

William Duncan State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	114-136 Alexander Drive Highland Park 4211
Phone	(07) 5581 4888
Fax	(07) 5596 5947
Email	principal@williamduncanss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Mr Regan Gant

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 to 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.

The school’s academic 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. Our workforce and leadership team closely monitors improving the academic standard of every student in every classroom. This is enhanced through the delivery of key whole school programs including ‘Cold and Big Writes’, ‘Rigorous Reading’, ‘SSP’ and ‘Problem Solving’ and a focus on four key questions:

1. What is it we want our students to know?
2. How will we know if they have learnt it?
3. What will we do to support those who have not learnt it?
4. What will we do to support those that have learnt it?

This combined with the establishment of measurable individual literacy and numeracy targets for each individual student and timely and effective feedback will help advance this core component of our future success. These targets are shared with parents in a quest to further promote our students’ achievements.

Our school’s hugely successful music program has established a Centre for Musical Excellence. William Duncan State School has a very dynamic and highly successful CME program. These enthusiastic team members inspire students to master new skills and provide them with 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 continued development of The Centre for Musical Excellence Program.

Our highly regarded, dynamic school provides an inspiring, inclusive, 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 accomplishment and outstanding achievement. Our school vision of “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 our school community and partners in their children’s education. Our staff members appreciate opportunities to share individual learning goals for each student and welcome opportunities to provide parents with ways to best support their child. We value transparency with our stakeholders and understand how important effective and timely communication is to achieving excellence. We regularly celebrate the achievements of our school through many forums including assemblies, William Duncan TV, newsletters and Community in the Classroom. Our school believes in the power of strong collegial partnerships with other schools (i.e. Nerang Alliance),

Early Childhood Centres, and community stakeholders and appreciates the importance of sharing best practice 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 that all students achieve excellence through consistent teaching and learning experiences. Our teachers are committed to working collaboratively to ensure all curriculum units and assessment are implemented in a consistent manner and are aligned to the Australian Curriculum. Student achievement is confirmed through a robust process of moderation and timely feedback is provided to all students to assist them to improve. We believe students learn best when they make connections from their prior learning and there is a set of common terms or common language used across the entire school.

High Quality Leadership

We believe individual students display unique strengths, interests and areas requiring growth. We value cultural difference and strive to implement curriculum offerings that promote a 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 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. Through everyone taking personal accountability for curriculum leadership, students will engage 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 focussed 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 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.

School progress towards its goals in 2018

During 2017, William Duncan State School completed a School Review. In 2018, this review allowed 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 outlook

- All members of our school community embrace the vision of “A United School of Excellence” (Developing this theme as a common language).
- Our school is recognised for the outstanding achievements of our staff and students.
- Students **feel supported to** achieve their individual learning goals through partnerships between our teaching team and their parents.
- Parents are included in assisting their children to achieve their individual learning goals.
- Student achievement is celebrated.
- The Centre for Musical Excellence will continue to provide opportunities for students to learn and showcase their diverse talents.
- A culture of professional learning exists where school leaders learn alongside teaching staff in the quest to devise, implement and review the teaching and learning cycle.
- A culture of student support, intervention and extension is based upon authentic data and a personal commitment to doing whatever it takes to achieve excellence.
- School wide, evidence based teaching practices engage students and inspire creative, critical and innovative thinking.
- Quality feedback processes are evident in every classroom, supporting every student to achieve excellence.
- Students seamlessly transition through all phases of learning.
- Strong community networks and partnerships bridge the distance between the classroom and home environments.
- Implementation of our Pedagogical Framework informs all teaching practices and drives student learning and achievement.
- An unrelenting focus on school on school improvement (inclusive of Cycles of Inquiry and feedback to students and staff) is evident in every classroom.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	542	568	597
Girls	259	284	290
Boys	283	284	307
Indigenous	32	28	29
Enrolment continuity (Feb. – Nov.)	89%	91%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

William Duncan State School offers an 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 coordinated 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 are 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.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	24
Year 4 – Year 6	26	24	27

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

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 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 2018 William Duncan State School continued to implement a number of prevention and intervention programs that target academic, social and emotional needs of students. These programs include:

- A comprehensive Pre-Prep Program was implemented for students who were transitioning into Prep in 2018. This program was tremendously successful in supporting all participating students (and their parents) to transition successfully into the school community.
- Class teachers are supported by Inclusive Support Teachers (ISTs). These ISTs assisted class teachers to align their literacy and 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

In 2018, William Duncan State School students had the opportunity to participate in a number of gifted and talented initiatives including: Nerang State High School Enrichment, Junior Comets, Nerang Alliance Speaking Out Competition and Nerang RSL ANZAC Day Commemoration. 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 2018:

- 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 2018, school funds were 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 2018, all children from Prep to Year 6 engaged in classroom activities that utilise Information Communication Technologies (ICTs).

