and/or providing additional feedback.

Schools are required to publish the SRR validation report executive summary on their website.

## Sample State School

### Improvement strategies

Domain	SRR-endorsed school-identified improvement strategies
1 Driving an explicit improvement agenda	<ul style="list-style-type: none"> <li>Collaboratively develop a strategic plan and Annual Implementation Plan with measurable goals and targets to ensure clarity and ownership of school improvement priorities for all school community members.</li> </ul>
2 Analysing and discussing data	<ul style="list-style-type: none"> <li>Collaboratively develop a data plan outlining how data collected and used to monitor and enhance student outcomes.</li> <li>Prioritise systematic opportunities for collaborative data practices and develop strategies for the continuous improvement of engagement and wellbeing outcomes.</li> </ul>
3 Promoting a culture of learning	<ul style="list-style-type: none"> <li>Review school-wide processes for explicitly teaching and enhancing student engagement and learning.</li> </ul>
4	<ul style="list-style-type: none"> <li>Refine and communicate systems and processes for resource allocation.</li> </ul>

## Sample State School

### Key affirmations

These key affirmations strongly align with the school-led evaluation findings and the SRR-led validation findings.

Staff and community members value the school and each other's unique contributions as important components of the wider XX community.

Community members speak of the strong care demonstrated for their and their environment, and express pride in the school. Parents view each other as equal partners in supporting the success of each student. Staff articulate that their place on the school within the community is valued. The school is a 'good school' and 100% of School Opinion Survey respondents are coming to school.

Supporting productive and effective ways of working. Everyone contributes to ensure the smooth operation of the school. The sole focus is acting at all times in the best interests of students. Staff appreciate the leadership of the school. They describe feeling trusted to have autonomy in their work. The high positivity and engagement evidenced in the high levels of satisfaction (100%); behaviour is well-managed (100%) and

about the focus on respectful and relationships between home and school. Information required to work effectively, from clarity in their roles and duties, to being able and easy to communicate with. Collaboration and feedback is valued. Their opinions are heard and valued. The school's education program is being represented at showcase events.

Approach to supporting students' use of collective ownership that outcomes. Partnership and responsibility for the school. Those in their class. They explain their students' collective and help that proactive. Help to support positive problems. Students describe to enact expectations, and to support students' social and emotional learning. Strong contributor to and maintenance of and students supported by the mutual school community.

### Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and SRR-led validation.

#### Domain 2 – Analysing and discussing data

Collaboratively develop a data plan outlining how data, aligned to school priorities, will be collected and used to monitor and enhance student outcomes and school improvement.

#### Domain 6 – Leading systematic curriculum delivery

Refine the whole-school curriculum plan, ensuring it meets P-12 curriculum, assessment and reporting framework (P-12 Framework) requirements to guide implementation of a vertically and horizontally aligned curriculum. Systematically enact moderation processes at multiple junctures, including collaborative planning and external moderation, to build staff Australian Curriculum (AC) knowledge, support assessment literacy for teachers and students, and calibrate reasonable adjustments.

#### Domain 8 – Implementing effective pedagogical practices

Collaboratively develop a shared language and understanding about pedagogy to foster reflective conversations around pedagogical choices and the effectiveness of enacted strategies, and inform planning.

#### Domain 7 – Differentiating teaching and learning

Strengthen staff understanding of differentiation and appropriate tailored supports to build capability in their effective implementation, and support students' diverse learning needs.

## Department of Education

## Sample State School

### School-led review validation report

#### About the school

We recognise the traditional owners of the land, the XX people, and their continuing connection to the land, air and sea. We pay our respect to their cultures and to Elders past, present and emerging.

Education region	XX Region
Year levels	Prep to Year 6
Enrolment	XX%
Indigenous enrolments	XX%
Students with disability	XX%
Index of Community Socio-Educational Advantage (ICSEA) value	XXXX

#### About the school-led evaluation

Sample State School completed a school-led evaluation as the first phase of the school-led review. As part of the evaluation, schools appoint their own team and use the School Improvement Tool to develop a school-led evaluation report.

Over XX weeks	XX participants	Staff meetings
Group forums	P&C meetings	Community members
One-on-one meetings	Ongoing consultation with school supervisor and senior reviewer	Discussions and feedback from principal colleagues

#### About the validation

This report is a product of a school-led review validation, carried out by School and Region Reviews (SRR) at XX State School from X to X Month 2024.

