



# Dernancourt School R-7 2016 Annual Report to the School Community



Government  
of South Australia  
Department for Education  
and Child Development

Dernancourt School R-7 Number: 982

Partnership: Modbury

**Name of School Principal:**

Christine Ferguson

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**Name of Governing Council Chair:**

Hilary Sweeney

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**Date of Endorsement:**

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## School Context and Highlights

Dernancourt School R-7 is a Category 5 school in the north-eastern metropolitan area. The current enrollment is 312 students, which includes 20 students enrolled in the Junior Primary and Primary special classes on site. The community is diverse with 22% of families identified with a Non-English speaking background, 5% indigenous students and 6% mainstream students verified with a disability.

The school's logo "Learning Together" represents the supportive collaborative environment and positive relationships fostered across the school community. We support student achievements of success through a focus on the priorities of Literacy, Numeracy and Pedagogy. Our coordinator in Neuroscience works with staff and students to enable learners to gain the skills to "Be the best learner that they can be". In the Early Years, Reception to Year 2, there is a focus on Play as an integral element of the learning programs.

Students with high intellectual potential are supported through the provision of higher order learning activities and challenged within the classroom. We provide a comprehensive intervention program for students with learning needs and students from a non-English speaking background. We highly value the many varied cultural backgrounds of our students and regularly celebrate diversity through special celebrations.

Highlights of 2016 include:

Oliphant Science Awards: Three Year 2 students were awarded third place with their Science Game and a Year 5 student highly commended.

STEMSEL project - Year 7 students were involved in completing a project on radiation, which was exhibited at the Royal Show. The annual Athon- this year was the "Dernancourt Challenge" where students had to complete a series of challenging "brain-stretching" activities around the school.

Senior choir performed as part of the Festival of Music and students in the primary schools orchestra. Senior choir and Starlight singers performed for the residents of Klemzig Aged Care Facility.

The development of the new Nature Play area, including a mud day for the early years children. Great fun!

The involvement of all students in a variety of Phys. Education incursions activities including tennis, football, soccer, taekwondo as well as school sports teams. Soccer, netball, basketball cricket all competed against other local schools.

Grandparents Day was a huge success with over 50 grandparents attending, visiting classrooms and being treated to choir performances and morning tea.

## Governing Council Report

In 2016, working with the leadership team and staff Governing Council has continued to ensure Dernancourt School R-7 strives to be the best learning environment and school community it can be.

Our grounds have had a "makeover" with the construction of the Nature Playground, new trees being planted, and a new school sign installed in term 4.

Children from all year levels have enjoyed the Nature Playground. It is a wonderful play space with endless creative, play opportunities.

The grounds committee organised a number of trees to be planted around the edge of the oval, which have replaced the Giant Pine trees that needed to be removed.

The Education Committee organised a number of parent workshops – focussing on Literacy, Numeracy. They also organised a workshop called "What's the Buzz" – a social and emotional literacy program for children.

The Grants Committee won a sports grant that enabled the whole school to participate in free tennis lessons during term 4.

The Fundraising Committee did an outstanding job this year by raising over \$12,000! This is a huge effort and a big thank you goes to Rosemary Carpenter and Irene Drew for their dedication and hard work in leading this committee.

Some of the fundraising highlights were: the Early Years and Primary discos, the Athon, and the Krispy Kreme orders. A new fundraising event also occurred this year - selling Entertainment Books.

OSHC and the Canteen continue to provide a great service to our School community.

OSHC did some landscaping near the gym by planting a number of shrubs and flowering plants. The canteen has enjoyed a number of successful special days by offering a variety of food choices.

This year we say goodbye to a longstanding Governing Councillor, Irene Drew. Irene has been involved in the Governing Council for over 5 years and has been a key member on the fundraising committee. We wish her and her children all the best.

Finally, on behalf of the Governing Council I would like to wish Christine Ferguson all the best in her retirement. It has been a pleasure working with such an amicable, capable principal and we will miss her. Chris has always modelled the school's values of respect, confidence, commitment and co-operation when working with the Governing Council.

## Improvement Planning and Outcomes

In 2016 our improvement priorities were increasing student achievement in Numeracy and Literacy through improved pedagogical practice and planning using Teaching for Effective Learning Framework and teacher collaboration in Professional Learning Committees to further develop continuity and consistency across year levels.

