

William Duncan State School

Parent Handbook



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A United School of Excellence

Welcome to William Duncan State School

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 500 students from Prep to Year 6 we aim for a balance of academic, cultural and sporting achievement, whilst maintaining high expectations for student behaviour and appearance.

I hope your association with our school will be productive, enjoyable and rewarding.

School Administration:

Principal

Mr Landon Dare

Deputy Principal

Ms Veronica Buhner

Head of Special Education Services

Mrs Amanda Murphy

Business Services Manager

Mrs Carmen Fatialofa

2016/17 P&C Executive:

President

Mrs Samantha Brutman

Vice President

Mrs Lisa Severiano Davis

Secretary

Ms Amanda Thomson

Treasurer

Miss Amy Banning

P&C meet every third Monday of the month at 3.15pm

VISION STATEMENT

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 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 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 our 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. Particular attention is given to literacy and numeracy in our school through establishing a culture of high expectations and continual improvement.

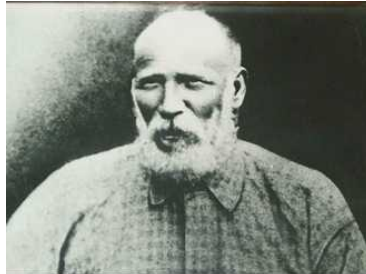
Productive School and Community Partnerships

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.

Mr Landon Dare
Principal

A Brief History



William Duncan

Our school was originally to be called Boorajing State School. Boorajing is aboriginal for ‘windy place’. However, our school was eventually named William Duncan State School after William Duncan, one of the earliest settlers in the district. William Duncan was a cedar tree getter born in Dundee, Scotland in 1832. There is a picture of William Duncan in the school foyer. The frame is made of cedar timber.

According to records at Gold Coast City Council, he arrived in the hinterland populated by the Kombumerri people in 1842. In 1854 he was married to Rose and they had 14 children. William Duncan was one of a tough breed of bush men who opened up the hinterland. He saw stands of timber growing in terrible terrain, worth a fortune. The world of wooden wealth sparked a miniature gold rush in timber.

Uniforms: Our school uniform fabric is the Duncan tartan. The red and navy were chosen for two reasons, one because it was in the Duncan tartan and secondly, because other schools didn’t wear those colours.

Motto & Emblem: These were chosen through competitions. Our school motto is Honour Strength Trust. Our emblem is of the Nerang River and cedar trees with the hinterland mountains in the background.

Our Vision Statement: A United School of Excellence.

SCHOOL PROCEDURES and OPERATIONS

SCHOOL ROUTINE

School commences at 8.55am and finishes at 2.55pm. Bell times are as follows:

- ❖ 8.50am - children to move to classroom area
- ❖ 8.55am - morning session begins
- ❖ 10.55am - little lunch break
- ❖ 11.25am - middle session begins
- ❖ 12.55pm - big lunch break
- ❖ 1.35pm - afternoon session begins
- ❖ 2.55pm - dismissal



ARRIVAL / DISMISSAL TIMES

Children should arrive at school to be ready for the first bell at 8.50am. Late arrival causes disruption to the class program and disruption to the child's personal progress. Further, punctuality is a personal character trait to be developed at an early age.

There is limited rostered supervision of the grounds or children before 8.50am. To enhance safety, children should not arrive before 8.15am. SchoolPlus (Phone: 0456 439 013) offers on site before and after school care to assist families with before and after school care. Any child who arrives before 8.15am must sit outside the Administration building. Any student arriving at school after 9.00am must collect a Late Note from the school office.

At dismissal time, students must walk along the designated paths to their exit gate or bus waiting area.

Supervision is provided at main exits in Alexander Drive and near the hall gates, for a short time after school. While it is understood that *occasionally* circumstances will arise that children are not collected in timely fashion, a phone call to the office will allow appropriate supervision to be organised. To support parents who may be unexpectedly late we recommend parents complete a SchoolPlus enrolment form and return it to the office. For children who are frequently left after school, it is strongly suggested that care be organised at SchoolPlus.

Any student who is required to leave school before 2.55pm must exit through the Administration building and be signed out by a parent/caregiver.

BUSES /PICK-UP and DROP-OFF OF STUDENTS

Surfside Bus Services transports children to/from school. Details of bus routes are available from Surfside on 55716555. It is the policy of the bus company to suspend children from bus travel for a period of time if they breach the bus travel code.



In the afternoon children are supervised by a staff member at the front of the school and at the hall exit gate. Children waiting for buses or cars are to wait in the supervised area, inside school grounds, not on the footpath. When leaving on foot, children are to use the pedestrian exits, not vehicle exits. It is vital that parents arrange for children to be collected before 3.15pm, as no rostered supervision is available after this time.

