

School Planning, Reviewing and Reporting Framework

The improvement and accountability framework for Queensland State Schools



Purpose

School Planning, Reviewing and Reporting Framework 2012–15 outlines the requirements for Queensland state schools to implement state and national reforms, and to meet the objective of the DETE Strategic Plan to drive improved learning outcomes for all students.

The guiding principles of the School Planning, Reviewing and Reporting Framework (SPRRF) are: being collaborative, consultative and data-informed in reviewing performance; planning for improvement; and being accountable for outcomes.

Under the framework, all state schools develop a four-year plan (School Plan) to implement the strategic direction of the Department.

The School Plan has a four year outlook, which informs Annual Implementation Plans (AIP). The School Plan is reviewed and updated annually to maintain currency and alignment. Every four years, a Quadrennial School Review (QSR) is conducted to maintain an informed long term strategic focus.

Alignment

The Department of Education, Training and Employment Strategic Plan highlights the key outcome:

- Queensland students engaged in learning, achieving and successfully transitioning to further education, training and work.

State Schools' priorities, initiatives and performance measures are aligned to the Department of Education, Training and Employment Strategic Plan.

Key strategies for school education

- Successful learners
- Teaching quality
- Principal leadership and performance
- Local decision making
- School performance
- Regional support

Performance Indicators

- Improve student academic achievement.
- Improve Queensland Certificate of Education attainment.
- Close the gap in attendance, retention and attainment for Aboriginal and Torres Strait Islander students.

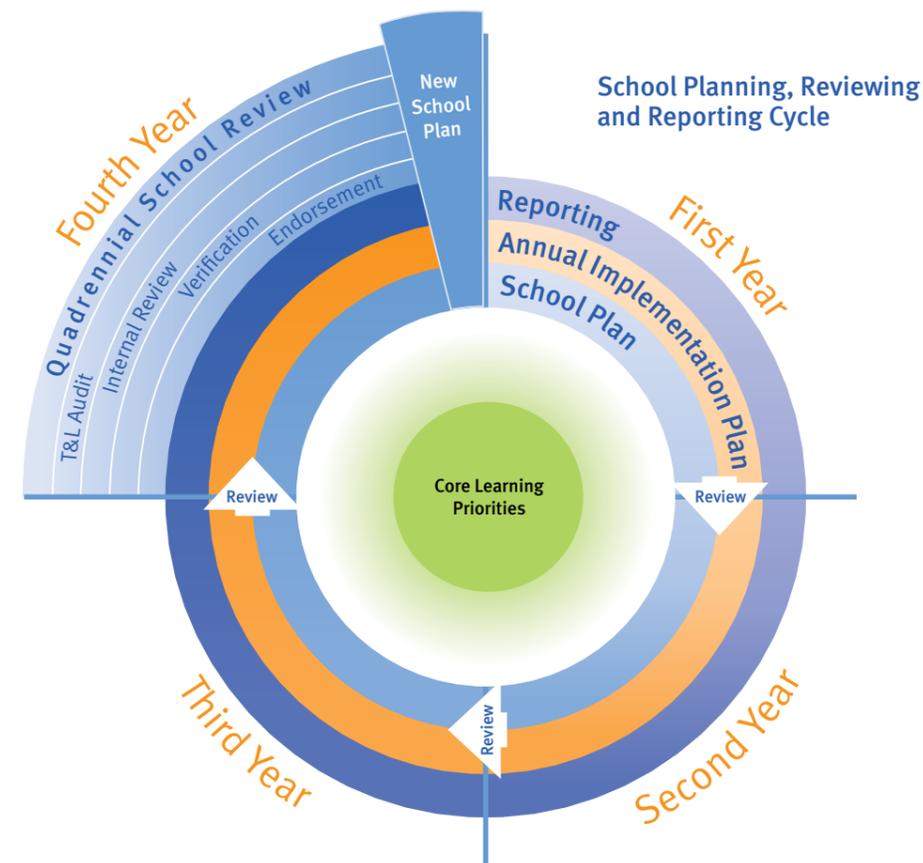
Planning

School planning ensures a safe, supportive, inclusive and disciplined learning environment for every student.

School planning supports the alignment of the school's strategic directions with system-wide priorities, initiatives and performance measures.

The planning process is led by the principal and engages the school community including staff, students, and parents.

Any corporate planning requirement beyond that which is stated in this framework requires the prior approval of the Deputy Director General, State Schools.



