

Equity and Excellence

A progressive, high performing education system realising the potential of every student.



Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands, seas, skies and waterways from across Queensland.

We pay our respect to the Elders, past, present and emerging, for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

For more information, see our [commitment statement](#).

Our focus

Educational achievement



Knowing each student's learning progress is essential to making sure they are on track for positive educational outcomes. Setting clear expectations for every student and every school supports them to achieve. This means we:

- have a common goal that every student achieves at least one year of learning growth each year
- have clear expectations for schools and help them to differentiate support so every student realises their potential.

Wellbeing and engagement



Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working. Designing and delivering meaningful pathways for every student is key to lifting learning outcomes. This means we:

- know each student and understand what works best for them
- support staff and student wellbeing and engagement to establish a strong foundation for learning outcomes.

Culture and inclusion



The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every state school. This means we:

- embrace diversity by creating welcoming, inclusive and accessible educational settings
- value student, parent/carer, community and stakeholder voice in our approach to teaching and learning.

Our system initiatives

Educational leadership and teaching expertise

Empowering educators and leaders to build professional expertise across their career through high quality, targeted development opportunities.

Actions include:

- bring together and align resourcing to deliver a world-class educational leadership and teaching institute
- partner to deliver educational leadership flagship programs across key career junctures
- partner to deliver teacher flagship programs with a focus on expertise in curriculum, teaching and learning
- implement strategies to support the health, safety and wellbeing of teachers, educational leaders and staff.

Digital innovation in teaching and learning

Embedding future-focused learning practices that connect students and teachers across Queensland.

Actions include:

- enhance the capability and confidence of teachers in digital teaching and learning
- improve connectivity through bandwidth upgrades
- connect all students to digital learning opportunities through access to devices and technology
- establish a virtual academy to enhance access across the state to teaching expertise
- streamline access to data insights and evidence to inform system, regional and school planning and responses.

Educational performance and support

Setting system priorities and clear expectations for schools with differentiated support targeted to each school's context and needs.

Actions include:

- implement a renewed educational performance and support model
- provide differentiated support leveraging expertise across the system to assist all schools to lift outcomes
- align and streamline school planning processes
- revitalise the school review process to support systemic improvement
- review state schooling resourcing arrangements.

Integrated responses and educational precincts

Integrating planning, design and delivery of education across schools, early years services and community partners to respond to the changing needs of communities.

Actions include:

- trial dedicated educational precincts to implement targeted responses to local needs
- support schools in the most complex communities by collaborating with partners and across government to deliver locally responsive and integrated strategies
- deliver integrated school-based hub models that provide a full range of services to support children, students, families and communities.

Revitalised educational infrastructure

Driving sustainable investment to optimise and renew educational infrastructure across the school network.

Actions include:

- implement a future-focused and long-term infrastructure plan to ensure schools can meet the learning demands of the future
- deliver a clear investment prioritisation approach that effectively balances need for new schools and renewal of existing schools to meet contemporary learning needs
- enhance transparency and accountability in management of school enrolments to ensure the system can provide for growing student enrolments and changing communities.

Equity and Excellence in action:

School priorities



Educational achievement



Wellbeing and engagement



Culture and inclusion

Realising the potential of every Aboriginal and Torres Strait Islander student

Valuing First Nations cultures and voice in our approach to engagement and learning is essential.

Connections to culture enrich the learning of every student and strengthens all of our work.

Our school priorities

Starting strong



Strengthening protective factors in the early years to improve outcomes and make a positive impact on young people's lives.

Students who attend school regularly, are engaged in the classroom and progress in their learning are more likely to have better outcomes across their schooling journey.

Our school priorities from kindy to Year 2 are:

- knowing each child and student's needs to support positive and confident transitions into and through school
- achievement in English and mathematics
- maximising learning days.

Building on foundations



Consolidating strong foundations for lifelong learning and nurturing confidence of students to thrive in their future schooling years.

Early learning experiences shape young minds and inspire them to become lifelong learners. Building, through upper primary, on the foundational literacy and numeracy skills established in early primary is critical for learning success.

Our school priorities in primary Years 3 to 6 are:

- knowing each student's needs through upper primary as they prepare to transition to junior secondary
- achievement in English and mathematics
- maximising learning days.

On track for success



Recognising changing needs and supporting every student to stay on track with positive transitions from upper primary through junior secondary.

Evidence tells us that maintaining engagement in learning in junior secondary is crucial to keeping students at school and moving onto their senior schooling years.

Our school priorities as students transition through junior secondary are:

- knowing each student's needs to support positive transitions into and through secondary school
- achievement in English and mathematics
- maximising learning days.

Ready for the future



Preparing every student for their future and supporting positive transitions from school onto their next steps into further education and employment.

Effectively planning and monitoring every student's learning pathway through their senior schooling and post-school destination keeps students on track to achieve successful outcomes.

Our school priorities in senior secondary are:

- supporting every student with a plan to stay on track to attainment and meaningful post-school pathways
- positive transitions and knowing the post-school destination of every student.

Underpinned by curriculum, teaching and learning

Our priority support measures

For **every** student in Prep to Year 2, we will monitor:

- proportion of students achieving C and above in English and mathematics
- proportion of students achieving A or B in English and mathematics
- attendance
- School Disciplinary Absences.

For **every** student in middle and upper primary (Years 3 to 6), we will monitor:

- proportion of students achieving C and above in English and mathematics
- proportion of students achieving A or B in English and mathematics
- attendance
- School Disciplinary Absences.

For **every** student in junior secondary (Years 7 to 9), we will monitor:

- proportion of students achieving C and above in English and mathematics
- proportion of students achieving A or B in English and mathematics
- attendance
- School Disciplinary Absences.

For **every** student in senior secondary (Years 10 to 12), we will monitor:

- Year 10-12 retention
- QCE/QCIA attainment
- post-school destinations.

Embedding First Nations outcomes across every priority