BICYCLE RIDING

Parents are urged not to let young children cycle to and from school. Research indicates there is no countering the immaturity of the junior children in traffic situations. For safety reasons students are not to ride bikes inside the school grounds. They must walk their bikes to the bike racks. Wearing of a helmet is mandatory for students who do ride bikes and their bikes must be locked to the bike racks daily. **Roller blades, skateboards and scooters are not allowed in the school grounds.**



PARKING and STUDENT ENTRY TO SCHOOL GROUNDS



Cooperative parking strategies are appreciated in the Explorers Way drop-off area. Parents who arrive between 3.00pm and 3.10pm usually have little difficulty finding a car parking spot. The council carpark at Explorers Way is very busy at peak times. However there is plenty of street parking along Explorers Way. Parents often find it quicker to have their children walk the short distance to and from the gate.

The staff carpark off Alexander Drive is not available for parents' cars or as a drop-off or pick-up area. Children and adults should enter and exit the school grounds via the designated gates. Pedestrians are not to use the vehicle entries.

MOVING HOUSE OR SCHOOL

When families intend to move from our school, please notify the school office. Certain student files may be taken by the parent to the next school. All school resources such as library books must be returned.

VISITORS TO THE SCHOOL

All visitors to our school must sign in at the Administration building on arrival.

UNAUTHORISED USE OF SCHOOL



Permission must be obtained from the Principal prior to using school grounds outside of school hours. Multi-purpose courts may only be used by the community outside of school hours, with entry via the gate near the child care centre. The police will be contacted to act upon any complaints.

If you do see any suspicious behavior you can call School Watch on 131788.



HOME - SCHOOL COMMUNICATION

The fostering of two-way communication is seen as a very positive aspect of effective education. Teachers are expected to communicate with parents as soon as the need arises and obviously not wait until formal reporting times. Similarly, it is appreciated when parents contact teachers to address concerns or positive perceptions. Should you wish to see a teacher or administrator, it is vital that you make an appointment, as staff members may not always be immediately available.

PARENT / TEACHER INTERVIEWS

Reporting to parents occurs formally via written report at the end of each semester. Formal parent/teacher interviews occur in Terms 1 & 3, but are available upon request at any other time.

PHONE MESSAGES

Teachers are not able to leave their classes to speak to parents during class time. The administration will take messages and the teacher will return the call out of class time.

We ask that you please refrain from ringing the school office and requesting messages be passed on to your child, unless absolutely necessary. Sometimes this becomes impossible, especially after 1.30pm. We again ask that only in extreme circumstances call the school office to pass on messages.



EMERGENCY CONTACTS / SCHOOL RECORDS

It is vitally important that school staff are able to contact a parent/caregiver or emergency contact if any accident or sudden illness occurs to a child. Please notify the school office of any changes/updates.

ASSEMBLIES

Parents and friends are welcome to attend our weekly assemblies every Tuesday morning at 9.00am in the school hall. News, award presentations and entertainment items are regular features.



ABSENCE FROM SCHOOL

Under Queensland law, every parent of a child of compulsory school age has a legal obligation to ensure their child is enrolled and attends school all day, every school day unless they have an acceptable reason. Illness or competing in a school sporting or music events are acceptable reasons. Please avoid keeping your child away from school for birthdays or visiting family and friends. You are also encouraged not to schedule holidays during school time. If your family holiday is during school time, you must advise the school office and complete an Application for an Exemption from Compulsory Schooling if the holiday is more than 10 days.

It is important for schools to investigate the patterns and underlying causes of non-attendance so that appropriate strategies can be implemented to address the specific type of absenteeism. It is important that you let the school know the reason why your child is absent from school. This may take the form of a medical certificate, a written note or through a phone call or visit to the school.

During class time parents are not permitted to go to a classroom without checking in at the administration block first.



NEWSLETTERS

Newsletters are emailed and posted on the school website every Wednesday. Our newsletter is meant to inform you of the wide-ranging activities in our school. Please ensure you update your email address as soon as there are any changes.

SCHOOL WEBSITE / FACEBOOK

Our school website is regularly updated. A lot of information can be accessed on the school website www.willduncss.eq.edu.au.

Alternatively, you can also obtain information through the *William Duncan State School* Facebook page. With regular updates occurring, this is also a fantastic place to obtain information.

Look for P&C Association news on the *William Duncan State School P and C Association* Facebook page.