Reviewing – annual and quadrennial

Schools review the School Plan annually to gauge the effectiveness of its planned strategies in terms of progress towards the achievement of objectives, and to identify any changed conditions, needs or priorities that require adjustments to the plan. It is an opportunity for a school to consult with the community, reflect on its data, and review improvement planning processes.

The Quadrennial School Review (QSR) is scheduled every four years. The Teaching and Learning Audit is considered a vital dimension of this review and will be timed to inform the QSR. The QSR process includes:

- community consultation
- internal school review
- consideration of the achievements of the previous School Plan
- consideration of previous Plan priorities requiring renewed strategic focus
- consultation with the principal's supervisor
- external review (T and L Audit)
- risk assessment process
- verification of the review process
- endorsement of the School Plan

The School Plan

The School Plan is a succinct four-year outlook document detailing:

- the school's vision describing the school's aspirations
- the school's strategic direction – improvement priorities /strategies/goals and performance measures and targets
- priorities and strategies in response to the Teaching and Learning Audit.

Schools action the School Plan through their Annual Implementation Plan which:

- has an improvement and actions focus that is aligned to the key strategies for school education and core learning priorities
- outlines the strategies and actions for that year
- links strategies and actions to key school curriculum, teaching and learning documents
- identifies performance measures and targets, budget and resources to implement the strategies and actions
- is provided to the principal's supervisor for endorsement by the end of February each year.

Principals will discuss with their supervisor the school's improvement priorities and strategies.

To assist schools in addressing core learning priorities, school staff will have access to planning materials and resources through the Curriculum into the Classroom (C2C) project.

Schools will use school performance data, contextual information and the findings of the Teaching and Learning Audit to inform school planning. School resources will be aligned with the identified improvement strategies to meet student and system needs.

School improvement strategies embed Aboriginal and Torres Strait Islander perspectives, workforce strategies, e-learning strategies, inclusive practices, and recommendations of the Quality Improvement Process for ECEC (currently those schools with Pre-Prep under the Bound for Success program).

The School Plan should also link mandated elements including:

- Whole-school curriculum and assessment plan
- Responsible Behaviour Plan for Students
- Emergency Management
- Workplace Health, Safety and Wellbeing
- Enrolment Management Plan (where gazetted, based on enrolment demand)
- Asset Replacement
- Facilities Maintenance
- Quality Improvement Plan (schools with Pre-Prep).

The 1 School 1 Plan tool provides an environment where schools may create and store the School Plan and Annual Implementation Plans.

Reporting & Accountability

For each school year, all schools must publish on their school websites, a School Annual Report (SAR) by 30 June of the following year, and the Next Step Report (for schools that have graduating Year 12 students) by 30 September.

Compliance with other reporting and accountability obligations including financial reporting, student reporting, and participation in national and international testing programs as required. School reporting requirements are included in the Schedule of Corporate Data Collections.

Planning

Reviewing

Reporting

Planning should involve:

- Consulting with the community on the achievement of improved student outcomes, targets and strategic priorities
- Confirming the school's vision that describes what the school aspires to and what the school community wants the school to be like
- Using the outcomes of the Teaching and Learning Audit to inform strategic change
- Identifying risks that impact on the school's priorities and strategic objectives
- Consulting with the principal's supervisor on the achievement of improved student outcomes, targets and strategic priorities
- Sharing and discussing State Schools' priorities with staff and the school community
- Determining the school's strategies/actions which relate to State Schools' priorities, the school context, and student and community needs
- Identifying financial, human, and physical resource requirements to implement the School Plan
- Synthesising the findings and recommendations of all aspects of the school review
- Preparing the School Plan

Endorsement:

- Obtain endorsement of the [School Plan](#) and the [Annual Implementation Plan](#) from the P&C/School Council and the Principal's supervisor
- The [School Council](#) approves an Independent Public School's four-year strategic plan and annual implementation plan

Review principles and processes:

Guided by the principles of collaboration, consultation, accountability, and being data-informed, reviewing requires:

- School community consultation
- Internal review (data, budget, programs processes etc)
- External review (Teaching and Learning audit timed to inform the QSR)
- Consultation with the principal's supervisor
- [Risk management](#).

Steps in reviewing include:

- Analysis of student and school outcomes (achievement, improvement, opinion) against performance measures and targets
- Assessment of the effectiveness of planned strategies/actions
- Assessment of the success of AIP strategies and actions
- Re-examination of the school context, curriculum, pedagogy, student diversity, workforce, resource management and other planning requirements
- Identification of all resources available for the year, including funds carried forward from the previous year, grants, and other income allocated to school outcomes

Verification:

- Obtain [verification](#) of the QSR process by the principal's supervisor

Review questions could include:

How are we performing?

