Education Queensland is committed to providing a world-class education for all state school students. 

United in our pursuit of excellence outlines Education Queensland’s agenda for improvement, detailing the key priorities that are being implemented across our system to ensure that every day, in every classroom, every state school student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment.

Our commitment is to our core learning priorities of:

- Reading
- Writing, including spelling, grammar and punctuation
- Numeracy
- Science
- Attendance, retention, attainment and transition of students at key junctures of schooling
- Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students.

This focus on improvement will be through consistent implementation of these core learning priorities and strategies within an agreed statewide framework, which includes a differentiated model for supervision, support and intervention aligned to school achievement, improvement and context. To achieve this, our collective commitment will be to an unrelenting focus on improved student achievement based on high expectations through alignment from the centre through the region to the school.

This document, United in our pursuit of excellence, will focus all staff in state schools towards improvements that embrace our agreed core learning priorities and strategies.

Through a personal and collective commitment, underpinned by strong leadership and high expectations from all staff across the state, we will continue to deliver improved learning and achievement for all students.
School and community partnerships – ‘the who’
High levels of student, parent, staff and school community confidence in the school’s performance and achievement

Schools will develop productive partnerships with students, staff and their communities, local businesses and industry to support improved student learning opportunities, deliver high achievement, and promote community confidence and pride in the school’s ability to meet the needs of all students and enhance performance.

Schools will:
• implement the Parent and Community Engagement Framework and associated resources to better respond to the needs of their student and school community
• work with Parents and Citizens’ Associations to identify school priorities.

### School curriculum – ‘the what’
Consistent curriculum, planning and implementation to improve learning

<table>
<thead>
<tr>
<th>Coherent and sequenced plan for curriculum</th>
<th>Consistent pedagogical practice</th>
<th>Principal leadership and school capability – ‘the capacity’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools will:</td>
<td>Schools will:</td>
<td>Principals and school leaders will:</td>
</tr>
<tr>
<td>• implement the P–12 Curriculum Assessment and Reporting Framework that establishes the expectation for schools to deliver a quality curriculum</td>
<td>• develop a local pedagogical model that guides high quality teaching practice, in line with the core systemic principles in the Pedagogical Framework.</td>
<td>• engage with the Capability and Leadership Framework to develop the knowledge, skills and behaviours required to effectively lead an explicit school improvement agenda.</td>
</tr>
<tr>
<td>• adopt or adapt a range of resources to suit school context and learning needs of students to support implementation of the Australian Curriculum</td>
<td>• high expectations of all students</td>
<td>Instructional leadership, with an unrelenting focus on improvement</td>
</tr>
<tr>
<td>• introduce Junior Secondary for Years 7, 8 and 9</td>
<td>• deep knowledge of learning areas and pedagogical practices</td>
<td>Principals will be instructional leaders by focusing on:</td>
</tr>
<tr>
<td>• implement the Learning and Wellbeing Framework and related resources to foster student wellbeing</td>
<td>• frequent monitoring of student achievement using system and school-based data</td>
<td>• core learning priorities</td>
</tr>
<tr>
<td>• focus on lifting the attainment of all students, including students in out-of-home care and Indigenous students.</td>
<td>• targeted teaching.</td>
<td>• student-centred planning</td>
</tr>
</tbody>
</table>

### Teaching and Learning Audits
Schools will:
• undertake Teaching and Learning Audits on a cyclical basis to inform school and system improvement strategies.

### Planning for improvement
Schools will:
• use the School Planning, Reviewing and Reporting Framework to inform school planning
• use system and local school performance data to identify targets for school and student improvement, and address system and local priorities, both short and long term
• align and allocate resources to identified strategies to meet student needs and the core learning priorities.

### Teaching practice – ‘the how’
High quality teaching focused on the achievement of every student

<table>
<thead>
<tr>
<th>High quality teaching practices</th>
<th>Collaborative practices</th>
<th>Evidence-based decision-making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will demonstrate high quality teaching characterised by:</td>
<td>Teachers and school leaders will:</td>
<td>Schools will:</td>
</tr>
<tr>
<td>• high expectations of all students</td>
<td>• work within and across schools to develop highly effective instructional frameworks and practices to foster collaborative capacity.</td>
<td>• use the whole-school approach model to plan for intervention of all students</td>
</tr>
<tr>
<td>• deep knowledge of learning areas and pedagogical practices</td>
<td>• have a developing performance plan, based on school priorities and individual needs.</td>
<td>• use whole-school systems to define, teach and support appropriate school behaviours</td>
</tr>
<tr>
<td>• frequent monitoring of student achievement using system and school-based data</td>
<td>• analyse their data to inform whole-school and individual student improvement strategies.</td>
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</tr>
<tr>
<td>• targeted teaching.</td>
<td></td>
<td>Teachers will:</td>
</tr>
</tbody>
</table>

### Capability and Leadership Framework
Principals will be instructional leaders by focusing on:
• core learning priorities
• student-centred planning
• quality curriculum
• student achievement and improvement
• pedagogical practice
• teacher feedback
• quality assessment.

### Capability development
School leaders will:
• engage with teachers in the classroom to strengthen and support teaching practice and contribute to improved student outcomes.

### Developing workforce performance
School principals will:
• have a Principal Performance and Development Plan, developed with and endorsed by their supervisor, and based on the leadership and capability needs to lead the school improvement agenda.

### School staff will:
• have a developing performance plan, based on school priorities and individual needs.

Schools will be supported by:
• the provision of quality resources to support the implementation of the Australian Curriculum
• coordination across central office and regions to ensure focus is only on the core learning priorities and strategies
• a reduction in the number and prescriptive nature of policies and procedures.

Schools will be supported by:
• examples of high quality pedagogical practice through professional development, resources and support, including for students with disability
• tailored coaching to further develop teacher capacity and support professional learning
• access to monitoring and diagnostic assessment tools for P–2 to support early intervention.

Schools will be supported by:
• a variety of models, resources and approaches to develop principals’ leadership skills
• a differentiated model of principal supervision and support, informed by school context, achievement and improvement, to develop collective capacity and ensure consistent practice
• setting of clear expectations to guide the development of first and second year teachers, and student teachers during their school pracs.