In Numeracy our targets were to increase the percentage of students in the top two bands in NAPLAN Yrs 3-7, increase the retention of students in the top two bands from Yr 3-5 and Yr 5-7 and increase the number of students achieving above SEA in NAPLAN and PAT-M assessments.

All staff continued T&D in Natural Maths strategies and this was the focus for maths teaching across all year levels. The aim was to change teacher practice to positively effect student achievement. The Maths agreement was documented and staff continued to work with the Australian Curriculum Coordinator and colleagues from other Modbury Partnership schools. The sharing of practice both within the school and across the partnership was a regular occurrence and there was increased involvement of students in providing feedback to either their peers, or teachers, on their learning.

The Quicksmart program enabled students from our Year 4 classes to work with an SSO in pairs for 2 x 30 minute sessions a week. Data showed that each of these students made improvements particularly with number fact fluency.

Our T&D in Natural Maths was embedded by participation and ongoing dialogue with other Modbury Partnership schools .

In Literacy the target for R-2 was 70% of students achieving the Standard Education Achievement for their year level by the end of the year.

This year by the end of term 3, 63% of Year 1 students had achieved the SEA of level 15 and above, which was an increase over the past five years. 67.3% of year 2 students had achieved SEA level of 20 and above, which was on par with 2015. Both year levels recorded an increase in the number of students making mid and upper level growth in their reading.

Teachers across the R-2 years continue to work in PLC's to further develop and implement common strategies to enhance the teaching of reading at each level. The NAPLAN results for Year 3 continue to improve which can be seen as a result of our collaborative and focused work across R-7

There has been a concerted effort across year levels through the PLC's on planning common units of work in Literacy and Numeracy to develop consistency and continuity across, and within year levels and to increase the intellectual challenge in learning programs. The Natural Maths Strategy has been introduced and implemented across all year levels and a school maths agreement provides the basis for Maths teaching across R-7. This is in line with other Partnership schools.

In Literacy each PLC plans a common literature study per term with planning through the Learning Design tool with a focus on higher thinking skills and comprehension questions and activities. The results have shown an increase in Year 3 and 7 NAPLAN reading results. In 2017 the priority is to develop a spelling agreement across the year levels to ensure continuity and consistency of what is taught and how it is taught.

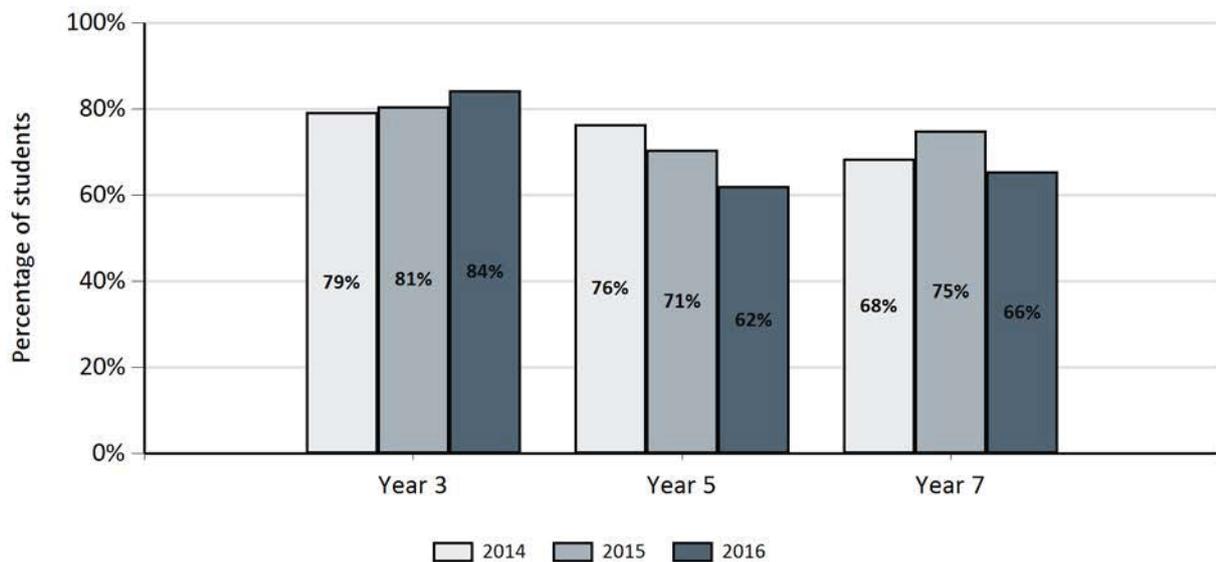
In 2017 the priorities focus on increasing the percentage of students in the top 2 bands of NAPLAN for Numeracy and Reading through improved pedagogy, focusing on developing Student Voice in learning and Intellectual Challenge within class programs.