- Have we achieved all we aspired to in the School Plan? If not, why not?
- Are our results meeting local and systemic targets/expectations?
- Are our results matching targets/expectations for our students?
- What are we comparing our results to?
- What performance and improvement trends are obvious?
- How do different groups of students perform/improve? Are our practices inclusive?
- What does the data/information mean for our school, students, teachers, curriculum, pedagogy, parents?

- Does our assessment reflect teaching and learning objectives?
- What method do we have for capturing formative assessment data that immediately impacts on lesson planning?
- How is our teaching differentiated to meet the individual learning needs of students?
- Do we use assessment information on students to design and implement more personalized learning?
- What means do we have in place for monitoring and managing learning and assessment that makes a genuine difference to student learning outcomes?
- What Teaching and Learning Audit findings, commendations and recommendations inform practices that will improve outcomes?

Where do we want to be?

- What does the Department expect of us? What do we expect of ourselves? Are our expectations high enough?
- To what do we aspire?
- What are the new priorities?
- What should we achieve? What could we achieve?
- What are our targets? What do we need to improve?

How will we get there?

- What are we doing well? What do we need to stop doing?
- What could we do better? How can we improve?
- Who is responsible for change? What are the timelines?
- What curriculum, resources and pedagogy changes are needed?

How do we know we are on the right track?

- What evidence/measures will we use? What information will we use?
- How do we measure our progress? How do we monitor our progress?
- How often do we monitor our progress?
- What are the implications of not achieving expected progress?

How do we know when we get there?

- Have we met our targets/performance measures?
- Are our expectations high enough for our students?

Schools are required to prepare:

- [School Annual Report](#) to be published on the school's website by the end of June each year and be available at the school on request
- [Budget Overview Report](#)
- Student Reports – Standard templates for student performance reports are available in OneSchool. These reports are to be supported by parent/teacher interviews offered at least once each semester

To assist with their reporting obligations, schools are provided with:

- A pre-populated School Annual Report template
- A Next Step Report (issued in September to secondary schools)
- A Closing the Gap Report

All schools will:

- Offer the NAPLAN assessments
- If selected, undertake PISA, TIMMS and NAP assessments in civics and citizenship, science, and ICT Literacy
- Meet other obligations endorsed by the Department of Education, Training and Employment

SPRRF

- [SPRRF website](#)
- Guidelines for setting school improvement targets
- School improvement target setting template

Curriculum

- [Curriculum into the Classroom](#) exemplars
- [P-12 curriculum, assessment and reporting framework](#)

Teaching Practice

- [Pedagogical Framework](#)

Principal Leadership & School Capability

- [Principals' Capability and Leadership Framework](#)
- [Principal Performance and Development Plan](#)
- [Australian Professional Standards](#)

Teaching and Learning Audit

The [Teaching and Learning audit](#) is conducted approximately every four years and aligns with an extensive review of the School Plan (QSR). Strategies and actions identified in response to the audit are to be embedded in the School Plan/School Implementation Plan.

Other review processes (as appropriate):

- [External Accreditation](#)
- [Review by Exception](#)

Resources for using student data:

- Suite of NAPLAN and other data in [OneSchool](#) and [MySchool](#)
- [Using student data](#) on the Learning Place

Useful resources:

- [Annual Reporting policy for all Queensland Schools](#)
- [MySchool](#)
- [Schedule of Corporate Data Collections](#)
- [Budget requirements](#)
- [Planning and budgeting](#)
- [Asset replacement](#)
- Quality Improvement Plan Template and Guide to Developing a Quality Improvement Plan are available on the [ACECQA](#) website
- [Policies and Procedures](#) under the *Education General Provisions Act 2006* and *Education General Provisions Regulations 2006* inform operational and administrative processes in schools.

What schools need to do and when

What schools need to do and when			
Planning and Reviewing		Reporting	
What	When	What	When
Conduct quadrennial review inc T&L Audit	Every 4 years	Publish School Annual Report	By 30 June each year
Develop the School Plan	Every 4 years	Publish Next Step Report (secondary)	By 30 September each year
Update the School Plan	Every Year	Issue Student Reports	At least twice each year
Finalise the Annual Implementation Plan	By end of February each year	Submit Budget Overview Report	By end of February each year
Finalise Budget	By end of February each year		