QSCHOOLS SMARTSCHOOLS APP

QSchools app was recently released. Our school is committed to keeping all parents fully informed on up and coming events and opportunities to become involved in your child's education. This app will assist you to stay up to date on all of our school's events. To download the new QSchools app and subscribe to receive the latest news on our school, simply go to the iTunes store or Google Play.



CLASSROOM MATERIALS SCHEME

The purpose of the Classroom Materials Scheme is to ensure that all students have the necessary resources for their education, and to save parent/caregivers money and reduce the need to shop for schoolbooks and consumable requirements. In return for a set fee, the school will provide to students in Prep to Year 6 all required materials. This fee will cover all requirements for the school year. The benefits of the scheme include greater flexibility by the school to provide resources that are matched to specific student learning needs; savings to parents made possible because the school is able to buy in bulk and resources are managed by the school.



LOST PROPERTY

Naming of all items of clothing can help speed their return if lost. Students are encouraged to take responsibility for their own belongings. While the lost property box (situated outside the Groundsmen's room) is available during school hours, we arrange a special display from time to time, after which remaining lost property is sent to charity.

MOBILE PHONES

Children who bring mobile phones to school must leave them at the school office and collect them at the end of the school day. If a student leaves their phone in their bag, neither the school nor Education Queensland accepts liability if the phone is lost or damaged. Students must adhere to the Use of Personal Technology Devices in the enrolment package and also within the Responsible Behaviour Support Plan.



TOYS & VALUABLES

The bringing of toys or valuables (eg. swap cards) to school is strongly discouraged. The school accepts no responsibility for toys or valuables which are lost or stolen. From time to time various Collector Card or similar hobbies become popular. Students bringing such items to school do so at their own risk.

Money should be carried securely by the child and not left in school bags or desks.

MONEY PAYMENT WINDOW

All monies for class materials, camps, excursions etc. should be placed in a envelope, clearly marked with their child's name and class and handed to the teacher or directly to the payment window at the school office - **Monday, Wednesday & Friday only, between 8am - 12noon**. Payments can be made by EFTPOS, cheque, bPoint, cash or direct EFT payment. All monies must be paid by the due date which is clearly stated on all notes.



Students will not be able to attend excursions or camps unless all outstanding payments (including those participating in the class materials scheme) are paid.

DRESS CODE

In accordance with the Education (General Provisions) Act 2006, the P & C Association has approved that William Duncan State School shall be a uniformed school. It has been decided that the wearing of the school uniform has the following benefits:

- it promotes a sense of identity and pride
- children are easily identifiable
- the design affords some measure of sun protection

If a student does not wear the proper school uniform (including hat) they will receive a Uniform Beach Notice from their teacher. On the fourth occasion of not presenting in full uniform, a letter is sent home advising that continual non-compliance will result in the student receiving a 20 minute detention during the lunch break.

	Boys	Girls
FORMAL UNIFORM	<ul style="list-style-type: none"> • Tartan shirt • Navy shorts with emblem 	<ul style="list-style-type: none"> • Tartan dress
SPORTS UNIFORM	<ul style="list-style-type: none"> • Polo shirt with emblem • Navy shorts with emblem 	<ul style="list-style-type: none"> • Polo shirt with emblem • Navy shorts or skorts with emblem
HAT	One style available, all with school emblem <ul style="list-style-type: none"> • Sunsafe bucket hat(reversible) - Red – Prep / Navy Blue- Years 1 -6 • Navy broad brim (no longer sold in the Uniform shop) 	
SHOES AND SOCKS	Must be fully closed-in shoe for safety reasons, black sport or black leather type shoes to be worn with formal uniform. Students will be allowed to wear any type of sports shoe with their sports uniform. <ul style="list-style-type: none"> • No canvas/ sandal type shoes. • Socks - white or navy 	
WINTER UNIFORM	<ul style="list-style-type: none"> • Navy drill pants (no emblem) or navy track pants • Navy jacket or jumper with emblem • Navy tights/stockings (with feet) 	
JEWELLERY (permitted)	<ul style="list-style-type: none"> • Watch • Sleepers or studs only, to be removed for sport or PE • No facial piercing 	
HEADSCARVES/ HEADBANDS/ HAIR TIES	<ul style="list-style-type: none"> • Only in school colours 	
HAIR	<ul style="list-style-type: none"> • No un-natural hair colouring and no Mohawk style haircuts will be permitted 	

Formal Uniform:

- Must be worn for school photos
- Band and choir events and outings
- Excursions (depending on venue)
- Special tasks on assemblies

Sports Uniform:

- Days when P.E., sport or interschool sport are held
- Excursions (when advised by teacher)

Hat:

- Must be worn at all times when playing in the sun. Students are restricted to under-cover areas if they do not wear their school hat.

