William Duncan State School

STRATEGIC PLAN 2014 - 2017

A UNITED SCHOOL OF EXCELLENCE
School Profile

William Duncan State School has a proud history of serving the community of Highland Park on the Gold Coast since 1987. As a co-educational school of around 600 students from Prep to Year 7 we aim for a balance of academic, cultural and sporting achievement whilst maintaining high expectations for student behaviour and appearance. Our school offers an inclusive approach to learning, supporting the needs of students with disabilities through our Special Education Program as well as monitoring and supporting the needs of all students through our Special Needs Committee. William Duncan State School students are fortunate to be immersed in specialised classroom musical lessons. These lessons develop our students’ singing, playing, writing and performance competencies. Our school organises a curriculum based on eight key learning areas which are drawn from the national curriculum profiles. Our expansive facilities include tennis and basketball courts, a hall, two sporting ovals, two computer laboratories, an exercise circuit and interactive whiteboards in all teaching spaces and an extremely well-resourced library. Extra-curricular offerings include instrumental music and choir programs, interschool sport, gifted and talented enrichment, school camps and numerous other cultural and academic enrichment opportunities.

Purpose

Provide high quality teaching every minute of every day in every classroom to inspire students to be:

- Confident and creative individuals
- Active and informed citizens
- Critical and creative thinkers
- Confident individuals who resolve challenging situations effectively
- Future leaders

Values

At William Duncan State School:

- We believe everyone has the right to learn
- We respect the right for all teachers to teach
- We honour traditions and celebrate diversity
- We promote creativity and innovation
- We encourage and celebrate excellence in all that we do
- We embrace partnerships and value the support of all stakeholders
Vision – A United School of Excellence

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 will 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 will be closely monitored by our workforce and leadership team. The establishment of measureable individual literacy and numeracy targets for each individual student will help advance this core component of our future success. These targets will be shared with parents in a quest to further promote our students’ achievements.

Our school’s hugely successful music program will be extended to establish 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 creation 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 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
We believe learning is developmental and that aspirational student goal setting is fundamental to individual student success. Implementing quality leadership promotes positive student learning outcomes by ensuring learning takes top priority every day in every classroom for every student. We encourage our students to take learning risks to generate success. We acknowledge that leadership is everyone’s business. By everyone taking personal accountability for curriculum leadership, students will be engaged in an innovative and personalised learning approach. At William Duncan State School we have a strong belief that learning is a lifelong process. We are committed to implementing strong and focused leadership that supports all members of our school community to develop a culture of continuous improvement and success.

William Duncan State School reinforces the high standard that our community sets. Our school has a proud tradition of supporting each and every student to achieve their full potential by building upon the foundations that our students’ parents have laid. Our school supports and challenges students to achieve excellence in all that they do.
**What is High Quality Leadership?**

We believe:
- Learning is developmental and a lifelong process.
- Implementing quality leadership promotes positive student learning outcomes.
- Leadership is everyone’s business.
- In personal accountability for curriculum leadership, innovative and professional learning.
- Curriculum programs are enhanced through highly effective curriculum teams.
- Quality feedback improves performance at all levels of our organisation.

We encourage:
- Students to take learning risks to generate success.
- Students developing a sense of pride in their achievements.
- A culture of continuous improvement and success.
- Self-Reflective professional learning.

**What is Personalised Learning?**

We respect:
- Each individual student’s unique strengths, interests, cultural difference and areas requiring growth.
- Implementing curriculum offerings that promote the love of learning.

The achievement of personalised learning requires:
- A deep analysis of student capacity.
- Aspirational student goal setting is fundamental to individual student success.
- A planned approach to achieve high expectations.

Our staff members display:
- A strong moral purpose to modify our teaching to the individual needs of our students.
- A strong commitment to providing quality feedback to students on how to improve their work.
- A relentless focus on attaining literacy and numeracy excellence.

**What is Productive School and Community Partnerships?**

We formally acknowledge our students’ parents as:
- First teachers and understand how important each parent is to the learning process.
- 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.
- Understand how important effective and timely communication is to achieving excellence.
- Believe in the power of strong collegial partnerships with other schools (ie Nerang Alliance).
- Share best practices and processes that enhance our students’ learning.

