

# Dernancourt School

*Learning  
Together*



## Dernancourt School

### 2022 annual report to the community

Dernancourt School Number: 982

Partnership: Modbury

Signature

School principal:

Mrs Kellie Anderson

Governing council chair:

Ms Michelle Flanigan

Date of endorsement:

10 February 2023



Government  
of South Australia

Department for Education

## Context and highlights

Dernancourt School R-7 is a Category 5 school in the north-eastern metropolitan area.

Our school's logo "Learning Together" represents the supportive, collaborative environment and positive relationships fostered across the entire school community. We value highly the diversity of our students and their families, and we celebrated our diversity through events including Reconciliation Week and NAIDOC Week, Autism Awareness and Harmony Day.

Despite the double cohort of graduates, with both year 6 and year 7s leaving at the end of 2021 our 2022 enrolments numbers continued to increase. We enrolled 60 school starters, and we started the school year with 325 students, including the 17 students enrolled in our Junior Primary and Primary District Special Options Classes. This increase was as result of growing requests for enrolments from both within and outside of our local school area and enabled us to maintain fourteen classes. When enrolling their children, parents mention that their choice is motivated by word-of-mouth recommendations from existing families encouraging them to move to the area to secure enrolment. These endorsements are further supported by our positive results on the My School website.

Staff and students responded to the demands placed on us by COVID, only Reception and vulnerable learners were allowed on site for the first two weeks of the school year all other learning was delivered online. We were happy to have all learners back on site in week three although our smiles could not be seen as we were advised to wear masks indoors. Staff were unable to meet in large groups as staff meetings were moved outdoors. As the year progressed restrictions changed, and we were returning to normal towards the end of term 3

Our early years learners participated in regular music sessions with Gaby as we learned and collected data about the connection between learning and holding a beat in music and the ability to learn letters and sounds. Song rhythm and rhyme were also a regular part of staff meetings. Learners (child and adult) all loved the return of song and happy voices and humming through our corridors and not just in classrooms while Gaby was there!

Other highlights include the Mother's Day and Father's Day Stall where learners were supported by our Parent Association to lovingly select a gift for a special person. We celebrated reading at the annual Book Week Parade which had our learners and staff dressing up as characters from their favourite books. Families are always supportive of this event and costumes reflect the importance place on the enjoyment of books and reading.

Class teachers collaborated with our Performing Arts teacher to choreograph and prepared items to celebrate the Performing Arts at our End of Year Concert. This event was well attended by community members acknowledging the importance and ongoing commitment to this as a specialist subject at our school.

A specialist Health and Physical Education teacher was employed for the first time in 2022, this enabled more of our upper primary students to participate in interschool carnivals and competitions. There was also an increase in the number actively participating in district trials and successfully being selected to represent the region.

Each year we set the ambitious target of \$10 000 for fundraising. In 2022 our community exceeded all expectations raising over \$20 000 through the collection of donations and participation in the Colour Fun Run. This is an amazing effort that demonstrates the community commitment to the ongoing improvement of resources to support student learning achievement.

## Governing council report

The Governing Council continued to adapt to the ever-changing environment to support the students, teachers and leadership team through another unpredictable year. We met online and face-to-face whenever possible. The Governing Council would like to thank all families and community members who continued to support the school in new and creative ways as restrictions prevented many of our normal events, fundraising and volunteering opportunities. The Grounds Committee utilized the opportunity to stay outside and ran another productive working bee with many families and community members involved in working on the school gardens and grounds. With new students every year we welcome new volunteers and families and the kids always seem to enjoy getting their hands dirty! Thank you for your hard work.

The Fundraising committee worked hard through constantly changing guidelines to again raise money for the technology budget to increase the number of laptops available to students at school. The amazing efforts of our community saw our Colour Fun Run raising over \$20,000 this money will see our 2023 early years learners start with a new trolley of ipads as well as a number of interactive screens being installed over the January break.

The Sports and Education Committees continued to support school sports and SAPSASA opportunities available to the students as well as guest speakers for parents and caregivers. While so much of our interaction has had to move to a virtual platform it is great to see families still joining in and learning and growing together.

While OSHC and the Canteen continued to be impacted by school closures and restrictions, all staff worked hard to ensure continued service to those who needed it. In Term 3 our Canteen reopened under the guidance of our Canteen Committee our new Manager - Alison has won the hearts of our students through their stomachs! Community have strongly supported the return of the canteen and the return of popular items such as the favorite Hot Milo and Muffin Monday and the Friday hotdog.

