This checklist provides a step-by-step guide to the 2019 school review process, with links to templates and resources for Principals, SEILs and Reviewers.
This document should be used in conjunction with the [*School Review Guidelines*](https://edugate.eduweb.vic.gov.au/sites/i/Pages/School.aspx#/app/content/2999/support_and_service_(schools)%252Fschool_performance_and_evaluation%252Fschool_reviews%252F2018_school_review_process).

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| **BEFORE THE REVIEW** |
| **Who** | **Task** | **✓** |
| **Principal** | 1. Communicate with school community about the upcoming review* The **Principal** advises the school community about the upcoming review through various channels e.g. school newsletter, assemblies and staff meetings
 | [ ]  |
| **Principal****SEIL****Reviewer****Challenge Partners** | 2. Attend professional learning on the new review model and data literacy* Professional learning dates are scheduled in each term for **SEILs** and **Principals**. Participants attend the training scheduled in the term before their school’s review. Training is also available challenge partners and school reviewers. Contact school accountability mailbox for all PL dates.
* Each school’s scheduled term of review can be found at the following links: [NEVR](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Review%20schedule%20-%20NEVR%20-%202019.docx), [NWVR](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Review%20schedule%20-%20NWVR%20-2019.docx), [SEVR](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Review%20schedule%20-%20SEVR%20-2019.docx), [SWVR](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Review%20schedule%20-%20SWVR%20-%202019.docx).
 | [ ]  |
| **Principal** | **3. Conduct Pre-review Self-evaluation in consultation with the school leadership team, SEIL and school community*** The **Principal** leads the Pre-review Self-evaluation, which is informed by a range of sources including the School Strategic Plan, Annual Implementation Plans, School Performance Reports, focus groups and surveys with students and parents/carers and any other relevant data/information.
* The FISO *Continua of Practice for School Improvement*, *Essential Elements for School Improvement* and evidence collection around student voice agency and leadership, curriculum content and teacher practice: knowledge and skills, are used to inform the school’s proficiency status ensuring evidence of achievement is included.

**Prepare for the assessment of the Minimum Standards, including the Child Safe Standards*** **The Principal** ensures the school is compliant with the minimum standards for school registration on the School Self-assessment – Minimum Standards and compiles policies and evidence electronically for provision to the school reviewer at least four weeks before the review
* The **Principal** completes the [School Self-assessment – Child Safe Standards](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/VRQA%20-%20Child%20Safe%20Standards%20-%20school%20self-assessment.docx) to assess the school’s compliance with the Child Safe Standards and addresses any identified issues before the review, where an area of non-compliance is identified by the Principal
 | PRSE completed[ ] PRSE endorsed by SC President and SEIL[ ]  |
| Supporting documents:* [Template - Pre-review Self-evaluation](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Template%20-%20Pre-Review%20Self-Evaluation%20-%20Term%202%202018%20reviews%20only.docx) – completed in SPOT
* [Guidelines - Pre-review Self-evaluation](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Guidelines%20-%20Pre-Review%20Self-Evaluation.docx) report
* [FISO Continua of Practice for School Improvement](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Continua.aspx)
* [School Performance Reports](https://www.eduweb.vic.gov.au/forms/school/spreports/)
* [School Self-assessment – Minimum Standards](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/VRQA%20-%20Principals%20registration%20requirements%20checklist.docx)
* [School Self-assessment - Child Safe Standards](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/VRQA%20-%20Child%20Safe%20Standards%20-%20school%20self-assessment.docx)
 |  |
| **Principal** **SEIL** | **4. Establish School Review Panel, including Core School Review Panel members, Challenge Partners and school community members** * The Department allocates reviewers to schools using a matching process that takes into account school context and needs. Schools are distributed to review companies based on the number of reviewers and reviewer quality, number of review days, mixture of review type, complexity and locations
* If any of the review participants have any concerns or conflicts of interest with the allocated reviewer, the **SEIL** should contact Central Office for advice
* The Core School Review Panel members are the Principal, SEIL, School Council President and Reviewer. These members have decision-making powers to come to collaborative decisions throughout the review.
* They are supported by the other School Review Panel members who provide expertise, input, feedback and challenge. These include two Challenge Partners and other school community members, including students, parents, staff and the School Improvement Team.
* The **SEIL** and **Principal** collaboratively select and invite two Challenge Partners specifically chosen for their capacity to add value to the review based on the school’s individual context. An additional Challenge Partner can be included, if it is determined that it would add value to the Panel.
