

New Review and Improvement Approach for Victorian Government Schools

OVERVIEW

In 2019, a new streamlined approach to school review is in its second year of implementation to support schools in their improvement journey.

The new review model reaches deeply into classrooms to consider evidence around what really matters in teaching and learning.

The review harnesses unique insights from an expanded School Review Panel and assists schools to develop long-term goals, targets and evidence-based strategies to drive improved performance outcomes. The review informs the development of the school's School Strategic Plan.

With a shared moral purpose of *Better Learning, Planning Together, Cooperative Action, Relational Trust* and *Planning to Excel*, school review is grounded in a commitment to create and sustain learning environments where every student feels a sense of belonging and significance and their learning thrives and improves.

WHAT IS NEW IN SCHOOL REVIEW?

The key changes to the school review model include:

- one review type for all schools, tailored to meet individual needs and context
- an increased focus on robust, school self-evaluations to inform and guide the review
- an emphasis on evidence of improved teaching practice

Theory of Change – New Review and Improvement Approach for Victorian Government Schools

If the process of the school review is rigorous, objective and includes an independent evaluation of school performance

and schools are able to identify their strengths and areas for improvement

then whole school improvement is enacted.

- an expanded School Review Panel including a core decision-making panel
- the objective lens of professional collaborators including challenge partners and independent reviewers
- designated touchpoints to capture student voice for throughout the review process
- a focus on evidence of areas known to make a difference to student outcomes
- stronger connection between review and differentiated support
- tools, resources and processes that reduce administrative burden in schools and support schools to actively participate in school review.

EARLY FEEDBACK ON SCHOOL REVIEW

Early feedback from schools in the 2018 school review cycle is indicating strong acceptance of and a commitment to its implementation. SEILs and other key stakeholders are also very supportive of the new model.

The school and its community tell us...

'Careful selection of challenge partners was key. This was not a decision made quickly or lightly as we wanted challenge partners that clearly understood their role, who had an in-depth understanding of data and who weren't afraid to ask hard questions.'

'Accessing our region's Data Coach was one of the first things we did to ensure that our School Improvement Team had a clear understanding of what our data was telling us. This was an incredibly valuable exercise.'

Challenge partners report...

'The role of the Challenge Partner was a fantastic opportunity to support and genuinely challenge a school's improvement journey, through a robust and rigorous, but always respectful, review process.'

Students say...

'A lot of people were listening to us and asked us lots of questions about goal-setting and learning intentions. They

also asked us about what things we wanted to see improved in the school.’

Reviewers tell us...

‘Having one type of review type for all schools makes sense. It’s a more rigorous and consistent approach for every school and it’s being well received.’

‘The Department has provided planned activities such as the agenda for Validation Day, suggested focus questions for student interviews and classroom visits. These tools and resources have supported a high quality and more consistent approach to the review.’

‘The new school review model is providing reviewers, the Review Panel, the challenge partners and whole school communities with opportunities to undertake a more detailed, collaborative and thorough inquiry into the school’s achievements and challenges which is resulting in the development of authentic recommendations to assist the school in preparing its next Strategic Plan’.

KEY LINKS

- [Education and Training Reform Act 2006](#)
- [The Framework for Improving Student Outcomes \(FISO\)](#)

- [The FISO Continua of Practice for School Improvement](#)
- [School Performance Data](#)

FREQUENTLY ASKED QUESTIONS

When will the new model of school review be implemented?

The new review and improvement approach was introduced to schools in the 2018 review cycle through a comprehensive training program. Schools in the 2019 review cycle will be attending training sessions from Term 1 2019 onwards.

Who is involved in the School Review?

The School Review Core Panel comprises the principal, Senior Education Improvement Leader, an independent reviewer, and the school council president. Two challenge partners value-add to the Panel but do not have final decision-making authority. Consultative partners - including the School Improvement Team, students, and members of the wider school community - provide context and evidence through participation in forums, interviews and other activities.

PROGRESS TO DATE

Professional learning delivered to schools, regions, reviewers and challenge partners	Feb 2018 – ongoing
Ongoing quality assurance of school review reports	April 2018 – ongoing
2019 review professional learning for all key stakeholders	Dec 2018 – Dec 2019
School review evaluation work underway	Jan 2019
School Review communications to 2019 schools in cycle	Jan 2019

UPCOMING ACTIVITIES AND MILESTONES

Finalisation of new School Review Services Panel	Feb 2019
School review cycle 2018 nearing completion	Apr 2019