

School and Region Reviews

School review toolkit





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Introduction

Reviews play an important part in how the department supports school improvement. They provide schools with independent feedback, tailored to their context and needs.

All Queensland state schools undergo a review at least once every 4 years. Schools are generally reviewed in the year that they are due to update their 4-year strategic plan. Review findings and feedback help to inform this planning process.

The majority of schools are designated one of 2 types of review – either a school review conducted by the Department of Education or a school-led review which is conducted by the school and then validated by the department.

A small number of schools may engage in a differentiated review type in consideration of their unique context. These reviews are conducted by the department in collaboration with the school community.

This toolkit provides information for schools designated a school review.

School and Region Reviews

The Department of Education's School and Region Reviews (SRR) team is independent of other divisions and branches that provide strategic, policy and operational support to schools.

The team is staffed by trained reviewers and corporate staff and led by an Assistant Director-General, who reports to the Associate Director-General, Early Childhood and State Schools.

School reviews

School reviews are conducted by a review team appointed by SRR. The number of reviewers and length of each review depends upon a range of factors, including the size and context of the school.

School reviews are an opportunity for members of the school community including staff, parents, students and community members, to provide feedback on how the school is teaching and supporting students.

At the completion of each review, the review team presents its findings and improvement strategies to the principal, school leadership team and school supervisor. A written report follows.

The principal analyses the review findings with their school supervisor, discusses the findings with the school community, and uses the feedback to inform the school's forward strategic planning. The executive summary or full report is published on the school's website.

Review process overview



Sharing school practice

As part of the SRR research program, SRR analyses key findings and recommended improvement strategies from every school review report. Major trends and findings are shared with schools and the system through regional performance assessment meetings each semester.

SRR publishes case studies throughout the year. The case studies showcase schools that have generated significant improvement gains, as identified in a recent school review.

Visit the school reviews website schoolreviews.education.qld.gov.au/research for previous key findings, insight papers and case studies.

School planning cycle

School reviews complement the department's 4-year school planning, reviewing and reporting cycle.

Schools are generally reviewed in the year that they are due to update their 4-year strategic plan. The findings and feedback from the review help to inform this planning process.

The following table and diagram show how the 2 processes align.

School planning, reviewing and reporting cycle		School reviews	
What	When	What	When
Develop and publish strategic plan	Every 4 years	Engage in school review	Every 4 years
Review and update strategic plan	Every year	Share findings from review with school community	Every 4 years
Develop annual implementation plan (including data plan)	Every year	Incorporate findings from review into strategic plan	Every 4 years



School reviewers

All school reviews are conducted by review teams trained and appointed by SRR.

There are 4 types of reviewers:

- senior principal, reviews
- principal, reviews
- principal, peer reviewers
- external reviewers.

Review teams usually consist of 2 to 4 reviewers. The number of reviewers and length of each review depends upon a range of factors, including the size and context of the school.

Review teams are chaired by either a senior principal, reviews or principal, reviews. The chair is the key contact point for the principal and the school's school supervisor.

Teams may include one or 2 principals, reviews, a peer reviewer and an external reviewer.

SRR provides training, travel and support for all reviewers.



Senior principal, reviews

Senior principals, reviews are experienced principals with a strong understanding and experience in all aspects of school reviews, appointed to SRR.

They lead training, oversee all aspects of the domestic and international reviews and engage with the SRR research program.

Principal, reviews

Principals, reviews are experienced state school principals seconded to SRR for a period of time. A recruitment process is generally run at the end of each year.

For more information, email reviews@qed.qld.gov.au.

Principal, peer reviewers

All Queensland state school principals are invited to be trained as peer reviewers.

By undertaking the training, principals develop a deeper understanding of the review process and how the *School Improvement Tool* can be used to support school improvement.

Principals who complete the 2-day *School Improvement Tool* training step outside of their school for the duration of a review to participate as a principal, peer reviewer.

An online self-paced course is also available for trained peer reviewers to refresh their review tool knowledge and report writing skills.

For more information on these training programs visit the school reviews website – schoolreviews.education.qld.gov.au.

External reviewers

External reviewers are experienced educators from outside the department who join review teams bringing additional independence, expertise and rigour to the review process. They are contracted by the department under a standing offer arrangement.

They come from a range of backgrounds and have strong school improvement experience. They may have been Queensland state school principals or come from non-state schools, universities or outside Queensland or the education sector.

All external reviewers undergo a comprehensive induction and ongoing training to ensure their knowledge and skills remain current.

Invitations to offer external reviewer services are published on the Queensland Government's QTenders website – <https://qtenders.epw.qld.gov.au>. Interested parties should register their details online.

Designating and scheduling reviews

Annual performance assessment

SRR leads the annual performance assessment process during Term 4 each year.

Initially, every region undertakes an internal interrogation of each school's performance data for the current year as recorded within the School Online Reporting Database (SORD). This data is critically compared and contrasted with the school supervisor.

Concurrently, SRR analyses performance data for all Queensland state schools.