* The **Principal** informs all Panel members of their roles and responsibilities within the review and provides them with the relevant *Roles and Responsibilities* document to ensure they are clear on their role and can meet expectations.
 | [ ]  |
| Supporting documents:* [Challenge Partner profiles](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Challenge%20Partner%20Profiles%202018.xlsx)
* [Probity and Conflict of Interest Guidelines](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Guidelines%20-%20Probity%20and%20Conflict%20of%20Interest%202018.docx)
 |  |
| **Principal****Reviewer** | **5. Distribute PRSE to Core School Review Panel members and Challenge Partners and schedule preparation meeting** * The **Reviewer** schedules a preparation meeting with the Principal and SEIL at least two weeks before the Validation Day. In cases where the Validation Day is scheduled early in the Term, the planning day may be held in Term prior to this.

**Before the preparation meeting*** The **Principal** circulates the PRSE Report and supporting evidence to the Core School Review Panel members and Challenge Partners **at least four weeks** before the Validation Day.
* The **Principal** provides the Minimum Standards documentation electronically to the Reviewer **at least four weeks** before the Validation Day.
* The **Reviewer** commences a desktop audit of school’s Minimum Standards documentation once it is received.
 | [ ]  |
| Supporting documents:* List of schools in review and scheduled term - [NEVR](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Review%20schedule%20-%20NEVR%20-%202019.docx), [NWVR](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Review%20schedule%20-%20NWVR%20-2019.docx), [SEVR](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Review%20schedule%20-%20SEVR%20-2019.docx), [SWVR](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Review%20schedule%20-%20SWVR%20-%202019.docx)
 |
| **Principal****SEIL****Reviewer** | 6. The preparation meeting* At the preparation meeting, the Principal, SEIL and Reviewer complete the following tasks:
* Confirm the Challenge Partners and identify other Panel members including students, the School Improvement Team and any other school community members and discuss their roles, responsibilities and the points at which they will participate in the review.
* Book tentative dates for the known review days (a base number will be known although the number of days will not be finalised until the Validation Day)
* Co-develop an agenda for the Validation Day based on the agenda template, clearly indicating the points at which the Panel members will be in attendance.
* Co-develop a schedule for the classroom observations/focus groups on Validation Day and collaboratively develop draft focus questions that will be preented at the Validation day meeting for final endorsement
* Discuss the approach to the Minimum Standards & CSS assessment and if the reviewer has any initial findings from the desktop audit of the school’s documentation. Note any areas of non-compliance with relevant information to be discussed on Validation Day
 | [ ]  |
| Supporting documents:* [Template - Validation Day agenda](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Template%20-%20Validation%20Day%20Agenda.docx)
* [Roles and Responsibilities – School Review Guidelines](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Guidelines%20-%20School%20Review%202018.docx) or [PDf](https://edugate.eduweb.vic.gov.au/edrms/collaboration/RSGAR/NewReviewModel/Guidelines%20_%20School%20review%202018/Final%20version%20folder/School%20Review%20Guidelines%20%28Digital%29.pdf), 2018 Guidelines
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| **Principal****SEIL****Reviewer****Challenge Partners****SC President** | 7. Before the Validation Day and Review * The **Principal** coordinates logistical arrangements for the Validation Day, including meeting rooms, catering, timetabling for the classroom observations/focus groups and timetabling time out of the classroom to enable participation by students, the School Improvement Team and other school community members
* The **Principal** ensures the PRSE Report and other documentation has been circulated to the Core Review Panel members and Challenge Partners
* **Core review panel members** and **Challenge Partners** familiarise themselves with the PRSE Report and any other school data and evidence provided, identify questions, wonderings, highlights etc. including any items related to the Minimum Standards assessment
* The **Reviewer** distributes the Validation Day agenda and classroom observation schedule to all panel members
 | [ ]  |
| Supporting documents: |
| Completed PRSE Report in SPOT and any other school data/evidence |  |

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| THE REVIEW |
| Who | Task | ✓ |
| **Principal****SEIL****Reviewer****Challenge Partners****School Improvement Team****Students****SC President** | 8. The Validation Day* The Validation Day is chaired by the **Principal**, facilitated by the **Reviewer**, and should follow the agenda that was developed at the preparation meeting
* The following tasks are completed on the Validation Day:
* *Discussion of the school’s performance against the goals and targets in its previous Strategic Plan*, drawing on evidence such as the school’s PRSE Report, other data, the classroom observations/focus groups, and input from students, parents, staff and the School Improvement Team to test and validate findings. Compliance against Minimum Standards & CSS assessment is also discussed.
