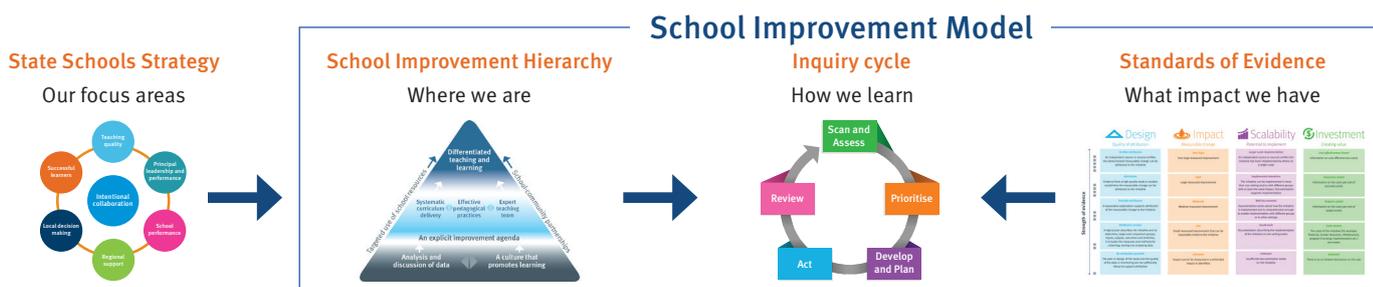


# Every student succeeding

## State Schools Strategy 2019–2023

### Our vision

*Every student succeeding* is the shared vision of Queensland state schools. Our vision shapes 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.



### Our focus areas

**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

**DoE Strategic Plan 2018–2022**

#### Intentional collaboration

We learn and work together, leveraging our different strengths, skills and perspectives, to address prioritised challenges, measure impact, build expertise and accelerate statewide improvement in student outcomes.

#### Successful learners

Students engage in learning and achievement, and successfully transition from early childhood into schooling and from schooling to further education, training and employment.

#### Teaching quality

Teachers employ high quality, evidence-based practices and are focused on success for every student.

#### Principal leadership and performance

School leaders drive school improvement and student achievement.

#### School performance

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

#### Regional support

Regions focus on supporting performance and outcomes in the early years and across the stages of schooling.

#### Local decision making

Schools ensure community needs are central to decision making processes, autonomy and accountability. School governance groups learn with and from each other.

#### Our priorities

- 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
- Implement the new Queensland Certificate of Education system
- Enhance the learning opportunities of rural and remote students and staff
- Create global citizens of the future

#### 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 guiding questions

These four questions guide our intentional approach to improving the progress of students:

- How are our students doing in their learning?
- How do we know?
- What are we doing to improve students' learning?
- How do we know it is working?

#### Our common language

We will achieve our objectives by evaluating and developing professional practices using the School Improvement Model.

The *School Improvement Hierarchy* provides guidance on where we are in our improvement journeys, and the *inquiry cycle* provides a process for learning through and from our improvement initiatives.

The *Standards of Evidence* provide the common language for evaluating improvement initiatives and are a tool for strengthening the design of our improvement initiatives.



# Every student succeeding State Schools Strategy 2019–2023

## Our focus areas

### Successful learners

#### Know our learners

- Analyse student data regularly to monitor progress, guide professional practices and transitions, and prompt early intervention.
- Use *Early Start* and the *P–10 Literacy continuum* to monitor students' progress in literacy and numeracy.
- Create inclusive opportunities for all students to reach their potential as successful people; identify evidence-informed teaching practices to extend all students; and 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 an inclusive culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests, guided by the *Student Learning and Wellbeing Framework, Inclusive Education Policy* and the *Disability Standards for Education, 2005*.
- Embed Aboriginal and Torres Strait Islander perspectives in culturally responsive, contextualised ways.
- Provide challenging learning experiences that further develop literacy, numeracy, and critical and creative thinking capabilities across the curriculum.
- Provide opportunities for students to identify their intended learning options and learning pathways, through the new QCE system implementation.
- Support students at risk of disengagement by providing case management that promotes school readiness, student attendance and retention, literacy and numeracy achievement, and Year 12 attainment.
- Create the next generation of global citizens and entrepreneurs by valuing student voice, embedding STEM opportunities, and expanding the study of languages, as well as encouraging international collaboration in Queensland state schools.

