

School review toolkit for principals



Review chair:

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Mobile number:

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1 Introduction





All Queensland state schools and education centres undergo a review every 4 years.

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

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

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

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

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

Occasionally, SRR conducts out-of-sync reviews, outside of a school's usual 4-year review cycle. These reviews are at the request of the school supervisor, regional director or in response to advice from SRR in relation to data or other identified areas of focus.

This toolkit provides information for schools designated a school review.

Schools designated a school-led review can refer to the school-led review toolkit.

Review process overview





School and Region Reviews

SRR is independent of other divisions and branches that provide strategic, policy and operational support to schools.

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

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 www.schoolreviews.education.qld.gov.au/research for previous key findings, insight papers and case studies.

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





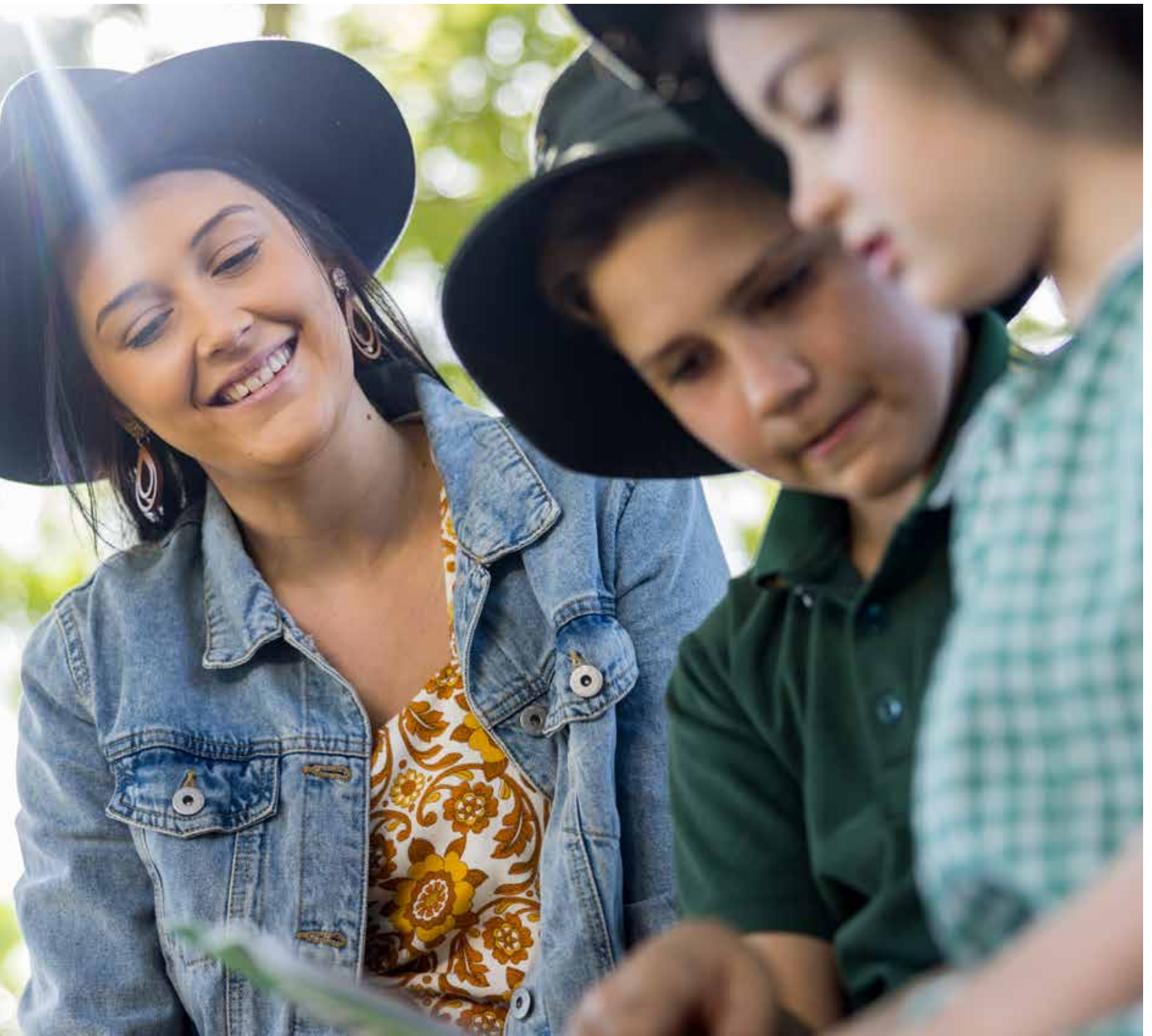
School reviews

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

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 planing. The executive summary or full report is published on the school's website.





2

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
- external reviewers
- principal peer reviewers.