Not Permitted:

- Clothing bearing brand names (eg. Billabong) even if in the correct colour
- Blue jeans
- Sandals or thongs
- Makeup and nail polish
- No artificial nails
- Leggings and bicycle shorts
- Rings, necklaces, bangles (except medical bracelets)

Free Dress Days

From time to time the Student Council will conduct Free Dress Days as fundraisers for charities or for the Student Council itself. These days often have a theme. Students may participate and pay a voluntary 'fine'.

Inter-house Competition

When inter-house athletics competitions are held, students may wear t-shirts and shorts in their House colours, namely:

Campbell	- blue	Stewart	- green
Lachlan	- white	Macintosh	- yellow

T-shirts in these colours are available from the uniform shop. Failing this, students should wear the sports uniform.

Support

When financial difficulties exist, support can be provided on a loan basis. Contact the principal to arrange such support. Other support will be provided on a discretionary basis to meet the requirements of our supportive school environment policy.

Uniform Shop

This is under the auspices of the P & C Association. The uniform shop is staffed by volunteers and is only open on set days and times. Please be appreciative of their efforts. Opening hours are regularly published in the school newsletter.



SCHOOL PROGRAMS

Student learning, including Prep Year, at William Duncan State School is based on the Australian Curriculum.

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests. The Australian Curriculum acknowledges the changing ways in which young people will learn and the challenges that will continue to shape their learning in the future.

The Australian Curriculum has been developed for English, Mathematics, Science, History, Geography, Languages, The Arts, Health and Physical Education and Technologies.

The Australian Curriculum sets out what all young people should be taught. The curriculum content and achievement standards have been outlined for all Australian schools. You can access the Australian Curriculum at www.australiancurriculum.edu.au.

In Prep, there is continued recognition of the need for hands-on learning, time for exploratory play and making connections with the student's experiences.

In Term 1, there is a major focus on school expectations, rules of behaviour and the role of both student and teacher. School routines are explicitly taught and the students are gradually introduced to the larger school environment.

PREPARATORY YEAR

The Preparatory Year is a year of fulltime compulsory schooling before Year 1 which provides a firm foundation for formal schooling. Children have the opportunity to develop their independence and social skills, physical skills, oral language, literacy and numeracy understandings, creativity and curiosity about the world.

INFORMATION COMMUNICATION TECHNOLOGIES (ICTs)

All children from Prep to Year 6 are engaged in classroom activities that utilise information, communication technologies (ICTs). ICTs enhance learning experiences and broaden learning opportunities through access to the worldwide web via the internet. We have a computer lab which enables teachers and students to work individually on computers for whole class skill training or assigned work for groups. There are computers and interactive whiteboards in every classroom, and we are building our ICT capacity in classrooms with ipads in Prep and the introduction of laptops in years 1 - 6



L.O.T.E. (Language Other Than English)

Our school offers Year 4, 5 & 6 students the opportunity to explore the language and cultural practices of Japan in our KLA LOTE Japanese program.

The students learn about the language and participate in activities which enhance understanding of Japanese culture.



CENTRE FOR MUSICAL EXCELLENCE

William Duncan State School began a new initiative that was implemented in 2014 – The Centre of Musical Excellence Program. The establishment of a Centre of Musical Excellence (CME) Program has built upon our already highly successful musical program. The development of this signature program was a cornerstone of our 2014 Quadrennial School Review.



One of the most important aspects of implementing this initiative was the establishment of specific CME classes. Each year, we attempt to group our school musicians together thus allowing us the opportunity to offer additional opportunities for them to develop their instrumental, choral and performance skills. As the number of students who can enrol in these classes were limited to those established under the Queensland Teachers' Award, modifications to the established class structures have been made to accommodate a growing program.

CME students will:

- Learn, play and work with a wide variety of students with like-minded interests in Music
- Have the opportunity to attend performances by trained musicians, and other enrichment activities and excursions
- The student/teacher ratio is 1:25 (Junior Classes) and 1:28 (Senior Classes)
- Receive an opportunity to participate in a number of full day music workshops throughout the year.

