



## SCHOOL CONTEXT STATEMENT Updated: 1/3/19

**School number:** 0982

**School name:** Dernancourt School R-7

### School Profile:

Dernancourt School R-7 is 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 to achieve success through our site improvement plans. Our 2019-2021 focus areas are Numeracy, Reading & Writing. We have embedded in our school "Neuroscience" to ensure that staff and students are able to access the latest developments in knowledge about the brain.

We support all students to achieve their full potential through a wide range of approaches. We offer a comprehensive intervention program for students requiring learning support and offer a range of opportunities for students with high intellectual potential. Performing Arts, Science and Japanese are specialist subjects at Dernancourt. We also have a 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 - including whole school events, excursions, committees and classroom assistance.

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 Children's 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](http://www.dernancts.sa.edu.au)

# 1. General information

- *School Principal name:* Kellie Anderson
  - *Deputy Principal name:* Kane Watkins
  - *Year of opening:* 1966 with official opening ceremony in 1967
  - *Postal Address:* 29 Parsons Road, Dernancourt, 5075
  - *Location Address:* As Above
  - *Department for Education Region:* Modbury Partnership
  - *Geographical location –* 12km distance from GPO
  - *Telephone number:* 08 8261 2677
  - *Fax Number:* 08 82610534
  - *School website address:* dernancts.sa.edu.au
  - *School e-mail address:* dl.0982.info@schools.sa.edu.au
  - *Child Parent Centre (CPC) attached:* No
  - *Out of School Hours Care (OSHC) service:* Yes
- | <i>February FTE student enrolment:</i> | 2016         | 2017         | 2018         | 2019         |
|--|--------------|--------------|--------------|--------------|
| Rec                                    | 39           | 57           | 44           | 54           |
| Year 1                                 | 43           | 42           | 56           | 39           |
| Year 2                                 | 39           | 42           | 38           | 58           |
| Special, N.A.P. Ungraded etc.          | 19           | 18           | 20           | 18           |
| Year 3                                 | 51           | 35           | 43           | 38           |
| Year 4                                 | 37           | 48           | 35           | 42           |
| Year 5                                 | 29           | 36           | 43           | 32           |
| Year 6                                 | 29           | 29           | 31           | 40           |
| Year 7                                 | 29           | 28           | 27           | 33           |
| 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 12plus                            | 0.0          | 0.0          | 0.0          | 0.0          |
| <b>TOTAL (Primary)</b>                 | <b>315.0</b> | <b>335.0</b> | <b>337.0</b> | <b>354.0</b> |
| School Card percentage                 | 25%          | 26%          | 28%          | 24%          |
| NESB Enrolment                         | 40%          | 33%          | 42%          | 25%          |
| Aboriginal Enrolment                   | 2%           | 3%           | 3%           | 3%           |

- **Student enrolment trends:**

Has remained relatively stable with a steady increase over the past 3 years.

- **Staffing numbers (as at February census):**

Teaching 19.3

Principal 1.0

Deputy Principal 0.5

Library 0.4

Counsellor 0.5

SSO 13.4

Total 35.1

- **OSHC**

A high quality Out of School Hours Care (OSHC) program is offered before school and after school. The service operates on pupil free days and Vacation Care is also available.

- **Public transport access:**

Public transport via TransAdelaide Service. Connects with Paradise Interchange.

- **Special site arrangements:**

Two District Special Classes with access to disabled toilet and shower.

- **Context**

The whole school was refurbished through the 2011 Building Education Revolution Federal Government Grant. Which enabled us to better cater for the flexible learning needs of learners.

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 School R-7 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 the 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 Modbury 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 twice a term.

## 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 24% and currently there are approximately 25% of students from a non-English speaking background. This provides a wonderful opportunity for valuing cultural diversity.

- *Student well-being programs*

A Pastoral Care Worker is currently working 11 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 children's' needs.

- *Student 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 SSO 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.

- *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 leadership is fostered through extra-curricular activities and there are opportunities within classes for negotiated learning programs.

- *Special programmes*

There are a number of programs offered including student intervention, 'Read, Write Inc', transition, special class integration etc. We also support students from a Non-English speaking background within our EALD program. There is strong parent support for these special programs.

