

School Planning, Reviewing and Reporting Framework 2012–15

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 DET 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 Education Queensland as outlined in *United in our pursuit of excellence*.

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.

Low SES National Partnership Schools continue to participate in a fixed four-year planning cycle that results in a single plan that is both strategic and operational.

Alignment

The Department of Education and Training Strategic Plan highlights the key objective that:

- Every young Queenslander will be prepared with the educational foundations to support successful transitions to further education, training and work.

Education Queensland's priorities, initiatives and performance measures are aligned to the Department of Education and Training Strategic Plan; and its system wide improvement agenda is outlined in *United in our pursuit of excellence*.

United in our pursuit of excellence Agenda for improvement

Key strategies for school education

School Curriculum

Consistency in curriculum, planning and implementation to improve learning.

Teaching Practice

High quality teaching focused on the achievement of every student.

Principal Leadership and School Capability

Instructional leadership, with an unrelenting focus on improvement.

School and Community Partnerships

High levels of student, parent, staff and school community confidence in the school's performance and achievement.

Core learning priorities

- Reading
- Writing, including spelling, grammar and punctuation
- Numeracy
- Science
- Retention, attainment and transition of students at key junctures of schooling
- Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students.

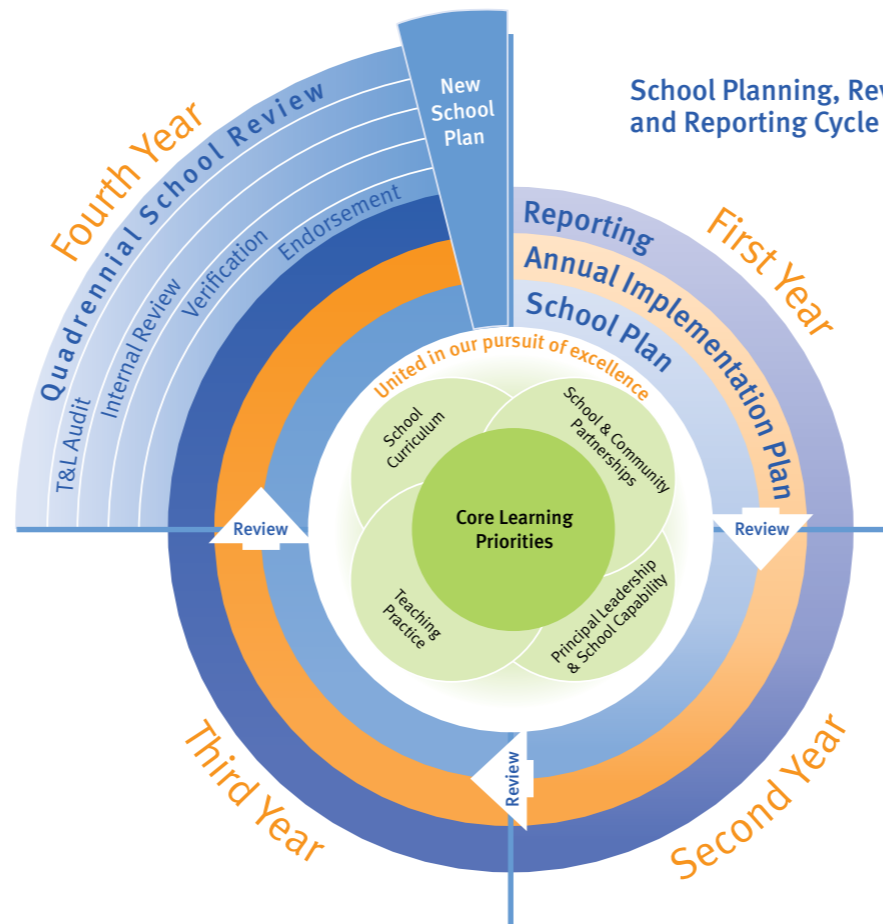
Planning

Schools review and formulate priorities, and plan strategies and actions, in response to the needs of their local context so that every day, every state school student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment.

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, Education Queensland.



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 4-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 aligned with Education Queensland's agenda for improvement outlined in *United in our pursuit of excellence* key strategies for school education
- 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 of *United in our pursuit of excellence*
- 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, environmental management (water, waste, energy and biodiversity) strategies, 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, assessment and reporting plan
- Responsible Behaviour Plan for Students
- Emergency Management
- Workplace Health, Safety and Wellbeing
- Enrolment Management Plan (where applicable based on enrolment demand)
- Asset Replacement
- Facilities Maintenance
- Quality Improvement Plan (schools with Pre-Prep).

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.

Other reporting and accountability obligations include 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 Education Queensland's priorities with staff and the school community
- Determining the school's strategies/actions which relate to Education Queensland's 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

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

Low SES NP Schools are also required to submit a 6 monthly report.

For the Australian Government compliance obligations, see Schools Assistance Act 2008 and Schools Assistance Amendment Regulations 2009 (No.1).

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

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

All schools will:

- Offer the NAPLAN assessments
- Offer the Queensland Comparable Assessment Tasks (QCATs)
- If selected, undertake PISA, TIMMS and NAP assessments in civics and citizenship, science, and ICT Literacy to meet the obligations under the requirements of the Australian Government's Schools Assistance Act 2008 and Schools Assistance Amendment Regulations 2009 (no. 1)
- Meet other obligations endorsed by the Department of Education and Training

SPRRF

- SPRRF website
- Guide to setting targets
- School improvement target setting template
- www.education.qld.gov.au/strategic/accountability/pdf/spr-framework.pdf

Curriculum

- Curriculum into the Classroom exemplars
- Roadmap for P-10 Curriculum, Teaching Assessment and Reporting

Teaching Practice

- Dimensions of teaching and learning

Principal Leadership & School Capability

- Principals' Capability and Leadership Framework
- Principal Performance and Development Plan
- Developing Performance Framework

Teaching and Learning Audit

The Teaching and Learning audit is conducted every fourth year unless the school requests otherwise 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 (e.g. Council of International Schools)
- Review by Exception

Resources for using student data:

- Using Student Data within a Whole School Approach to Improving Student Achievement
- Suite of NAPLAN and other data in OneSchool and MySchool
- Teaching and Learning – Using student data

Useful resources:

- Annual Reporting policy for all Queensland Schools
- Guidelines for Reporting Student Achievement
- QCAR Reporting
- MySchool
- Schedule of Corporate Data Collections
- Budget requirements
- Planning and budgeting
- 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

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 Low SES NP School Report	Every 6 Months
Finalise Budget	By end of February each year	Submit Budget Overview Report	By end of February each year