

**OVERVIEW OF APPROACHES TO SCHOOL ACCOUNTABILITY, IMPROVEMENT AND REVIEW**

State / Country	Context	Planning	Monitoring / Assessment	Reporting	Review
<p>ACT (May 2006)</p>	<p>The government system has 95 schools. The schools are organised into three geographical districts. Schools are primary K -6, high school years 7 – 10 and senior colleges years 11 -12. The three District Directors, one per district, are responsible for reviewing school improvement as a part of their role.</p> <p><b>Principles</b></p> <p>The School Improvement Framework identifies the core business of schools is learning and achievement. All school activity seeks to maximise learning outcomes for students. This includes all dimensions of learning: academic, social, emotional, cultural and environmental. Four dimensions have been identified as the constant factors in schooling:</p> <ul style="list-style-type: none"> <li>• Learning and Teaching</li> <li>• Student Environment</li> <li>• Leadership and Management</li> <li>• Community Involvement</li> </ul> <p>The School Improvement Framework supports schools in their endeavours to:</p> <ul style="list-style-type: none"> <li>• Monitor student achievement</li> <li>• Measure school domains</li> <li>• Make judgements about the reliability and validity of these measures</li> <li>• Plan for improvement</li> </ul> <p><b>Cycle</b></p> <p>Within the School Improvement Framework there is a set School Improvement Cycle of three years. Planning, assessment and reporting are to occur on an annual basis.</p> <p>External validation occurs in the third year of the cycle.</p> <p><b>Key Documentation / Website</b></p> <p>School Excellence Initiative            School Improvement Framework            Tool for Self Assessment of School Domains            Curriculum Self Assessment Tool</p> <p><a href="http://activated.decs.act.gov.au/sei/index.htm">http://activated.decs.act.gov.au/sei/index.htm</a></p>	<p>The School Plan is drawn up by the School Board in the first year of the School Improvement Cycle.</p> <p>The plan includes the strategic intentions within four domain areas which comprise of a number of elements, namely:</p> <ul style="list-style-type: none"> <li>• Learning and Teaching Teaching Practice Learning &amp; Assessment Curriculum</li> <li>• Student Environment Student Focus Student Empowerment Student Support</li> <li>• Leadership and Management Strategic Vision Leadership Behaviour School Management</li> <li>• Community Involvement Partnerships with Parents and Carers Engaging the Community Promoting Education</li> </ul> <p>A model for the school plan is provided as part of the School Improvement Framework</p>	<p>Monitoring of progress against the school's agreed goals and priorities occurs in the second and third years of the cycle. This may identify new priorities which may then be reflected in adjustments to the School Plan.</p> <p>Schools assess their performance across any or all of four domains in any one year. The school's current level of practice is assessed against the main features of the elements within the four domains using a five point scale (Aspiring, Developing, Functioning, Achieving and Excelling).</p> <p>The Tool for Self Assessment of School Domains and the Curriculum Self Assessment Tool resource are used to support the assessment process.</p> <p>System surveys are also used to gain the views of students, staff and parents regarding the school performance.</p>	<p>The School Board has responsibility for preparation of the annual report and is the main instrument for providing school performance information to the Chief Executive Officer, parents of students at the school and school staff.</p> <p>The School Board Annual Report is aligned to the format of the school plan and provides information about school performance, school achievements, progress against objectives and the means to provide information to central office.</p> <p>All schools are to complete the School Board Annual Report in a standard format and a template is available for schools from the department's website.</p> <p>Specifically the report details:</p> <ul style="list-style-type: none"> <li>• an overview of the school which encompasses an introduction to the school, their vision and goals, a school profile, major achievements</li> <li>• progress in achieving objectives of the school and departmental plans</li> <li>• implementation of special programs</li> <li>• student achievement</li> <li>• stakeholder satisfaction</li> <li>• future plans.</li> </ul>	<p>An external panel make judgements made about school performance and progress towards and achievement of targets identified in the school plan.</p> <p>The validity and reliability of information used for the school plan is examined and recommendations for priorities in the next school plan are provided.</p> <p>A written report is provided to the School Board and the community.</p> <p>The external validation process is to be finalised during 2005.</p>

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NSW (2006)	<p>The government system has approximately 2382 schools located throughout the state. There are ten geographically based regions and ten Regional Directors. According to the size of the region there are between two and five School Development Officers (SDO) appointed. The SDO's are involved in school evaluation and improvement of their allocated School Education Groups.</p> <p><b>Principles</b></p> <p>The guiding principles for change and improvement are:</p> <ul style="list-style-type: none"> <li>• Learner Centred</li> <li>• Innovative</li> <li>• Collaborative</li> <li>• Responsive</li> <li>• Equitable</li> <li>• Accountable</li> </ul> <p><b>Cycle</b></p> <p>There is an annual cycle for the school plan, self-evaluation and the Annual School Report.</p> <p><b>Key Documentation / Website</b></p> <p>Leading and Managing the School policy</p> <p>School Development policy</p> <p>Annual School Report templates and support documents are available from the department's website.