Unpacking your school review report

Affirmations

Affirmations are clear examples of positive, effective practices that are unique to each school.

What might be celebrated at one school, given its context and history, might not be unusual or surprising at another school.

Affirmations identify actions or results that are better than expected in the context of the school, or where results are achieved through new or interesting practices.

There are typically 2 to 5 affirmations in each domain, though this is not a rule. The strongest affirmations are at the top.

Key findings

Key findings summarise the most important or essential information that the review team discovered during the review.

Findings have a common structure:

- what is happening – a factual statement of what is, with no judgement
- what is being said by staff – a chance to give voice to what staff or community members say about the work being done or intended
- what might happen next – where the review team identifies something that is yet to be seen or done. These often point to an improvement strategy in the next column.

Findings linked to an improvement strategy identify the most important future priorities.

Findings without a link to an improvement strategy identify possible future work that the school could also consider, but are not the most important.

Improvement strategies

Improvement strategies are recommendations for action or suggestions for the school to consider.

Each improvement strategy is a single sentence. They identify the next steps for school improvement.

Improvement strategies printed in **bold type** are key improvement strategies. These are the 4–6 most important improvement strategies across all the domains.

Improvement strategies are unpacked in more detail on the next page.

Domain 5: Building an expert teaching team [1]

Affirmations

- Teachers explain they receive regular feedback from leaders after learning walks, which focus on student and teacher engagement with learning walls aligned to English units.
- Teachers are provided with opportunities to join leaders on 'ghost learning walks' that allow them to observe other teachers' work.

Key findings

- Leaders express a belief that the best way for teachers to learn is to watch teachers teach, and place a strong emphasis on providing regular opportunities for teachers to collaborate.
- Leaders strive for precision and focus through the implementation of a co-teaching model. They highlight the importance of ensuring the most suitable teachers

Improvement strategies

- **Clarify the purpose of the co-teaching model, including the role of co-teachers, to improve staff understanding and engagement with the approach to enable all students to learn alongside their same-aged peers.**

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Unpacking your improvement strategies

Improvement strategies

- **Clarify the purpose of the co-teaching model, including the role of co-teachers, to improve staff understanding and engagement with the approach to enable all students to learn alongside their same-aged peers.**
- Prioritise staff PD aligned with APDPs and the AIP to build the capability of staff to implement strategies that address school priorities.

(partial text visible at left margin):
r teachers ... a strong ... or teachers ... n the ... highlight ... teachers ... pact on ... pportunities ... ts, with ... nits of work, ... t to ... regarding ... s a desire ... he notion of ... ent of the ... rentiated ... with ... DP) are ... ct of the ... ted. ... e APDPs ... on collated ... o needs of

An improvement strategy is a single sentence with a common structure:

[Starting cognitive verb] [improvement behaviour] to [intended outcome].

For example:

Establish systematic opportunities for teachers and leaders to moderate student work to support the alignment of curriculum, teaching, assessment and reporting.

Each sentence makes clear:
- what we recommend you do
- what outcome is desired.

Since 2023, review teams have used particular verbs at the start of improvement strategies.

These verbs give schools an idea about the maturity of their work in this area of improvement.

One school is yet to **establish** moderation. Another school is ready to **expand** great moderation processes to all learning areas.

Verb continuum indicating maturity of practice

Concept	Idea	Idea into action	Idea reviewed or refined	Initial stages of idea being broader	Idea is embedded	Idea to be scaled across school (year levels and faculties) and beyond
Stage	Not started	Started – early days	Checking and adjusting what was started	Embedding what was started wider	Embedded, reviewing for impact	Sustaining, applying and expanding
Starting cognitive verbs	Build Create Develop Establish Identify Initiate Investigate	Communicate Enact Finalise Formalise Implement Systematically enact	Broaden Clarify Prioritise Review Refine Sharpen	Consolidate Embed Maintain Reinforce Strengthen	Align Further refine Further review Monitor Quality assure	Apply Expand Scale up Sustain

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