Every student succeeding
State Schools Improvement Strategy 2020–2024

Our priorities
• Success and wellbeing for all children and students through each stage of learning in an inclusive education system.
• Continuous improvement in teaching, learning and assessment of the Queensland Kindergarten Learning Guideline, the Australian Curriculum and the senior syllabuses.

Our measures
• Achievement
• Engagement and wellbeing
• Transitions

Our principles
Alignment — our shared understanding of the Queensland Kindergarten Learning Guideline, the Australian Curriculum, the senior syllabuses and the policies that govern our work.
Precision — how we use evidence to identify the ‘right work’ and do the ‘work right’ by planning, implementing, monitoring and reviewing.
Intentional collaboration — the deliberate actions we take to work, learn and improve together.

School Improvement Model

Our guiding questions
1. How are students going in their learning?
2. How do we know?
3. What are we doing to improve students’ learning?
4. How do we know it is working?

Queensland state schools commit to providing opportunities for every Aboriginal and Torres Strait Islander child and student to achieve success by walking with First Nations people to teach and celebrate local histories and cultures.
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Informing our conversations

Inclusion
We are guided by:
• Inclusive education policy
• Every student with disability succeeding
• Every Aboriginal and Torres Strait Islander student succeeding

We are supported by:
• Inclusive education resources
• Every student with a disability succeeding resources
• Students with diverse needs resources
• Indigenous education resources
• Youth engagement resources
• Early Years Connect
• Support for rural and remote schools and students

Teaching
We are guided by:
• The Australian Curriculum
• Queensland Kindergarten Learning Guideline
• P–12 curriculum, assessment and reporting framework
• Early Years Learning Framework
• Pedagogical framework
• QCE and QCIA attainment
• Global Opportunities for students, teachers and education leaders

We are supported by:
• Early Start
• P–10 Literacy Continuum
• Curriculum into the Classroom materials
• Assessment and Moderation Hub
• Implementing the Australian Curriculum Hub
• Reading Centre
• Age Appropriate Pedagogies
• Foundations for Success

Capability
We are guided by:
• Australian Professional Standard for Principals
• Australian Professional Standards for Teachers
• Annual performance review process
• Advancing rural and remote education in Queensland state schools
• Draft Leadership Framework
• Employee performance, professional development and recognition

We are supported by:
• Queensland state schools induction resource
• Mentoring Beginning Teachers program
• Autism Hub and Reading Centre — Statewide Support
• Centres for Learning and Wellbeing
• Take the Lead
• Principal Induction

Wellbeing
We are guided by:
• Student Learning and Wellbeing Framework
• Early Entry to Prep framework
• Student Code of Conduct exemplar
• Staff Wellbeing Framework
• Behaviour policies and procedures
• Supporting students’ mental health and wellbeing

We are supported by:
• Student health, safety and wellbeing
• Transition to school
• Centres for Learning and Wellbeing
• Autism Hub
• Australian Early Development Census

Partners
We are guided by:
• Parent and Community Engagement Framework

We are supported by:
• Partners in Learning program
• Every Student with Disability Succeeding Parent and Community Engagement Factsheet

Performance
We are guided by:
• School Planning, Reviewing and Reporting Framework
• Standards of Evidence
• National Quality Framework
• School reviews
• Performance Improvement and Accountability Framework

We are supported by:
• The school improvement planning guide
• Intentional Collaboration website
• School review resources
• Investing for Success

Alignment
Precision
Students
Intentional collaboration
Partners