</p> <p><a href="http://www.schools.nsw.edu.au/adminsupport/schoolreport/index.php">http://www.schools.nsw.edu.au/adminsupport/schoolreport/index.php</a></p> <p>New Framework for School Development and Accountability.</p>	<p>A School Plan is to provide detail of the school's vision, priorities and targets.</p> <p>There is a three year planning horizon with an annual update.</p> <p>Templates are available</p>	<p>The principal and staff and parent representatives participate in the self-evaluation process. Included in the process is consideration of progress in achieving both state wide and school priorities.</p> <p>The school also considers their strengths and weaknesses and determines improvement targets and priorities.</p> <p>Recommended priorities and targets are assessed by the staff and the SDO and once finalised are incorporated into the school plan.</p> <p>Schools are supported with the self-evaluation process by District Office and School Improvement staff.</p> <p>There is a line management relationship with the District Director</p>	<p>Every school is to produce an Annual Report. Whilst the report is the responsibility of the principal it is produced in collaboration with the school's self-evaluation committee.</p> <p>The report is produced within a set framework and a template is available from the Department's website. The report is to include details of:</p> <ul style="list-style-type: none"> <li>• achievements</li> <li>• evaluations within the areas of Educational and Management Practice, Curriculum, Other Programs and Student Performance</li> <li>• targets, both progress against previous year's targets and targets for the coming year</li> <li>• the school context with regard to enrolment profile, attendance and class sizes</li> <li>• the financial summary of the school operations.</li> </ul> <p>The school's annual report is provided to each family in the school.</p> <p>From 2006 greater autonomy is evident with schools having a choice of format and printing arrangements. The mandated elements must be covered. Central printing available for those using the template or a modified version of it.</p> <p>Trial continues for reporting of like school data.</p>	<p>Aside from the endorsement of the school targets contained in the annual report by the SDO, there is no systematic review process in place. The review occurs when there is evidence to suggest attention may be required. Generally the evidence that leads to a review comes from the testing programs. Student welfare based reviews come from data such as a suspensions, attendance, incidents and complaints.</p> <p>There are three degrees of reviews:</p> <ul style="list-style-type: none"> <li>• Educational Support Team (lowest review level) – to assist schools develop a program within the school</li> <li>• School Program Review - to assist schools improve a program within the school</li> <li>• School Management Review – to assist the school to improve its management</li> </ul> <p>The school review is always focussed (eg: student welfare, a department in a secondary school, literacy in a primary school).</p> <p>The size of the review team varies though it is usually three to four members which include the SDO and special personnel. School reviews are conducted over three to five days.</p> <p>School reviews of this nature have been undertaken for several years in NSW, with approximately eighty across the system yearly, though there were very few in the period when the ten regions were first introduced. The review program is gaining momentum though it is dependent on the support and priority given by each regional director.</p>

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NT (May 2006)	<p>The Department of Employment, Education and Training administers 151 government schools with total enrolments of approximately 33,000 students. There are seven geographically based clusters. Currently three General Managers share the clusters. It is proposed that as from 27<sup>th</sup> July 2006 the restructure will be in place and Regional Directors and General Managers will support the cluster groups, with one Regional Director appointed to each cluster. The number of General Managers appointed to each cluster is determined by cluster size and geographical location. Currently formal reviews do not occur.</p> <p><b>Principles</b> The School Planning and Accountability Framework is the means for bringing together school planning, assessment, evaluation and reporting to provide visible and objective evidence of current school performance and the strategies for building improved learning opportunities.</p> <p><b>Cycle</b> Planning, assessment and reporting occurs on an annual basis within the DEET School Planning and Accountability Framework. A three yearly cycle of external validation is proposed as at May 2006. The process for the external review is yet to be determined.</p> <p><b>Key Documentation/ Website</b> DEET School Planning and Accountability Framework Literacy and Numeracy Plans DEET School Strategic Planning Guide School Administration Management System (SAMS) / Etool DEET Performance Enhancement Framework</p> <p><a href="http://www.deet.nt.gov.au/education/">http://www.deet.nt.gov.au/education/</a></p>	<p>The school plan is developed by school staff and school council on an annual / bi-annual basis in alignment with the Accountability Framework DEET and community priorities.</p>	<p>Monitoring of progress against agreed goals and priorities occurs through Principal Performance Management and School Annual Reports.</p> <p>Schools assess their performance against objectives and performance indicators set in their Strategic Plans.</p>	<p>All schools prepare an annual report, which is the main instrument for providing school performance information to the Chief Executive, DEET, parents of students at the school and school staff.