Review teams usually consist of 2 to 4 reviewers. Each team is tailored to a school's context and needs, and may include one or 2 principals, reviews from SRR, a principal peer reviewer, and an external reviewer from outside the department.

SRR provides training, travel and support for all reviewers.

Senior principal, reviews

Senior principals, reviews are experienced principals, with 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 program, liaise with regions in all matters related to 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, usually 12 months, however it depends on the context of the schools being reviewed and the expertise required.

They chair each review and are the key contact point for the principal and the school's school supervisor.

A recruitment process is generally run at the end of each year.

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

SRR takes into account a school's context and type when selecting reviewers.





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 training can participate in a school review as a principal peer reviewer. They step out of their school for the duration of the review (plus travel). A one-day refresher course is available for principals who have completed the 2-day training but have not participated in a review before or for some time.

To find out when and where training is being offered, see the training schedule on the School Reviews website – www.schoolreviews.education.qld.gov.au.

External reviewers

External reviewers are contractors engaged by SRR to join review teams, providing schools with additional independent feedback.

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.

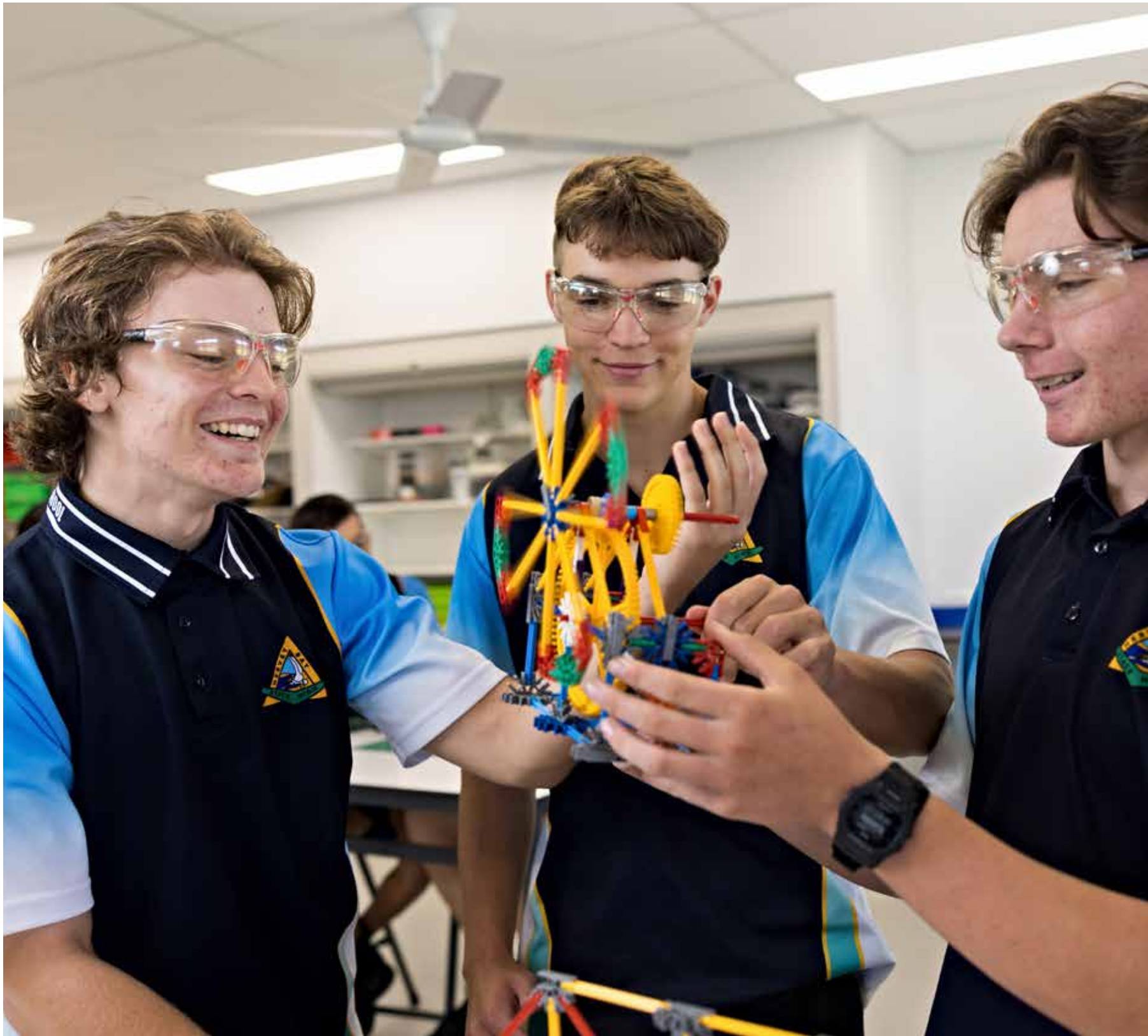
Invitations to offer external reviewer services are published on the Queensland Government's QTenders website – www.hpw.qld.gov.au/qtenders. Interested parties should register their details online.