### 3. Key School Policies

- ***Site Improvement Plan and other key statements or policies:***

We have a commitment to working collaboratively across 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: Reading, Writing and Numeracy.

- ***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 were part of the Mathematician in Residence Program with Ann Baker and all staff along with other schools in the Modbury Partnership participated in training and development in Natural Maths.

- ***Curriculum and Pedagogy***

Embedded in our teaching are the 8 learning areas determined by Australian Curriculum. Wherever possible teaching and learning programs are integrated to ensure learning is contextualised and relevant.

Our focus continues to be on developing teacher knowledge of Intellectual Stretch and Executive Function and incorporating this into class programs and general teaching. Teachers use TfEL as part of their learning design 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. 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 an anti-bullying policy have been developed. Data on student safety and bullying incidents are collected yearly and reported to governing council and the general school community.

*Neuroscience:*

The Neuroscience program has operated for the past 9 years with our neuroscience coordinator working in classrooms teaching students how to be the best learner they can be. The focus on developing focussing skills, memory and concentration for the younger children and on managing emotions, sleep and self-regulation for the older students is now embedded in our daily practice. The staff will continue to access training and development on the brain and its 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 Avenues 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 (screens) 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**

- 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 Reception – Year 2.
- 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
- School wide diagnostic assessment and data collection and analysis which informs the learning intervention for identified students.
- Catering for Students with High Intellectual Potential
- Improving our transition programs through increased involvement with our local high schools and local kindergartens.

## 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.

- **Special needs**

Students with learning difficulties are supported through an excellent intervention program. Targets are set for all students in reading under Level 30 and reviewed each term. 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 Leadership Team 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 catering for students' educational needs. Integration programs 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 Avenues 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 and AFL. Parents have a vital role in coaching and supporting our sporting activities. All students R-5 participate in one week of swimming. Year 6/7 students participate in aquatics.

## 6. Other Co-Curricular Activities

Students from Year 1 -5 have the opportunity to participate in the Early Years Choir "The Starlight Singers", and perform 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.

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

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 Kwando 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 whole school “Athon”.

Play is an integral part of the R-2 learning program. All Early Years 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 based 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 priorities.

- *Staff support systems*

Non-Instruction Time is provided through specialist teachers in Performing Arts, Japanese and Science. There is an excellent team of SSO’s supporting teaching staff and students. All classes have SSO support for their Literacy and 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 3 goals as part of their personal development plan.

- *Staff utilisation policies*

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

- *Access to special staff*

Department for Education provides support services, eg. Speech Pathologist, Educational Psychologist, Attendance Councillor, Behaviour Coach and a Special Educator which the school accesses to support students with needs. Some students are also supported by specialist support staff from Autism S.A., Can Do 4 Kids and Novita.

## 8. Incentives, support and award conditions for Staff

Staff access Department for Education policies in regard to working conditions.

## 9. School Facilities

- *Buildings and grounds*

The school buildings across R-7 are of solid brick construction 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, Primary Special Class, Art Room and Computer Suite. 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 nature play and Japanese Garden area has been developed in collaboration with student design.

- *Cooling*

All areas are air conditioned 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 five primary classrooms utilise a double classroom space. The library is housed in the open space unit area. This area also accommodates 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 achieved full accreditation. This service is currently expanding and is able to cater for new enrolments.

The COLA and Nature Play area enhance the outdoor play areas for our students.

- *Staff facilities*

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

There is access to a disabled toilet and shower in the Early Years Building and in a stand-alone building near the Resource Centre.

## 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 & Grants, Canteen, OSHC, ICT, Fundraising, Grants, etc.

- *Regular publications*

A fortnightly eNewsletter is published via Skoolbag and on the school website. Term overviews and class newsletters are sent home twice a term. Our Skoolbag App and Facebook page are enabling 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

- *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". Our major fundraiser each year – an "Athon" is well attended and supported by parents. Parents are keen to volunteer in classrooms, working bees and the canteen.

- *Feeder schools*

Dernancourt School R-7 is a feeder school to Avenues College. Students also attend Charles Campbell Secondary School and Kildare College.

- *Other local care and educational facilities*  
Holden Hill and Dernancourt Kindergartens are the main 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 to 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. trading tables.
- 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 is available for children. A Uniform Shop is operated by JS Sport and is open twice 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.