</p> <p>The School Annual Report is aligned with seven core elements in the DEET School Planning and Accountability Framework:</p> <ul style="list-style-type: none"> <li>• Targeted Student Outcomes</li> <li>• Key Stakeholder Perceptions/ Expectations</li> <li>• Staff Performance</li> <li>• Staff Development</li> <li>• School Policies and Procedures</li> <li>• Governance</li> <li>• (School Strategic Plans)</li> </ul> <p>providing information about school performance, school achievements, progress against objectives. All schools complete School Annual Reports in a standard format and are provided with a data populated template and detailed guidelines.</p>	<p>External school reviews are not part of the current policy of the NT Department of Employment, Education &amp; Training.</p> <p>Work developed over the past three years has focused on developing the tools for self-assessment at the school level.</p> <p>A Capability Development Unit within School Services Division has been established to provide systemic support to schools in relation to key administrative, management and policy requirements.</p>

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<p>Qld (March 2007 )</p>	<p>The Queensland government system has 957 primary schools, 91 combined primary/ high schools and 181 secondary schools. The state is divided geographically into ten education regions. The regions are then broken into a total of 24 districts. One Regional Executive Director is appointed to each region and Executive Directors (Schools) are appointed to the districts.</p> <p><b>Principles</b>  <i>The School Improvement and Accountability Framework</i> is the policy which guides school planning and review processes and documents. It provides an integrated framework for Education Queensland schools to achieve and sustain the vision statement <a href="#">Queensland State Education – 2010</a> and the reforms of the <a href="#">Education Training and Reforms for the Future</a> agenda. Schools use the outcomes and targets of <a href="#">Destination 2010</a> to achieve the goals of Queensland State Education - 2010:</p> <ul style="list-style-type: none"> <li>• Improve the quality of the education experience in state schools for all students ; and</li> <li>• Increase the number of young Queenslanders who complete 12 years of schooling or equivalent by the age of 24.</li> </ul> <p><b>Cycle</b>  <i>The School Improvement and Accountability Framework</i> incorporates a three year school review and strategic planning overview cycle.</p> <p>The framework is aligned to the <i>Queensland State Education-2010</i> and the <i>Destination 2010</i> documents. It specifies processes to assist schools in determining strategic direction and action planning for change.</p> <p>There is also annual reporting and operational planning, resulting in the one document.</p> <p><b>Key Documentation / Website</b>  <i>The School Improvement and Accountability Framework</i>  <a href="http://education.qld.gov.au/strategic/accountability/performance/siafindex.html">http://education.qld.gov.au/strategic/accountability/performance/siafindex.html</a></p>	<p>The <i>School Improvement and Accountability Framework</i> requires schools to implement a three year strategic planning and an annual operational planning process.</p> <ul style="list-style-type: none"> <li>• The three year cycle requires a Triennial School Review with a resulting School Strategic Plan. This document is developed prior to the commencement of the next three year cycle.</li> </ul> <p>The School Strategic Plan includes:</p> <ul style="list-style-type: none"> <li>• the school's statement of purpose</li> <li>• the school context</li> <li>• strategic directions for the next three years</li> <li>• outcomes, performance indicators and targets</li> <li>• the source of evidence for assessment of performance.</li> </ul> <p>The School Strategic Plan is developed in consultation with the school community and requires the endorsement of:</p> <ul style="list-style-type: none"> <li>○ the principal of the school</li> <li>○ the president/chair of the P&amp;C/School Council (whichever applies)</li> <li>○ the Executive Director (Schools)/Regional Executive Director (who is the supervisor of the principal).</li> </ul>	<p>The Triennial School Review cycle entails self-assessment of the school's performance against outcomes, performance indicators and targets outlined in their previous School Strategic Plan.</p> <p>The school self-assessment provides evidence and information about the achievements of the school over the past three years. This information is then used to help develop the next three-year planning cycle.</p> <p>Schools are also required to monitor their progress in regard to their strategic direction, strategies, performance indicators and targets on an annual basis prior to developing an Annual Operational Plan.</p>	<p>The School Annual Report must include, but is not limited to, all elements as required by the Australian Government's Schools Assistance legislation and the Queensland Government.</p> <p>The School Annual Report must be published on the school's website by June 30 each year and from 2007, it must be also published in one additional format that is available for the school community and the public.</p> <p>A full list of items to be included in the School Annual report can be found at: <a href="http://education.qld.gov.au/schools/reporting/schoolsreporting-2006.html">http://education.qld.gov.au/schools/reporting/schoolsreporting-2006.html</a></p>	<p>The Triennial School Review process involves the school's self-assessment and the documentation for the next School Strategic Plan being verified by the Executive Director (Schools).</p> <p>In verifying the process, the Executive Director (Schools) :</p> <ul style="list-style-type: none"> <li>• confirms the self-assessment and school's performance in relation to previously established targets</li> <li>• verifies the draft strategic directions for the next three years</li> <li>• ensures targets will contribute to system targeted outcomes</li> <li>• ensures indicators and targets are responsive to local needs.