As this signature program is an 'Excellence Program', it should be noted that the following commitments will be required from parents and students:

Parental Commitment

- Show an interest in the music study of your child.
- Find a quiet place for him / her to practise without interruption
- Arrange a regular time for practice
- Help him/her maintain a practice record and complete any given homework activities
- Give him/ her a safe place to keep their instrument
- Teach him/her to be on time for rehearsals and lessons
- Encourage him/her to play for others whenever possible
- Purchase tutor book and accessories required (e.g. reeds, valve oil, rosin, cork grease)

Student Commitment

- Practise regularly – minimum 15 mins, 4 days a week
- Maintain membership of Band /String /Choral ensembles for a full school year
- Take part as required in all concerts, camps and workshop activities
- Attend lessons, rehearsals and other classes regularly as required

In order to be selected into the CME program, students must demonstrate high levels of:

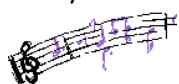
- Participation in a Music Ensemble (Band /Strings /Choir)
- Academic achievement in Music (and other classroom key learning areas)
- Consistency (e.g. completion of homework and handing it in to the classroom teacher)
- Attendance at school
- Behaviour - both in the playground and the classroom environments

THE ARTS PROGRAM

Our school offers a comprehensive Arts Program from Prep–Year 6. In the Junior years, Music, Dance, Visual Arts, Media Arts and Drama are all taught. Children in Prep–Year 3 receive 2 x 30min lesson each week in music and either dance or drama. In Drama lessons, students learn about movement, space, time, voice projection and speech and enunciation through drama games, short plays and monologues. In Dance lessons, students learn about space, time, movement, body, and different dance styles.



The Classroom Music program offers students in all year levels a chance to sing, move to the beat, play a variety of instruments and develop a deep appreciation and understanding of music. Junior students have an opportunity to sing a variety of repertoire as well as play many different tuned (and untuned) percussion instruments. Senior students have an opportunity to learn to play the recorder, the drums, the melodic bells and the acoustic guitar, as well as singing a variety of repertoire and writing music theory.



In addition to the Arts Program, we have the co-curricula offering of Instrumental Music. Our Instrumental Music Program has a number of different ensembles to cater for the varying abilities of our musicians. Our Band Program is offered to students in Years 4 – 6 and encompasses three different band ensembles; Junior Band (for our beginners), Senior Band (for our experienced players) and Stage Band. Our Strings Program is just as comprehensive, also offering three different ensembles from Year 3–6. We have our Beginner Strings, Senior Strings (Years 4–6) and an extension ensemble called our Chamber Strings. We also offer a choral program, through the William Duncan State School Choir, which is offered from Years 4–6. All of our ensemble groups play at various school and community functions, as well as compete at local competitions and tour local community nursing homes and venues.



PHYSICAL EDUCATION AND SPORTS



Physical Activity and Sport is a valued part of the curriculum at William Duncan State School. Students at our school participate in regular physical education lessons including a learn to swim program and Athletics. Our school conducts Junior and Senior Athletics Carnivals, a Cross Country Carnival and other inter-school competitions.

Students in Years 4 - 6 participate in an inter-school Sports program in both the Winter and Summer Seasons. The inter-school sports offered include Rugby League, Soccer, Netball, Touch Football, Cricket and Basketball. Students who do not participate in inter-school sports participate in an intra-school sports program. William Duncan students are also given opportunities to trial for a range of representative sports for District teams.

GIFTED & TALENTED

Students who have the potential to excel in general or specific areas, are catered for with a number of initiatives. In addition to classroom opportunities, the local educational community also has special programs from time to time during which selected children are active in areas to suit their talent. Teams have been successful in Gold Coast Chess and Tournament of Minds contests in the past.



Our students have achieved with distinction in a number of national competitions organised by the University of New South Wales, and have an opportunity to attend secondary school enrichment programs. A committee of teachers work very hard each year to develop and support a range of initiatives designed to assist students maximise their abilities.



COOPERATIVE RELIGIOUS EDUCATION

Co-operative Christian Religious Education (CCRE) occurs when churches of all Christian denominations work together in State primary schools to teach an agreed RE syllabus explaining and exploring Christian beliefs and practices. Co-operative Christian RE is offered to all students from Years 1 to 6 for a 30 minute period each week, and is taught by an RE teacher who is accredited by a church minister and approved by the school principal.

At this and other State primary schools in the area, there is a ministry agreement signed by most of the local church leaders which outlines the aims, goals and guidelines for the teaching of CCRE. The common RE program selected ensures the lessons are conducted in a non-denominational way, giving basic Christian teaching from bible stories and examples, encouraging the children to develop their understanding of God and how this then may apply to their lives.

Emphasis is also given to the development of life skills and socially helpful behaviour, consideration with caring attitudes, co-operation with the respect for others and their property, an awareness of their own self worth and satisfying their need to be valued. Hopefully, the experience of CCRE could be seen to enhance the spiritual, social and individual lives of the students.

During the year, different teaching media are used. These would include music, story-telling, reading, drama, role playing, mime, puppets, videos, recorded skits and interviews on cassettes, sketch and tell, discussions, quizzes and activity books. All these teaching tools are used to convey the Christian message in a way that the students can enjoy and understand.



