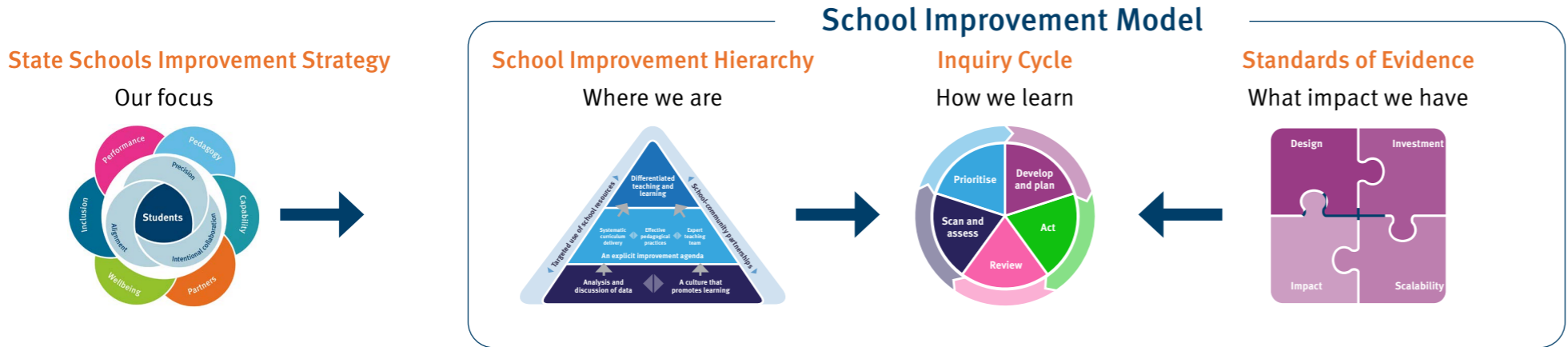


School Planning, Reviewing and Reporting Framework (SPRRF)

The improvement and accountability framework for Queensland state schools



Purpose

The School Planning, Reviewing and Reporting Framework outlines the requirements for Queensland state schools to align their work with *Every student succeeding — State Schools Improvement Strategy 2020-2024*. Our shared priorities are:

- success and wellbeing for all children and students through each stage of learning in an inclusive education system
- continuous improvement in teaching, learning and assessment of the Queensland Kindergarten Learning Guideline, the Australian Curriculum and the senior syllabuses.

All schools are required to participate in a four-year school planning and review cycle. The School Strategic Plan is the document that provides a four-year overview of a school's explicit improvement agenda. The School Strategic Plan clearly connects school priorities with the strategic direction of the department.

Schools are also required to have an Annual Implementation Plan (AIP). The AIP outlines a year's worth of school improvement initiatives linked to the School Strategic Plan.

Schools undertake *Queensland State Schools Annual Performance Review* (APR) processes. These processes may use School Strategic Plan and Annual Implementation Plan priorities to guide the individual performance development goals recorded in Annual Performance Development Plans (APDPs).

Our common language and common way of working is the *School Improvement Model*.

Guiding principles

School planning, reviewing and reporting is most effective when it is collaborative, transparent and evidence-informed.

- Collaborative:** Collaborative empowerment lies at the heart of our State Schools Strategy. It is a mindset as well as a way of working.
- Transparent:** School Strategic Plans and AIPs are generated through consultation and the results of school activities are communicated openly and in a timely fashion.
- Evidence-informed:** Evidence underpins the development of initiatives which are aligned with the School Strategic Plan and evidence of impact is generated and shared by the school in a systematic, rigorous way.

Planning

The School Strategic Plan is the school's succinct statement to its community about what the school wants to achieve in the future and how it plans to get there.

- School Strategic Plans include descriptions of:
- the vision and purpose of education in the local context
 - the values that students, staff and community are expected to demonstrate
 - what the school is going to focus on over the next four years with associated targets (the Explicit Improvement Agenda)
 - how the school is going to do this (strategies and resourcing).

Schools action their School Strategic Plans through *Annual Implementation Plans* (AIPs). AIPs provide information about how initiatives aligned with the School Strategic Plan will be implemented, monitored and evaluated.

AIPs detail inputs, outputs, activities, outcomes and short- and long-term measures of school improvement work.

Schools should set school improvement goals that account for the broad range of factors that influence student achievement. *School improvement planning* takes place within the following DoE frameworks:

- The *P-12 Curriculum, Assessment and Reporting Framework* (P-12 CARF) specifies the curriculum, assessment and reporting requirements for all Queensland state schools in delivering the curriculum from Prep to Year 12.
- The *Parent and Community Engagement Framework* assists schools, parents/carers and the community to work together to maximise student learning.
- The *Student learning and wellbeing framework* supports schools to implement a whole-school approach to support students' wellbeing and optimize learning.

