Background:
William Duncan SS is located in the Gold Coast hinterland and predominately services the community of Highland Park. The school opened in 1987 with 186 children in Years 1 - 7 and currently has an enrolment of around 582 students form Prep - 7, including a highly successful Special Education Program (SEP) which caters for 35 students. The school aims for a balance of academic, sporting and cultural excellence. William Duncan SS is a very inclusive school and opportunities are extended to all children to take part in extra-curricular, academic and cultural activities.

Commendations:
• The leadership team has framed a clear improvement agenda through the development of a focus on reading, which is informed by data and is built around a five week cycle of planning and reflection.
• Leadership team members have transformed the way teachers work in terms of shared responsibility, collaborative planning and reflection on student learning through the introduction of Curriculum CAFÉ meetings in school time and a more focused approached to year level planning. This is made possible through the utilisation of teacher non-contact time and creative timetabling.
• High levels of trust and confidence have been established in terms of the school improvement change process with staff and community members. This is largely due to stability in the leadership team after many years of change. The current leadership philosophy of embedding reforms before moving on is highly supported.
• A strong collegial and community culture has been established which provides a sound platform for ongoing school improvement reforms.
• The substantive Deputy Principal and teaching staff members are to be commended on their commitment to maintaining high expectations in terms of student learning, behaviour and learning engagement during a period where the school experienced seven changes of Principal in seven years.

Affirmations:
• High quality support is provided by the SEP staff and is highly valued by teachers.
• The training and development of teacher aides is seen as critical to the school's improvement agenda.
• Teachers have taken on significant leadership responsibilities outside of the classroom through a review of Senior Teacher roles.
• Since the previous Teaching and Learning Audit, there has been improvement in a number of the domains especially in An Explicit Improvement Agenda and Differentiated Classroom Learning.

Recommendations:
• Continue the work with the new pedagogical framework to inform the school’s position on the kinds of research based teaching practices across the school to drive student improvement.
• Embed school wide teaching practices and intervention processes in relation to the reading agenda and move to other key learning areas (KLA) areas over time. Document the kinds of school wide, evidenced based teaching practices at William Duncan Primary School.
• Continue to build teachers’ capacity to improve classroom teaching by developing more sophisticated data literacy skills and teachers’ ability to take action and monitor the progress of students.
• Plan and develop whole school strategies that provide feedback to teachers on their classroom practices, which is supported by modelling and peer coaching.
• Continue to develop teacher strategies to clarify learning intent and provide timely feedback to students to guide their learning.
• Review whole school curriculum plans in all KLA, so that the school has a coherent, sequenced plan for curriculum delivery across all year levels.
• Continue to develop a whole school professional learning plan, which addresses the strengths and weaknesses in the school wide team and aligns with identified strategic directions.
• Ensure the consistency of delivery of the enacted curriculum, in order to improve horizontal and vertical alignment throughout the school.