

William Duncan State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

The William Duncan State School vision, 'A United School of Excellence' is founded upon our relentless focus to 'do whatever it takes' to support students achieve excellence. The notion of 'excellence' is achieved through continually engaging in professional learning, reflection and sharing of best practice. Our highly skilled workforce is committed to inspiring all students to achieve success through two signature programs:

- **Academic Excellence Program**
- **Centre for Musical Excellence Program**

The school's Academic Excellence Program aims to support all learners to be highly successful. Students at William Duncan State School achieve excellence through the implementation of effective whole school approaches that align to the specific educational needs of our students and their families. Improving the academic standard of every student in every classroom is closely monitored by our workforce and leadership team. The establishment of measureable individual literacy and numeracy targets further support our students to achieve their personal best. These targets will be shared with parents in a quest to further promote our students' achievements.

Our school's highly acclaimed music program has been extended to create a Centre for Musical Excellence. William Duncan State School is fortunate to have a very dynamic and highly successful Musical Department. These enthusiastic team members inspire students to master new skills and provide them multiple opportunities to develop their confidence through participating in many community showcase events. The William Duncan State School community is extremely proud of our students' musical achievements and are excited about the ongoing enhancements of The Centre for Musical Excellence.

Our highly regarded, dynamic school provides an inspiring, inclusive, stimulating and safe learning environment. Our school has a warm and welcoming feel and is proud of our strong community connections. The future vision for William Duncan State School advances a strong concept of implementing highly effective whole school strategies that yield high levels of student accomplishments and outstanding achievements. Our school's vision 'A United School of Excellence' will be achieved through:

Personalised Learning

We formally acknowledge our students' parents as their first teachers and understand how important each parent is to the learning process. Parents and families are recognised as integral members of the school community and partners in their children's education. Our staff members appreciate opportunities to share common learning goals for each student and welcome any chance to provide parents with ideas on how to best support their child. We value transparency with all of our stakeholders and understand how important effective and timely communication is to achieving excellence. Our school believes in the power of strong collegial partnerships with other schools (ie Nerang Alliance) and appreciates the importance of sharing best practices and processes for our students.

Consistent Curriculum Programs and Pedagogy

We recognise that highly effective teaching practices are the key to improving student learning throughout the school. Staff members are focused on embedding a coherent, sequenced plan for curriculum delivery that ensures all students achieve excellence through a consistent teaching and learning experience. Our teachers are committed to working closely together to ensure all curriculum units and assessments are implemented in a consistent manner. Student achievement is confirmed through a very robust process of moderation and feedback is provided to all students to assist them to improve. We believe students learn best when they can make connections from their prior learning and evidence of the use of a set of common terms or common language is used across the entire school.

High Quality Leadership

We believe each individual student displays unique strengths, interests and areas requiring growth. We value cultural difference and strive to implement curriculum offerings that promote the love of learning. The achievement of personalised learning requires a deep analysis of student capacity and a planned approach to achieve high expectations and success. Our staff members have a strong moral purpose to ensure the intended curriculum modifications and adjustments are aligned to the individual needs of our students. Teachers provide feedback to students on how to improve their work in a timely and responsive fashion. We strive to maximise learning for every student with particular attention being given to literacy and numeracy in our school through establishing a culture of high expectations and continual improvement.

Productive School and Community Partnerships

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Principal's Forward

Introduction

William Duncan State School entered the third year of its 2014-2016 Strategic Plan in 2016. Many of the school's innovative programs were reviewed and modifications made to ensure the school's policies, procedures and processes were tailored to the needs of our students. The table below provides a guide to each of the school's Priority Areas and each element within each of the Priority Areas that were reviewed in 2016.

