

SCHOOL CONTEXT STATEMENT

School name: Dernancourt School R-7

School number: 0982

Contextual Statement

Dernancourt School R-7 is co-located approximately 12 km north east of the Adelaide CBD in South Australia.

There is a very strong community expectation that our school will provide a quality education and environment that maximises the potential of all students. The school's logo: "*Learning Together*" represents the supportive environment and positive relationships fostered in our school community.

We are proud of the high quality programs offered and we support students for success through the following focus in our improvement plans. Literacy, Numeracy and Curriculum and Pedagogy. We currently employ a Coordinator in "Neuroscience" to ensure that staff and students are able to access the latest developments in knowledge about the brain.

We support students with high intellectual potential through a wide range of approaches, and we also offer a comprehensive intervention program for students requiring learning support. Music, Science and Japanese are specialist subjects at Dernancourt. We also have a strong focus on the physical education and health. Student voice is a feature of our decision-making processes.

Parents are highly valued in our community and there is a strong Governing Council with very successful sub-committees, eg. OSHC, ICT, Canteen, Grounds, Fundraising, Finance, Education and Grants. There is an active Parent Association which fundraises throughout the year. Parents are actively encouraged to engage in all aspects of the school-whole school events, excursions, committees and classroom assistance. There is also a Parents in Partnership group for families of students with disabilities, which meets twice a term.

We value the richness of the varied cultural backgrounds that students bring to school and we regularly celebrate special events, eg. Harmony Day, Reconciliation Week, International Childrens' Day, etc.

There are two District Special Classes on campus: Reception - Year 2 and Years 3-7

More information can be found at the schools website www.dernancts.sa.edu.au

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1. General information

Part A

School name	Dernancourt School R-7		
School No.	0982	Courier	North East
Principal	Ms Christine Ferguson		
Postal Address	29 Parsons Road Dernancourt		
Location Address	as above		
District	North East District		
Distance from GPO:	12 km	Phone No.	82612677
CPC attached	no	Fax No.	82610534
OSHC and Vacation Care:		Phone No.	83692723

February FTE Enrolment		2011	2012	2013	2014
	Rec		27	40	31
	Year 1		35	39	52
	Year 2		37	34	38
Special, N.A.P. Ungraded etc.		12	20	20	20
	Year 3	33	35	39	29
	Year 4	26	33	35	40
	Year 5	27	21	40	35
	Year 6	28	28	20	38
	Year 7	18	24	29	14
Secondary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0
	Year 8	0.0	0.0	0.0	0.0
	Year 9	0.0	0.0	0.0	0.0
	Year 10	0.0	0.0	0.0	0.0
	Year 11	0.0	0.0	0.0	0.0
	Year 12	0.0	0.0	0.0	0.0
	Year 12 plus	0.0	0.0	0.0	0.0
TOTAL (Primary)		154.0	260.0	296.0	297.0
School Card percentage		40%	29%	27%	29%
NESB Enrolment		40%	33%	42%	25%
Aboriginal Enrolment		2%	3%	3%	3%

Part B

- Deputy Principal:
Kellie Anderson
- School website address:
www.dernancts.sa.edu.au
- School e-mail address
dl.0982.info@schools.sa.edu.au
- Staffing numbers (teaching staff)
Teaching 15.6
Principal 1.0
Deputy Principal 0.5
Library 0.4
Counsellor 0.5
Coordinator: Neuroscience R-7 (shared with 4 other sites) 0.2
Total 18.2
- OSHC
A high quality Out of School Hours Care (OSHC) program is offered before school and after school, and, pupil free day care operates. Vacation Care is also available.
- Enrolment trends
Has remained relatively stable although 2015 sees an increase due to same day start for Reception and increased transfers.
- Special arrangements
District Special Class with access to disabled toilet and shower
- Year of opening
Dernancourt Primary and Junior Primary were opened in 1966
- Public transport access
Public transport via TransAdelaide Service Route 175. Connects with Paradise Interchange.
- **Context**
The whole school was refurbished through the Building Education Revolution Federal Government Grant. Which enabled us to better cater for the flexible learning needs of 21st century learners. This exciting work was completed in April, 2011.

Dernancourt Primary and Junior Primary schools amalgamated in 2012 with a new school name decided by community consultation. The suburb of Dernancourt was named after the village of Dernancourt in France due to its strong association with Australian soldiers during World War 1.

Our vision for Dernancourt Schools is to build: *“A learning community which is safe, inclusive and respectful, where all learners develop the confidence and skills to contribute effectively within our changing global society.”*

Our school values are: Respect, Cooperation, Confidence and Commitment. We have developed a set of beliefs that underpin our work. Our school logo *“Learning Together”* was developed by children and underpins our commitment to engage in quality relationships and develop a strong improvement culture.