</li> </ul> <p>A Review by Exception may be undertaken in response to significant and changing circumstances and if there is uncertainty about a school's strategic direction and achievements. A Review of Exemplary Practice may be undertaken where consistent, exceptional student outcomes are identified. The purpose of the review is to document effective practices so that they may be shared.</p> <p>The Assistant Director-General, School Performance decides whether a Review by Exception/Review of Exemplary Practice is required. A report of recommendations is produced by the panel and provided to the Assistant Director-General, Strategy and Performance.</p> <p>The Council of Internationally Accredited Schools (Australia) – CIASa – has been established to provide opportunities for Australian schools to develop an international perspective through the achievement of accreditation by the Council of International Schools under an agreement with CIASa. Schools undertake their accreditation on a voluntary basis. This accreditation process would normally replace the Triennial School Review cycle for Queensland state schools. However, schools are still required to submit the accountability requirements for the annual planning cycle including the Annual Operational Plan and related financial statements.</p>

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<p>SA (May 2006)</p>	<p>There are 609 government primary and high schools throughout the state. SA has 18 Districts under the leadership of District Directors. Each district has approximately 60 sites (schools and preschools) and a district team that includes supporting schools with coordinators for Improvement, Learning Bands, Early Childhood, Student Well Being and Behaviour. Improvement in the system is undertaken with a tri- level approach – i.e. system, district and site.</p> <p><b>Principles</b> The <i>DECS School/ Preschool Improvement and Accountability Framework - Draft for Discussion</i> is based on the following principles and commitments:</p> <ul style="list-style-type: none"> <li>• A focus on learning and well being</li> <li>• Reciprocal responsibility and accountability</li> <li>• Inquiry</li> <li>• Quality leadership and quality teaching</li> <li>• Local governance, local action</li> </ul> <p><b>Cycle</b> A new Accountability and Improvement Framework is under development. The policy is yet to be finalised. It is likely that the key elements will be;</p> <ul style="list-style-type: none"> <li>• Standards</li> <li>• Planning for Improvement</li> <li>• Self review and evaluation</li> <li>• External Review</li> <li>• Intervention and Support</li> <li>• Performance Reporting                             <ul style="list-style-type: none"> <li>○ Data Provision</li> <li>○ Performance Agreements</li> <li>○ Annual Report</li> </ul> </li> </ul> <p><b>Key Documentation / Website</b> <i>DECS School/Preschool Improvement and Accountability Framework – Draft for Discussion</i> The DECS Framework for school improvement and accountability is based on the following principles and commitments:</p> <ul style="list-style-type: none"> <li>• A focus on student learning and well-being outcomes</li> <li>• Acceptable achievement for all students</li> <li>• Reciprocal responsibility and accountability</li> <li>• Being accountable rather than being held accountable</li> <li>• Rigorous Inquiry</li> <li>• Local governance, local action</li> <li>• Support for quality teaching</li> </ul> <p><a href="http://www.decs.sa.gov.au/accountability/">http://www.decs.sa.gov.au/accountability/</a> <a href="http://www.decs.sa.gov.au/quality/pages/quality/20690/">http://www.decs.sa.gov.au/quality/pages/quality/20690/</a></p>	<p>Schools produce both three year Site Learning Plans and annual operational plans.</p> <p>The Site Learning Plan identifies:</p> <ul style="list-style-type: none"> <li>• Strategic priorities (updated annually)</li> <li>• Key findings from data that inform strategic targets (updated annually)</li> <li>• Learning targets for the following three years</li> <li>• Three year strategic targets</li> </ul> <p>Sites document in their own formats the strategies for delivering targeted outcomes and for monitoring progress annually and over the three years</p> <p>The template for Site Learning Plans is on the department's website. <a href="http://www.leadersdesktop.sa.edu.au/improvement/pages/improvement">http://www.leadersdesktop.sa.edu.au/improvement/pages/improvement</a></p> <p>A template of the annual operational plan is available for schools to use.</p>	<p>Schools are required to monitor their performance through the use of a range of performance indicators, some system based and some school based.</p> <p>Data is collected and analysed with regard to:</p> <ul style="list-style-type: none"> <li>• student achievement</li> <li>• parent opinion</li> <li>• site based performance indicators chosen by the school</li> <li>• system based performance indicators used for state and national reporting.</li> </ul> <p>An evaluation of <i>How are we going?</i> may lead to adjustments to daily processes, annual plans or the school's triennial plan.</p> <p>Self review will be an essential component of the new framework and should occur annually.</p> <p>The Self Review Tool will be mandated for schools to use commencing 2008.</p>	<p>School principals are required to provide regular reports (normally each term) to their governing council regarding progress towards implementation of targets and a summary of any available data for monitoring purposes.</p> <p>Appropriate information is provided to the school's governing council and the District Director to enable the production of the annual report. The report to the local school communities provides information regarding actions throughout the year in relation to school plans, an evaluation of outcomes achieved</p> <p>A proforma report is available from the department's website. Its use is not mandatory.