United in our pursuit of excellence

Education Queensland is committed to providing a world-class education for all students and to implementing the Queensland Government’s Flying Start reforms including promoting early literacy, transitioning Year 7 to secondary and boosting the performance of all schools.

United in our pursuit of excellence outlines Education Queensland’s agenda for improvement, detailing the strategies 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 the core learning priorities of:
- Reading
- Writing, including spelling, grammar and punctuation
- Numeracy
- Science
- 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 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 toward 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
High levels of student, parent, staff and school community confidence in the school’s performance and achievement

School curriculum
Consistent curriculum, planning and implementation to improve learning

Teaching practice
High quality teaching focused on the achievement of every student

Principal leadership and school capability
Instructional leadership, with an unrelenting focus on improvement
School and community partnerships – ‘the who’
High levels of student, parent, staff and broader school community confidence in the school's performance and achievement

Schools will develop productive partnerships with students, staff, parents and their communities 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.

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<th>School curriculum – ‘the what’</th>
<th>Teaching practice – ‘the how’</th>
<th>Principal leadership and school capability - ‘the capacity’</th>
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### Coherent and sequenced plan for curriculum
- Schools will:
  - implement the Australian Curriculum
  - plan to transition Year 7 to secondary
  - be provided with a range of resources (whole-school, year level, unit and lesson plans with sample assessment items, providing clear curriculum expectations and allocated teaching times) to support the implementation of the Australian Curriculum
  - adopt or adapt these resources to suit school context and student learning needs
  - be supported with training, professional development and coaching

### Teaching and Learning Audits
- A Teaching and Learning Audit will be conducted in all state schools on a cyclical basis, to give schools and the system feedback to inform school and system improvement strategies
- Schools will be provided with video vignettes of outstanding school practices across each domain to give schools a deeper understanding of quality teaching and learning practices

### Planning for improvement
- Schools will:
  - be supported by a coordination across Central Office and Regions to ensure schools are only asked to focus on the core learning priorities and strategies
  - use system and local school performance data and the outcomes of the Teaching and Learning Audit to determine school strategies and priorities
  - identify targets for school and student improvement and address system and local priorities, both in the short and long term
  - be supported with a planning template populated with system priorities, performance data and standard text which can be adapted to meet local context
  - align and allocate resources to identified strategies to meet student needs and the core learning priorities

### High quality teaching practices
- Teachers will demonstrate high quality teaching characterised by:
  - high expectations of all students
  - deep knowledge of learning areas and pedagogical practices
  - targeted teaching in response to students’ specific needs and context
  - continuous monitoring of student achievement
  - a safe, supportive, inclusive and disciplined learning environment

### Collaborative practices
- Collaborative capacity will be fostered across the state through teachers and school leaders working within and across schools to develop highly effective instructional practices

### Consistent pedagogical practice
- Schools will be provided with examples of high quality pedagogical practice in key aspects of our core learning priorities through professional development, resources (including video vignettes) and support through key personnel
- Coaching in our core learning priorities will be provided in a tailored manner to further develop teacher capacity and support professional learning

### Evidence-based decision-making
- School performance data will be provided to all state schools
- Schools will analyse their data to inform whole-school and individual student improvement strategies
- Teachers will routinely use data to inform, monitor and review their classroom teaching practices and contribute to whole-school strategies to assist in identifying and addressing student learning needs
- Schools will be supported through tailored support and intervention based on school context, achievement and improvement data
- Schools will establish improvement strategies and targets to monitor student and school improvement

### Instructional leadership
- All principals will be instructional leaders by focusing on:
  - core learning priorities
  - quality curriculum
  - student achievement and improvement
  - pedagogical practice
  - teacher feedback
  - quality assessment

### Principals’ Capability and Leadership Framework (PCLF)
- The framework will assist principals in further developing leadership capabilities
- Reflective of small, medium and large schools, the PCLF provides a consistent professional language to describe the knowledge, skills and behaviours required to effectively lead an explicit school improvement agenda

### Developing workforce performance
- A Principal Performance and Development Plan, based on the identified leadership and capability needs in leading the school improvement agenda, will be developed with and endorsed by the principal's supervisor
- A developing performance plan will be developed for all school staff, based on school priorities and individual needs

### Differentiated supervision model
- Principals will be supervised using a differentiated model informed by school context, achievement and improvement
- Assistant Regional Directors (School Performance) will moderate the supervision and support for principals to develop collective capacity and ensure consistency of practice

### Capability development
- The development of principals’ leadership skills will be supported through a variety of models, resources and approaches across the system
- School leaders will engage with teachers in the classroom to strengthen and support teaching practice and contribute to improved student outcomes