3

Designating and scheduling reviews









Annual performance assessment

All aspects of the annual performance assessment occur 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, the 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 are notified of their review timing and other details by the end of Term 4.

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.

5

Preparing for and during a review





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

Pre-review

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.

A checklist for principals is also available to support schools preparing for a review (Appendix 1).

Review documents

Principals are asked to email the following documents to their review chair approximately 2 weeks before the review:

- current 4-year strategic plan
- annual implementation plan (including data plan)
- school data plan
- completed community contact list (see Appendix 3)
- proposed program for the review (see example schedules, Appendix 4).

Reviewers will also look at the school's systemic data (including and not limited to the *Equity and Excellence: realising the potential of every student* educational performance and priority support measures) and website. If there are other documents or information principals would like to provide, these can be presented to the review team on the first morning of the review.





Review schedule

Principals are asked to develop a schedule of meetings with school staff, students and community members. See Appendix 4 for example schedules.

Any schedule negotiated between the principal and the review chair is proposed only, and may change due to the exploratory nature of the review.

Principals with any questions regarding the schedule should speak to the review chair.

Meeting rooms and other requirements

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

Access to computers, the school network, printers and photocopiers is appreciated. The review team also 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 5). 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 – www.schoolreviews.education.qld.gov.au.

First morning of the review

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

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

The staff briefing is followed by an initial meeting with the principal or school leadership team. The initial meeting is generally for one and a half hours. In this meeting, the review team is seeking information on the school's improvement agenda and how it is being implemented across the school. School leadership teams are asked to spend 10 to 15 minutes unpacking the previous review findings and subsequent actions in their presentation. They may use the 9 domains of the *School Improvement Tool* to guide the discussion.

The format of this meeting (generally one to one-and-a-half hours in length) varies considerably, according to the size and context of the school. Some schools choose to give a formal presentation to the review team, however, this is not mandatory.

Additional documents for the review team

The following review schedule documents should be provided to the review team on the first morning of the review:

- review schedule
- master timetable for the school
- school map, including staffroom locations
- staff list and contact details
- electronic copy of completed school context list (see Appendix 2)
- contact information for representatives on the school's community contact list.