A lot about schools and how families and educators work together to support our kids has changed over the last few years, however with the commitment, determination to work together, Dernancourt demonstrated that this is not only possible but a positive experience.

Working Together, we will continue to make Dernancourt a place that we all enjoy being a part of.

Michelle Flanigan  
Chairperson

## Quality improvement planning

### NUMERACY

Numeracy focus: to develop a targeted approach to extending number sense and mathematical thinking through problem solving investigations, was supported through ongoing professional development. Our Year 2-3 PLC participated in the Orbis "Thinking Maths" sessions and shared their learning with colleagues at Pupil Free Days and during staff meeting time. This learning was well received by teachers and was differentiated and implemented in R/1 and 4-6 classroom learning programs. Teachers were eager to participate in the programs designed for their year levels. In 2023 our R/1 PLC have been enrolled at Orbis in the "Thinking Maths for R-2 learners", other 3-6 teachers that have not participated in this program have also been enrolled or are on waiting lists.

Our year 4-6 PLC trailed the DfE Year 5 mathematics unit of work. PLC release enabled the PLC to unpack and rigorously discuss with the unit and implementation strategies for 4/5 and 5/6 classes. PLC time was also spent with Felixstow 2 Curriculum Lead reflecting on the unit and aligning the learning undertaken in Thinking Maths and how best to align this to ensure that we provide challenging and engaging programs that meet the needs of our learners.

Teachers were able to learn with colleagues in our Partnership at our Partnership Pupil Free Day that was co-designed by Curriculum Leader and Teacher Leaders. This learning continued the focus we have had on transforming tasks, formative assessment practices and collaborative moderation. As per Partnership agreements each teacher designed, taught and assessed mathematical tasks where students do the thinking.

### READING

The RWI program continues to ensure a consistent approach to teaching phonics and reading across R-2. R-2 students were sorted into targeted learning groups of no more than 10. Following 10 weeks after explicit targeted teaching of learning was assessed and groups reviewed to ensure that students were being challenged and supported to improve their reading skills.

Reception/Year 1 teachers participated in a cycle of regular observation and feedback with LGU Literacy Coach. All classes were implementing literacy routines including the daily Heggerty sessions as agreed in 2021.

At the end of Term 3 2022 all R-2 teachers, support staff and SSOs met with LGU Coach and leadership to participate in reflection and analysis of Phonic Screening Assessment data. This was triangulated with RWI groups, Running Record data and where relevant ORF data. Success was celebrated! Our best ever PSA results. Targeted intervention was designed for those not achieving benchmark with the goal of having them at benchmark by the end of 2022.

Literacy Pro. is used to support ongoing reading assessment, tracking and monitoring for year 3-6 learners. This program also helps teachers to monitor what students are reading as well as their comprehension as they complete online assessments.

ALL Dernancourt School students completed the Premier's Reading Challenge in 2022.

### WRITING

We continued to use the Brightpath tool to assess student writing progress. Teachers engaged in professional learning with a focus on Narrative and Persuasive texts.

Displaying Brightpath achievement rulers in every classroom allowed students to identify & convey purpose of texts during their planning; ensuring correct text type was selected then written using the correct structures and features.

Release was provided for the moderation of writing in Year Level Teams to ensure samples were accurately scored and the correct and direct feedback provided to students to improve their skills as writers/authors and in turn increases the number of students achieving the NMS and being retained in the higher bands of NAPLAN.