</p> <p>Reporting minimum requirements for reporting are outlined in a brief set of "Big Rules"</p> <p>District Directors have the opportunity to negotiate details of reports with their district through local leadership Executive Groups.</p>	<p>A key element of the <i>DECS School Improvement and Accountability Framework</i> is provision for the external review of performance. This will involve the analysis of school and student performance data held centrally to identify trends and areas or performance variance.</p> <p>A series of external reviews will also be undertaken in targeted schools. The identification of schools for external review will be influenced by:</p> <ul style="list-style-type: none"> <li>• Performance information</li> <li>• Local or corporate request</li> <li>• Special programs</li> </ul> <p>At various times individual schools will require assistance and support at a strategic, program or management level.</p> <p>The nature of the intervention and support for each school receiving it will reflect its particular circumstances, including its strengths and identified areas for development.</p> <p>A key aspect is likely to be support processes for Quality Teaching.</p>

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Tas (May 2006)	<p>The Department of Education in Tasmania provides education services in 217 schools and colleges across the state, catering for over 70 000 students. The state is geographically divided into three education organisational branches – North western Branch, Northern Branch, and Southern Branch. One Director is appointed to each branch. Schools are organised into 27 geographical clusters across the state and each cluster is managed by a board of Principals. Principal Leaders (similar to Assistant Directors) may assist schools to work through areas of need as identified in the partnership agreement. Cluster Principals coordinate activities across the cluster.</p> <p><b>Principles</b>  <i>The School Improvement Review Guide 2004</i> is currently under review. Tasmanian schools will be moving to a new school improvement review cycle in term 3 2006. The interim arrangements include requirements by schools to survey parents and students, review partnership agreements and targets and for schools in the review year to revise and adjust targets in the partnership agreements.                      The Key Principles of the School Improvement Review – Guide 2004 include:                      Focus on Teaching and Learning                      Evidence – based reflection                      Explicit requirements                      Accountability                      Clear responsibility</p> <p><b>Cycle</b>                      The review cycle normally covers four years (may be two or three) and includes annual reporting. The Partnership Agreement is developed in the first year, the School Improvement Plan in the second year and is then reviewed in the following two years.</p> <p><b>Key Documentation / Website</b>   <i>School Improvement Review- Guide 2004</i>  <a href="http://www.education.tas.gov.au/oer/Default.htm">http://www.education.tas.gov.au/oer/Default.htm</a></p>	<p>A Partnership Agreement (format via a template) must be finalised by the end of the first year of the review cycle. The signatories to the agreement may vary between schools but must include the principal, district superintendent and a parent representative.</p> <p>The agreement summarises key findings from the review and provides details of school targets and the school context.</p> <p>Three copies of the agreement are signed, one retained by the school, one for the district superintendent and one sent to the Department of Education.</p> <p>A School Improvement Plan is developed early in the second year of the review cycle and addresses the implementation strategies to meet targets. The format of the plan is up to the school but should also include responsibilities and budgets.</p> <p>The School Improvement Plan is reviewed and modified where necessary in light of the Annual Report.</p>	<p>To monitor and assess progress against the outcome targets in the Partnership Agreement and School Improvement Plan, evidence is collected throughout the review cycle.</p> <p>Evidence collected is from both mandated surveys (Best Practice Indicators, Organisational Health Survey, Parent Survey and Health and Well-Being Audit) and from within the school, system information and the school community.</p> <p>This leads to a review of the School Improvement Plan in the third and fourth years of the cycle.</p>	<p>A template is provided for the Annual Report. The report is to include details of targets set in the Partnership Agreement, progress towards these targets and information about student achievement, participation and access.</p> <p>Once completed, hard copies are sent to the branch director and the Deputy Secretary (Schools Education Division) and an electronic copy is sent to the branch director and the Office of Educational Review.</p>	<p>A Negotiated Review Plan is prepared by the principal in collaboration with the Branch Director in the year prior to the review year. It is a working document to enhance the effectiveness of the review process addressing areas such as consideration of key elements, length of cycle, task scheduling and representation on the review team.</p> <p>The mandated surveys and the Health and Well-being Audit are to be conducted during the review year of the cycle.</p>