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.

Meetings and discussions

The review team will speak with a wide range of staff, students, parents and community members to gain a deeper understanding of the school, its performance and context. The following meetings and discussions are recommended (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.

Teacher interviews

Schools generally 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.

It is not mandatory that teachers or other staff speak with reviewers. Staff can decline to participate.

Reviewers may also speak to students outside of the classroom.

Discussions with reviewers provide staff and other school community members with an opportunity to give feedback on the school.

Daily check ins and exit briefings

Each afternoon during a review, the review team will meet with the principal and leadership team to outline a synopsis of the review findings and potential improvement strategies. This is an opportunity for the leadership team to seek clarification or further information.

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 that outlines the key findings and improvement strategies. This is known as the Penultimate Discussion and it is an opportunity for the review team to deeply unpack the findings from all 9 domains with leadership team and supervisor.

On the final afternoon, the review team again meets with the principal and the leadership team to present the exit presentation which includes the final key findings and improvement strategies. The review team will then meet with all staff to deliver a staff exit briefing which is an abridged version of the leadership team exit presentation.





6

After a 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 approximately 10 to 15 business days after the review.

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 works with the school's leadership team and its school supervisor to consider and respond to the findings from the review.

The principal and school supervisor will use the review report to inform the school's strategic and operational planning processes.

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 checklist for principals

Task	Completed
Find out more about your school review	
Familiarise yourself with the resources available on the School Reviews website (www.schoolreviews.education.qld.gov.au), particularly the following documents:	
<ul style="list-style-type: none"> Review toolkit for principals 	<input type="checkbox"/>
<ul style="list-style-type: none"> <i>School Improvement Tool</i> (consider how the 9 domains relate to your school) 	<input type="checkbox"/>
Inform your school community about the review	
<ul style="list-style-type: none"> Share information about the review with staff (teaching and non-teaching), parents, students and other stakeholders. The School Reviews website has a range of resources, including fact sheets for staff, parents and community members. 	<input type="checkbox"/>
<ul style="list-style-type: none"> Promote the review in a newsletter, email, social media or other form of communication. Invite input into the review. 	<input type="checkbox"/>
<ul style="list-style-type: none"> Discuss the review with your school supervisor. 	<input type="checkbox"/>
Submit the required information before the review starts	
Approximately 2 weeks before the review , email the following documents and information to your review chair:	
<ul style="list-style-type: none"> current 4-year strategic plan 	<input type="checkbox"/>
<ul style="list-style-type: none"> annual implementation plan (including data plan) 	<input type="checkbox"/>
<ul style="list-style-type: none"> school data plan 	<input type="checkbox"/>
<ul style="list-style-type: none"> completed community contact list (see Appendix 3) 	<input type="checkbox"/>
<ul style="list-style-type: none"> proposed program for the review (see example schedules, Appendix 4). 	<input type="checkbox"/>
Inform your review chair if there are other materials you wish to provide.	<input type="checkbox"/>
Talk with the chair to finalise review arrangements.	<input type="checkbox"/>
At the start of the review , provide the following information to reviewers:	
<ul style="list-style-type: none"> review schedule 	<input type="checkbox"/>
<ul style="list-style-type: none"> master timetable for the school 	<input type="checkbox"/>
<ul style="list-style-type: none"> school map with staffroom locations 	<input type="checkbox"/>
<ul style="list-style-type: none"> staff list 	<input type="checkbox"/>
<ul style="list-style-type: none"> electronic copy of completed school context list (see Appendix 2) 	<input type="checkbox"/>
<ul style="list-style-type: none"> contact information for representatives on the school's community contact list. 	<input type="checkbox"/>
Liase with the review chair about other requirements	
<ul style="list-style-type: none"> 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. 	<input type="checkbox"/>

Appendix 2: School context

Please complete and provide an electronic copy to your review chair on the first morning of the review.