Core Priority 1 <i>Personalised Learning</i>	Reviewed in 2016
Implement and promote the Centre of Musical Excellence.	✓
Designated Inclusive Support Teachers support a culture of collegial feedback and sharing in relation to best practice.	✓
Develop Individual Learning Plans for targeted students. Emphasis placed on the achievement of literacy and numeracy standards as well as supporting their social and emotional wellbeing.	✓
Embed processes that support the facilitation of individual student data analysis.	✓
Align and embed the Pedagogical Framework with the teaching of Numeracy Problem Solving.	✓
Support all class teachers to map and track students' progression against the PM, PATR and PATN Benchmarks. Teachers set attainable targets for each individual student and monitor their progress against the Progressive Assessment Test – Reading / Numeracy.	✓
Core Priority 2 <i>Consistent Curriculum Programs and Pedagogy</i>	Reviewed in 2016
Priority is given to the establishment and creation of collegial support networks that enhance curriculum and pedagogical consistency.	✓
Implement innovative curriculum programs (vertical timetables) to maximise learning across all year levels. Prior learning is valued and used to create a future pathway.	✓
Establish a rich and authentic feedback culture where all staff members align their professional practices with current research and student performance targets.	✓
Conduct collaborative planning sessions (1/2 day) per term to ensure whole year level consistency in curriculum planning, implementation, assessment and moderation.	✓
Collaboratively develop and implement Personalised Learning Plans for all students in Out of Home Care.	✓
Support teachers to implement a comprehensive numeracy diagnostic assessment process.	✓
Core Priority 3 <i>High Quality Leadership</i>	Reviewed in 2016
Establish and embed effective coaching and mentoring practices.	✓
The achievement of whole school, individual class and individual student learning targets form basis of curriculum leadership / implementation processes.	✓
Capability development of all school leaders in order to play a hands-on role in leading instruction, coaching and feedback is a school wide priority.	✓
Teachers implement a deeper understanding of quality differentiated teaching and learning practices through sharing best practice - by engaging in a variety of professional development (coaching, mentoring, peer observations and Watching Others Work).	✓
Focus on supporting and promoting student transition (ECEC through to secondary schooling).	✓
Core Priority 4 <i>Productive School and Community Partnerships</i>	Reviewed in 2016
Promote community confidence and pride in our school by showcasing outstanding student achievement in priority learning areas.	✓
Promote productive partnerships with our school community by continuing to implement 'Community in the Classrooms'.	✓
Conducting workshops for parents to assist them in supporting their child to achieve success in our priority areas (SSP).	✓
Consolidate the implementation of the Nerang Alliance Transitions.	✓

Future Outlook

During 2013 William Duncan State School completed a Quadrennial School Review. This review provided another opportunity for our school community to celebrate the achievements of our school. It also provided a renewed and shared ownership of our school's vision and strategic direction, our implementation priorities and performance measures / targets. The school's strategic roadmap for the past four years was founded upon four cornerstones – Personalised Learning, Consistent Programs and Pedagogy, Productive School and Community Partnerships and High Quality Leadership. The school community is proud of our achievements under each of these priority areas. Future priorities include:

Key School Priorities	
<ul style="list-style-type: none"> Improvement is sought in students' reading performance. Emphasis will be placed on implementing independent text questioning processes that support students to enhance their inferential and evaluative comprehension. Particular attention will be focused on increasing the number of students in the Upper Two Bands of NAPLAN and upper stanines within the Progressive Achievement Test – Reading. 	
<ul style="list-style-type: none"> Improvement is sought in students' numeracy performance. Emphasis will be placed on ensuring each and every student demonstrates a high level of proficiency in the school's Guaranteed and Viable Numeracy Curriculum. Particular attention will be focused on supporting teachers to develop a comprehensive assessment culture that is reflective of the P-12 Curriculum, Assessment and Reporting Framework. 	
<ul style="list-style-type: none"> Continued improvement is sought in students' writing performance. Emphasis will be placed on implementing the Big Write approach to the teaching or writing. Particular attention will be focused on improving our student's Vocabulary, Connectives, Openers and Punctuation (VCOP) through providing explicit and timely feedback to the students on their personal writing goals. 	
<ul style="list-style-type: none"> A differentiated approach to supporting teachers and learners will be embedded by the school's Inclusive Support Teachers (IST) and Head of Special Education. 	
<ul style="list-style-type: none"> Constructive pedagogical feedback processes will be consolidated by all school leaders collaboratively working alongside teachers to deliver a high quality curriculum that maximizes student performance 	
<ul style="list-style-type: none"> Develop and implement a distinctive localized response to the percentage of students who transition to school either 'at risk' or developmentally vulnerable. 	