**What is a Consistent Curriculum?**

We recognise:
- Students learn best when they can make connections from their prior learning.
- Highly effective teaching practices are the key to improving student learning throughout the school.
- Excellence is achieved through a coherent and sequenced curriculum plan and consistent high quality learning experiences.
- All aspects of our curriculum implementation displays close alignment to the William Duncan SS Pedagogical Framework.
- The importance of providing quality feedback to students and teachers through implementing robust processes for curriculum moderation.
- The value in implementing common terms or common language across the entire school.
Vision for 2017

- All members of our school community embrace the mantra “A United School of Excellence”
- Our school will be recognised by our community for the outstanding achievements of our staff and student
- Students will feel supported to achieve their individual Literacy and Numeracy Targets through partnerships between our teaching team and their parents.
- Parents will be well informed on ways to assist their children to achieve their personalised learning goals
- Student achievement will be celebrated
- The Centre for Musical Excellence will provide opportunities for students to learn and showcase their multiple talents
- Learning will be founded upon understanding each learner and appreciating cultural difference
- A culture of professional learning will exist where school leaders learn alongside teachers in the quest to devise, implement and review the teaching and learning cycle
- A culture of student support, intervention and extension will be based on authentic data and a personal commitment to doing whatever it takes to achieve excellence
- School wide, evidenced based teaching practices will engage students and inspire creative and critical thinking.
- Quality feedback processes will be evident in every classroom, supporting every student to achieve excellence
- A collegial culture will support the review of individual staff members’ performance
- Our Pedagogical Framework will inform all teaching practices and drive student improvement and achievement.
- Students will seamlessly transition through all phases of learning
- Strong community networks and partnerships will bridge the distance between the classroom and home environments
- An unrelenting focus on school improvement is evident in every classroom with teaching excellence being at its centre
## PERSONALISED LEARNING

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Performance Indicator</th>
<th>2014</th>
<th>2015</th>
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</table>
| Implement and promote the Academic Excellence Program                      | 100% of students have individual Literacy and Numeracy targets / goals  
Whole school systems (data wall and OneSchool Class Dashboard) are used to personalise learning in other aspects of Literacy and Numeracy | Beg  | Imp  | Con  | Rev  |
| Implement and promote the Centre of Musical Excellence                     | Enrichment Activities (Camps, Workshops, Competitions and Performances conducted Specialised Ensemble offerings (Stage Band, Chamber Strings and Orchestra) | Beg  | Imp  | Con  | Rev  |
| Whole school data collection processes are used to:                        | Improved literacy, numeracy and science performance  
Individual performance targets are collaboratively established with each students and feedback provided to validate achievement  
Every class documents, implements 5 week cycles of intervention / extension and collects evidence to validate achieve  
Percentage of individual students achieving their personal targets each term | Imp  | Con  | Rev  |
| Differentiation is a priority of the school and ensures every student is engaged and learning successfully (eg, accelerated programs and specific support) | Student performance in literacy, numeracy and science NAPLAN relative gain achieved for all students Prep – 7  
100% of all eligible students are above the national minimum standard | Imp  | Con  | Rev  |
| Capacity and capability development for all staff on personalising learning for each student is critical to embedding whole school practices and pedagogy | 40% of professional development budget allocated to the effective implementation of quality differentiation  
Professional development supports data captured systems (OneSchool) | Imp  | Con  | Rev  |
| Ongoing professional development to identify and implement effective feedback loops to students | 100% of students satisfied that their teacher takes an interest in their learning (SOS)  
100% of students satisfied with what their teacher tell them | Imp  | Con  | Rev  |
### PERSONALISED LEARNING

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<tr>
<td>Every teacher to provide explicit feedback to enable students to progress from a ‘B’ to an ‘A’ grade.</td>
<td>Measure of student improvement (following cluster moderation)</td>
<td>Beg</td>
<td>Imp</td>
<td>Con</td>
<td>Rev</td>
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## CONSISTENT CURRICULUM PROGRAMS AND PEDAGOGY