School improvement planning is most effective when the whole school community is engaged in the development of the improvement priorities of the school, and sets a clear direction for the year/s ahead.

Inquiry cycles support evidence-informed school improvement and the range of stakeholder conversations required to develop School Strategic Plans and Annual Implementation Plans.

School Strategic Plans and Annual Implementation Plans are endorsed each year by principal supervisors or School Councils.

Reviewing

Each year, schools update their Annual Implementation Plans. They review their AIP to determine impact and to identify changes in conditions, needs or priorities.

- Annual reviews are an opportunity for schools to:
- collaborate or check-in with staff and local communities
 - seek guidance and support from regional and central office personnel
 - analyse and discuss relevant data
 - review the processes for improvement planning and/or Annual Performance Reviews (APR).

Schools also revisit their School Strategic Plans at regular intervals in the four-year planning cycle. They check for continued relevance and respond to any major changes in the operating environment as required.

Schools are externally reviewed at least once every four years by the *Education Improvement Branch* (EIB). Most schools receive an EIB review in the year they are due to update their School Strategic Plan (in line with their four-year school planning and review cycle). Findings and feedback from EIB reviews are a valuable input into this process.

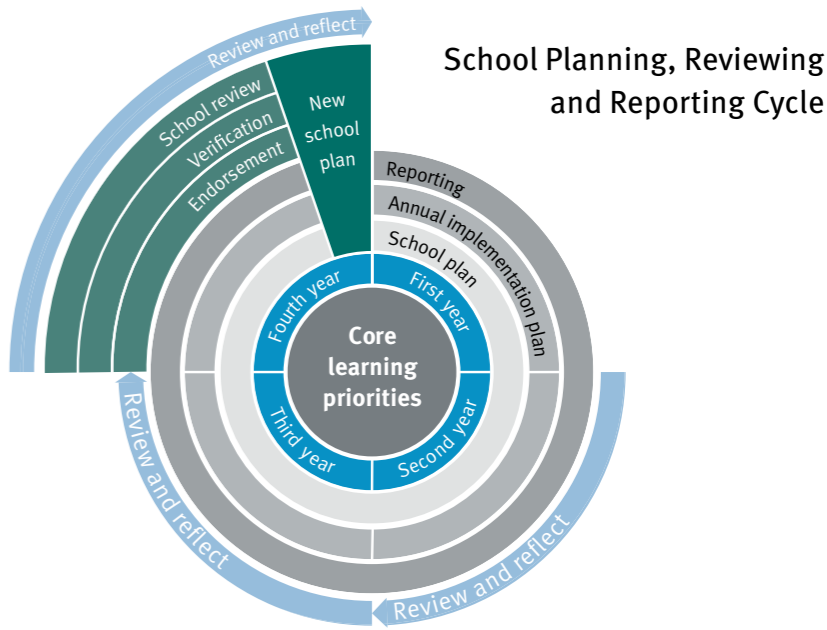
Schools should also use information and resources provided by the *internal audit* branch to help ensure that effective and efficient processes are in place to manage student safety, workplace health and safety, information security, infrastructure, workforce planning, and finance.

Reporting

All schools publish their School Annual Report (SAR) by 30 June and the *Next Step Report* (for schools that have graduating Year 12 students) by 30 September.

Schools also publish their endorsed School Strategic Plans and Annual Implementation Plans.

Schools comply with the reporting and accountability obligations detailed in *P-12 Curriculum, Assessment and Reporting Framework* (P-12 CARF) and the *Schedule of Corporate Data Collections*.



Planning

Strategic planning involves:

- establishing the right team to represent the interests of staff, students and wider school community
- assigning clear roles, responsibilities and accountabilities
- resourcing planning conversations with relevant information and adequate time
- asking four key questions:
 - How are students going in their learning?
 - How do we know?
 - What are we doing to improve students' learning?
 - How do we know it is working?
- documenting the planning conversation.

Scanning, assessing and prioritising involves:

- discussing State Schools' priorities with staff and the school community
- working with staff and community to build a shared vision and purpose of education in the local context
- working with staff and community to define the values that students, staff and community are expected to demonstrate
- collecting a variety of evidence about what students currently know, understand and can do
- analysing and discussing how well all students are learning
- collecting and considering a range of non-academic data that might be impacting on student achievement
- synthesising any findings and recommendations from recent EIB school reviews
- reaching consensus on what the school wants to achieve over the next four years (the Explicit Improvement Agenda)
- identifying the significant challenges / risks that are impacting or might impact the achievement of these goals / strategic objectives.