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Vic (May 2006)	<p>In Victoria there are 1606 government schools located geographically in nine regions across the state. Each region has one Regional Director and one - two Assistant Regional Directors depending upon the number of schools located within the region.</p> <p><b>Principles</b> Accountability is a component of the <i>Effective Schools Model</i>. Each of the elements of the Accountability and Improvement Framework is integrated and shares a common platform, focusing on three student outcomes (student learning, student pathways and transitions, and student engagement and wellbeing) and using a common set of key questions that address the school's performance, aspirations, and strategies in relation to each of these student outcomes.</p> <p><b>Cycle</b> Introduced in 2005 and revised in readiness for 2007, The School Accountability and Improvement Framework includes a four-year planning and review cycle and an annual cycle of implementation and reporting.  The fourth year of the cycle is designed to culminate in development of the School Strategic Plan for the next four year cycle – the School Self-Evaluation and School Review provide information to assist the school finalise its School Strategic Plan.</p> <p><b>Key Documentation / Website</b></p> <ul style="list-style-type: none"> <li>Accountability and Improvement Framework for Victorian Government Schools 2007</li> <li>School Self-Evaluation Overview</li> <li>School Review Guidelines</li> <li>School Strategic Planning Guidelines</li> </ul> <p><a href="http://www.sofweb.vic.edu.au/standards/account/index.htm">http://www.sofweb.vic.edu.au/standards/account/index.htm</a></p>	<p>The planning process includes a four year School Strategic Plan supported by a series of Annual Implementation Plans based on three domains that correspond to key planning questions, namely:</p> <ul style="list-style-type: none"> <li>student outcomes (What outcomes are we trying to achieve for our students?)</li> <li>operations and practice (What do we have to do to achieve the outcomes we want?)</li> <li>resources (How will we manage our resources to achieve these outcomes?).</li> </ul> <p>The School Strategic Plan outlines the school's goals and targets for improved student outcomes (student learning, student pathways and transitions, and student engagement and wellbeing), and summarises the key improvement strategies (the operations and practices) required to bring about these improvements.</p> <p>Annual Implementation Plans operationalise the key improvement strategies of the School Strategic Plan. The Implementation Plans detail the tasks and activities that are to be undertaken in that year, by whom, with what resources and within what timeframe. A planning template is available for schools to use.</p>	<p>Schools collect and monitor their progress across a range of student achievement and school management performance data, and provide this to the Department.</p> <p>The Department produces a School Level Report containing the school's performance data benchmarked against the state and the Like School Group. Updated as data becomes available, the SLR provides the key source of performance data used across the Accountability and Improvement Framework.</p> <p><b>Self-Evaluation</b></p> <p>All schools must undertake School Self-Evaluation as the first step in the year of evaluation, review and planning.</p> <p>The school self-evaluation provides an opportunity for the whole school community to reflect on student outcomes in light of their goals, targets and key improvement strategies from the previous planning cycle. The principal and the School Council have shared responsibility to oversee development of the self-evaluation, including the methodology to be used.</p> <p>From 2007 a template format will be mandated for schools to use when completing their self-evaluation. An example of the school self-evaluation template is available at: <a href="http://www.sofweb.vic.edu.au/standards/account/eval.htm">http://www.sofweb.vic.edu.au/standards/account/eval.htm</a></p> <p>Data is drawn primarily from the School Level Report but may also include written reports, survey results and school-based assessments.</p> <p>The self-evaluation is primarily for the broader school community, but is also forwarded to their regional office and central office and is also used by the school reviewer.</p>	<p>Effective for the 2005 reporting year, the Annual Report to the School Community will summarise progress made by the school against the School Strategic Plan and Annual Implementation Plan. A report template is available for schools to use.</p> <p>The Annual Report will draw on the performance information in the School Level Report, and reflect on the school's progress towards achievement of the key improvement strategies outlined in the Annual Implementation Plan applicable to that year, and towards the progress being made against the longer-term goals and targets in the School Strategic Plan.</p> <p>A School Compliance Checklist, to be introduced in 2006, will assist schools to identify and report on their level of compliance with legislative and regulatory requirements, and Departmental policy expectations.</p> <p>Essentially a risk management tool, the on-line checklist will provide links to relevant legislation and provide examples of best practice.</p>	<p>Following the School Self-Evaluation, schools undertake review. There is a differential model of school review based on the performance of a school.</p> <p>Negotiated review is for schools with student outcomes above expected levels. Continuous improvement review is for schools with satisfactory student outcomes but with opportunities for improvement and diagnostic review is for schools with student outcomes below expected levels.</p> <p>Continuous improvement and diagnostic reviews are undertaken by accredited school reviewers. Negotiated reviews are more flexible, focused and involve a "critical friend". The "critical friend" must be credible, have a knowledge of content and/ or process, be external to the school and approved by the regional office prior to undertaking the review. The person selected by the school to fulfil this role can either be a principal, senior education officer from Victoria, interstate or overseas, a consultant, an academic or from the regional office. Within the role the "critical friend" can analyse the school self evaluation and provide feedback to the school, facilitate workshops and focus groups, write the school review report; and conduct a literature review. Further information about the role and the selection of the "critical friend" can be found at: <a href="http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/SchRev_FW_06.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/account/operate/SchRev_FW_06.pdf</a> No funding is provided for schools undertaking a negotiated review. The methodology is outlined in a terms of reference, approved by the regional director.</p> <p>Regional directors determine the type of review following discussions with the school principal and an assessment of school performance.</p> <p>Reviewers provide a presentation of the report to meetings of staff and the school council. Electronic copies are provided to the principal, school council president, regional director and central office.</p>