The validation team comprised of:

- Reviewer name, Senior Principal, Reviews, SRR (chair)
- Reviewer name, Title
- Reviewer name, Title

XX days	XX school staff	XX community members
XX students	XX parents	XX staff and student forums



# Post validation

## Next steps

The school's region will partner with the school to respond to the validation report. Schools use outcomes of school-led review to inform visioning and strategic planning.

## System sharing

The opportunity to collaborate and share effective practice is a valued and important aspect of this evidence-based approach. A member of SRR's research team may be present at various stages of the process to collect information that could be used to inform the school-led review process or departmental publications. Major trends and findings are shared with schools and the system through regional performance assessment meetings each semester.

Visit the school reviews website at [schoolreviews.education.qld.gov.au](https://schoolreviews.education.qld.gov.au) for previous key findings, insight papers and case studies.



# Appendices



# Appendix 1: School-led review process for principals

Find out more about your school review via the school reviews website ([schoolreviews.education.qld.gov.au](http://schoolreviews.education.qld.gov.au)):

- School-led review toolkit and associated resources
- *School Improvement Tool*.

## Pre-review

- Discuss the review with your SRR support contact and school supervisor.
- Nominate a school-led review coordinator.
- Establish school-led evaluation team.
- Register the school-led review coordinator in the 2-day SIT training if required.
- Consider the timeframe for completing the school-led evaluation and nominate preferences for your validation visit on the school-led review form.
- Complete the school-led review form (Appendix 2) and return to SRR.
- Engage in a school-led review induction by SRR.

## Inform your school community about the review

- Share information about the review with staff (teaching and non-teaching), parents, students and other stakeholders.
- Promote and invite input into the review in a school newsletter, email, social media or other forms of communication. A draft newsletter and other communication items are provided (Appendix 3).

## Conduct your school-led evaluation

The following provides a possible flow for your school-led evaluation – feel free to discuss further with your SRR support contact.

- Map out a documented evaluation approach (with consideration of finalising the school-led evaluation report one month prior to validation) that includes:
  - opportunities for stakeholder voice to be garnered – such as consultation groups/survey and responses/groups aligned to relevant areas (for example data analysis, review of school strategic plan (SSP) and annual implementation plan (AIP), future focused) – with consideration of time and space and the opportunity to leverage of existing events and processes
  - appropriate timing to facilitate reflection, analysis, celebrations, determination of next steps
  - how stakeholder voice will be collated, identify key themes or threads and feed into the final report.
- Share the documented evaluation process with the SRR support contact.

- Collaboratively review your previous SSP and supporting AIP including school data plan and budget (allocation of resources).
- Collect and reflect on the range of system and school data from the previous SSP period.
- Collaboratively reflect on the SIT elaborations in each of the 9 domains.
- Work with your SRR key support contact to understand current lines of inquiry and consider how they will be considered.
- Consider how your school supervisor will be involved in the school-led review process.
- Identify potential stakeholders that will inform consultation and identification of the school affirmations and next steps – including consideration of opportunities to engage with external expertise in specific areas of focus.
- Consider how input from the school community provides the opportunity to review and refine from first draft to final report.
- Finalise the school-led evaluation report.

## Before the validation visit

- SRR to confirm validation visit date/s.
- Work with SRR validation chair to develop the validation visit schedule and possible team expertise — 6 weeks prior.
- Liaise with the validation chair about other requirements including to arrange an office space or small meeting room (with access to a large display screen) for the validation team to work in during the visit.

## Approximately one month before the validation visit

Email the following documents and information to your validation chair:

- school-led evaluation report, with relevant supporting data and artefacts
- proposed validation visit schedule.

## At the start of the validation visit

Provide hardcopies of the following documents to the validation team:

- validation visit schedule
- school map, including staffroom locations.

## After the validation visit

- Upload your validation report executive summary onto your school website.

# Appendix 2: School-led review form

<b>School name:</b>			
<b>Principal:</b>			
<b>School Supervisor:</b>			
<b>School-led review coordinator name and contact details:</b>			
<b>Proposed school-led evaluation team members (including position titles):</b>			
<b>Focus areas as discussed with school supervisor:</b>			
<b>Proposed school-led evaluation timeframe:</b>			
<b>Preferred timing for SRR validation visit.</b>  (Please indicate your first, second and third preferences by numbering the options.)	Term 2	Weeks 1–3	<input type="text"/>
	Term 2	Weeks 7–10	<input type="text"/>
	Term 3	Weeks 1–3	<input type="text"/>
	Term 3	Weeks 4–6	<input type="text"/>
	Term 4	Weeks 1–3	<input type="text"/>
	Term 4	Weeks 4–6	<input type="text"/>
<b>Other comments:</b>			

Please email your completed form to [reviews@qed.qld.gov.au](mailto:reviews@qed.qld.gov.au) and copy in your school supervisor.

