



## School reviews – an overview

Approximately a quarter of all Queensland state schools are reviewed by the department each year. The reviews are an important part of how the department monitors and supports schools.

The reviews are about providing schools with quality and independent feedback, tailored to the school's context and needs.

Each school is reviewed every four years, providing valuable opportunities for self-reflection and improvement. The reviews are conducted by the School Improvement Unit (SIU).

### Review process

Reviews are undertaken by experienced educators trained in the use of the *National School Improvement Tool* (NSIT), a nationally-recognised framework for reviewing teaching and learning practices.

Reviewers look closely at each school's performance data and speak with a wide range of staff, students, parents and community members to get an accurate picture of each school.

Unlike some other review systems, schools aren't ranked or given a performance rating but are supported with a comprehensive report for consideration.

The report outlines key findings and improvement strategies to maximise student outcomes. Principals are encouraged to share this information with their staff and school community to help shape the school's strategic direction.

### Types of reviews and timing

There are three types of school reviews:

- **full school**, which is the default review type for Queensland state schools

- **priority support** for schools identified as needing additional support

- **self-determined** for schools identified as high performing.

The SIU designates all schools, including independent public schools, for the different types of reviews by first considering their performance data and then consulting with the school's regional office.

Schools are generally reviewed in the year that they are due to update their four-year strategic plan. Findings and feedback from the reviews are a valuable input into this process.

### Reviewers

There are three types of reviewers:

- **internal reviewers** — experienced principals seconded to the SIU for a term, semester or longer
- **external reviewers** — independent contractors from the SIU's pre-qualified panel
- **principal peer reviewers** — principals trained by the SIU in the use of the NSIT.

Each review team generally consists of two to four reviewers, however, the number of reviewers and length of review depends upon a range of factors, including the size and context of the school.

### More information

For more information about school reviews please visit the School Reviews website at [www.schoolreviews.eq.edu.au](http://www.schoolreviews.eq.edu.au) or phone the SIU on (07) 3035 2217.



## Full school reviews

Full school reviews are the most common review type, and are for schools not designated for a self-determined or priority support review.

The School Improvement Unit (SIU) designates all schools, including independent public schools, for the different types of reviews by first considering their performance data and then consulting with the school's regional office.

### Differentiated support

Full school reviews are conducted by a review team selected by the SIU. Each team consists of an internal reviewer, external reviewer and a principal peer reviewer.

The intention of the reviews is to ensure support and intervention provided by the department is matched to the individual needs of schools.

This differentiated approach also applies to the composition of review teams, with the SIU taking into account a school's context and type (e.g. large urban high school or small rural primary school) when assigning reviewers.

### Review process

All SIU reviews involve an analysis of the school's student performance data and other relevant information. The review team also speaks with staff, students, parents and other members of the school community.

### At a glance

- Most common review type.
- SIU matches review team to school context.
- Review team includes a principal peer reviewer.
- Schools share review findings with their community.

The internal reviewer chairs the review and is the key contact point for the principal. They also liaise with the school's assistant regional director or the principal's supervisor.

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

The principal discusses the review findings with their supervisor and school community, and uses the feedback to update the school's four-year strategic plan. The school also publishes the executive summary or full report to its website.

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