PARENTS & THE COMMUNITY

P&C ASSOCIATION

Although many informal links have been forged with the community, the formal organisation is by way of the Parents & Citizens Association which meets on the third Monday of each month at 3.15pm. The meetings provide a forum for discussion of educational issues.

As well as dealing with many matters affecting our school, there is a significant role in the decision making about school policy, goal setting, annual plans (including budgeting), social activities, improvements to the grounds and provision of equipment. In this way, the members are included in the provision of quality education for the students.

All parents are welcome and are urged to attend the meetings which are a means of involvement for parents whose work commitments hinder their daytime participation. As needs arise, parent membership is invited for special committees set up for specific purposes.

TUCKSHOP

Our tuckshop is open five days a week. All orders are to be placed by 9.30am. Parents can order through the paper bag system, or online through Flexischools. There are baskets in the classroom to put paper bag lunch orders in. Tuckshop orders can be made through Flexischools online ordering system. Registration is free and there is a small surcharge per order. Log onto flexischools.com.au to find out more information and to register.



We are always looking for helpers to help run this important facility, and we encourage your participation. We cannot function without the support of parents who are willing to give up some of their time. Please visit our tuckshop and speak to the convenor, or leave your name and contact phone number at the school office.

CLASSROOM ASSISTANCE

Our school makes invaluable use of parents and families who have a few spare hours to spend working in a variety of capacities in classrooms or in the school in general. Many parents assist with class reading, maths, 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. Advise your child's teacher if you can help out in class.

FAMILY SITUATIONS

From time to time problems are experienced concerning family separations and/or custody access issues. A copy of the most recent court order should to be made available to the school.



AFTER HOURS SECURITY

Apart from the multi-purpose courts, it is illegal to enter school grounds after school hours without the Principal's permission. A security company performs random security checks, but we really rely on our school community to keep a watch over the school and report anyone in the grounds out of hours by telephoning Schoolwatch on **131788**.



HOW TO ADDRESS ANY COMPLAINTS

We believe that positive partnerships with the home are fundamental to the effective performance of our students. From time to time you may have a concern about a school matter, or there may be a decision you cannot understand. This is a reminder that if you have an issue or concern about any matter, for example, your child's performance, our performance, school decisions or procedures, we invite you to make an appointment to come and talk the matter over with us. It is better to resolve the matter quickly rather than let it develop into a big issue that is more difficult to resolve later. We are committed to listening to you positively, and to working with you in a way that all can accept, so that we can improve our school and enhance our students' learning.

FOCUS ON THE STUDENT

Whilst all endeavours within a school are directly or indirectly aimed at benefiting children, it is important to highlight some key issues at present.

Although many would argue that the academic side to education is the primary concern, others see the role of school being somewhat more expansive.

Children do need to participate in a wide variety of situations, so they experience success and face disappointment. They need to accept responsibility and make appropriate choices. Our school aims to provide a supportive environment to offer opportunities and ideas to help children develop skills in resilience, persistence, getting along with others, organisation.

We expect that our students will manage themselves well, both now and more importantly in the future.

SCHOOL CAPTAINS and HOUSE CAPTAINS

Students selected as School Captains, House Captains and Vice Captains will be presented with a school badge at a ceremony on Assembly early in Year 6. Their duties include:

- To represent the school at various functions
- To be ambassadors for the school
- To present a model of high standards in leadership, dress and behaviour to students, teachers, parents and the wider community
- To conduct visitors around the school
- To present speeches of welcome, introduction and acceptance, and
- To liaise between the students and the school staff in matters relating to the school and to assist in organisation of inter-house sports and other appropriate activities.
- To conduct school assemblies.



STUDENT COUNCIL

The Student Council allows the children in senior classes to be involved in formal decision-making. Issues of concern to the pupils are discussed at class meetings, and these are then brought to the Council where they are debated, resolved and the decisions implemented.

HEALTH and SAFETY

Children eat with their class group and are supervised by one of their teachers. During play time (both morning tea and lunch) supervision is provided by teachers and teacher aides patrolling the grounds.

A Workplace Health and Safety Advisor has been appointed as part of a government initiative to maintain standards in this area.

MEDICATION



Education Queensland has ruled that medication may only be given to children at school strictly in accordance with written instructions by the pupil's medical practitioner and parents.

Request to Administer Medication Forms are available at the office which must be completed when leaving medication with the school administration. Unless the necessary details are provided in writing, the medication cannot be administered. All medication must be in the original labelled container. Medication (including asthma sprays) is held at the office where your child has ready access to his or her medication and its use can be monitored. Asthma sprays may be kept personally by the child to self-administer but you will need to advise the office so it can be recorded in your child's file.