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



# Appendix 3: Communication materials

## School newsletter item

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

### **Our school review — an opportunity to have your say**

The Department of Education regularly reviews Queensland state schools and our school is scheduled for a review this year.

Our school has been selected to undertake a school-led review which will enable us as a school community to lead the reflection on what is working well and what we could be doing better. We will use the information from this review to inform our next school strategic plan.

A school-led review consists of 2 phases:

- evaluation conducted by the school
- validation conducted by School and Region Reviews (SRR).

Firstly, «insert time period — for example, across Term 2 or date range», we will be conducting our own evaluation. This will include speaking with staff, parents and key stakeholders. We will use the *School Improvement Tool* as an independent guide for the evaluation.

Following the school-led evaluation, the department's SRR team will validate the school's evaluation. The validation team will visit our school on «insert date/s», to engage in conversations with a cross-section of staff, students, parents and community members. They will also analyse school data and peruse a range of documents to produce a report for our school community.

Key findings from the review will be made available to parents and the community on our school website.

We would like to hear from our community throughout both phases of the review. I encourage anyone who is interested to have their say. Feedback can be provided by phone or in person. All feedback remains confidential. Your feedback is important and will help us continue to deliver a great education for our students.

Please contact the school office if you are interested in participating.

More information about the review process is available from the department's website at [schoolreviews.education.qld.gov.au](https://schoolreviews.education.qld.gov.au).

## Email to school staff

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

### Our school review

The department regularly reviews Queensland state schools and our school is scheduled for a review this year.

Our school has been selected to undertake a school-led review which enables us as a school community to lead the reflection on what is working well and what we could be doing better. We will use the information from this review to inform our strategic planning.

A school-led review consists of 2 phases:

- evaluation conducted by the school
- validation conducted by School and Region Reviews (SRR).

⟨Name⟩ is our school-led review coordinator and will lead our school-led evaluation ⟨insert time period — for example, across Term 2 or date range⟩. This will include speaking with staff, parents, students and key stakeholders to produce a school-led evaluation report.

We will use the *School Improvement Tool* as an independent guide for the evaluation.

Following the school-led evaluation, the SRR team will validate our evaluation. The validation team will visit our school on ⟨insert date/s⟩ to engage in conversations with a cross-section of staff, students, parents and community members.

Key findings from the review will be made available with the SRR validation report to be published on our school website.

We would like to hear staff feedback throughout both phases of the review. I encourage anyone who is interested to have their say.

⟨Insert further information about how to provide feedback⟩.

Your feedback is important and will help us continue to deliver a great education for our students.

More information about the review process is available from the department's website at [schoolreviews.education.qld.gov.au](https://schoolreviews.education.qld.gov.au).

## Email to departmental/regional staff (non-school based)

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

### «School name» review — an opportunity to provide feedback

The department regularly reviews Queensland state schools and our school is scheduled for a review this year.

Our school has been selected to undertake a school-led review which enables us as a school community to lead aspects of the review process. We will use the information from this review to inform our next steps for improvement.

A school-led review consists of 2 phases:

- evaluation conducted by the school
- validation conducted by the department's School and Region Reviews (SRR) team.

Firstly, «insert time period — for example, across Term 2 or date range», we will be conducting our own evaluation. This will include speaking with staff, students, parents and key stakeholders. We will use the *School Improvement Tool* as an independent guide for the evaluation.

Following the school-led evaluation, SRR will validate the school's evaluation. The validation team will visit our school on «insert date/s», to engage in conversations with a cross-section of staff, students, parents and community members.

Key findings from the review will be made available on our school website.

As a key stakeholder I invite you to provide feedback «insert more information».

Feedback can be provided by phone or in person. All feedback remains confidential.

Your feedback is important and will help us continue to deliver a great education for our students.

More information about the review process is available from the department's website at [schoolreviews.education.qld.gov.au](https://schoolreviews.education.qld.gov.au).

## Email to external participants

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

### «School name» review — an opportunity to provide feedback

The Queensland Department of Education regularly reviews Queensland state schools and «school name» is scheduled for a review this year.

Our school has been selected to undertake a school-led review which enables us as a school community to lead aspects of the review process. We will use the information from this review to inform our next steps for improvement.

A school-led review consists of 2 phases:

- evaluation conducted by the school
- validation conducted by the department's School and Region Reviews (SRR) team.