Target

Increase the percentage of students achieving a 'B' or above on their end of Semester Report – English

Sem	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	<i>From</i>	<i>To</i>										
1	33%	40%	35%	35%	35%	30%	26%	35%	15%	30%	28%	25%
2	55%	45%	35%	45%	35%	40%	30%	45%	21%	40%	18%	35%

Increase the percentage of students achieving a "B" or above on their end of Semester Report – Math

Sem	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	<i>From</i>	<i>To</i>										
1	75%	45%	28%	45%	28%	35%	40%	45%	25%	30%	33%	35%
2	74%	50%	48%	50%	48%	40%	42%	55%	25%	40%	32%	45%

Increase the percentage of students 'on tack' in the Social Competence domain of the AEDC from 65.3% (2015 AEDC) to 90% (2018 AEDC)

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	541	257	284	25	93%
2015*	490	242	248	20	93%
2016	542	259	283	32	89%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

William Duncan State School offers a totally inclusive approach to learning for all students across the school. The school holds a strong view that the best intervention is prevention. Therefore staff work quickly to understand each student's individual strengths and identify areas that they may require additional assistance. Our parents place a high value on education and commit to supporting the school in its endeavours. William Duncan State School has a well organised and co-ordinated Special Education Program. This program supports a number of students with disabilities to achieve their Individual Education Plans. In addition to our diagnosed students, these dedicated teachers support all students. The performance of students with learning difficulties is closely monitored and supported through the school's Special Needs Committee.

The school demands high standards of student behaviour and wearing of the school uniform is compulsory. As a result of the many proactive strategies being implemented, the number of short term suspensions has been consistently declining in number.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	24	24
Year 4 – Year 7	28	27	26

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.



Curriculum Delivery

Our Approach to Curriculum Delivery

Our school's curriculum is founded upon the Key Learning Areas drawn from the National Curriculum profiles. The Key Learning Areas are English, Mathematics, Science, History, Geography, Languages Other Than English (Japanese), The Arts, Health & Physical Education and Technology.

Our school implements the objectives of the P-12 Curriculum, Assessment and Reporting Framework. This framework is Queensland's plan to lift the performance of every state school, students, teacher and principal. Teachers at William Duncan State School are well versed in tailoring their teaching and assessment practices to meet the unique needs of students.

William Duncan State School places a priority on delivering high quality teaching in the area of Reading, Writing and Numeracy (problem solving). Through implementing an Explicit Improvement Agenda that is focused on improving the teaching of reading, writing and problem solving, every child's literacy and numeracy performance in the school has improved significantly. The school has clear literacy and numeracy targets. Teachers use the school's internal tracking tools to ensure each and every child is on a journey of sustained improvement. Outstanding levels of academic achievement and improvement is evident in each class throughout the school. This explicit improvement agenda has resulted in William Duncan State School students achieving remarkable improvements in their reading, writing and numeracy (problem solving).

In 2016 William Duncan State School implemented a number of prevention and intervention programs that target academic, social and emotional needs of students. These programs include:

- Investing for Success Literacy and Numeracy Guarantee - students were supported to achieve a specific targets within a five week intervention program.
- A comprehensive Pre Prep Program was implemented for students who were transitioning into Prep in 2017. This program was tremendously successful in supporting all participating students (and their parents) to transition successfully into the school community.
- Class teachers were supported by Inclusive Support Teachers (IST). These ISTs assisted class teachers to align their literacy a numeracy programs to the needs of individual students within their class.
- The Special Education Program supervised by the Head of Special Education Services (HOSES) extended their expertise to include students who did not have an official verification of a disability. These officers also played a vital role in extending our students.
- Individual Education plans were devised to support Aboriginal or Torres Strait Islander students and their families to achieve Literacy and Numeracy goals.
- Prep/Year 1 Support-a-Talker program supervised by an IST and Speech Language Pathologist (using Teacher-Aides with individual and small groups of students) resulted in a significant reduction in the number of student who were at risk.

Co-curricular Activities

Centre of Musical Excellence (CME) Program

William Duncan State School has a proud history of Instrumental Music and Choir performances. In 2013 our school embarked on a journey that has seen our music department recognised by the Gold Coast City Council as one of the best primary school programs on the Gold Coast. Our school's Musical Excellence Program has built upon the well-established Instrumental Music

Program and Choir Program. Each year nominations are sought by the school to select students to participate in the highly regarded CME classes. Additional classes were added to the CME program in 2016 due to the success of this program. Students who have been selected in these programs enjoy being allocated additional classroom music time and opportunities to participate in additional excursions and performances.

