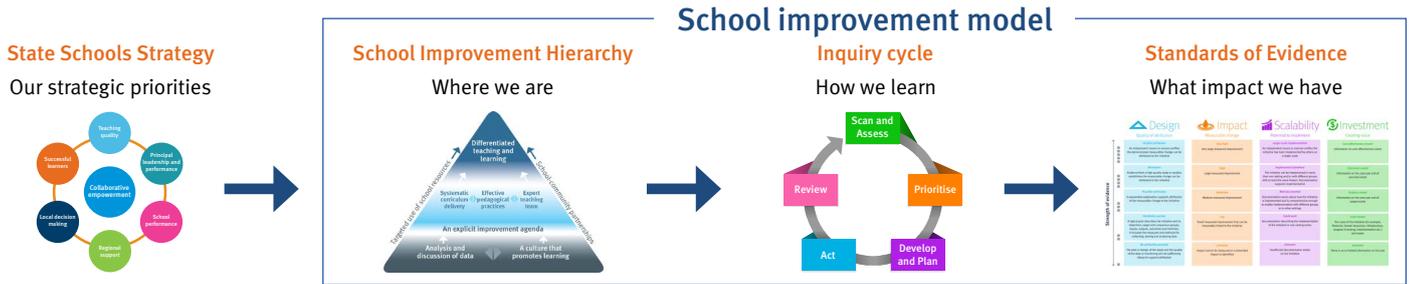# Every student succeeding
State Schools Strategy 2017–2021

Our focus

Every student succeeding is the shared vision of Queensland state schools. This strategy underpins regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

State Schools Strategy
Our strategic priorities

School improvement model

School Improvement Hierarchy
Where we are

Inquiry cycle
How we learn

Standards of Evidence
What impact we have

Our priorities

Advancing education: An action plan for education in Queensland
Preparing Queenslanders with the knowledge, skills and confidence to participate successfully in the economy and broader community

DET Strategic Plan 2017–2021
Alignment — Collaboration — Empowerment — Capability — Accountability

Collaborative empowerment

At the heart of the *State Schools Strategy* is our department's collaborative empowerment business model. By working together, communicating better with each other, developing our people, and reviewing our performance, we will ensure our schools are among the best in the world.

Successful learners

Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.

Teaching quality

Teachers employing high quality, evidence-based practices focused on success for every student.

Principal leadership and performance

School leaders driving school improvement and student achievement.

School performance

Schools achieving success through an intentional approach to improving the progress of every student.

Regional support

Regions providing a renewed focus on supporting performance and outcomes across the three sectors – early years, schooling, and training and skilling.

Local decision making

Schools ensuring community needs are central to decision making processes, autonomy and accountability.

Our school improvement model

Together we will accelerate school improvement by evaluating and developing professional practices. The school improvement model provides a common language and process to help us achieve our goals.

The *School Improvement Hierarchy* provides guidance on where schools are in their improvement journey; the inquiry cycle provides a process for learning from improvement initiatives; and the *Standards of Evidence* provide a common language for evaluating improvement efforts.

Our objectives

- Address the unique needs of students to ensure successful transitions through each phase of learning.
- Collaborate across the system to sustain and continue improvement through inquiry cycles.
- Focus on a sharp and narrow explicit improvement agenda.
- Develop the capabilities of our people to drive and lead future-focused school improvement.
- Do whatever it takes so that every student succeeds.

Our performance goals

- Improve academic achievement for all students.
- Lift the performance of our top students.
- Improve reading and writing for all students.
- Improve Year 12 certification rates.
- Close the gap for Aboriginal and Torres Strait Islander students.
- Improve the participation and achievement of students with disability.

Queensland Government

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Our work

Successful learners

Know our learners

- Analyse student data regularly to monitor progress, guide teaching practices, transitions and prompt early intervention.
- Use *Early Start* and the *Literacy Continuum* to monitor Prep – Year 2 students' progress in literacy and numeracy.
- Create inclusive opportunities for all students to reach their potential as successful people; identify and support at-risk students; provide vocational education and training options in schools.
- Implement, monitor and review attendance, behaviour, retention and attainment strategies for continuous improvement.