Firstly, «insert time period — for example, across Term 2 or date range», we will be conducting our own evaluation. This will include speaking with staff, students, parents and key stakeholders. We will use the *School Improvement Tool* as an independent guide for the evaluation.

Following the school-led evaluation, the department's SRR team will validate the school's evaluation. The validation team will visit our school on «insert date/s», to engage in conversations with a cross-section of staff, students, parents and community members.

Key findings from the review will be made available on our school website.

We would like to hear from our community throughout both phases of the review.

I invite you to provide feedback «insert more information».

Feedback can be provided by phone or in person. All feedback remains confidential.

Your feedback is important and will help us continue to deliver a great education for our students.

More information about the review process is available from the department's website at [schoolreviews.education.qld.gov.au](https://schoolreviews.education.qld.gov.au).

# Appendix 4: Self-reflection guide

The self-reflection guide has been developed to support the school-led coordinator and leadership team to identify where the school is at in their school improvement journey, to learn what are the key factors to sustain what is already working well, to identify the next steps for school improvement, and support how everyone in the school can contribute to the school performance agenda.

This guide is a conversation starter that could be used to:

- structure conversations in your school about the affirmations and next steps for school improvement
- develop a deep understanding of where your school is situated in its school improvement journey
- develop shared understanding and coherence of how to lift performance in your school
- determine what to do next, when and how for your school's improvement.

**The self-reflection guide is not a checklist. It is designed to help evaluate school improvement and plan for next steps.**

**Scan and assess** – gather rich information, through the lens of the *School Improvement Tool* (SIT), about what is working well, the factors impacting on educational achievement, wellbeing and engagement and culture and inclusion, identify specific problems of practice that, when addressed, would make a significant difference to student outcomes.

- What was the intent of the current school strategic plan (SSP) and supporting annual implementation plan (AIP)?
  - What was achieved?
  - How do you know?
  - What resources were required? Was it worth it?
  - What had to be reshaped? Why?
- Have there been any other priorities outside of the SSP/AIP documentation?
- The SIT introductory statements are the key informer for each domain. The elaborations support the unpacking/understanding/contextualising within your school setting.
  - How are the domains enacted within the school?
  - Are there artefacts to support this intended enactment?
- What are the processes or programs that enable the intended artefacts to be enacted?
  - What are the resources required to enact each process or program?
- Are there any localised approaches or programs that are unique to the setting?
- Are there emerging needs/ways of working/programs that are to be explored as a future direction?

**Review performance data** – analyse the school's data to interpret impact on student educational achievement, wellbeing and engagement including consideration of system measures.

- Consider the last 3 years of system and locally collected data.
  - What are the trends or patterns?
  - Was there a plateau/regression/lift?
  - For which year level/gender/cohort/priority groups?



- What has been the impact of the implementation of the SSP and AIP priorities on data?
- Are there performance gaps that need to be considered?
- What are the trends in the *Equity and Excellence* performance measures?
- For any emerging needs/ways of working/programs that are to be explored as a future direction, what data has informed this?
  - How does data align to the system priority support measures?

**Consider lines of inquiry** – review practices in the department’s priority areas and school’s explicit improvement agenda, with consideration of *Equity and Excellence* system priorities.

- Consider lines of inquiry.
  - How are these enabled in the school?
  - What are the artefacts of intent and systems of enactment?
  - Data alignment to these.
- Are there emerging needs/ways of working/programs that are to be explored as a future direction?
  - What or who has informed this?

**Engage community voice** – seek input and feedback from the school community to inform sustained school performance, school improvement and planning. This could include:

- staff
- students
- parents/carers
- community partners
- State Delivered Kindergarten where appropriate
- regional office team members
- partner schools
- community liaison officer
- P&C member
- local employer
- former graduate.
- Who are the key stakeholders to engage and drive conversation?
  - Reflection of SSP/AIP.
  - Reflection of data.
- How does your school supervisor engage and be involved in the school-led review work?
- What strategies are employed to facilitate authentic engagement, identification and reflection?
- Do you have groups/working parties to focus on aspects of the evaluation and report?
  - How are these led?
  - How are they collated?

**Incorporate collegial feedback** – consider ways to seek an external, peer and/or expert lens.

- Do you have a local affirmation from the SSP?
  - Which local partners who have contributed to the implementation of the strategic plan can provide details about how it has been enacted and what has been successful and why?
  - Who can support the inquiry around this and identify the success?
- Do you have emerging needs/ways of working/programs that are to be explored as a future direction?
  - Who can support the inquiry around this as a confirmation of what matters most?
- What research or evidence has informed strategies that address school priorities?
- Who is a critical friend or colleague that may:
  - identify blind spots
  - challenge perceptions and affirm quality practices
  - be an outsider that will engage with reluctant stakeholder engagement.