School name:

Indigenous land names, languages and peoples:

Location:

Education region:

Year levels:

Enrolment:

Aboriginal and Torres Strait Islander enrolment percentage:

Students with disability (NCCD) percentage:

Index of Community Socio-Educational Advantage (ICSEA) value:

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

Appendix 3: School community contact list

Please complete and email to your review chair approximately 2 weeks before the review.

Stakeholder	Name	Phone number	Email address
	P&C and school council president (where applicable)		
	Local councillor		
	State member		
	Federal member		
	Indigenous community representative		
	Feeder school contacts		
	Others of your choice (for example, local partnerships, community groups or businesses)		
	1.		
	2.		
	3.		
	4.		
	5.		

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

Appendix 4: Example review schedules

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

- Change the time column to reflect your school bell times
- Teacher meetings should take place at the classroom where possible
- Include name, position and interview location
- Review teams aim to speak with 80 per cent of teachers (minimum)
- In addition to scheduled student meetings, reviewers will speak informally with students in their classroom
- Community representatives are from your school's key business/industry/community partners as identified in your school community contact list
- Teacher aides, administration staff, cleaners and ground staff can be scheduled in groups of up to 6
- Please confirm with your school supervisor of their participation in the review process, including their availability for the initial leadership team presentation, penultimate leadership presentation and leadership team exit presentation
- Discuss the timetable with your review chair – remember, it is a draft only and may change during the course of the review
- Send final schedule to review chair approximately 2 weeks before the review
- On the day of the review please print a copy of the review schedule for all members of the review team. If appropriate please also print a map of the school.

Word versions of the timetables are available from OnePortal –
<https://intranet.qed.qld.gov.au/EducationDelivery/school-reviews>.

Example primary school timetables

2-day review, 2 reviewers

Day 1

Time	Reviewer 1	Reviewer 2
7:30 – 8:00	Review team deliberations and data analysis	
8:00 – 8:30	Discussion with school supervisor (can be by phone)	
8:30 – 8:50	Initial whole staff briefing (this is essential)	
9:00 – 10:30	Leadership team presentation	
10:30 – 11:00	Morning tea – review team discussions	
11:00 – 11:30	Support teacher/Inclusion teacher (Name, location)	Guidance officer, specialist or regional staff (Name, location)
11:30 – 12:00	Teacher	Teacher
12:00 – 12:30	Teacher	Administration staff
12:30 – 1:00	Teacher aides	Cleaners and schools officer
1:00 – 1:30	Lunch – review team discussions	
1:30 – 2:00	Principal (optional)	Student group
2:00 – 2:15	Feeder high school	Early childhood centre
2:15 – 2:30	State and local members (schools to organise times and phone numbers to call)	Community partners
2:30 – 3:00	P&C/parents	Parents (at gate or phone calls)
3:00 – 4:00	Review team discussions and report writing (display screen required)	
4:00 – 5:00	Penultimate principal, leadership team and school supervisor discussion – discuss any changes to day 2 timetable	

Day 2

Time	Reviewer 1	Reviewer 2
7:30 – 8:15	Review team discussions	
8:15 – 8:30	Clarifying interviews (if required)	
8:30 – 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	

3-day review, 3 reviewers

Day 1

Time	Reviewer 1	Reviewer 2	Reviewer 3
7:30 – 8:00	Review team deliberations and data analysis		
8:00 – 8:30	Discussion with school supervisor (can be by phone)		
8:30 – 8:50	Initial whole staff briefing (this is essential)		
9:00 – 10:30	Leadership team presentation		
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 timetable		

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	Cleaners and schools officer
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	Community partners (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 interviews (if required)		
2:30 – 3:30	Review team discussions and report writing (display screen required)		
3:30 – 4:30	Penultimate principal, leadership team and school supervisor discussion		

Day 3

Time	Reviewer 1	Reviewer 2	Reviewer 3
7:30 – 8:15	Review team discussions		
8:15 – 8:45	Clarifying interviews (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		