Meet our learners' needs

- Create a culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests.
- Provide challenging learning experiences that further develop reading, writing, numeracy and STEM expertise across the curriculum.
- Provide opportunities for students to identify their intended learning options and learning pathways.
- Provide case management that supports school readiness, student attendance and retention, literacy and numeracy achievement and Year 12 attainment for students at risk of disengagement.
- Create the next generation of global citizens and entrepreneurs by valuing student voice, embedding STEM opportunities and expanding the study of languages.

Local decision making

Foster accountability

- Strengthen professional autonomy with continuous improvement and innovation.
- Maintain focus on systemic priorities and requirements.
- Drive school improvement through inquiry cycles focused on improving student outcomes.

Create collaboration

- Implement the *Parent and Community Engagement Framework*, engaging the community, business and industry in decision making.
- Establish strong, innovative and strategic partnerships that expand opportunities and contribute directly to greater student success.

Teaching quality

Systematic curriculum delivery

- Develop a deep understanding of the Australian Curriculum, the new senior assessment and tertiary entrance procedures and processes and the requirements of the *P–12 curriculum, assessment and reporting framework*.
- Use the Curriculum into the Classroom (C2C) materials and the Literacy Continuum to support effective teaching, learning and assessment to suit individual student and school contexts, developing Individual Curriculum Plans where appropriate.
- Align the teaching, assessing and reporting of the Australian Curriculum.

Effective pedagogical practices

- Implement and monitor use of an agreed, research-validated school-wide pedagogical framework.
- Improve students' literacy and numeracy achievement in all learning areas of the Australian Curriculum.
- Ensure consistency of teacher judgment and accurate reporting against the Australian Curriculum achievement standards by improving assessment and moderation processes and practices.

Expert teaching teams

- Support career and capability development using collaborative evidence-informed inquiries and the *Annual performance review process*.
- Create a systematic approach to collaborative inquiry based professional learning, coaching, mentoring and feedback to improve teaching practices.

Regional support

Maintain alignment

- Provide a differentiated model of school support, informed by improvement trends.

Tailor support

- Support schools to dig deeply into data and evidence to identify a focus for improvement or significant problem of practice.
- Evaluate the impact of regional support on school improvement and student outcomes.

Scale-up success

- Support inquiry cycles within and across schools.
- Share successful practice via the Evidence Hub.

Principal leadership and performance

Lead teaching and learning

- Be an instructional leader.
- Establish an inclusive school-wide curriculum, pedagogy, assessment and instructional leadership model.
- Establish an assessment and feedback culture.

Develop self and others

- Support professionalism and leadership of all staff.
- Create future leaders.
- Lead and engage in evidence-informed inquiries about effective practices drawing on the *Australian Professional Standards*.
- Lead and model student-centred professional learning communities.

Lead improvement innovation and change

- Focus direction, build inclusive and collaborative cultures, deepen learning and foster accountability.
- Contribute to the evidence base of student-focused innovation, learning and improvement via the Evidence Hub.

School performance

Know our data

- Dig deeply into data and evidence to identify a focus for improvement or significant problem of practice.
- Plan with intent to improve student outcomes through an inquiry cycle.
- Scan and assess evidence about student learning.
- Triangulate available data to monitor performance and inform practice.
- Use research and evidence to determine what works best in each context.
- Apply the learnings from school reviews when scanning and assessing.

Know our strategies

- Drive school improvement through an inclusive and explicit improvement agenda, underpinned by the School improvement model and the *School planning, reviewing and reporting framework*.
- Work collaboratively within and across schools using inquiry cycles to improve student outcome.
- Plan how you will know and measure student success early in the inquiry cycle.
- Develop detailed, realistic and actionable plans for improvement and/or innovation.
- Review the impact on student outcomes using evidence.
- Scale up and share successful practice.

Central diagram:
- Collaborative empowerment
- Teaching quality
- Principal leadership and performance
- School performance
- Regional support
- Local decision making
- Successful learners

Access current resources DET employees only