Developing and planning involves:

- documenting the plan
- establishing suitable targets and measures for school improvement work at either School Strategic Plan or Annual Implementation Plan level considering:
 - impact on learning (for example, students' engagement, students' progress (growth), students' attainment)
 - impact on teaching (for example, curriculum content knowledge, content-specific pedagogy, collective practice, individual practice)
 - impact on ways of working (for example, collaboration — planning, observation and feedback, moderation, operations — meetings, timetabling, responsibilities, resourcing)
- using the Standards of Evidence to support the design of school improvement initiatives
- accessing recent relevant research and evidence to help identify strategies or initiatives that will address the school's and students' identified needs
- identifying financial, human, and physical resources required to implement plans
- discussing how you intend to implement and regularly monitor your plan.

Preparing to act involves:

- seeking endorsement of School Strategic Plans and Annual Implementation Plans from principal supervisors or School Councils.



Reviewing

Reviewing involves:

- establishing the right team to represent the interests of staff, students and wider school community
- assigning clear roles and responsibilities
- resourcing reviewing conversations with relevant information and adequate time.
- Measuring impact for school improvement involves:
- using the Standards of Evidence to support review and monitoring of school improvement initiatives
- meeting regularly with student, staff and community stakeholders
- collecting a variety of evidence about what students currently know, understand and can do
- discussing and analyse the impact that the School Strategic Plan and Annual Implementation Plan are having on learning (for example, students' engagement, students' progress (growth), students' attainment)
- collecting a range of non-academic data that might be impacting on student achievement. Consider the plans':
 - impact on teaching (for example, curriculum content knowledge, content-specific pedagogy, collective practice, individual practice)
 - impact on ways of working (for example, collaboration — planning, observation and feedback, moderation, operations — meetings, timetabling, responsibilities, resourcing)
- re-examining and responding to any changes in operating environment for school improvement work (for example changes to school context, curriculum, pedagogy, student diversity, workforce, resourcing).

Reviewing school operations involves:

- ensuring that effective and efficient processes are in place to manage:
 - student safety
 - school finances
 - workplace health and safety
 - information security
 - infrastructure and asset management
 - workforce planning
- consulting information provided by the internal audit branch on OnePortal
- annually reviewing school policy and procedures in line with the State Schools Policy and Procedure register



Reporting

Reporting involves:

- publishing a School Annual Report (SAR) on the school's website by 30 June and making this report available on request
- publishing the Next Step Report (for schools that have graduating Year 12 students) by 30 September on the school's website by 30 September and making this report available on request
- publishing the endorsed School Strategic Plan and Annual Implementation Plan on the school's website
- complying with the reporting and accountability obligations detailed in P-12 Curriculum, Assessment and Reporting Framework (P-12 CARF)
- complying with the Schedule of Corporate Data Collections.



What schools need to do and when

Planning and reviewing		Reporting	
What	When	What	When
Develop the School Strategic Plan	Every four years	Publish School Strategic Plan	When endorsed
Develop the Annual Implementation Plan	Every year (end of February deadline)	Publish Annual Implementation Plan	When endorsed
Review the impact of Annual Implementation Plan	Every year	Publish School Annual Report	By 30 June each year
Revisit the School Strategic Plan (as necessary)		Publish Next Step Report	By 30 September each year
		Issue Student Reports	Twice each year
		Gather and submit school information	As per Schedule of Corporate Data Collections

Strategic planning

- [School improvement planning](#)
- [Engage in inquiry \(The Evidence Hub\)](#)
- [EIB review tool \(National School Improvement Tool\)](#)
- [Quality Improvement Plan \(ACECQA website, for schools that provide a Pre-Prep service\)](#)

Policy frameworks

- [P-12 Curriculum, Assessment and Reporting Framework \(P-12 CARF\)](#)
- [Parent and Community Engagement Framework](#)
- [Student learning and wellbeing framework](#)

Teaching and learning

- [Assessment and Moderation Hub](#)
- [Curriculum into the Classroom](#)

Evaluating impact

- [Applying the Standards of Evidence \(The Evidence Hub\)](#)

Developing capability

- [Queensland state schools Annual Performance Review processes](#)
 - [Principals and deputy principals](#)
 - [Heads of Program](#)
 - [Teachers](#)
- [Australian Professional Standards for Teachers](#)

Education Improvement Branch

- [School reviews](#)

Reviewing school operations

- Information and resources provided by the [internal audit branch](#)
- [Policies and Procedures](#) under the Education General Provisions Act 2006 and Education General Provisions Regulations 2006

Reporting

- [Annual Reporting policy for all Queensland Schools](#)
 - School Annual Report (SAR)
 - [Next Step Report \(for schools that have graduating Year 12 students\)](#)
- [Schedule of Corporate Data Collections.](#)