Expanding these programs has resulted in participating students still receiving free tuition in brass, woodwind and percussion instruments. This strategic initiative has resulted in the Junior and Senior Bands playing at assemblies, special functions and showcase events. Performance experience is a valuable component of the music program and was encouraged within school, Eisteddfods and within the community as part of Education Week. In addition to these achievements, many of our students have had the opportunity to participate in our school Choir. This choir conducted a number of community performances throughout 2016. The choir regularly performs for older members of our community at their retirement villages or nursing homes.

Our school community acknowledges and thanks the following staff members for their dedication to our school's Centre of Musical Excellence program in 2016:

- Senior Strings Ensemble – Miss Kathryn Martin
- Senior Band – Mr Andrew Denning
- Junior Band - Mr Andrew Denning
- Year 3 Strings –Miss Kathryn Martin
- Stage Band - Mr Andrew Denning / Mrs Melissa Cole
- Year 3 CME Teacher – Mr Nigel Blackmore
- Year 4 CME Teacher – Mr Linda Visser
- Year 5 CME Teacher – Mrs Jan Webster
- Year 6 CME Teacher – Mrs Maeve Halloran

We sincerely thank these very dedicated and hardworking teachers for their commitment to our school. The skills that our students mastered will stay with them for a lifetime.

Physical Education and Sports

In addition to Physical Education lessons each week for all students, our school offered Athletics, Cross Country and Junior Tablets along with a Year 5 to 6 Interschool Sport and Home Sport program. Our students are very competitive and often feature in the winter and summer Oceanic Zone Finals.

During the final few weeks of Term 4 each year our junior students (Prep – Year 3) are provided the opportunity to participate in a formal water safety program. This program is conducted by highly trained and skilled swimming instructors. This program has been very well received by our school community and participation rates are always above 90%.

Gifted & Talented

In 2016 William Duncan State School students had the opportunity to participate in a number of gifted and talented initiatives including: chess, Nerang State High School Enrichment and Tournament of the Minds, Junior Comets, Nerang Alliance Speaking Out Competition and Nerang RSL ANZAC Day Commemoration Project. A committee of teachers work very hard each year to develop and support a range of initiatives designed to assist students maximize their abilities.

In addition to these programs the following extra-curricular activities were celebrated during 2016:

- Academic competitions conducted by the University of NSW
- Excursions based on classroom programs
- Year 6 excursion to Sydney/Canberra
- Book Fair and Book Parade
- Principal's Reading Challenge

- Enrichment days at Nerang State High School and other local State High Schools
- Science Expo
- Arts Council performances
- Indigenous activities and excursions
- Under 8's Day
- NAIDOC Week activities
- Student Council

How Information and Communication Technologies are used to Assist Learning

During 2016 in excess of \$58,000 was expended on providing an innovative and high quality technology curriculum for our students. This expenditure has continued to improve the educational outcomes for students by enabling improved learning through the integration of ICTs into the curriculum. Computers and other ICTs are viewed as valuable tools that engender interest, enthusiasm and a willingness to explore new ways of learning as well as giving students valuable skills and knowledge necessary to be involved in 21st century learning. In 2016, all children from Prep to Year 6 engaged in classroom activities that utilise Information Communication Technologies (ICTs).

2016 saw a significant investment in ICT infrastructure to our school community. During Semester 1 of the 2016 school year, wireless technology was installed in all general learning areas. This investment commenced a new phase of learning at William Duncan State School. Students are now interacting in innovative and engaging 21 Century Learning opportunities.

This investment supported the award winning William Duncan Television (WDTV) initiative. WDTV first aired in 2016. Students interested in film and technology were provided the opportunity to work alongside Mr Clements and script, film edit and produce the weekly newsletter as an audio visual news report. This television program proudly uploaded each week to the school's website for all parents and students to view.

In 2017 William Duncan State School Year 5 and Year 6 students will be engaged in an hour long Science, Technology, Engineering and Mathematical (STEM) lessons each week. During these lessons students will have the opportunity extend their understanding and application of technology and coding. We thank Mr Clements for his leadership of this program area.