## Performance Summary

### NAPLAN Proficiency

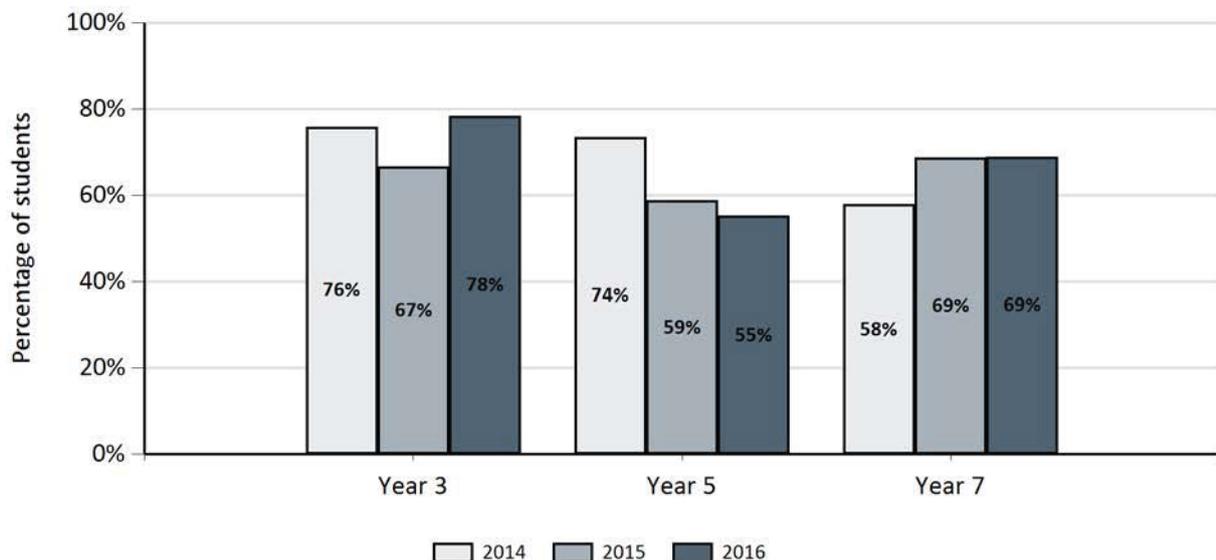
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	17%	17%	25%
Middle progress group	54%	57%	50%
Upper progress group	29%	26%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	17%	17%	25%
Middle progress group	52%	65%	50%
Upper progress group	30%	17%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	51	51	22	10	43%	20%
Year 3 2014-16 Average	38.7	38.7	16.0	8.7	41%	22%
Year 5 2016	29	29	9	6	31%	21%
Year 5 2014-16 Average	32.3	32.3	11.7	7.0	36%	22%
Year 7 2016	29	29	11	6	38%	21%
Year 7 2014-16 Average	26.7	26.7	6.3	4.0	24%	15%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

\*\*NOTE: Percentages have been rounded off to the nearest whole number.

## School Performance Comment

Overall the results in NAPLAN demonstrated improvement in Year 3 students mean results. There was a decrease in the Year 5 results and Year 7 reading from 2015. These year level cohorts have increased number of students with behaviour or learning difficulties which have affected the overall result. In 2016 there were greater numbers of students in Year 5 and 7 who were withdrawn or absent for the test which impacted on the overall data.

The progress of individual students from Year 3-5 had improved with over 50% making medium growth and an average of 30% making upper growth in Reading and Numeracy which is above the state average.

In Reading, the percentage of students making mid or upper level from Year 5-7 is above the state average and is an increase on 2015.

In Numeracy, this progress has been maintained with the exception of Year 7 upper level growth. The majority of Year 7 students showed mid level progress which is an improvement on previous years.