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<tr>
<td>Implement and promote the Academic Excellence Program</td>
<td>100% of teachers establishing individual Literacy and Numeracy Targets</td>
<td>Beg</td>
<td>Imp</td>
<td>Con</td>
<td>Rev</td>
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<td>100% of parents surveyed satisfied about the quality of feedback provided regarding their child’s progress</td>
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<td>Implement and promote the Centre of Musical Excellence</td>
<td>Identification of future participants in the Centre of Musical Excellence processes established</td>
<td>Beg</td>
<td>Imp</td>
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<td></td>
<td>Identify and implement the WDSS Best Practice Strategies for Music</td>
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<td>Evidence of the new Instrumental Music Curricular support student achievement</td>
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<td>Embed a consistent approach to the delivery of the enacted curriculum across all year levels so that there is continuity and progression of learning (horizontal and vertical alignment) throughout the school and home (eg Homework Policy)</td>
<td>Increase in the percentage of students in the Top Two Bands of NAPLAN</td>
<td>Beg</td>
<td>Imp</td>
<td>Con</td>
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<td>Increase in percentage of students who achieve age appropriate levels in the school’s Progressive Achievement test data (Math, Reading and Science)</td>
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<td>Establish and regularly review the alignment between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations and enhancing our students’ digital capabilities</td>
<td>Student learning outcomes in literacy, numeracy and science are enhanced through the alignment of the school’s Pedagogical Framework</td>
<td>Imp</td>
<td>Con</td>
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<td>Teachers using a common meta-language during professional conversations, direct instruction and feedback to students</td>
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<td>Curriculum planning and delivery provides multiple opportunities for students to demonstrate their knowledge and skills</td>
<td>Improved student achievement rates in Literacy, Numeracy and Science validated through multiple opportunities</td>
<td>Imp</td>
<td>Con</td>
<td>Rev</td>
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<td>Priority is given to the establishment and creation of collegial support networks that enhance curriculum and pedagogical consistency.</td>
<td>All students are engaged in high quality teaching practices that are characterized by collaborative and collegial processes</td>
<td>Imp</td>
<td>Con</td>
<td>Rev</td>
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<tr>
<td>Implement the WOW (Watching Others Work) program to build and reinforce quality teaching practices across the school</td>
<td>100% of staff satisfied that they receive helpful feedback to do their job well</td>
<td>Beg</td>
<td>Imp</td>
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<td></td>
<td>100% of students satisfied that….. Their teacher challenges them to think?</td>
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<td>Implement innovative curriculum programs (vertical timetables) to maximise learning across all year levels. Prior learning is valued and used to create a future pathway</td>
<td>Consistent curriculum program implemented that supports all students to achieve success Innovative curriculum programs enhance literacy, numeracy, science and student leadership</td>
<td>Beg</td>
<td>Imp</td>
<td>Con</td>
<td>Rev</td>
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<tr>
<td>Establish a rich and authentic feedback culture where all staff members align their professional practices with current research and student performance targets</td>
<td>100% of students satisfied with the quality of feedback their teacher provides to them 100% of students satisfied that their teachers provide me with useful feedback about my school work</td>
<td>Beg</td>
<td>Imp</td>
<td>Con</td>
<td>Rev</td>
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<tr>
<td>Align expenditure and purchasing of resources to the achievement of the School’s Explicit Improvement Agenda</td>
<td>Expenditure aligned to Explicit School Improvement Agenda</td>
<td>Imp</td>
<td>Con</td>
<td>Rev</td>
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<tr>
<td>Utilise the advances in ICT data capture systems to support teachers to achieve a greater level of consistency</td>
<td>Improved data capture systems are being used to personalise learning for each student.</td>
<td>Imp</td>
<td>Con</td>
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<tr>
<td>Build assessment capacity through cluster moderation and planning sessions</td>
<td>Student learning outcomes are measurably enhanced through implementing a rigorous cluster moderation process</td>
<td>Imp</td>
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<tr>
<td>Implement and promote the Academic Excellence Program</td>
<td>100% of leaders undertake professional development in curriculum leadership&lt;br&gt;100% of leaders engage with teaching teams and provide rich and authentic feedback to teachers on their teaching&lt;br&gt;100% of Program Managers engage in specific professional learning and provide pedagogical support / expertise to wider staff</td>
<td>Beg</td>
<td>Imp</td>
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<tr>
<td>Implement and promote the Centre of Musical Excellence</td>
<td>Music Captains support the implementation of the Centre of Musical Excellence&lt;br&gt;A whole school approach to the teaching of music and use of the Centre of Musical Excellence is established&lt;br&gt;A shared responsibility to achieving musical excellence is evident throughout the school and wider community</td>
<td>Beg</td>
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<tr>
<td>The achievement of whole school, individual class and individual student learning targets form basis of curriculum leadership / implementation processes</td>
<td>Teachers take responsibility for the changes in their practice to achieve individual student targets and school systemic targets</td>
<td>Beg</td>
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<tr>
<td>Focus on enhancing instructional leadership skills associated with coaching and feedback within the school’s leadership team</td>
<td>100% of school leaders undertake processes to obtain feedback from the school community&lt;br&gt;100% of school leader’s Developing Performance Plans align to effective coaching and mentoring.</td>
<td>Beg</td>
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<tr>
<td>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</td>
<td>100% of leaders demonstrate instructional curriculum leadership&lt;br&gt;Improved student achievement through instructional leadership&lt;br&gt;School leaders spend time working with teachers to improve their teaching practices&lt;br&gt;Quality feedback processes are evident and timetabled</td>
<td>Beg</td>
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## HIGH QUALITY LEADERSHIP