Social Climate

Overview

William Duncan State School's processes for managing and supporting student behaviour is constantly reviewed to ensure it is aligned to our school community's expectations. Our comprehensive school Responsible Behaviour Plan is well implemented by all of our school staff. At William Duncan State School we believe that children are responsible for their learning and behaviour. We also believe that children have the right to be safe and have the right to learn in an environment free from distractions. Children are encouraged to make appropriate choices to behave in a way that will allow other children to learn, teachers to teach and all in the school community to be safe. In cases where children do not act responsibly, they give up their right to be part of the class or to be part of the playground group. In most cases, as part of the learning process, children remember their responsibilities with simple rule reminders.

All of our staff members are personally responsible for supporting students to make appropriate behaviour choices. Through employing best practice teaching approaches and being positive with children at all times students are encouraged to make the 'right choice'. Where children choose to demonstrate poor behaviour, they work through a series of steps including rule reminders, the offering of choices, in-room isolation, out of room isolation, parent conference leading to

withdrawal from class and finally suspension. Naturally, a great deal of effort goes into giving children strategies to help with their choice-making along the way.

Further, we teach children to be assertive in appropriate situations to help them to stand up to various peer pressures.

These processes exist so that we can be proud of children taking their responsibilities in developing the strategies to act responsibly in a democratic society.

Our rules are:

FAIR COMMUNICATION	Raise your hand and wait to be called upon before commenting, or asking, or answering a question
FAIR LANGUAGE	Swearing, name calling, put-downs, teasing etc. are not allowed
FAIR PROPERTY	All property, school and personal, is to be used and cared for properly
FAIR TREATMENT	Keep hands, feet, objects to yourself
FAIR DIRECTIONS	Follow all reasonable directions the first time they are given
FAIR LEARNING and PLAY	All will engage in behaviours that allow children to learn and play and teachers to teach
FAIR and SAFE MOVEMENT	Move about the school in a safe manner
SUN SAFE	Wear a hat at all times when in the sun

All members of the William Duncan State School staff value the contributions of parents. We firmly believe that by working in partnership with each student's parents we will promote success and achievement. At times it is necessary for students, families and our staff members to access additional support. Our school is supported by a Guidance Officer on a five day per fortnight roster. Our school values and promotes strong partnerships with external agencies. Some of these agencies include:

- KALWUN – local indigenous support agency
- Department of Communities Child Safety and Disability
- Bravehearts
- Nerang Early Years Network Neighbourhood
- Early Years Centre Nerang
- Nerang Neighbourhood Centre
- Queensland Police Service
- Evolve
- Act4Kids
- Queensland Health
- Benevolent Society

In 2016 we continued to implement the 'You Can Do It' program. This program focuses on the development of young people's social and emotional capabilities to encourage social and academic success, including:

- Confidence (academic, social)
- Persistence

- Organisation
- Getting Along
- Resilience.

Students who attend William Duncan State School appreciate the multiple opportunities they have to be acknowledged for how they contribute to strengthening our school community. In 2016 more than 98% of students agreed that they were receiving a good education at our school. Creating a positive school culture is vital to improving student outcomes. We believe that success breeds success – who could argue with 100% of students agreeing that William Duncan State School is a good school (2016 Student Opinion Survey).

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	86%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	96%	91%
their child feels safe at this school* (S2002)	71%	96%	96%
their child's learning needs are being met at this school* (S2003)	86%	96%	91%
their child is making good progress at this school* (S2004)	86%	96%	96%
teachers at this school expect their child to do his or her best* (S2005)	86%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	71%	92%	96%
teachers at this school motivate their child to learn* (S2007)	71%	92%	91%
teachers at this school treat students fairly* (S2008)	86%	85%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	96%
this school works with them to support their child's learning* (S2010)	86%	100%	96%
this school takes parents' opinions seriously* (S2011)	67%	83%	96%
student behaviour is well managed at this school* (S2012)	86%	92%	91%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	96%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	92%	98%
they like being at their school* (S2036)	92%	97%	97%
they feel safe at their school* (S2037)	95%	94%	96%
their teachers motivate them to learn* (S2038)	93%	96%	93%
their teachers expect them to do their best* (S2039)	96%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	90%	94%
teachers treat students fairly at their school* (S2041)	84%	86%	80%
they can talk to their teachers about their concerns* (S2042)	82%	85%	81%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their school takes students' opinions seriously* (S2043)	85%	86%	79%
student behaviour is well managed at their school* (S2044)	79%	79%	83%
their school looks for ways to improve* (S2045)	92%	97%	93%
their school is well maintained* (S2046)	94%	93%	94%
their school gives them opportunities to do interesting things* (S2047)	95%	95%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	86%	98%	95%
they feel that their school is a safe place in which to work (S2070)	93%	98%	95%
they receive useful feedback about their work at their school (S2071)	71%	93%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	98%
student behaviour is well managed at their school (S2074)	93%	97%	98%
staff are well supported at their school (S2075)	79%	90%	90%
their school takes staff opinions seriously (S2076)	77%	92%	88%
their school looks for ways to improve (S2077)	93%	100%	98%
their school is well maintained (S2078)	79%	93%	90%
their school gives them opportunities to do interesting things (S2079)	79%	95%	93%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

