

William Duncan State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.

Acknowledgement of Country

William Duncan State School acknowledges the Kombumerri people of the Yugambeh language group, the Traditional Custodians of the land where we come together to learn. They pay their respects to the land, the waterways, the sky, and all living things that share this Country. They honour the wisdom and strength of our Ancestors and Elders, who have come before them and those who guide them today. William Duncan State School recognises the past, walks together in the present, and stands proud for a stronger future.

About the school

Education region	South-East Region
Year levels	Prep to Year 6
Enrolment	580
Aboriginal students and Torres Strait Islander students	11.2%
Students with disability	27.2%
Index of Community Socio-Educational Advantage (ICSEA) value	974

About the review

 3 reviewers from 14 to 16 October 2025	 166 participants	 58 school staff
 64 students	 38 parents and carers	 6 community members and stakeholders

Key improvement strategies

- Domain 8: Implementing effective pedagogical practices**
Formalise opportunities for pedagogical conversations between leaders and teachers to discuss explicit and collaborative pedagogies, with a focus on academic and social and emotional learning.
- Domain 6: Leading systematic curriculum implementation**
Broaden teachers’ understanding of the full breadth of Australian Curriculum (AC) expectations across all learning areas, to enhance capability in curriculum planning, assessment and reporting.
- Domain 7: Differentiating teaching and learning**
Strengthen teachers’ understanding of differentiated teaching and learning to support teachers in responding to all students’ diverse needs and ensure their full access to the curriculum.
- Domain 8: Implementing effective pedagogical practices**
Strengthen staff capability in using data and evidence to determine effective pedagogies and teaching practices appropriate to the curriculum, the learning and the learner.
- Domain 5: Building an expert teaching team**
Review and refine the school’s collegial engagement approach and processes to support collaboration and development of staff capability.

Key affirmations



Staff, students and parents value how the school’s supportive and caring culture fosters a strong sense of belonging and commitment to student wellbeing and academic progress.

Staff, students and parents express they take pride in fostering a sense of belonging, guided by the vision, ‘A United School of Excellence’. Students describe the school as fair, respectful, safe and supportive, with student leaders valuing opportunities to contribute to initiatives. Staff express a deep commitment to ensuring every student feels included and has full access to the curriculum. Parents express gratitude for the unwavering dedication of staff, commenting ‘staff go to endless lengths’ to ensure their child achieves meaningful and successful engagement in learning.



Leaders highlight and value the collaborative culture, focused on building an expert teaching team characterised by genuine, ongoing collegial engagement.

The principal describes the development of a school-wide, professional team of highly capable, expert teachers. Leaders emphasise the expectation of continuous professional learning, aligned with meaningful professional goals, the Annual Implementation Plan (AIP) and strategic priorities. Staff express appreciation for both individual and whole school professional learning opportunities that enhance their disciplinary knowledge and improve their teaching practice. Teachers praise the ongoing collegial and professional support from colleagues and value opportunities to learn from one another.



Staff express appreciation for the increasing clarity and consistent ‘school-wide approaches to pedagogy’, which assists them to identify the next steps for effective teaching.

Teachers convey a sense of pride in their collective efforts to improve effective practices in teaching reading. They discuss the importance of using high quality, evidence-informed pedagogy, describing it as the key element to improving student learning and achievement. Leaders highlight data-informed decision-making as a critical factor in driving school improvement. They describe a systematic and intentional approach to collecting, analysing and discussing data, with clear and consistent processes to inform next steps in teaching and learning.



Leaders and staff discuss how a united commitment to high expectations and visible instructional leadership promotes optimism and provides clear direction for improving outcomes for students and the school.

The principal praises staff capability and their collaborative approach to leading the improvement agenda across priority areas. Staff speak of how leaders’ visibility in classrooms to support their efforts has a positive impact on student learning. Staff celebrate leaders’ collaborative and intentional approach to working with them and students in shaping the school’s direction and implementing change processes aligned with agreed school priorities. They convey feeling informed about the direction of their work as a part of the school’s improvement journey.