Meetings between the senior leadership teams of SRR and each region occur to verify and confirm the schools scheduled for a review. Schools are designated a review as part of these discussions — a school review, a school-led review or a differentiated review type in consideration of their unique context.

Schools with a review in the following year are notified of their review timing and other details by the end of Term 4.



Review tool and domains

School reviews consider a school's performance against the 9 domains of the *School Improvement Tool*.

The tool is the second iteration of the *National School Improvement Tool*, initially 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.

Understanding the tool

The *School Improvement Tool* 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 tool 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 tool consists of 9 interrelated domains, which, taken together, provide a guide for evaluating how a school is performing.

Unpacking the domains

The following descriptions have been condensed from the tool.

Domain 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. (ACER (2023) School Improvement Tool Page 2)

Reviewers consider whether:

- the principal and other school leaders are united, committed to and explicit about their core objective — to improve learning outcomes for all students in the school
- explicit targets for improvement in student achievement levels have been set and communicated to parents, staff and the wider school community
- the objectives are understood by the school community and have been embedded in the school's activities.

Domain 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. (ACER (2023) School Improvement Tool Page 4)

Reviewers consider whether:

- the school has developed and is implementing a plan for the systematic collection of student outcome data, including both test data and quality classroom assessments
- all teaching staff have access to student achievement and wellbeing data, and use it to analyse individual and cohort progress
- the school uses data to identify starting points for improvement and to monitor progress over time.

Domain 3: Promoting a culture of learning

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. (ACER (2023) School Improvement Tool Page 6)

Reviewers consider whether:

- the school promotes and maintains an environment reflective of its high expectations that all students will learn successfully
- staff demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community.

Domain 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. (ACER (2023) School Improvement Tool Page 8)

Reviewers consider whether:

- the school has processes to identify and respond to student needs through the allocation of staff and resources
- staff are deployed in ways that best address the learning needs of all students, and that make best use of staff expertise and interests
- the school budget aligns with local and system priorities.

Domain 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. (ACER (2023) School Improvement Tool Page 10)

Reviewers consider whether:

- the school places priority on attracting, retaining and developing the best teachers
- the leadership team has strategies to assist teachers to develop and share deep understandings of how students learn subjects and content
- the principal and other school leaders lead and model professional learning in the school.

Domain 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. (ACER (2023) School Improvement Tool Page 12)

Reviewers consider whether:

- the school has an explicit, coherent, sequenced plan for curriculum delivery which makes clear what and when teachers should teach and students should learn
- the plan is shared with parents, families and the wider community, and feedback is sought on ways to make the school curriculum responsive to local needs
- staff are familiar with and work within the school's shared curriculum expectations.

Domain 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. (ACER (2023) School Improvement Tool Page 14)

Reviewers consider whether:

- teaching practices reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, they are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support
- teachers work to ensure that all students — including high-achieving students — are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, levels of readiness, interests, aspirations and motivations
- teachers monitor the progress of individual students and adjust their teaching in response to the progress that individuals are making.

Domain 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. (ACER (2023) School Improvement Tool Page 16)

Reviewers consider whether:

- the school leadership team has kept abreast of research on effective teaching practices
- the team has established and communicates clear expectations concerning the use of effective teaching strategies throughout the school
- the school is creating classroom and applied learning environments in which all students are engaged, are challenged, feel safe to take risks and are supported to learn
- the school is setting high expectations for every student's progress and ambitious targets for improving classroom performance.

Domain 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. (ACER (2023) School Improvement Tool Page 18)

Reviewers consider whether:

- parents and families are recognised as integral members of the school community and partners in their children's education
- partnerships are established to address student needs and operate by providing access to experiences, support and intellectual or physical resources not available within the school
- all partners are committed to the common purposes and goals of partnership activities
- procedures are in place to ensure effective communication and to monitor and evaluate the intended impacts of the school's partnerships.

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

Before the review

Review contact

Before visiting a school, the review chair contacts the principal and school supervisor to discuss the review. The chair is the principal's key point of contact for the review.

Review schedule

Principals are asked to develop a schedule of conversations for reviewers with school staff, students and community members. The review chair will provide the review schedule template to assist with planning. See Appendix 3 for an example schedule. The draft schedule should be provided to the review chair at least one week prior to the review.

The schedule remains flexible and may change throughout the review.

Principals with any questions regarding the schedule are encourage to speak with their review chair.

Meeting room and other requirements

The review team requires a small meeting room or office space to meet and discuss its findings.

This room requires a large display screen in the meeting room to aid their discussions.

Communication

To help inform the school community about the review, draft school newsletter and social media items are provided (see Appendix 4). Schools are also encouraged to promote the review dates on their website, school sign or through other communication channels.

Fact sheets for staff and parents and the community are available from the school reviews website – schoolreviews.education.qld.gov.au.

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

During the review

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 (provided 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.

First morning of the review

The first morning is important for setting the tone of the review.

The review team will have an initial discussion with the school supervisor.

The review team will 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.

The staff briefing is followed by an initial meeting with the principal or school leadership team. 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*.