4-day review, 4 reviewers

Day 1

Time	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4
7:30 – 8:00	Review team deliberations and data analysis			
8:00 – 8:30	Discussion with school supervisor (can be by phone)			
8:30 – 8:50	Initial whole staff briefing (this is essential)			
9:00 – 10:30	Leadership team presentation			
10:30 – 11:00	Morning tea – review team discussions			
11:00 – 11:30	Teacher (Name, location)	Teacher (Name, location)	Teacher (Name, location)	Teacher (Name, location)
11:30 – 12:00	Teacher	Teacher	Teacher	Teacher
12:00 – 12:30	Teacher	Teacher	Teacher	Teacher
12:30 – 1:00	Teacher	Teacher	Teacher	Teacher
1:00 – 1:30	Lunch – review team discussions			
1:30 – 2:00	Teacher	Teacher	Teacher	Teacher aides
2:00 – 2:30	Teacher aides	Teacher	Teacher	Teacher
2:30 – 3:00	Parents (at gate or phone calls)	Parents (at gate or phone calls)	Parents (at gate or phone calls)	Parents (at gate or phone calls)
3:00 – 4:00	Review team discussions			
4:00 – 4:30	Check in with principal – discuss any changes to day 2 timetable			

Day 2

Time	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4
7:30 – 8:00	Review team discussions			
8:00 – 8:30	Chair meets with principal	Parents (at gate or phone calls)	Parents (at gate or phone calls)	Cleaners and schools officer
8:30 – 9:00	Keep spare for chair	Deputy principal	Deputy principal	Support teachers
9:00 – 9:30	Business manager	Head of department – curriculum	Head of special education	Support teachers
9:30 – 10:00	Student leaders	Teacher aides	Inclusion teachers	Guidance officer
10:00 – 10:30	Deputy principal	Students (lower school)	Inclusion teachers	Deputy principal
10:30 – 11:00	Morning tea – review team discussions			
11:00 – 11:30	Teacher	Teacher	Teacher	Students (upper school)
11:30 – 12:00	Teacher	Teacher	Teacher aides	Teacher
12:00 – 12:30	Teacher	Administration staff	Teacher	Teacher
12:30 – 1:00	Principal (optional)	Teacher	Teacher	Teacher
1:00 – 1:30	Lunch – review team discussions			
1:30 – 2:00	P&C/School council	Teacher	Students (upper school)	Teacher
2:00 – 2:30	Community partners	Teacher	Indigenous education workers	Teacher
2:30 – 3:00	Parents (at gate or phone calls)	Assembly (if one is timetabled)	Regional staff	Parents (at gate or phone calls)
3:00 – 4:00	Review team discussions and report writing (display screen required)			
4:00 – 4:30	Check in with principal – discuss any changes to day 3 timetable			

Day 3

Time	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4
7:30 – 8:00	Review team discussions			
8:00 – 8:30	Chair meets with principal	Parents (at gate or phone calls)	Sub/focus group (e.g. literacy or PBL committee)	Tuckshop convenor/volunteers
8:30 – 9:00	Keep spare for chair	Chaplain	Students	School committee
9:00 – 9:30	State and local members (school to organise times and phone numbers to call)	Feeder high school (school to organise times and phone numbers to call)	Early childhood centre (school to organise times and phone numbers to call)	Early childhood centre (school to organise times and phone numbers to call)
9:30 – 10:00	Community partners (school to organise times and phone numbers to call)	Cluster school (school to organise times and phone numbers to call)	Community partners (school to organise times and phone numbers to call)	Cluster school (school to organise times and phone numbers to call)
10:00 – 10:30	Teacher	Teacher	Teacher	Teacher
10:30 – 11:00	Morning tea – review team discussions			
11:00 – 11:30	Teacher	Teacher	Teacher	Teacher
11:30 – 12:00	Teacher	Teacher	Teacher	Teacher
12:00 – 12:30	Teacher	Teacher	Teacher	Teacher
12:30 – 1:00	Spare/extra interview	Spare/extra interview	Spare/extra interview	Spare/extra interview
1:00 – 1:30	Lunch – review team discussions			
1:30 – 2:00	Clarifying/extra interviews (if required)			
2:00 – 3:30	Review team discussions and report writing (display screen required)			
3:30 – 4:30	Penultimate principal, leadership team and school supervisor discussion			