William Duncan State School staff members were delighted that the high level of satisfaction in our school continued to be acknowledged by our students and community in 2016. Parent satisfaction in our school provided valuable feedback to our school's leadership team. Discussions and actions to arrest those areas of the school's opinion survey that had not been as positive as previous years are being implemented during 2017. We are extremely proud that our school remains above state and like school averages in many of the performance measures. The data above recognises the enthusiasm and commitment all of our staff members display to supporting each individual student in our school. This is a wonderful acknowledgement of our gains and achievements.

Teachers at William Duncan State School recognise the role parents and extended family members play in each individual student achieving excellence. The 2016 School Opinion Surveys have indicated that 100% of parents/caregivers are satisfied that the school looks for ways to improve. In addition, 100% of parents/caregivers stated that William Duncan State School is a good school. Teachers strive to communicate with parents as soon as the need arises. It is our view that early communication is vital to achieving success.

Our teachers appreciate parents contacting them directly to address concerns or perceptions. Building and maintaining positive partnerships is a corner-stone of our school's 2013- 2016



Strategic plan. To commence this process each year the school conducts an open night for parents. The purpose of this evening is to provide parents the opportunity to meet new teachers and familiarise themselves with their child's teacher's expectations and class routines. Each term, parents are invited to attend their child's class to celebrate their learning and achievements as part of our *Community in the Classroom* initiative. This initiative has been extremely positive for not only our parents but more importantly for our students. For many of our students this is their opportunity to showcase to their parents the excellent work they have been completing on a daily basis. We are very proud of our students' achievements!

Formal written reports were provided to parents at the end of each semester. All parents were provided with an extensive written report that outlined each individual student's achievements and possible areas that they could continue to improve. To further assist parents to understand how their child was progressing against other students in the year level special achievement graphs were placed within each report. These graphs helped parents to conceptualise their child's performance against other students within the cohort. In 2016 our school continued to issue these reports as a hard copy.

In addition to this formal written report, parents were invited to participate in a formal parent / teacher interview process. This process occurred at the end of Term 1 and the end of Term 3. It was our pleasure to meet with parents at any time throughout the year to recognise and celebrate student achievement and performance.

Respectful relationships programs

Parents and friends are welcome to attend our weekly school assembly every Tuesday at 9am. News, award presentations and entertainment items are regular features during this parade. Our weekly assembly is a wonderful way to showcase individual members of our school community. On a number of occasions our school has been recognised for the outstanding way in which our students conduct themselves during this weekly celebration.

Our school strongly encourages and embraces parents and friends who express an interest in volunteering in classrooms or the school in general. Many parents assist with class reading, math, computers or art to name but a few. Parents and community members often assist with special talks to students regarding their occupation or particular interests or skills. We take this opportunity to thank the many parents who dedicate time assisting us to achieve our school's vision – A United School of Excellence.

We commit to providing parents with information on how they can support their child to achieve excellence. During 2016 our school's Inclusive Support Teachers conducted a number of workshops for parents including: Support-a-Reader; How to Assist Emerging Readers; Speech Sounds Pics and numeracy problem solving. We are always investigating opportunities to host workshops for our parents.