It is Education Queensland's policy that **non-prescribed medications** (such as analgesics, panadol and over the counter medications, unless prescribed by a doctor) are not to be administered by school staff.

HEADLICE

Unfortunately, head lice are a common school pest. Let's remember that head lice are not the result of unhygienic hair care. In fact, it seems beautifully kept, clean hair seems to have the most problems. The only way we can eradicate the pest is for everyone to check their child's hair regularly. If there are signs of infestation, shampoo or spray treatment is available from chemists.

Some symptoms:

1. Itching of the head
2. Little white specks within 13mm of the scalp
3. Visible evidence of head lice

SCHOOL NURSE

A government employed nurse visits the school for a brief period during the year. Whilst hearing checks are made on referred children, parents are strongly advised to have concerns seen to as soon as they emerge, and not wait until department personnel make their visit, as the time delay could prove quite detrimental.



DENTAL CLINIC

The Department of Health Dental Unit visits the school regularly. Prior notification of the visit will be given, to allow you to give permission for your child to be checked and any work carried out. Parents can access the clinic for emergency work all year round. Oral Health Call Centre number is 1300300850.



INFECTIOUS DISEASES TABLE

DISEASE	ABSENCE
CHICKEN POX	Exclude until fully recovered or at least five days after the eruption first appeared. Some remaining scabs are not a reason for continued exclusion. The remaining scabs must be covered.
CONJUNCTIVITIS	Exclude until discharge from eyes has stopped.
GERMAN MEASLES (Rubella)	Exclude until fully recovered or for a least four days after the rash appeared.
HAND FOOT & MOUTH	Exclude until all blisters have dried.
MEASLES	Exclude for four days after the onset of rash.
MUMPS	Exclude for nine days or until swelling goes down (whichever is sooner).
RINGWORM/TINEA/SCABIES	Exclude until the day after appropriate treatment has commenced.
SCHOOL SORES (impetigo)	Exclude until appropriate antibiotic treatment has commenced (sores on exposed areas must be covered with a watertight dressing).
WHOOPING COUGH (pertussis)	Exclude for five days after starting appropriate antibiotic treatment or for 21 days from the onset of coughing.
INFLUENZA and INFLUENZA-LIKE ILLNESS HEPATITIS A	Exclude until well. Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.

SUPPORTIVE SCHOOL ENVIRONMENT

BEHAVIOUR MANAGEMENT POLICY

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

- Our school community has accepted that we can support behaviour by considering that all members of the school community have certain rights, which can be exercised when all accept responsibility for actions. For example, all have the right to be safe, children have the right to learn, teachers have the right to teach, parents/carers have the right to know that all of the above are taking place.
- There are numerous responsibilities to be accepted by children, teachers and parents/carers, for these rights to be realised and enjoyed.

At William Duncan State School it is our expectation:

- For all members of our school community to be responsible for all actions, including behaviour.
- For all members of our school community to have the clear knowledge that there are logical consequences to all actions.

At William Duncan State School:

- We encourage children to work and play within the rules by establishing supportive class routines and environments.
- We use an extensive variety of teaching techniques, which help children to learn how to behave and to be responsible for their behaviour.
- We encourage and support children to choose acceptable behaviour at all times.
- The behaviours we foster and promote encompass such values as respect, politeness, self discipline and co-operation.
- We respect the importance of the individual's intellectual, social, emotional and physical growth whilst maintaining that individual rights and responsibilities must contribute to a positive community spirit.
- We collaborate with parents/carers and the wider community to develop and implement systems that support the maintenance of high standards of student behaviour.

Within our school we have developed a set of eight rules with clearly defined rights and responsibilities. These rules ensure that valued behaviours are reinforced and also ensure a consistency of approach across the whole school. Each class is issued with a set of visual rule cards, which are required to be displayed in the classroom.

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 and objects to yourself.

FAIR DIRECTION

- 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.

CODE OF CONDUCT

Volunteers at schools are not bound by Education Queensland's Code of Conduct, however there is an expectation that everyone at a school will behave in a way that ensures a safe and supportive learning environment. People not behaving in a way that is in line with Education Queensland's Code of Conduct can be asked to leave a school and their future access can be restricted.

The Code of Conduct is built around five basic principles:

- Respect for the law and system of government (serving the government of the day impartially and upholding the law)
- Respect for persons
- Integrity (ie. being honest and fair)
- Diligence (doing a fair day's work for a fair days pay)
- Economy and efficiency (making sure the public's money is used carefully)

The requirements of Education Queensland's Code of Conduct are largely common sense such as ensuring that people are treated respectfully and fairly, that people are honest and careful in using resources and handling information that they learn in the course of their duties.