2018 saw a continued investment in ICT infrastructure to our school community. In the 2016 school year, wireless technology was installed in all general learning areas and 2018 we invested in improving the usage of ICTs in our learning spaces and the use of this wireless technology. This investment commenced a new phase of learning at William Duncan State School. Students are now interacting in innovative and engaging 21st 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 2018, William Duncan State School Year 5 and Year 6 students have been engaged in an hour-long Science, Technology, Engineering and Mathematical (STEM) lessons each week. During these lessons students have had the opportunity to 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. A Guidance Officer supports our school 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 2018, 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 2018 96% 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.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	95%
• their child likes being at this school* (S2001)	91%	100%	95%
• their child feels safe at this school* (S2002)	96%	100%	95%
• their child's learning needs are being met at this school* (S2003)	91%	98%	100%
• their child is making good progress at this school* (S2004)	96%	98%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	100%	95%
• teachers at this school motivate their child to learn* (S2007)	91%	98%	95%
• teachers at this school treat students fairly* (S2008)	91%	95%	100%
• they can talk to their child's teachers about their concerns* (S2009)	96%	100%	100%
• this school works with them to support their child's learning* (S2010)	96%	98%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school takes parents' opinions seriously* (S2011)	96%	98%	95%
• student behaviour is well managed at this school* (S2012)	91%	90%	91%
• this school looks for ways to improve* (S2013)	100%	100%	91%
• this school is well maintained* (S2014)	100%	95%	95%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	95%	96%
• they like being at their school* (S2036)	97%	89%	89%
• they feel safe at their school* (S2037)	96%	94%	91%
• their teachers motivate them to learn* (S2038)	93%	96%	92%
• their teachers expect them to do their best* (S2039)	97%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	95%	96%
• teachers treat students fairly at their school* (S2041)	80%	87%	88%
• they can talk to their teachers about their concerns* (S2042)	81%	86%	83%
• their school takes students' opinions seriously* (S2043)	79%	83%	83%
• student behaviour is well managed at their school* (S2044)	83%	77%	78%
• their school looks for ways to improve* (S2045)	93%	96%	96%
• their school is well maintained* (S2046)	94%	93%	95%
• their school gives them opportunities to do interesting things* (S2047)	93%	92%	92%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	95%	100%
• they feel that their school is a safe place in which to work (S2070)	95%	95%	100%
• they receive useful feedback about their work at their school (S2071)	90%	89%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	97%	96%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	98%	100%	100%
• student behaviour is well managed at their school (S2074)	98%	92%	89%
• staff are well supported at their school (S2075)	90%	91%	97%
• their school takes staff opinions seriously (S2076)	88%	91%	97%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	98%	100%	100%
• their school is well maintained (S2078)	90%	93%	100%
• their school gives them opportunities to do interesting things (S2079)	93%	92%	89%

* 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 2018. 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 2019. 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 2018 School Opinion Surveys have indicated that 91% of parents/caregivers are satisfied that the school looks for ways to improve. In addition, 95% 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 2018- 2021 Strategic Plan and was recognised in our 2017 School Review. 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 2018 our school continued to issue these reports as an electronic 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 education 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.

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.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	46	77	82
Long suspensions – 11 to 20 days	2	2	0
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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. Whilst we were pleased that our Environmental Footprint Indicators (electricity) depicted a decrease from the 2016 – 2017 school year, the addition of air-conditioning to our classrooms has increased our usage. Policies for usage have been developed and implemented.

A formal Environmental Committee was founded in 2014. Lead by very passionate and experienced teachers, this committee has certainly influenced the behaviours of our students but more importantly the Gold Coast community.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	127,414	849,312	145,780
Water (kL)	2,972	2,615	5,473

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	47	29	<5
Full-time equivalents	43	19	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	6	
Graduate Diploma etc.*	1	
Bachelor degree	37	
Diploma	3	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$15,000.

The major professional development initiatives are as follows:

- ACARA – Australian Curriculum
- Writing – Big Write
- Numeracy – Problem Solving
- 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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	92%
Attendance rate for Indigenous** students at this school	89%	89%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

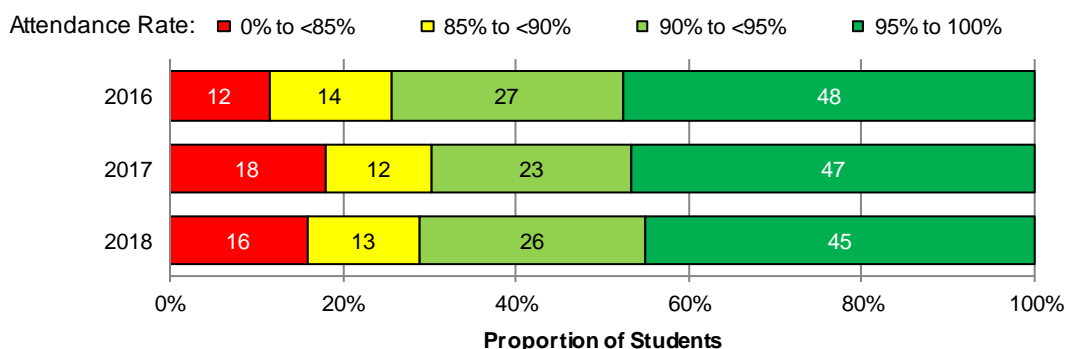
Year level	2016	2017	2018
Prep	94%	93%	92%
Year 1	93%	92%	93%
Year 2	91%	93%	92%
Year 3	92%	91%	92%
Year 4	92%	88%	91%
Year 5	91%	91%	89%
Year 6	93%	93%	91%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 using ID Attend and recorded weekly on the One School System. The Parents of absent students are notified via text and are instructed to contact the school. 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.