# Appendix 5: SRR-led validation visit example schedules

Please note that these are examples only. Make changes to reflect your school context.

The SRR validation chair will assist in designing the timetable and identify required staff and stakeholders that should be included.

- Change the time column to reflect your school bell times.
- In addition to analysing school data and documents provided by the school, the validation team will aim to speak with a broad range of stakeholders that have contributed to the school-led evaluation process. The validation team will identify key staff they may wish to speak to as part of the pre-validation meeting with the SRR validation chair. These may include:
  - the school-led review coordinator
  - school-led evaluation team members who have been involved in data analysis
  - school-led evaluation team members who are integral to the identified affirmations and identified next steps
  - school-led evaluation team members who are integral to consultation
  - your school supervisor
  - students
  - community representatives from your school's key business/industry/community partners and where relevant, State Delivered Kindergarten contacts, local representatives (local, state and/or federal members).
- Include name, position, room location, contact number and role within school-led evaluation team if applicable.
- Teacher conversations 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 conversations.
- Please identify if other meetings require a Microsoft Teams meeting or phone call.

## 1-day validation visit example schedule

Time	SRR validation chair	Validation member	Validation member	Validation member*
7:30 – 8:00	Validation team discussions and data analysis			
8:00 – 8:30	Validation team meeting with school supervisor			
8:30 – 8:45	Whole staff briefing			
9:00 – 10:30	Validation team meeting with school-led evaluation team			
10:30 – 11:00	Morning tea – validation team discussions			
11:00 – 11:30	Conversations (individual or focus groups)	Conversations (individual or focus groups)	Conversations (individual or focus groups)	Conversations (individual or focus groups)
11:30 – 12:00				
12:00 – 12:30				
12:30 – 1:00				
1:00 – 1:30	Lunch – validation team discussions			
1:30 – 2:00				
2:00 – 3:00	Validation team report writing and exit presentation preparation			
3:00 – 3:30	Whole staff exit briefing			
3:30 – 4:15	Validation team exit presentation with school-led evaluation team and school supervisor			

\* validation team sizes will vary dependent on school size

## 2-day validation visit example schedule

### Day 1

Time	SRR validation chair	Validation member	Validation member	Validation member*
7:30 – 8:00	Validation team discussions and data analysis			
8:00 – 8:30	Validation team meeting with school supervisor			
8:30 – 8:45	Whole staff briefing			
9:00 – 10:30	Validation team meeting with school-led evaluation team			
10:30 – 11:00	Morning tea – validation team discussions			
11:00 – 11:30	Conversations (individual or focus groups)	Conversations (individual or focus groups)	Conversations (individual or focus groups)	Conversations (individual or focus groups)
11:30 – 12:00				
12:00 – 12:30				
12:30 – 1:00				
1:00 – 1:30	Lunch – validation team discussions			
1:30 – 2:00				
2:00 – 2:30				
2:30 – 3:00				
3:00 – 3:30				
3:30 – 4:00	Validation team check-in with school-led evaluation team			
4:00 – 4:15	Validation chair check-in with school supervisor			

\* validation team sizes will vary dependent on school size

### Day 2

Time	SRR validation chair	Validation member	Validation member	Validation member
8:00 – 8:30	Validation team discussions and data analysis			
8:30 – 9:00	Conversations (individual or focus groups)	Conversations (individual or focus groups)	Conversations (individual or focus groups)	Conversations (individual or focus groups)
9:00 – 9:30				
9:30 – 10:00				
10:00 – 10:30				
10:30 – 11:00	Morning tea – validation team discussions			
11:00 – 11:30				
11:30 – 12:00				
12:00 – 12:30				
12:00 – 1:00	Lunch – validation team discussions			
1:00 – 2:15	Validation team report writing and exit presentation preparation			
2:15 – 3:00	Validation team exit presentation with school-led evaluation team and school supervisor			
3:00 – 3:30	Whole staff exit briefing			

# Appendix 6: School-led evaluation example 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?



# Contact us

## School and Region Reviews

### Mail address

Department of Education PO Box 15033  
City East Qld 4002

### Street address

30 Mary Street  
Brisbane Qld 4000

### General enquiries

Phone: (07) 3035 2217

Email: [reviews@qed.qld.gov.au](mailto:reviews@qed.qld.gov.au)

[www.schoolreviews.education.qld.gov.au](http://www.schoolreviews.education.qld.gov.au)

