

School Performance Assessment Framework

Queensland state schools

School reviews

To help Queensland state schools continue to lift their performance and improve outcomes for students, tailored school reviews have been introduced in 2015.

The reviews replace the teaching and learning audits and will ensure every school gets the support it needs.

Every state school, including independent public schools, will be reviewed at least every four years. This is the same frequency as the teaching and learning audits but it's no longer a one-size-fits-all approach.

The new reviews are tailored to the individual needs and context of schools. For example, high-performing schools will be given autonomy and some funding to organise their own reviews and appoint reviewers. Schools needing extra support will receive it as a priority.

The reviews are administered by the School Improvement Unit (SIU), which has been established as an independent monitor of state school performance.

Differentiated reviews

Based on their performance and the level of support they require, schools are designated for one of three review types:

- **Self-determined reviews** for high-performing schools
- **Priority support reviews** for schools needing extra support
- **Full school reviews** for all other schools.

The SIU determines the type of review based on the school's performance data and context, and in further consultation with regional office staff.

More than 300 reviews are conducted each year, with the majority of schools being reviewed in the fourth year of their internal quadrennial review cycle.

The SIU consults with the Director-General or their delegate with regards to independent public schools.

To ensure independence and rigour, review teams include a mix of experienced state school principals and reviewers from outside the department.

The SIU trains and accredits reviewers for quality and consistency.

Review process

Reviews are conducted in a professional manner by teams of three to four reviewers appointed by the SIU or, in the case of self-determined reviews, in consultation with the SIU.

Depending on the type of review, reviewers may spend between three and six days in a school looking at its operations and speaking with staff, parents, students and other community members. Principals and school leadership teams are involved and kept informed throughout the process.

At the completion of the review, the review team presents its findings to the school's leadership team. A written report follows that identifies areas for future improvement.

Following the review, schools work closely with their regional office to develop an appropriate response and improvement strategies. The school also shares the findings with their school community and publishes the final report on their website.

Schools continue to be supported following a review. In the case of priority support reviews, the SIU checks back in with the school at three, six and nine months after a review. It then revisits the school at 12 months.

More information

For more information please visit our website www.education.qld.gov.au/schools/school-performance-assessment-framework or talk to your principal or regional office.