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<tr>
<td>Embed processes where staff regularly discuss their teaching with school leaders (Curriculum Café sessions)</td>
<td>Consistent and High quality teaching and learning evident in every classroom for every student.</td>
<td>Imp</td>
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<tr>
<td>Implementing a mentoring /coaching model is a school wide priority. A culture of collegial feedback and sharing in relation to student achievement in literacy and numeracy is highly desirable</td>
<td>Student performance in literacy, numeracy and science NAPLAN relative gain achieved for all students Prep – 7 100% of all eligible students are above the national minimum standard 100% of staff satisfied that they receive helpful feedback on work in this school</td>
<td>Beg</td>
<td>Imp</td>
<td>Con</td>
<td>Rev</td>
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<tr>
<td>Align school officers’ roles and responsibilities with the school’s Explicit School Improvement Agenda</td>
<td>Roles and responsibilities reviewed and used to inform each individual officers’ Professional Development Plans</td>
<td>Imp</td>
<td>Con</td>
<td>Rev</td>
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<tr>
<td>Whole school professional learning is a priority. Develop a professional development plan, which addresses the strengths and weaknesses of the school’s teaching team. Ensure this plan aligns with improving core systemic and school priorities.</td>
<td>Whole School Professional Learning plan established, implemented and reviewed</td>
<td>Beg</td>
<td>Imp</td>
<td>Con</td>
<td>Rev</td>
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<tr>
<td>Broaden opportunities for students to develop leadership skills to further advance our school’s inclusive culture</td>
<td>Increase in the number of student leaders who are not in their final year of primary school education Outcomes achieved through the Student Council</td>
<td>Imp</td>
<td>Con</td>
<td>Rev</td>
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<tr>
<td>Focus on supporting yr. 6 students to effectively transition in primary leadership roles</td>
<td>Year 6 students demonstrating effective leadership roles within William Duncan State School</td>
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<tr>
<td>Implement and promote the Academic Excellence Program</td>
<td>100% of parents receive information on the attainment of Literacy and numeracy targets / goals Innovative strategies implemented to promote student learning to parents and broader community</td>
<td>Beg</td>
<td>Imp</td>
<td>Con</td>
<td>Rev</td>
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<tr>
<td>Implement and promote the Centre of Musical Excellence</td>
<td>Centre of Musical Excellence Program provides multiple opportunities for students to showcase their skills with and beyond the school boundary Community sponsorship supports the implementation of the Centre of Musical Excellence Program Local expertise is accessed to provide additional learning opportunities for students Participation (student numbers) in the Centre of Musical Excellence to increase</td>
<td>Beg</td>
<td>Imp</td>
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<tr>
<td>Strengthen the Nerang Alliance cluster to establish a networked skilled workforce</td>
<td>100% of school workforce engaged in Nerang Alliance Cluster learning initiatives</td>
<td>Imp</td>
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<tr>
<td>Explore opportunities to establish partnerships with other State High School communities</td>
<td>New partnerships contribute to improving student transition outcomes Clear evidence that partnerships are having their intended impact.</td>
<td>Beg</td>
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<td>Con</td>
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<tr>
<td>Promote community confidence through establishing new ways to enhance communication between our school, our parents and our wider community.</td>
<td>100% of parents surveyed report that our school keeps parents well informed Improved student performance – measured against specific individualised targets.</td>
<td>Beg</td>
<td>Imp</td>
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<tr>
<td>Explore and evaluate new approaches to engage parents in contributing to all aspects of the school.</td>
<td>100% of parents acknowledge that our school encourages them to participate in school activities Increase in number of parents who attend parent curriculum workshops</td>
<td>Beg</td>
<td>Imp</td>
<td>Con</td>
<td>Rev</td>
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<tr>
<td>Identify and strengthen community partnerships to contribute to improved student achievement and/or wellbeing</td>
<td>100% of parents acknowledge this school has a strong sense of community. 100% of students are satisfied that they can speak to their teacher about their concerns</td>
<td>Beg</td>
<td>Imp</td>
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## PRODUCTIVE SCHOOL AND COMMUNITY PARTNERSHIPS