### Local decision making

#### Foster accountability

- Build our capability to make better decisions, continually improve and innovate.
- Develop local solutions to systemic priorities.
- Accelerate school improvement through inquiry cycles focused on improving student achievement.

#### Foster collaboration

- Implement the *Parent and Community Engagement Framework*, as well as engage students, 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*.
- Improve students' literacy and numeracy achievement through all learning areas of the Australian Curriculum.
- Use the Curriculum into the Classroom (*C2C*) materials and the P–10 Literacy continuum to support effective teaching, learning and assessment to suit individual student and school contexts, and develop Individual Curriculum Plans where appropriate.
- Align the teaching, assessing and reporting of the Australian Curriculum.

#### Effective pedagogical practices

- Implement and monitor the use of an agreed, research-validated, school-wide *pedagogical framework*.
- Ensure consistency of teacher judgment and accurate reporting against the Australian Curriculum achievement standards by improving the alignment of *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.

### Principal leadership and performance

Use the *Australian Professional Standard for Principals* to:

#### Lead teaching and learning

- Be an instructional leader.
- Establish and embed an inclusive school-wide curriculum, pedagogy, assessment and instructional leadership model.
- Develop 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 to improve professional practices that progress student achievement by improving teachers' professional knowledge, practices and engagement in line with the *Australian Professional Standards for Teachers*.
- 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*.

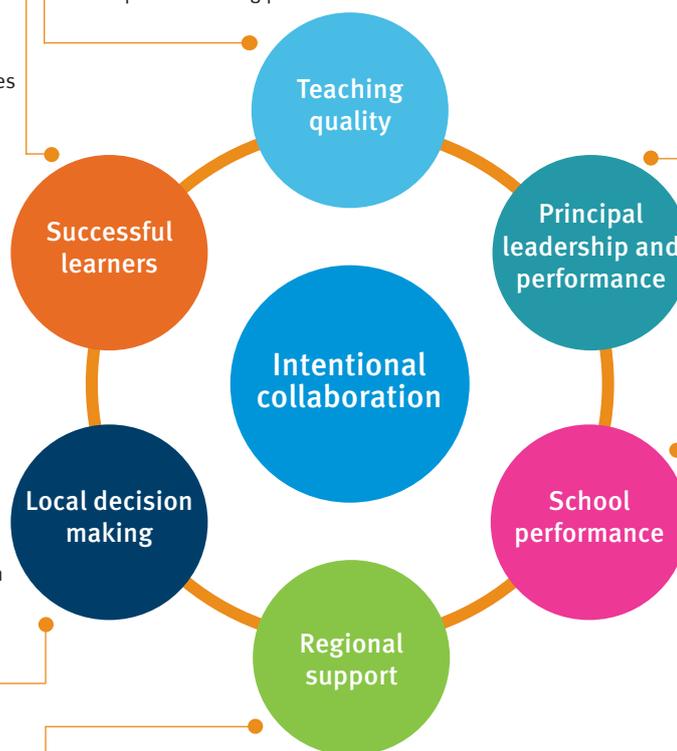
### School performance

#### Know our data

- Scan and assess evidence widely, including multiple measures of student achievement and school reviews to determine the focus for improvement.
- Dig deeply into data and evidence to identify a significant problem of practice.
- Utilise the *School Improvement planning guide* to improve student achievement.
- Use research evidence and professional judgment to determine what will work best.

#### Know our strategies

- Accelerate the inclusive and explicit improvement agenda, using the School improvement model and the *School Planning, Reviewing and Reporting Framework*.
- Work collaboratively within and across schools to improve student achievement using inquiry cycles.
- Plan how you will know and measure student progress early in the inquiry cycle.
- Develop detailed, realistic and actionable plans for improvement and/or innovation.
- Review the impact on student achievement using the *Standards of Evidence*.
- Scale up and share successful practice on the Evidence Hub.



### Regional support

#### Maintain alignment

- Use improvement trends and a deep understanding of schools' needs to differentiate school support.

#### Tailor support

- Support schools to use data and evidence to identify a focus for improvement or significant problem of practice.
- Support inquiry cycles within and across schools.
- Provide regional support to school improvement initiatives and evaluate impact on student achievement.

#### Scale-up success

- Share successful practice using established networks, and through the system on the Evidence Hub.