* *Classroom observations/focus groups* to reach deeply into the classroom and test and validate the school’s practices against the evidence recorded in the PRSE Report for the Instructional Core: Curriculum content; Student voice, agency and leadership; and Teacher practice: knowledge and skills
* *Collaborative validation* of the school’s self-assessment of its position on the FISO Continua
* *Finalisation of the length of the review* (number of reviewer days) by determining any additional fieldwork days for the review based on validation and the Panel’s on-balance judgment
* *Develop of Terms of Reference Focus Questions and Methodology* to ensure the remainder of the review days are targeted and effective.
* If any additional time is added to the review, the **Principal**, **SEIL** and **Reviewer** should formulate how this time is to be used e.g. an additional day added to the review, or reviewer time used by bringing in an additional reviewer. Any schedules that have been developed should be revised to ensure the additional day or time is utilised effectively.
 | [ ]  |
|  | Supporting documents:* Completed PRSE in SPOT and any other school data/evidence
* Completed Validation Day agenda
* [Roles and Responsibilities - School Review in School Review Guidelines](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Guidelines%20-%20School%20Review%202018.docx)

[Template – Terms of Reference](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Template%20-%20Terms%20of%20Reference%20and%20Methodology.docx) and Methodology for school review |  |
| **Principal****SEIL****Reviewer****Challenge Partners****School Improvement Team****Students****SC President** | 9. The Review days, including Fieldwork* The review days are chaired by the **Principal** and facilitated by the **Reviewer**
* The review and fieldwork days should be carried out according to the terms of reference focus questions and methodology that was formulated on the Validation day
 | [ ]  |
|  | A two day review* The second day is chaired by the Principal and facilitated by the Reviewer.
* The day commences with fieldwork in the morning that may include the Challenge Partners and other members of the Panel.
* The afternoon includes the final Review Panel meeting, where Panel members report back on their findings from the fieldwork.
 | A three or four day review* It is likely that only the reviewer/s and potentially the SEIL, where necessary, will be in attendance for the fieldwork days that are held between the Validation Day and last day of the review.
* A final Review Panel meeting is held on the afternoon of the final day of the review.
* The Reviewer/s will report back to other members of the Core Review Panel on the findings of the fieldwork.
 |  |
|  | By the end of final meeting between the Core Review Panel, the following should be achieved:* Evidence based, triangulated findings formulated from the fieldwork in response to the Terms of Reference Focus Questions
* The extent to which the school has effective practices around student voice, leadership and agency, curriculum content and teacher practice is known
* Final agreement has been reached on the school’s proficiency status against the FISO Continua for School Improvement
* Key directions for the next School Strategic Plan developed, including goals, targets and key improvement strategies
* By the end of the review, the **Reviewer** has completed the Minimum Standards assessment and meets with the Principal and SEIL to discuss their findings.
 |  |
|  | Supporting documents:* [Template – School Review Report (including Terms of Reference and Methodology)](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Template%20-%20School%20Review%20Report.docx)
* [Developing key directions (goals, targets and KIS)](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Key%20Directions%20for%20Next%20SSP%20-%20Examples%20-Feb2019.docx)
 |  |
| **AFTER THE REVIEW** |
| **Who** | **Task** | **✓** |
| **Reviewer** | 10. The draft Review Report and Minimum Standards, including child Safe Standards * **Reviewer prepares the Minimum Standards & CSS Report and uploads it to the portal within 5 working days of the final review day**
* **Reviewer** prepares a draft Review Report that captures the voice, views and of the Review Panel and submits it within 30 working days of the last day of review. The draft Transform Review reports are forwarded to the School Accountability Mailbox
 | [x]  |
|  | Supporting documents:* [Template – School Review Report (including ToR and Methodology)](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Template%20-%20School%20Review%20Report.docx)
* [Resource – DET writing convention guide for school reviewers](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Resource%20-%20DET%20writing%20convention%20guide%20for%20school%20reviewers.docx)
* [Resource – Developing strong enablers and barriers](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolReview/Resource%20-%20Developing%20strong%20enablers%20and%20barriers%20during%20reviews.docx)
 |  |  |
| **Reviewer** | 11. Finalisation of draft Review Report* **Reviewer** completes the draft review report and submits it to their Review Company for internal quality assurance
* **All except Transform schools** - Review Company uploads the Review Report to the [Reviewer Portal](https://partner.eduweb.vic.gov.au/sites/fiso/Pages/Reviewer%20Portal.aspx) within 30 days of the last day of the review. This will initiate an email to the SEIL
* **Transform schools** – The report is quality assured by **DET Central** before being uploaded to [Reviewer Portal](https://partner.eduweb.vic.gov.au/sites/fiso/Pages/Reviewer%20Portal.aspx) - the report should first be submitted to the review team via email to the School Accountability Mailbox until approval is received to upload the report to [Reviewer Portal](https://partner.eduweb.vic.gov.au/sites/fiso/Pages/Reviewer%20Portal.aspx).