Day 4

Time	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4
7:30 – 8:15	Review team discussions			
8:15 – 8:45	Clarifying interviews (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			

Example secondary school timetables

3-day review, 3 reviewers

Day 1

Time	Reviewer 1	Reviewer 2	Reviewer 3
7:30 – 8:00	Review team deliberations and data analysis		
8:00 – 8:30	Discussion with school supervisor (can be by phone)		
8:30 – 8:50	Initial whole staff briefing (this is essential)		
9:00 – 10:30	Leadership team presentation		
10:30 – 11:00	Morning tea – review team discussions		
11:00 – 11:30	Deputy principal (Name, location)	Deputy principal (Name, location)	Deputy principal/head of special education services (Name, location)
11:30 – 12:00	Teacher	Teacher	Teacher
12:00 – 12:30	Teacher	Teacher	Teacher
12:30 – 1:00	Head of department	Head of department	Head of department
1:00 – 1:30	Lunch – review team discussions		
1:30 – 2:00	Teacher	Teacher	Teacher
2:00 – 2:30	Business manager	Teacher aides	Teacher
2:30 – 3:00	P&C	Parents (at gate or phone calls)	Teacher
3:00 – 4:00	Review team discussions		
4:00 – 4:30	Check in with principal – discuss any changes to day 2 timetable		

Day 2

Time	Reviewer 1	Reviewer 2	Reviewer 3
7:30 – 8:00	Review team discussions		
8:00 – 8:30	Chair meets with principal	Head of special education services	Master teacher or other key staff
8:30 – 9:00	Support teacher (literacy and numeracy)	Administration staff	Parents (at gate or phone calls)
9:00 – 9:30	Assembly/parade (if one is timetabled)	Assembly/parade or teacher	Assembly/parade or teacher
9:30 – 10:00	Students (leadership group)	Students (lower school)	Students (upper school)
10:00 – 10:30	Teacher	Teacher	Teacher
10:30 – 11:00	Morning tea – review team discussions		
11:00 – 11:30	Principal (optional)	Head of department/teacher	Community partners
11:30 – 12:00	Sub/focus group (e.g., literacy or PBL committee)	Teacher	Teacher
12:00 – 12:30	Teacher	Sub/focus group	Teacher
12:30 – 1:00	Teacher	Teacher	Sub/focus group
1:00 – 1:30	Lunch – review team discussions		
1:30 – 2:00	Community partners	Feeder primary school	State and local members (school to organise times and phone numbers to call)
2:00 – 2:30	Teacher	Teacher	Teacher
2:30 – 3:00	P&C	Teacher	Guidance officer
3:00 – 4:00	Review team discussions and report writing (display screen required)		
4:00 – 5:00	Penultimate principal, leadership team and school supervisor discussion		

Day 3

Time	Reviewer 1	Reviewer 2	Reviewer 3
7:30 – 8:15	Review team discussions		
8:15 – 8:45	Clarifying interviews (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 – 3:00	Leadership team exit presentation (leadership team and school supervisor)		
3:00 – 3:30	Whole staff exit briefing		

