Priorities

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

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 together, learn together and improve together.

Improvement focus

1. How are all students engaged and improving in their learning?
2. How do we know?
3. What adjustments are we making to ensure every student is improving in their learning?
4. How do we know what is working?

School Improvement Model

Inquiry Cycle

How we learn

Standards of Evidence

What impact we have

Guiding questions

1. How are all students engaged and improving in their learning?
2. How do we know?
3. What adjustments are we making to ensure every student is improving in their learning?
4. How do we know what is working?
Informing our planning and practices

State Schools Improvement Strategy 2021–2025

Every student succeeding

Partners

We are guided by:
- Parent and Community Engagement Framework
- School community policies and procedures

We are supported by:
- Partners in Learning program
- Every Student with Disability Succeeding Parent and Community Engagement Factsheet
- School decision-making tool action areas

Teaching

We are governed by:
- P–12 curriculum, assessment and reporting framework

We are guided by:
- Queensland Kindergarten Learning Guideline
- Early Years Learning Framework
- QCE and QCIA attainment
- The Australian Curriculum
- Department of Education International Strategic Plan
- Schools of the future: A strategy for STEM in Queensland state schools

We are supported by:
- Early Start
- P–10 Literacy continuum
- Assessment and Moderation Hub
- Implementing the Australian Curriculum Hub
- Curriculum into the Classroom materials
- Reading and Writing Centre
- Age-appropriate pedagogies
- Foundations for Success
- Global opportunities
- STEM hub for Schools

Performance

We are governed by:
- The School performance policy and procedure

We are guided by:
- Performance Improvement and Accountability Framework
- Data Literacy Framework
- School reviews
- National Quality Framework

We are supported by:
- Standards of Evidence
- The school improvement planning guide
- Intentional Collaboration website
- School review resources
- Investing for Success

Inclusion

We are governed by:
- Disability Standards for Education
- Inclusive education policy
- Human Rights Act 2019

We are guided by:
- 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
- Culturally-responsive pedagogies
- Early Years Connect
- Support for rural and remote schools and students

Wellbeing

We are governed by:
- Student Learning and Wellbeing policies and procedures

We are guided by:
- Student Learning and Wellbeing Framework
- Staff Wellbeing Framework
- Supporting students’ mental health and wellbeing
- Student discipline procedure
- Youth Engagement Strategy

We are supported by:
- Student health, safety and wellbeing resources
- Supporting student behaviour resources
- Transition to school
- Centres for Learning and Wellbeing
- Respectful relationships education
- Australian Early Development Census

Capability

We are governed by:
- Employee performance, professional development and recognition

We are guided by:
- Australian Professional Standard for Principals
- Australian Professional Standards for Teachers
- Ways of Working: Assistant Regional Directors and Lead Principals
- Annual performance review process
- Advancing rural and remote education in Queensland state schools
- Leadership strategy

We are supported by:
- Queensland state schools induction resource
- Autism Hub and Reading and Writing Centre — Statewide Support
- Centres for Learning and Wellbeing
- Take the Lead
- Principal Induction
- Teacher Learning Centres
- Data-informed practice

Students

Intentional collaboration

Precision

Alignment

Partners