Through the efforts of our dedicated and committed Parents' and Citizens' Association our school has established very positive partnerships with wider Highland Park community. This very supportive association convenes its monthly meetings on the third Monday of each month at 3:15pm in our Learning Innovation Centre. The meetings provide a forum for discussion of educational issues as well as a vehicle for dealing with many matters affecting our school. This association plays a significant role in the decision making processes within the school. This very supportive association performs many roles within our school to enhance the quality education for all of our students. All parents are welcome and are encouraged to attend the meetings.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	22	52	46
Long Suspensions – 6 to 20 days	2	0	2
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The data below is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Staff members and students at William Duncan State School recognise our global responsibility to reduce our environmental footprint. A considerable amount of work has been invested into reducing our effect of the environment. Through effective management of all of our resources we aim to continue to reduce any negative impact on our environment. We are pleased that our Environmental Footprint Indicators (electricity) depict a decrease from the 2014 – 2015 school year, however more needs to be done in this area of our school's operations.

A formal Environmental Committee was founded in 2014. Lead by a very passionate and experienced teacher this committee has certainly influenced the behaviours of our students but more importantly the Gold Coast community. Eco- Warriors present awards on parade each week encourage students to recycle and re-use their rubbish. Aluminium cans are collected and recycled. All profits from the committee are allocated for environmental enhancements across the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	214,761	0
2014-2015	135,052	3,270
2015-2016	127,414	2,972

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

Find a school

Sector:

Government

Non-government

Where it states ‘**School name**’, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school’s *profile* webpage.

School financial information is available by selecting ‘**School finances**’ in the menu box in the top left corner of the school’s profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	42	21	<5
Full-time Equivalents	37	15	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	1
Bachelor degree	33



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Diploma	3
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$10,500

The major professional development initiatives are as follows:

The major professional development initiatives implemented during 2016 were as follows:

- ACARA – Australian Curriculum
- Writing – Big Write
- Numeracy – Problem Solving
- Quality School’s Inclusive Leaders Project - Differentiation
- Speech Sounds Pics (Early Literacy)
- Curriculum Differentiation
- First Aid/CPR
- Problem Solving in Maths

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

During 2016 the staff members of William Duncan State School undertook a number of very proactive measures to improve student attendance levels. These included providing assembly



awards, Subway vouchers, communicating the positive benefits of attending school on time every day and providing individual family assistance. This work will continue to be implemented and enhanced in 2017 by the use of an attendance System – IDAttend. This system will assist the school to inform parents of student absences and allow parents to quickly and easily inform the school of the reason why their child is absent from school.

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	89%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

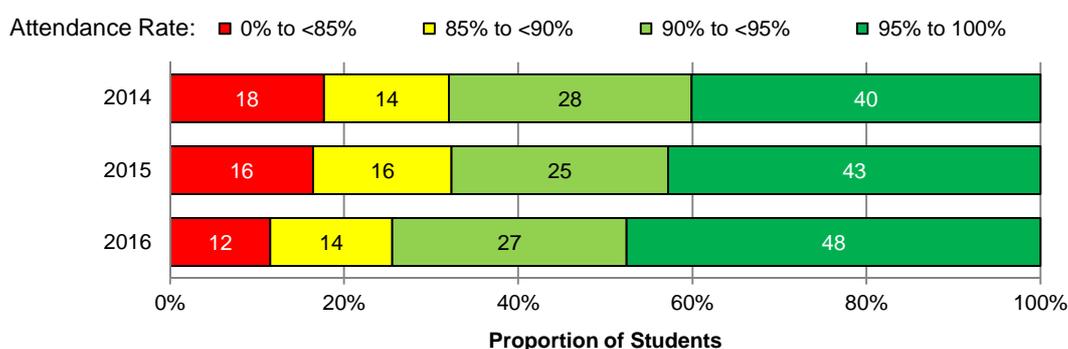
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	92%	90%	94%	91%	92%	92%	90%					
2015	92%	89%	91%	92%	93%	91%	92%						
2016	94%	93%	91%	92%	92%	91%	93%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At William Duncan State School class rolls are marked twice daily and recorded weekly on the School Management System. Parents are required to phone, send a note or email to the school

advising of the reason for the absence, otherwise the absence is entered in the system as an 'unexplained absence'. Unexplained absences of 3 days are followed up by administration.

Patterns of absenteeism or unexplained absences are followed up by the school in the first instance through informal contact with the carer. Continued attendance concerns are closely monitored and addressed formally with the carer required to meet with the Principal.

Reminders are included in school Newsletters on occasions to encourage parents to endorse an Every Day Counts philosophy to school attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.