School reviews: What a review looks like

School reviews are conducted in a professional manner by review teams trained and appointed by the SIU. Each team generally consist of one or two internal reviewers from the SIU, an external reviewer from outside the department, and a principal peer reviewer for full school reviews. Reviews are chaired by an internal reviewer. The reviewer contacts the principal well before the review starts to discuss details of the review, including a proposed schedule of meetings and classroom visits.

Pre-review
Before visiting a school, the review team looks at the school's data profile, headline indicators and other school information, including the school's website. The review chair also makes contact with the school’s assistant regional director (ARD) or principal supervisor to discuss the school’s context and review in more detail.

During the review
Review teams spend time looking at a school's performance data and other school information to gain a deeper understanding of the school, its performance and context. This may include annual implementation plans, pedagogical frameworks and curriculum plans, school budgets, OneSchool data and Investing for Success information. The review team will also meet and talk with staff, students, parents and other community members. The principal is kept informed by the review chair of any preliminary findings as the review progresses.

School discussions and classroom visits
School discussions and classroom visits are an important part of the review process and provide a general information-gathering opportunity for reviewers. Discussions are conducted in an open and friendly manner, and provide an opportunity for teachers and the school community to give feedback on the school. Discussions are not mandatory and teachers and other school community members can decline to participate if they wish.

Post review
At the completion of the review, the review team present its findings to the school's principal and leadership team. At the principal's discretion, the review team may also brief staff. The ARD or principal supervisor is invited by the principal to attend these exit interviews. This is a mandatory requirement for priority support reviews. Following the completion of the review, the review team prepares a report which details key findings and recommended improvement strategies. This is quality assured by the SIU before it is sent to the school, their ARD or principal supervisor and regional director (RD).

Follow-up support
The ARD or principal supervisor is expected to work closely with the school to respond to the review’s findings. For full school reviews, this includes incorporating recommended improvement strategies into the school’s four-year strategic plan. For priority support reviews, the ARD or principal supervisor helps the school develop and implement a detailed action plan in response to the review findings. An action plan template is available from OnePortal. The SIU checks back in with the school and region at 3, 6, 9 (if necessary) and 12 months to monitor progress.

More information
For more information please email the SIU or visit OnePortal. An overview of the review process is over the page.
**Introduction**

- Review team:
  - meets with leadership team for initial briefing
  - optional staff briefing (at principal’s discretion)

- Discussions with:
  - Leadership team
  - ARD or principal supervisor
  - Other staff and school community members

**Day 1**

- Review team:
  - continues classroom visits and discussions
  - collects other supporting data
  - confers and develops key findings from the review

**Review**

**Review report**

- Review chair:
  - discusses progress of review and broad findings with principal daily

- Review team:
  - presents review findings to principal and leadership team

- ARD or principal supervisor:
  - invited to attend by principal (mandatory for priority support reviews)

**Follow-up support**

- Review chair:
  - ensures key documents downloaded by review team
  - phones ARD or principal supervisor to discuss review and to arrange meeting or phone interview

- Review team:
  - meet to discuss school context, data and key documents

**Post review**

- Review chair phones principal to:
  - identify review team members
  - confirm review dates
  - identify key documents and contacts required
  - discuss schedule for meetings and classroom visits

- Principal emails review chair:
  - proposed schedule for meetings and classroom visits
  - community contact list
  - key documents and other relevant school information

- Review chair:
  - meets with leadership team for initial briefing
  - optional staff briefing (at principal’s discretion)

- Discussions with:
  - Leadership team
  - ARD or principal supervisor
  - Other staff and school community members

- Review team:
  - drafts report detailing review findings and recommended improvement strategies

- SIU:
  - quality assures report and provides copy to school, their ARD or principal supervisor and RD

- School:
  - publishes executive summary on school website
  - discusses review findings with its school community

- ARD or principal supervisor:
  - works with school to respond to review findings and implement improvement strategies

- Region and SIU:
  - continue to monitor and support school