* **New/Provisional reviewers** - The report is quality assured by **DET Central** before being uploaded to [Reviewer Portal](https://partner.eduweb.vic.gov.au/sites/fiso/Pages/Reviewer%20Portal.aspx) - the report should first be submitted to the review team via email to the School Accountability Mailbox until approval is received to upload the report to [Reviewer Portal](https://partner.eduweb.vic.gov.au/sites/fiso/Pages/Reviewer%20Portal.aspx)

Once the report has been uploaded, the Principal and SEIL can access the report at any time from [Reviewer Portal](https://partner.eduweb.vic.gov.au/sites/fiso/Pages/Reviewer%20Portal.aspx) |  |
| **SEIL****Principal****DET Central**  | 12. Quality assure the draft Review Report* **SEIL** and **Principal** collaboratively QA the Review Report using the *Quality Assurance Checklist* for SEILs and check for accuracy.
* **SEIL** returns the feedback to the Reviewer within five days via email with track changes to the report and any additional feedback.
* DET Central QA all Transform Review Reports; providing feedback to reviewer prior to the report being forwarded to SEIL/principal for accuracy check
 | [ ]  |
|  | Supporting documents:* Quality Assurance checklist
 |  |  |
| **SEIL** | 14. Approve final draft of Review Report in Reviewer Portal* SEIL checks the final draft report, provides any additional feedback required back to the reviewer and approves the final version. If changes are required, the SEIL ‘Rejects’ the approval request and provides feedback to the Reviewer
 |  |
| **DET Central** | 13. Sample of reports quality-assured by DET Central* **DET Central** also selects a sample of reports to QA covering all performance group types, reviewers, regions and school types.
 | NA |
| **Principal****SEIL****Reviewer****Challenge Partners****SC President** | 15. Complete survey to provide feedback on the reviewer and review process* **DET Central** sends a SurveyMonkey invitation to the core panel members
* **Core Panel members** should complete the survey to provide feedback on the review process and the reviewer. This will support data collection for reviewer appraisals and is an opportunity to provide feedback for the evaluation of the new review model.
 |[ ]
| **Review Company** | 16. Invoice DET Central for the total amount of the review* The **Review Company** should forward a final invoice to DET Central after the review report has been approved by the SEIL in the Reviewer Portal
* DET Central will pay the invoice within 30 days of the invoice date.
 | NA |
| **Principal****SEIL****Reviewer****SC President** | 17. Present final Review Report to staff and School Council* The **Principal** presents the final review report to staff and School Council, with support from **SEIL**, ensuring confidentiality requirements are understood.
* **For Transform schools only**, the **Reviewer** will attend and present the Review Report to staff and School Council.
 |[ ]
| **Principal****SEIL** | 18. Prepare a School Strategic Plan (SSP)* With support from **SEIL**, the **School** uses [SPOT](https://apps.edustar.vic.edu.au/spot/) to prepare a SSP for the next four-year period, commencing from the year the review was held
* The SSP should be completed before the end of the Term following the review
* Once the **SEIL** has approved the SSP in SPOT, the **Principal** shares the approved SSP, along with the public section of the review report, on the school website.
 |[ ]
| **Timeframes – quick reference guide** |
| **Minimum of one term before Review** | Attend professional learning and complete PRSE |
| **Review Term** | **4 weeks before Validation Day** | PRSE Report, data and other information is sent to Core review panel and Challenge Partners  |
|  | **4 weeks before Validation Day** | Minimum Standards & CSS assessment documents provided to Reviewer for desk-top audit |
|  | **2 weeks before Validation Day** | Planning meeting between Principal, SEIL and Reviewer |
|  | **Within 30 working days of Validation Day** | Review days completed |
|  | **Within five working days of final Review Day** | The Minimum Standards & CSS assessment doc. is uploaded to the reviewer portal |
|  | **Within 30 working days of final Review Day** | Review Report submitted for quality assurance check and SEIL endorsement – unless undergoing QA process (Transform schools, new reviewers only) |
| **Before the end of Term following the review** | School Strategic Plan approved by SEIL and endorsed by School Council |