**OVERVIEW OF APPROACHES TO SCHOOL ACCOUNTABILITY, IMPROVEMENT AND REVIEW**

State / Country	Context	Planning	Monitoring / Assessment	Reporting	Review
<p>WA (May 2006)</p>	<p>The government system has almost 800 schools located throughout the State. There are 14 geographically based districts. District offices provide a range of support services to the schools in their districts. There are 24 district directors (metro districts have three or four directors in each).</p> <p><b>Principles</b></p> <p>The School Accountability Framework is based upon the following commitments:</p> <ul style="list-style-type: none"> <li>• High standards</li> <li>• Every government school being effective</li> <li>• Quality teaching</li> <li>• Parents receiving quality information about the standards being achieved by their schools</li> <li>• The wider community being better informed about the standards being achieved across the government schools system.</li> </ul> <p>As well as ensuring that every school's performance is open to scrutiny, accountability mechanisms should help the school to improve its performance.</p> <p><b>Cycle</b></p> <p>Planning cycles are determined by school context. (Annual and three year most common). Reporting is required annually. The full review cycle must be completed within two years.</p> <p><b>Key Documentation / Website</b></p> <p><i>The School Accountability Framework (2002) – currently under review</i> <i>The School Review Framework (2005 - 2007)</i></p> <p><a href="http://www.eddept.wa.edu.au/accountability/">www.eddept.wa.edu.au/accountability/</a></p>	<p>All schools are required to produce, in partnership with their school community, a school plan setting out their objectives, priorities, major initiatives and evaluation measures.</p> <p>The format of the plan is flexible but is to respond to its community's needs and demonstrate its accountability. It also needs to meet the requirements for annual reporting and provide a framework for improvement.</p> <p>The School Education Act 1999 encourages the participation of the school community in planning for the school's future through the School Council. The School Council's main role is its involvement in establishing and reviewing the school's objectives, priorities and general policy direction.</p>	<p>All schools are required to assess their performance in terms of standards of student achievement and the effectiveness of the school.</p> <p>Schools gather information about the levels of student achievement, analysing and judging the adequacy of those levels, identifying strengths and weaknesses and assessing which aspects of the school's operations should be changed to generate improved performance.</p> <p>Appropriate comparisons are made against a standard appropriate for the school, such as state averages, schools with similar student populations, national benchmarks or its own performance in previous years.</p> <p>School staffs also need to assess whether the school is operating as effectively as it could in areas such as the learning environment, relationships with the community and the management of staff.</p>	<p>The school report provides the school community with information about the school's performance.</p> <p>There are three kinds of information to be included in the School Report:</p> <ul style="list-style-type: none"> <li>• the school and its context (school ethos, outcomes sought for students, nature of the school community and programs offered)</li> <li>• student outcomes (in terms of the Outcomes and Standards Framework and also the benchmark testing and student destination data)</li> <li>• school management (progress on priorities, school budget, participation data, enrolment trends and retention rates)</li> </ul> <p>Reporting is being reviewed to include compliance with the Australian Government's requirements.</p>	<p>The school review process, which is undertaken by district directors, provides an expert, independent verification of a school's analysis of its performance and practice, and advice on strategies for improvement. School review is based on an ongoing interaction/relationship between district directors and schools rather than a one off event.</p> <p>The School Review Framework has four major components:</p> <ul style="list-style-type: none"> <li>• School Review Cycle</li> <li>• Key Outcomes for Review</li> <li>• Judging the Performance of Schools</li> <li>• District Directors' Reports to Schools</li> </ul> <p>The framework for review is comprised of eight key outcomes:</p> <ul style="list-style-type: none"> <li>• improves student performance by taking appropriate action based on the analysis of quality data</li> <li>• delivers learning experiences that are outcomes focused and responsive to the needs of students</li> <li>• offers a safe, caring and inclusive learning environment</li> <li>• committed, responsive and collaborative school leadership</li> <li>• motivated, engaged and competent staff</li> <li>• manages financial and physical resources to optimise learning outcomes for students</li> <li>• operates in partnership with the community</li> <li>• responds to the strategic directions of the Plan for Government Schools.</li> </ul> <p>An effective school engages in rigorous self assessment and improvement processes and improves student performance.</p> <p>A school that has poor processes and is not adequately improving student performance will require intervention and support to become effective.</p>