Physical Resources include Resource Centre, Gym, General Purpose Room, OSHC program and the extensive grounds.

Staff meetings are held weekly. Staff are actively involved in a range of committees and Training and Development both within school and across the Partnership. All staff are aligned to a Site Improvement committee and are part of a Professional Learning Community (PLC) across similar year levels. These meet twice a term to collaboratively plan and share their teaching practice.

The Governing Council and the respective committees meet twice a term.

The Parent Association meets during the day twice a term.

We have a Parents in Partnership group which meet twice a term. This is a support group for families with children disabilities within our school.

2. Students (and their welfare)

- General characteristics

Students are responsive active learners and are encouraged to perform at a high level of achievement. The community is supportive of the school and there are high levels of involvement in extra curricula activities. Students come from a wide range of socio economic backgrounds. School card enrolment is currently 29% and currently there are approximately 25% of students from a non-English speaking background. This provides a wonderful opportunity for valuing cultural diversity.

- Pastoral care

A Pastoral Care Worker is currently working 10 hours a week as the successful result of a Federal Govt. grant application.

We aim to provide class programs which support students’ self-worth and confidence, and also assist them in gaining a strong sense of “well-being”.

All staff have a commitment to providing a supportive environment and catering for the wide range of childrens’ needs.

- Support offered

School counsellor time of 0.5 is built into the Deputy Principal’s role.

All students with a disability have a Negotiated Education plan which is reviewed annually.

Intervention programs assist students with identified learning needs through SS0 in class support.

- **Student Management**

The student behaviour management policy is supported by students, staff and parents. The policy has a focus on encouraging positive behaviour, social skills development and opportunities for children to meet their needs effectively. We make every effort to develop an environment that is positive for all of our learners and the high quality of the relationships that we enjoy is a key factor in our successful student learning outcomes. There is a code of conduct which all families and staff agree to abide by.

- **Student Voice**

The Student Representative Council attends to student initiated matters. This is supported by class meetings in all classes. The student Executive can report to the Governing Council.

Student voice programs foster students taking leadership in extra-curricular activities and there is opportunity within classes for negotiated learning programs.

- **Special Programs**

There are a number of programs offered including student intervention, transition, special class integration, Students with High Intellectual Potential, etc. We also support students from a Non-English speaking background within our ESL program. There is strong parent support for these special programs.

3. Key School Policies

- **Site Learning Plan**

We have a commitment to working collaboratively R-7 and have prioritised team work across the campus. The strategic directions for our new three year plan include the three major priorities of: Literacy, Numeracy and Curriculum and Pedagogy.

- **Literacy and Numeracy**

Staff are committed to improving student learning outcomes through identification of the common focus in reading of inferencing and vocabulary development through Literature studies, agreed writing focus and collaborative planning of units of work through Professional Learning Communities.

In 2015 we are part of the Mathematician in Residence Program with Ann Baker and all staff with other schools in the Modbury Partnership will participate in on going training and development in Natural Maths.

- **Curriculum and Pedagogy**

All staff will be familiarising with the Australian Curriculum subjects of Health and Phys Ed. and Technologies as well as programming and reporting in the Arts and Humanities and Social Sciences in addition to Science, English and Mathematics.

Our focus will be on developing teacher knowledge of Intellectual Stretch and Executive Function and incorporating this into class programs and general teaching. Teachers also identify one domain of TfEL as part of their Performance Development process.

- **Programs:**

Student wellbeing and engagement:

Staff are committed to enhancing the quality of relationships that we develop as this is crucial to successful learning. We promote social skills, as well as creative and critical thinking skills. We are exploring ways to ensure that students develop an understanding of our core values as a basis for building interdependence and self-responsibility. All staff are trained in the “What’s the Buzz” social skills program and utilise these strategies within the classrooms.

A school code of conduct and anti-bullying policy have been developed. Data on student safety and bullying incidents are collected twice a year and reported to governing council and the general school community.

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Neuroscience: The Neuroscience program has operated for the past 6 years. The neuroscience coordinator works in classrooms teaching students how to be the best learner they can be. The focus is on developing focussing skills, memory and concentration for the younger children and on managing emotions, sleep and self regulation for the older students. The staff also have access to training and development on the Brain and it’s influence on children’s learning.

Listening Program: Students who participate in this program attend a half hour session each morning before school. The program consists of an extensive series of primarily classical music with innovative sound processing techniques to exercise the auditory pathways and those areas of the brain involved in movement, rhythm, vision and integration of sensory information

Transition programs: Students engage in transition programs with Holden Hill and Dernancourt Kindergartens and Windsor Gardens College for the Year 7’s

Technology: We continue to invest in the latest resources to ensure that teachers and students have full access to multi-media modes of teaching and learning. All classrooms are fitted with an interactive whiteboard (Smartboard) and we have a 2 suites of computers. Each classroom has a pod of 6 iPads which are an integral part of the learning program.

