

Improvement Plan for Dernancourt School R-7

Year / Version
Date Published
Site Leader
Deputy Principal

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2021 / 1.3
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2019 to 2021



Vision

At Dernancourt School R-7 we are all on a learning journey together to become the best learners that we can possibly be.

ESR recommendations

Direction 1

Further develop teacher skills in the implementation of effective pedagogies and high yield strategies that are focussed on differentiation, stretch and challenge, by engaging in regular, reflective cycles of review to build, consolidate and embed a culture of continuous targeted improvement.

Direction 2

Deepen teacher knowledge in the elements of LDAM to build their capacity in designing rich learning experiences that differentiate, challenge and stretch all students and enable them to demonstrate higher levels of learning.

Direction 3

Build staff proficiency in formative assessment practices and moderation that enables them to track individual student progress, informs task design and provides all students with regular opportunities to be challenged and stretched in their learning.

Direction 4

Develop rigorous and aligned performance development processes and professional learning structures that provide ongoing opportunity for staff to engage in self-review processes and critically reflect on pedagogical practice, which also strategically builds the capacity of staff and informs improved teaching and learning.

Dernancourt School R-7 will be externally reviewed again in 2022.

School Context:

- IoD: 5
- Total Enrolments: 364
14 mainstream classes
2 special classes
- School Card: 110
- SWD: 58
- ATSI students: 18
- EALD students: 72
- Children in Care: 4
- Attendance 91%

Running Record % achieving SEA

Year 1 (49) 41%

Year 2 (38) 50%

PAT R

Year Level	Demonstrated SEA	Below SEA	Not Tested	Total
03	47 (88%)	5 (9.5%)	1	53
04	34 (87%)	4 (10%)	1	39
05	40 (85%)	5 (10.5%)	2	47
06	23 (76.5%)	7 (23.5%)		30
07	19 (82.5%)	4 (17.5%)		23
PC	1 (12.5)	7 (87.5%)		8

PAT M

Year Level	Demonstrated SEA	Below SEA	Not Tested	Total
03	49 (92.5%)	3 (5.5%)	1	53
04	31 (79.5%)	7 (17.5%)	1	39
05	41 (87%)	4 (8.5%)	2	47
06	28 (93%)	2 (7%)		30
07	19 (82.5%)	4 (17.5%)		23
PC		8 (100%)		8



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2021 Plan summary

Goal	Target	Challenge of practice	Success criteria
Increase the number of year 5 & 7 students achieving and being retained in the higher bands in NAPLAN Numeracy.	In 2021, as measured against NAPLAN numeracy; 56% of year 7 students will achieve upper bands. There will be a 5% increase in upper band NAPLAN numeracy	If we adopt a targeted approach to extending number sense and mathematical thinking through problem posing/solving investigations, then we will increase the achievement and retention of students in the upper bands as measured against NAPLAN Numeracy in years 3-7.	In observations and on work samples in mathematics, teachers will see students increasing their ability to demonstrate relevant elements of the Australian Curriculum. When working mathematically students will demonstrate the appropriate application of problem solving strategies.
Increase the number of early years students meeting SEA for reading.	In 2021, as measured against Running Record Data 85% of Year 2 students will achieve SEA.	If we have a common evidence based approach towards the explicit teaching of synthetic phonics, reading comprehension and the Big 6, then we will increase the number of R-2 students achieving the SEA as measured against Running Record Data.	Students will be able to recognize : <ul style="list-style-type: none"> the letters of the alphabet along with all stage 1 and 2 digraphs by the end of year 2. all high frequency words, phonemes and apply phonic principles to unknown or nonsense words. Teachers will identify students with specific reading difficulties and ensure they are provided with targeted support.
Increase the number of year 5 & 7 students meeting NMS and achieving higher bands in NAPLAN writing.	There will be a 5% increase in upper band NAPLAN writing achievement (based on 2019 data) in years 5 & 7 and 100% retention of Year 3 & 5 students (2019) achieving upper bands.	If we have a common approach to developing students construction of complex sentences, use of rich vocabulary, and ability to identify & convey purpose of a text then we will increase the number of students achieving the NMS and being retained in the higher bands for NAPLAN writing.	In work samples teachers will see students writing skills improving through our assessment tasks using Bright Path to inform the moderation and feedback process. Students will demonstrate: Awareness of the purpose of the text and its basic structure. Greater use of compound and complex sentences for elaboration and simple sentences for emphasis. Topic specific vocabulary