4-day review, 4 reviewers

Day 1

Time	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4
7:30 – 8:00	Review team deliberations and data analysis			
8:00 – 8:30	Discussion with school supervisor (can be by phone)			
8:30 – 8:50	Initial whole staff briefing (this is essential)			
9:00 – 10:30	Leadership team presentation			
10:30 – 11:00	Morning tea – review team discussions			
11:00 – 11:30	Deputy principal (Name, location)	Deputy principal (Name, location)	Deputy principal (Name, location)	Head of special education services (Name, location)
11:30 – 12:00	Deputy principal	Head of department	Head of department	Head of department
12:00 – 12:30	Head of department	Head of department	Head of department	Head of department
12:30 – 1:00	Head of department	Teacher	Teacher	Teacher
1:00 – 1:30	Lunch – review team discussions			
1:30 – 2:00	Teacher	Head of department	Head of department	Teacher
2:00 – 2:30	Business manager	Teacher aides	Teacher	Teacher
2:30 – 3:00	Teacher	Parents (at gate or phone calls)	Community partners	Cleaners
3:00 – 4:00	Review team discussions			
4:00 – 5:00	Check in with principal – discuss any changes to day 2 timetable			

Day 2

Time	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4
7:30 – 8:00	Review team discussions			
8:00 – 8:30	Chair meets with principal	Facilities officers	Year level coordinators	Office staff
8:30 – 9:00	Science technician	Special education program teacher aides	Grounds person	Teacher
9:00 – 9:30	Assembly/parade (if one is timetabled)	Support teacher (literacy and numeracy)	Teacher	Assembly/parade or teacher
9:30 – 10:00	Students (leadership group)	Literacy coach	Students (upper school)	Students (lower school)
10:00 – 10:30	Teacher	Teacher	Teacher	Teacher
10:30 – 11:00	Morning tea – review team discussions			
11:00 – 11:30	Principal (optional)	Teacher	Community partners/support agencies	Teacher
11:30 – 12:00	Sub/focus group (e.g., literacy or PBL committee)	Teacher	Teacher	Teacher
12:00 – 12:30	Teacher	Sub/focus group	Indigenous education workers	Guidance officer
12:30 – 1:00	Teacher	Teacher	Sub/focus group	Teacher
1:00 – 1:30	Lunch – review team discussions			
1:30 – 2:00	Teacher	Feeder high school	Spare/extra interview	Teacher
2:00 – 2:30	Teacher	Community partners	Teacher	Community partners
2:30 – 3:00	Teacher	P&C	Parents (at gate or phone calls)	Tuckshop staff
3:00 – 4:00	Review team discussions and report writing (display screen required)			
4:00 – 5:00	Check in with principal – discuss any changes to day 2 timetable			

Day 3

Time	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4
7:30 – 8:00	Review team discussions			
8:00 – 8:30	Chair meets with principal	Administration staff	Teacher	School council
8:30 – 9:00	Teacher	Teacher	Teacher	Teacher
9:00 – 9:30	Teacher	Community and business partners	State and local members (school to organise times and phone numbers to call)	Teacher
9:30 – 10:00	Teacher	Teacher	Teacher	Community and business partners
10:00 – 10:30	Teacher	Teacher	Teacher	Teacher
10:30 – 11:00	Morning tea – review team discussions			
11:00 – 11:30	Spare/extra interview	Teacher	Teacher	Teacher
11:30 – 12:00	Teacher	Spare/extra interview	Teacher	Teacher
12:00 – 12:30	Teacher	Teacher	Spare/extra interview	Teacher
12:30 – 1:00	Teacher	Teacher	Teacher	Local council
1:00 – 1:30	Lunch – review team discussions			
1:30 – 2:00	Teacher	Teacher	Teacher	Community partners
2:00 – 2:30	Teacher	Teacher	Teacher	Spare/extra interview
2:30 – 3:00	Teacher	Teacher	Teacher	Spare/extra interview
3:00 – 4:00	Review team discussions and report writing (display screen required)			
4:00 – 5:00	Penultimate principal, leadership team and school supervisor discussion			

Day 4

Time	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4
7:30 – 8:15	Review team discussions			
8:15 – 8:45	Clarifying interviews (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 5: 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 <<dates>>.

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 branch.

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 www.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: www.schoolreviews.education.qld.gov.au.

Twitter: We're having a school review from <<dates>>. Contact the school office to have your say. More details online: www.schoolreviews.education.qld.gov.au.

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