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<td>Collect evidence to evaluate whether partnerships are having their intended impact in improving outcomes for students</td>
<td>Evidence of a range of partnerships, each carefully planned and designed that contribute to the enhancement of positive student outcomes</td>
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<td>Evidence collected validates positive student learning outcomes</td>
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| Implement strategies to ensure these partnerships become an accepted part of the culture of the school community and partner organisations | 100% of staff are satisfied with the staff and community relationships in this school  
100% of parents satisfied that “our school has a strong sense of community”                                                                                       | Beg  | Imp  | Con  | Rev  |
| Devise and implement a four year School Facilities Enhancement Plan reflective of the annual Maintenance Assessment Report | 100% of staff satisfied with the school facilities in this school  
100% of students and parents are satisfied with how well the school is being maintained                                                                 | Beg  | Imp  | Con  | Rev  |
| Participate in the attainment of Australasian Schools Accreditation Agency (ASAA) – Schools To Excellence Program | ASAA – Schools to Excellence Program Accreditation                                                                                                         | Beg  | Imp  | Con  | Rev  |
| Focus on supporting Year 7 students to effectively transition into Junior Secondary | 100% of year 7 students have a Junior Secondary Transition Plan                                                                                               | Imp  | Con  | Rev  |      |
| Improve attendance of students at all phases on their learning | 95% or greater attendance rate  
100% explained absence rate                                                                                                                                         | Imp  | Con  | Rev  |      |
| Provide opportunities for parents, students and community members to offer feedback on maintaining our safe and disciplined learning environment | 100% of parents satisfied with how the school seeks their input into decision making  
100% of students feel safe attending our school  
Students, staff and parents understand the expectations of our school and how their behaviour contributes to enhancing our school community | Beg  | Imp  | Con  | Rev  |
Research underpinning teaching practice

- Dimensions of Teaching and Learning: Department of Education Training & Employment 2010
- Principles of Instruction: Barak Rosenshine 2012
- Gradual Release of Responsibility: Pearson & Gallagher 1993
- Inquiry Based Learning: University of Manchester 2012
- Personalising Education: Department of Education and Early Childhood 2007
- Fifth Discipline (Watching Others Work/Feedback Loops): Senge P. 2009
- Gardner’s Multiple Intelligences: Gardner H. 1991

Evidence Sources:

- Teacher assessment
- Student results
- Student portfolios
- PM Reading Results
- Progressive Achievement Tests Mathematics
- Progressive Achievement Tests Reading
- Progressive Achievement Tests Science
- PROBE
- NAPLAN
- 2013 Teaching & Learning Audit
- School Opinion Survey - students
- School Opinion Survey - parents
- School Opinion Survey - teachers
- Enrolment, attendance, continuity
- School disciplinary absences
- Class size
- Progression rates
- School ICT Index
- Principal’s 360° Feedback Process

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- Local Kindergartens
- Nerang State High School
- School Staff
- Pre-service Teachers
- Principal Education Officer School Improvement
- Assistant Regional Director