- **Attendance**

An Attendance Policy is in place and attendance remains consistent with state levels. A data base is maintained and we aim for continual improvement.

- **Recent key outcomes**

- Refurbishment of the whole school to facilitate 21st century learning through Wi-Fi, and upgraded technological resources.
- Celebration of our successful learning outcomes
- Improvements to the grounds and the whole school environment

In addition we have a commitment to continued learning improvement for all our students through:

- A focus on the role of Play in Early Years learning programs across R-2.
- School wide diagnostic assessment and data collection and analysis which informs the learning intervention for indentified students.
- Catering for Students with High Intellectual Potential
- Improving our transition programs through increased involvement with Windsor Gardens College and other local high schools and local kindergartens Holden Hill and Dernancourt.
- Professional Learning Communities where teachers are released to collaboratively plan and program in order to develop consistency and continuity across the year levels in English and Maths.

4. Curriculum

- **Subject offerings**

All eight areas of the curriculum are delivered. Japanese is the Language other than English. Teachers program, plan, assess and report using the Australian Curriculum in English, Maths, Science, Humanities and Social Science (HASS) and The Arts. In 2015, teachers will undertake familiarisation in Languages, Health and Physical Education and Technologies

- **Special needs**

Students with learning difficulties are supported through an excellent intervention program with identified children. Specific Learning goals are set each term for identified students and reviewed by the class teacher and School Service Officers with the English as a Second Language teacher and Principal each term. Targets are set for all students in reading under Level 30 and reviewed each term.

- Special curriculum features

Two regional Special Class from Rec-Year 2 and Years 3-7 operate on site with a comprehensive approach to students' educational needs. Integration programs in Literacy and Maths are set up where appropriate.

- Teaching methodology

A range of teaching methodologies is supported, with much of our work based on a constructivist approach. The Teaching for Effective Learning framework (TFEL) underpins the teaching and learning in our school and all staff use the Learning Design tool for collaborative planning. Our Neuroscience program is an invaluable contribution to staff professional development and to our students in building self-responsibility with their learning.

- Assessment procedures and reporting

Formative and summative reports are provided through interview and documentation. Parents are welcome to arrange to meet with teachers at interview time as well as other times as needed during the year.

- Joint programs

Transition programs operate with the local kindergartens and local high schools. Holden Hill Kindy visit once a term and our reception children pay a reciprocal visit. Our year 7's have access to Windsor Gardens College facilities.

5. Sporting Activities

The school has an active sports community that organises a variety of sports. SAPSASA sports programs are promoted as well as weekend competitions. School Sports teams include netball, cricket, soccer, basketball. Parents have a vital role in coaching and supporting our sporting activities. All students R-5 participate in one week of swimming in Term 1. Year 6/7 students participate in aquatics in Term 4.

6. Other Co-Curricular Activities

Students from Year 1 -5 have the opportunity to participate in the junior Choir "The Starlight Singers", who performs at community and school events.

Year 6-7 Students can join the Senior Choir which performs annually at the Schools Festival of Music at the Festival Theatre in Term 3.

There is a gardening group which grows produce that can be sold to the canteen.

The school is an active participant in the University of NSW competitions, in Science, Maths, English and Computer Skills

Student Voice activities are highly valued. Our students are responsible for organising one fundraising event each term and responding to topics generated through class meetings

Students have access to Karate, Tae Kwondo and Kids Alive programs after school hours.

During Science Week students have the opportunity to be a “Scientist For a Day” and demonstrate science experiments to their peers.

Our major fundraiser each year is a wholeschool “Athon” which is based on an area of the curriculum.

Play is an integral part of the R-2 learning program. All J.P. classes participate in “Special Activity” once a week for a 45 minute period. Children can move from class to class and participate in a variety of developmental play learning activities.

7. Staff (and their welfare)

- Staff profile

Staff are committed and highly professional teachers who provide a supportive, caring environment where children achieve success. They are active learners who actively participate in a variety of training and development options. The majority of staff have held long tenures and therefore provide the school with stability and continuity of programs.

- Leadership structure

Leadership consists of Principal and Deputy Principal. The team is supported by the Management Groups R – 7, year level Professional Learning Communities, training and development teams, weekly staff meetings, a range of committees, and a professional development program which reflects the school’s curriculum priorities.

- Staff support systems

Non-Instruction Time is provided through specialist teachers in Music, Japanese and Science. There is an excellent team of SSO’s supporting teaching staff and students. All classes have 6 hours of SSO support for their Literacy block per week and in this time the SSO’s support identified students.

- Performance Development

Staff participate in regular performance management processes. There are at least two formal meetings with their line manager a year. All staff identify between 3 & 5 goals as part of their personal improvement plan.