Coversations 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 and students
- 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.

Daily check-ins and exit briefings

Each morning and afternoon during a review, the review chair or team will check-in with the principal (and whoever else the principal sees appropriate) to share an update on the progress of the review. This is an opportunity for school leaders 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 unpack the intended next steps with the leadership team and school 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.



After the review

Review reports

The review team drafts a report, which provides a detailed analysis of the school's performance against the 9 domains of the *School Improvement Tool*. 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.

SRR quality assures each review report and emails the final version to the principal, school supervisor and regional director.

Schools share the findings with their school communities, including publishing the executive summary or full report on their websites.

Actions after a school review

The principal, school leadership team and school supervisor 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.

Principals should use their local consultative committee, or other consultative mechanism, to consider any significant changes to school performance plans and operations, in particular, any changes that impact on staffing.

Appendices



Appendix 1: School review process for principals

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

- School review toolkit
- *School Improvement Tool*

Consider sharing information about the review and inviting input with staff (teaching and non-teaching), parents, students and other stakeholders. Fact sheets are available on the [school reviews website](https://schoolreviews.education.qld.gov.au) and draft communication items are provided in Appendix 4.

Provide the following documents to the review chair:

- school map, including staffroom locations
- completed school context (see Appendix 2)
- review schedule (provided at least one week prior to review, see example schedule Appendix 3).

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 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.

Appendix 2: School context

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

School name:

Indigenous land names, languages and peoples:

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: Example review schedule

Please note that this is an example only. 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 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.
- Community representatives are from your school's key business/industry/community partners. These representatives should include contact phone numbers on the schedule.
- Teacher aides, administration staff and school-based support staff including grounds and facilities staff can be scheduled in groups of up to 6.
- Discuss the draft timetable with your review chair.

Word versions of all review schedule templates are available from OnePortal – <https://intranet.qed.qld.gov.au/EducationDelivery/school-reviews>.

Example schedule only: 3-day review, 3 reviewers

Day 1

Time	Reviewer 1	Reviewer 2	Reviewer 3
7:30 – 8:00	Review team arrival		
8:00 – 8:30	Discussion with school supervisor (can be by phone)		
8:30 – 8:50	Initial whole staff briefing		
9:00 – 10:00	Leadership team meeting with review team		
10:00 – 10:30	Leadership team and review team panel discussion		
10:30 – 11:00	Morning tea — review team discussions		
11:00 – 11:30	Teacher (Name, location)	Teacher (Name, location)	Teacher (Name, location)
11:30 – 12:00	Teacher	Teacher	Teacher
12:00 – 12:30	Teacher	Teacher	Teacher
12:30 – 1:00	Teacher	Teacher	Teacher
1:00 – 1:30	Lunch — review team discussions		
1:30 – 2:00	Business manager	Head of special education services	Support teachers
2:00 – 2:30	Deputy principal	Indigenous education workers	Teacher aides
2:30 – 3:00	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 2 schedule		

Day 2

Time	Reviewer 1	Reviewer 2	Reviewer 3
7:30 – 8:00	Review team discussions		
8:00 – 8:30	Chair meets with principal	Parents	School-based support staff
8:30 – 9:00	Keep spare for chair	Tuckshop convenor/ volunteers	Sub/focus group (e.g. literacy or PBL committee)
9:00 – 9:30	Assembly/parade (if one is timetabled)	Deputy principal	Students (upper school)
9:30 – 10:00	Student leaders	Guidance officer	Inclusion teachers
10:00 – 10:30	Head of department – curriculum	Teacher aides	Specialist staff or regional staff
10:30 – 11:00	Morning tea – review team discussions		
11:00 – 11:30	Principal (optional)	Teacher	Teacher
11:30 – 12:00	Teacher	Students (lower school)	Teacher
12:00 – 12:30	Teacher	Teacher	Administration staff
12:30 – 12:45	State and local members (school to organise times and phone numbers)	Early childhood centre (school to organise times and phone numbers)	Feeder high school (school to organise times and phone numbers)
12:45 – 1:00	Federal member or community partner (school to organise times and phone numbers)	Community partners (school to organise times and phone numbers)	Cluster school (school to organise times and phone numbers)
1:00 – 1:30	Lunch – review team discussions		
1:30 – 2:00	P&C/School council	Teacher	Chaplain
2:00 – 2:30	Clarifying conversations (if required)		
2:30 – 3:30	Review team discussions and report writing (display screen required)		
3:30 – 4:30	Penultimate discussion with principal, leadership team and school supervisor		

Day 3

Time	Reviewer 1	Reviewer 2	Reviewer 3
7:30 – 8:15	Review team discussions		
8:15 – 8:45	Clarifying conversations (if required)		
8:45 – 10:30	Report writing (display screen required)		
10:30 – 11:00	Morning tea – review team discussions		
11:00 – 1:00	Report writing (display screen required)		
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		
3:00 – 3:30	Whole staff exit briefing		

Appendix 4: Communication material

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

School newsletter item

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.

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 items

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.

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