

State Schools Improvement Strategy 2021–2025

Every student succeeding

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.

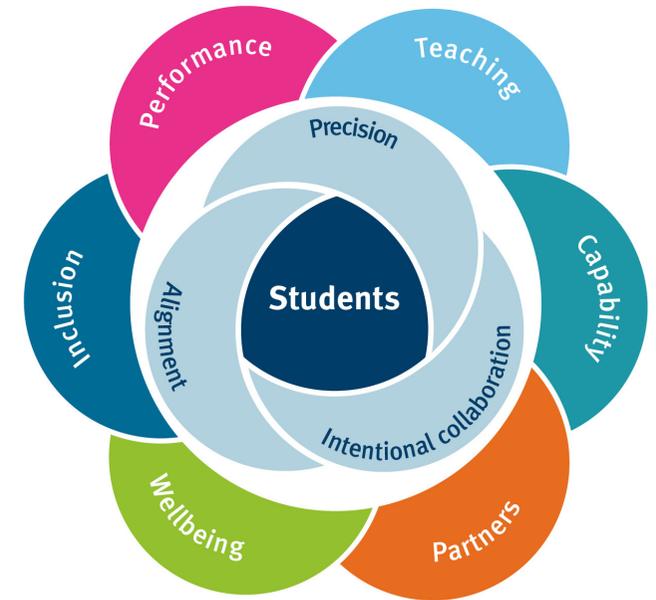
Principles

- 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.

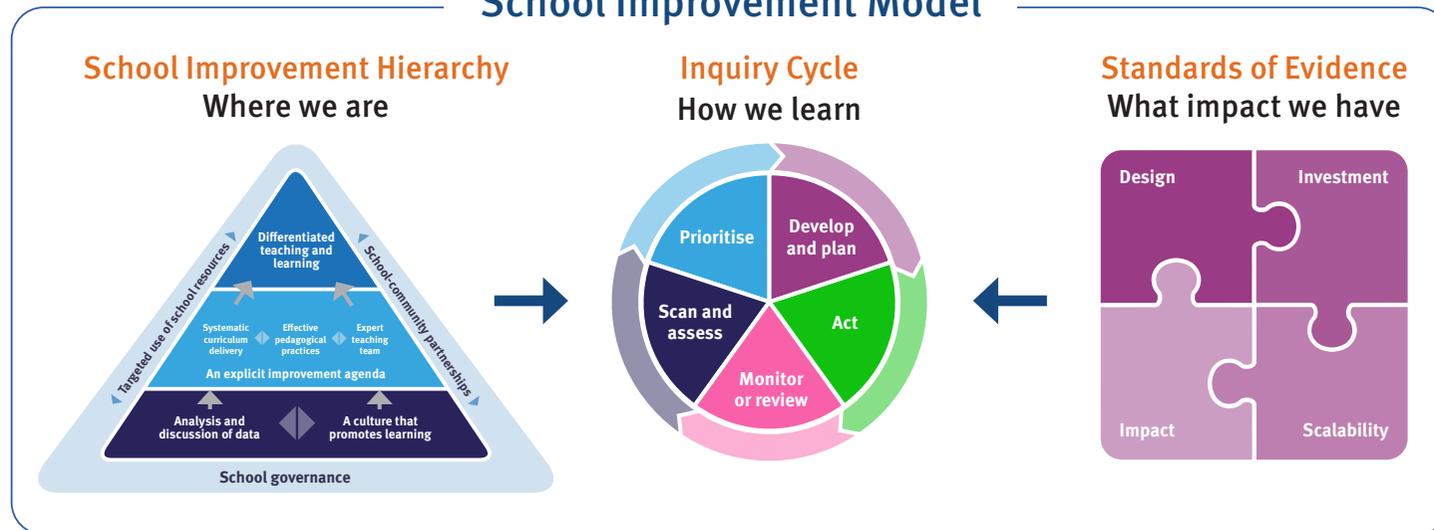
Improvement measures

- Achievement
- Engagement and wellbeing
- Transitions

Improvement focus



School Improvement Model



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?

State Schools are governed by the [Education \(General Provisions\) Act 2006](#), and Regulation 2017, the [Disability Discrimination Act 1992](#), the [Financial Accountability Act 2009](#), [Financial and Performance Management Standard 2019](#), [Public Sector Ethics Act 1994](#) and the [Human Rights Act 2019](#). Whole of government Standards and Directives and the department’s policies and procedures set clear expectations and accountabilities and document how we deliver and monitor our services.

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 planning and practices