Individual students have been identified, data analysed and improvement strategies included in the site improvement plan for 2017. We continue to improve the consistency of teaching practices through teachers collaboratively planning within year level PLC's, sharing results and moderating student work.

The percentage of students in Year 7 achieving in the top two bands in Numeracy has increased this year and has also been maintained in Years 3 & 5. In Reading Years 3 & 5 showed increased results, with a slight drop in the number of Year 5 students. This data is in line with the Modbury Partnership that is a slight decrease in the Year 5 results compared to Year 3. Analysis of this data has informed our improvement strategy for 2017.

## Attendance

Year level	2014	2015	2016
Reception	95.4%	94.1%	92.7%
Year 01	92.1%	93.6%	92.8%
Year 02	94.4%	94.6%	93.3%
Year 03	94.2%	94.4%	94.8%
Year 04	95.1%	93.1%	92.1%
Year 05	95.8%	95.0%	95.3%
Year 06	95.6%	91.4%	95.7%
Year 07	89.0%	92.2%	92.0%
Primary Other	93.0%	95.3%	90.6%
Total	94.1%	93.7%	93.4%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

Semester 1 student attendance data for 2016 shows that the target of 95% set in our School Attendance Plan was not reached. Attendance fell 1.6% short; reaching 93.4%  
Year 7s continue to be our poorest attenders (92.0%) - with these students reporting that they have more say in how often they stay home. Attendance education for Middle School Students and their families will be a focus in 2017.  
2017 attendance of all students will continue to be actively monitored to ensure that 95% attendance is achieved, another target will be to reduce the number of unexplained absences to less than 1%.

## Behaviour Management Comment

Our data pleasingly shows that a greater majority of our students are making appropriate behaviour choices.

We have worked with families to target and acknowledge improvements in behaviour. We continue to focus on the explicit teaching of social skills and behaviour expectations. A "What's The Buzz?" parent workshop was facilitated by Mark Le Messurier to enable our families to have a shared understanding of what we are teaching & common language.

A total of 16 suspensions were implemented during 2016, and 1 exclusion to Beafield Behaviour Centre. Less than 5 students are represented in this data (i.e. repeat offenders).

2017 will see us using what we know about brain development to work together to develop a Behaviour Code.

## Client Opinion Summary

The parent survey was conducted online in November.

The strengths identified by parents included the high quality of teaching and the strong teacher/student and parent/teacher relationships. Parents felt that there was partnership between home and school and that their children's learning needs were being met to a high degree.

They believed that the school was a safe place for their children and that their children expressed feeling safe at school.

They were very satisfied with the progress their children were making with their learning and were very comfortable in raising any concerns with either leadership or teachers. The school's improvement agenda and general maintenance were also highly ranked.

The staff survey was also conducted online.

Teachers indicated strongly that the school provides high expectations and motivation for students with a focus on challenge and a strong improvement agenda.

The well being of students was considered a priority by teachers. Student behaviour management was regarded as an issue by a minority, due to the complexity of a few students.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	6	9.2%
Other	1	1.5%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	10	15.4%
Transfer to SA Govt School	48	73.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

All school volunteers working in our Special Classes, or participating in ongoing regular volunteer work within our school, private service providers & contractors were required to have a current DICS1 screening clearance & RAN training before working in the school.

A process was established to enable us to identify and record the volunteers in particular roles throughout the school. Volunteer badges and a sign in book was provided for each classroom. All visitors were required to sign in before working with students. RAN training was provided throughout the year for parents/ caregivers.

## Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	46
Post Graduate Qualifications	10

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	18.9	0.0	13.0
Persons	0	23	0	19

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	3,313,175.47
Grants: Commonwealth	28,881.00
Parent Contributions	106,198.57
Fund Raising	15,181.85
Other	74,012.30

Data Source: Data Source: Education Department School Administration System (EDSAS).

## 2016 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement		
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	Funding was used to provide individual SSO support for students with disabilities. Smartar goals and reviewed each term.	
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant		
	Australian Curriculum	The Australian Curriculum funding was used to release teachers in PLC's to co-plan, in Literacy and Maths and to familiarise with the Technologies curriculum. They worked with the CPAC and planned using the Learning Design Planning tool.	
Program Funding for all Students  Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	This was used to employ SSO's to work with identified students to improve their Literacy skills. Individual goals were set and then reviewed each term.	
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students  Primary School Counsellor (if applicable)		