**OVERVIEW OF APPROACHES TO SCHOOL ACCOUNTABILITY, IMPROVEMENT AND REVIEW**

State / Country	Context	Planning	Monitoring / Assessment	Reporting	Review
<p>NZ (2006)</p>	<p>Educating New Zealand's children and young people lies at the heart of the Government's vision for economic and social development. New Zealand has a compulsory schooling system focused on raising achievement for those doing less well. The 2700 schools are categorised by decile in an attempt to address issues of social justice. There are four geographically based regions.</p> <p><b>Principles</b> A schooling strategy defines system goals for the next 3-5 years and has a focus on effective teaching, evidence based practice and engaged families and communities. The Ministry of Education develops policy, provides funding and intervenes when schools are failing. The independent Education Review Office (ERO) provides quality assurance through evaluating the effectiveness of the education provided by schools and making its findings publicly available.</p> <p><b>Cycle</b> The requirement for strategic planning and self-review is specified in the Education Act. The planning process must be reviewed each year and annual reporting (known as the School Charter) presents an evaluation of progress against planned objectives.</p> <p>The Education Review Office (ERO) is responsible for reviews of all schools state/integrated/private. Regular reviews are carried out on average every three to four years.</p> <p><b>Key Documentation / Website</b> Framework for Review in Schools Evaluation Indicators for Education Reviews in Schools Board Assurance Statement and Self-Audit Checklist</p> <p><a href="http://www.minedu.govt.nz">http://www.minedu.govt.nz</a> <a href="http://www.ero.govt.nz">http://www.ero.govt.nz</a></p>	<p>There is no set format for school charters however a framework is provided that will ensure schools meet their legislative requirements.</p> <p>The School Charter is to cover the areas such as:</p> <ul style="list-style-type: none"> <li>• Introduction <ul style="list-style-type: none"> <li>○ a school overview</li> <li>○ the school vision</li> <li>○ addressing cultural diversity (mandatory)</li> </ul> </li> <li>• Strategic <ul style="list-style-type: none"> <li>○ school objectives and expectations including information on the school's current performance(mandatory)</li> <li>○ longer term curriculum priorities</li> <li>○ financial objectives</li> <li>○ the provision of a safe and healthy learning environment</li> </ul> </li> <li>• Annual <ul style="list-style-type: none"> <li>○ short term priorities and targets (mandatory)</li> <li>○ strategies to achieve the desired outcomes (mandatory)</li> <li>○ capital projects</li> <li>○ financial plans and statements</li> <li>○ workforce management issues</li> <li>○ special programmes</li> </ul> </li> <li>• Procedural <ul style="list-style-type: none"> <li>○ processes and timelines for consultation with the school community (mandatory)</li> <li>○ timelines for lodgement of the school charter and annual reports.</li> </ul> </li> </ul>	<p>Both the requirement for strategic planning and self-review by schools is now specified in the Education Act. The annual plan component of the School Charter must be reviewed by the school each year. There is an annual evaluation of progress against the planned outcomes that is reported in the Annual report. The evaluation also provides the basis for the plans for the following year.</p> <p>The school's self-review is focussed on student achievement, shared with the community and is also referenced to society's expectations for education.</p>	<p>The school's annual report is to include:</p> <ul style="list-style-type: none"> <li>• Narrative Statements <ul style="list-style-type: none"> <li>○ names of the school board trustees and the date that they leave office</li> <li>○ discussion regarding the planned outcomes and the outcomes that were achieved in priority areas</li> </ul> </li> <li>• Financial Statements regarding: <ul style="list-style-type: none"> <li>○ responsibility</li> <li>○ position</li> <li>○ performance</li> <li>○ cash flow</li> <li>○ commitments</li> <li>○ auditing</li> </ul> </li> </ul> <p>The report could also include separate Chairperson's and principal's reports.</p> <p>The draft of the annual report is to be provided to the auditor and the completed report is to be submitted to the Ministry.</p>	<p>The Education Review Office is separate from the Ministry of Education but they both work to support improvement in schools. The ERO review report goes to the School Board of Trustees and to the Government.</p> <p>ERO's Education Reviews focus on student achievement and the school's self-review processes and reports in terms of:</p> <ul style="list-style-type: none"> <li>• school-specific priorities,</li> <li>• areas of national interest, and</li> <li>• compliance issues (with reference to the Board Assurance Statement and Self-Audit Checklist).</li> </ul> <p>The review process uses outcome and process indicators within the activity domains of:</p> <ul style="list-style-type: none"> <li>• student achievement</li> <li>• engagement with learning</li> <li>• knowledge, skills and values</li> <li>• governing and managing the school to arrive at an assessment of school performance by the reviewers.</li> </ul> <p>The reviews of schools with a good performance history place more emphasis on the school-specific priorities.</p> <p>ERO also carries out Supplementary Reviews (where the performance of a school causes concern) and Special Reviews (investigations in response to specific issues).</p> <p>In 2000, ERO introduced post-review assistance to help boards of trustees develop a plan of action to address issues of poor performance identified in their school review report.</p>