Parents may be required to obtain a Positive Notice Blue Card for the purposes of participation in some school activities that involve students other than their own.

All teachers and support staff are encouraged to develop a Classroom Behaviour Plan which is used consistently to support their skills where appropriate, and to ensure productive learning occurs.

INCLUSIVE EDUCATION FOR STUDENTS WITH DISABILITY

At William Duncan State School, students with disability engage in an inclusive education. Inclusive education ensures that William Duncan State School is a supportive and engaging place for all school community members. It builds a community that values, celebrates and responds to diversity. It is underpinned by respectful relationships between learners and school community members. It is supported by collaborative relationships with parents and communities through communication, learning partnerships, participation and consultative decision-making.

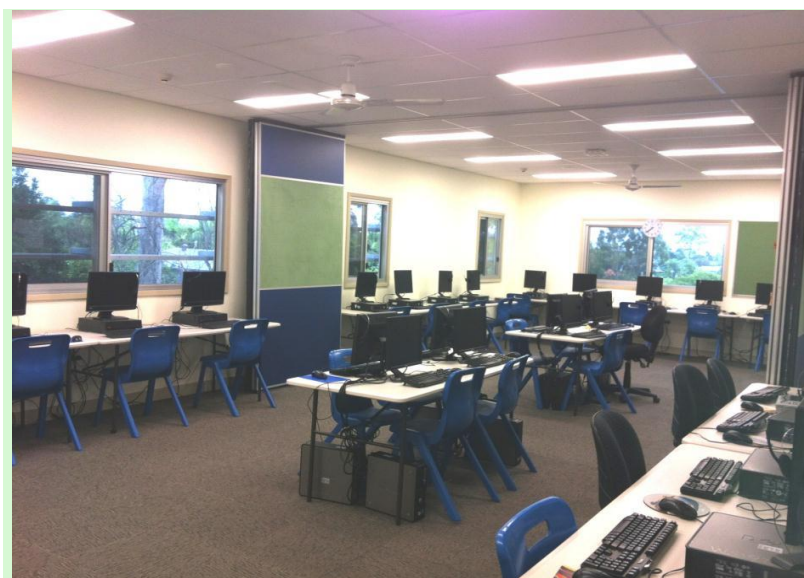
Inclusive education means that every day in every classroom, every student is learning and achieving in a safe, supportive, inclusive and disciplined learning environment.

William Duncan State School:

- provides high quality education for all students through the Australian Curriculum, Individual Support Plans, Individual Curriculum Plans and differentiation
- responds constructively to the needs of educationally disadvantaged/marginalised students through its structure of Inclusive Support Teachers(Prep, Years 1-2, Years 3-4, Years 5-6) and HOSSES
- Views difference as a resource to support learning
- Ensures that all school community members feel safe and free from discrimination, bias and harassment
- Responds to student, family and community needs through effective community engagement processes (e.g. pre-enrolment interviews, positive behaviour support plans) and private and cross-agency collaboration, Some of the agencies we work with to support our students are: DET and private Occupational Therapists, DET and private Physiotherapists, DET nurse, Guidance Officers, Advisory Visiting Teachers for Hearing Impairment & Physical Impairment, Child Youth and Mental Health Services, DET and private Speech Pathologists, DET Complex Case workers etc
- Ensures that inclusive education practices are embedded in our school policies and initiatives.

SPECIAL NEEDS COMMITTEE

Students experiencing ongoing difficulties may be referred to the Special Needs Committee by their classroom teacher. The Special Needs Committee meets weekly to discuss further actions that may be considered in the support of these students. These actions may include, but not limited to; recommendation to provide adjustments to classroom curriculum delivery, implementation of an Individual Curriculum Plan, referral to other specialists or outside agencies, recommendation for further assessments to provide additional information about the students etc. Parent consent and consultation is sought prior to presentation of individual student cases at the Special Needs Committee.



TERM DATES FOR 2017

Term	Dates	Length of Term
Term 1:	Monday 23 January – Friday 31 March	10 weeks
Term 2:	Tuesday 18 April – Friday 23 June	10 weeks
Term 3:	Monday 10 July - Friday 15 September	10 weeks
Term 4:	Tuesday 3 October - Friday 8 December	10 weeks

TERM DATES FOR 2018

Term	Dates	Length of Term
Term 1:	Monday 22 January – Thursday 29 March	10 weeks
Term 2:	Monday 16 April – Friday 29 June	11 weeks
Term 3:	Monday 16 July - Friday 21 September	10 weeks
Term 4:	Monday 8 October - Friday 14 December	10 weeks