- Staff utilisation policies

Teachers are allocated to composite classroom groups. SSO’s support administration, classrooms and intervention programs.

- Access to special staff

DECD provides support services, eg. Speech, Guidance, Attendance which the school accesses for students with disabilities or behaviour needs. Students are also supported by specialist support staff from Autism S.A., Can Do 4 Kids, Novita and Cora Barclay.

8. Incentives, support and award conditions for Staff

Staff access DECS policies in regard to working conditions.

9. School Facilities

- Buildings and grounds

The school buildings R-7 of solid brick with a single story for the Junior School, the main double storey building which houses the office and primary classes and an open space unit that houses the Resource Centre, Science / Art room and the Yr 3-5 Computer room. The OSHC facility shares some of this building. The grounds are expansive, picturesque and well maintained. An upgrade to the appearance of the front of the school has been developed by the Grounds Committee. A new outdoor covered learning area has been erected and new gardens established.

- Cooling

All areas are airconditioned with modern split system air conditioners.

- Specialist facilities

There is a Resource Centre, gymnasium, canteen and Out of School Hours Care facility, as well as the school grounds which includes a large oval area. Currently all primary classrooms utilise a double classroom space. The library is housed in the open space unit area. From 2015 this area will also accommodate the Primary Special Class.

- Student facilities

All classrooms, Resource Centre and Sporting facilities are well resourced. Our outstanding Out of School Hours Care facility has recently achieved full accreditation. This service is currently expanding and is able to cater for new enrolments.

The new COLA and resurfacing of the Junior Primary asphalt area has enhanced the outdoor play areas for our students.

- Staff facilities

Facilities for staff include an upgraded staff room and there is also a staff resource reference room. There is a room available for meetings with parents, colleagues or support personnel.

10. School Operations

- Decision making structures

The school is managed through a series of committees and democratic decision making structures are in place. Strong support comes from the Governing Council and a variety of very active committees, eg. FAC (Finance), Grounds, Education, Canteen, OSHC, ICT, Fun raising, Grants, etc.

- Regular publications

A fortnightly newsletter is sent to members of the community. This can be sent via email or hard copy. Our website has the newsletter uploaded fortnightly. Class newsletters are sent home twice a term. We have a Skoolbag app, which enables greater communication with parents.
- Other communication

A year book is produced annually which parents can purchase. Staff and parent handbooks are revised and produced annually. The message board gives up to date information of events. There are also message boards, with the week's event outside both buildings. In 2015 we will be exploring the use of a school Facebook page.
- School financial position

The school has made a substantial commitment to learning technologies and other site resources. The school is in a good financial position.

We have committed funds to continual upgrading of technology and the school grounds.

11. Local Community

- General characteristics

Dernancourt School R-7 is surrounded by residential houses situated between North East and Lower North East Roads.
- Parent and community involvement

The school enjoys excellent support from the community in a wide range of school related activities. Special functions are held regularly in which parents and caregivers can participate, eg. Welcome BBQ, Matsuri Festival, Harmony Day, International Children's Day, Art Shows Grandparents Day bi-annually "Dernancourt's Got Talent" (2009 – 11) Our major fundraiser each year – an "Athon" is well attended and supported by parents. Parents are keen to volunteer in classrooms, working bees and canteen.
- Feeder schools

Dernancourt School R-7 is a feeder school to Windsor Gardens College. Students also attend Charles Cambell Secondary School and Kildare College.
- Other local care and educational facilities

Holden Hill and Dernancourt Kindergartens are feeder kindergartens to Dernancourt School R-7.
- Commercial/industrial and shopping facilities

The school is within 5 km of the Tea Tree Plaza Shopping Centre. There is a wide range of commercial and light industrial facilities in close proximity of the school. The Torrens Valley linear park runs within 500 metres of the school.

- Other local facilities

There is an abundance of essential services within 10 minutes of the school.

- Local Government body

The school is part of the Tea Tree Gully Council area.

12. Further Comments

- The Parents Association is very supportive and tirelessly works to support the school in a variety of ways, eg. Christmas trading table.
- The school has a School Uniform Policy. Students wear their navy blue and gold uniforms proudly, and this currently includes sun safe hats worn at specific times of the year (January to May and September to December) to ensure Vitamin D capacity is available for children. A Uniform Shop is operated by the Governing Council and is open three times a week. The school canteen is financially viable and successfully incorporates “Healthy Foods” policies.
- We are proud of a wide range of regular special events, eg. Sports Day, Reconciliation Week, Multicultural Festivals, Matsuri Festival (Japanese Festival), Book Week, Literacy and Numeracy Week, Science Week, our Arts Program, the Primary Schools Music Festival, our annual End-of-Year Concerts, and much much more.