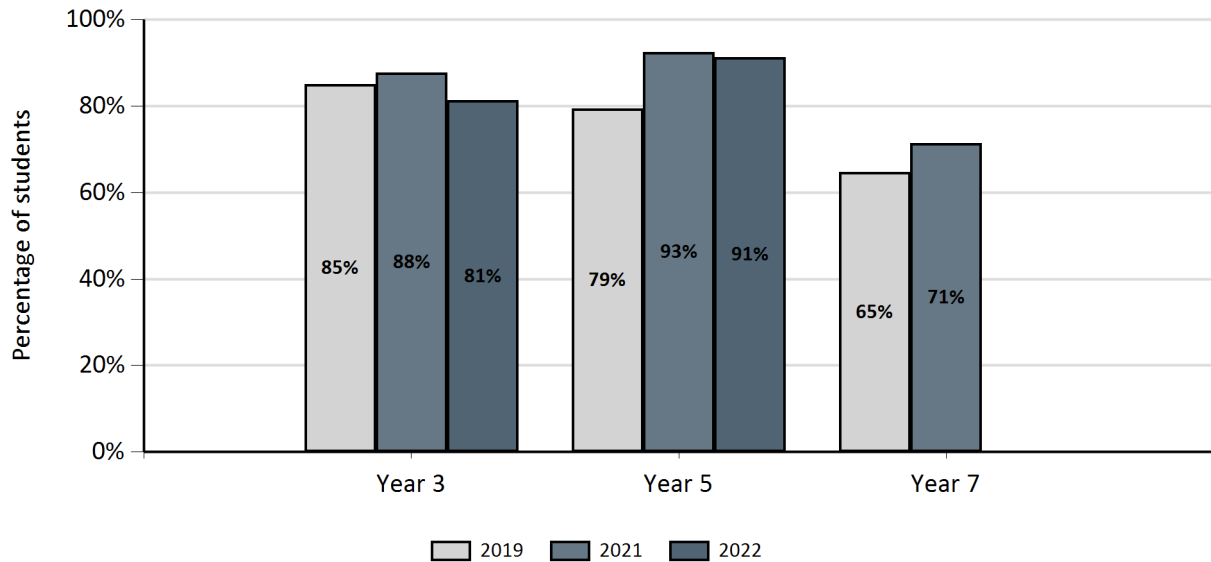


# Performance Summary

## NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

### Reading

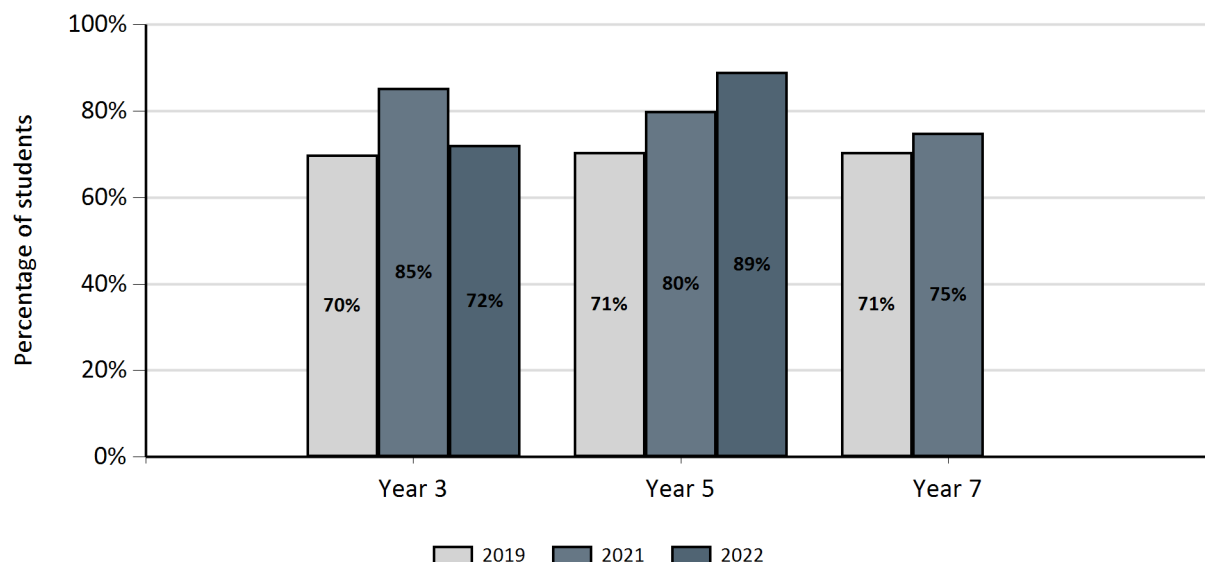


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

\*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 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 <sup>^</sup> |          | No. of students achieving in the upper two bands |          | % of students achieving in the upper two bands <sup>**</sup> |          |
|---------------------------|---|----------|--|----------|--|----------|
|                           | Reading                                       | Numeracy | Reading  | Numeracy | Reading  | Numeracy |
| Year 03 2022              | 43  | 43       | 21   | 12       | 49%  | 28%      |
| Year 03 2021-2022 Average | 42.0  | 42.0     | 22.0   | 14.0     | 52%  | 33%      |
| Year 05 2022              | 46  | 46       | 24   | 20       | 52%  | 44%      |
| Year 05 2021-2022 Average | 43.0  | 43.0     | 19.5   | 15.5     | 45%  | 36%      |
| Year 07 2021-2022 Average | 28.0  | 28.0     | 10.0   | 11.0     | 36%  | 39%      |

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

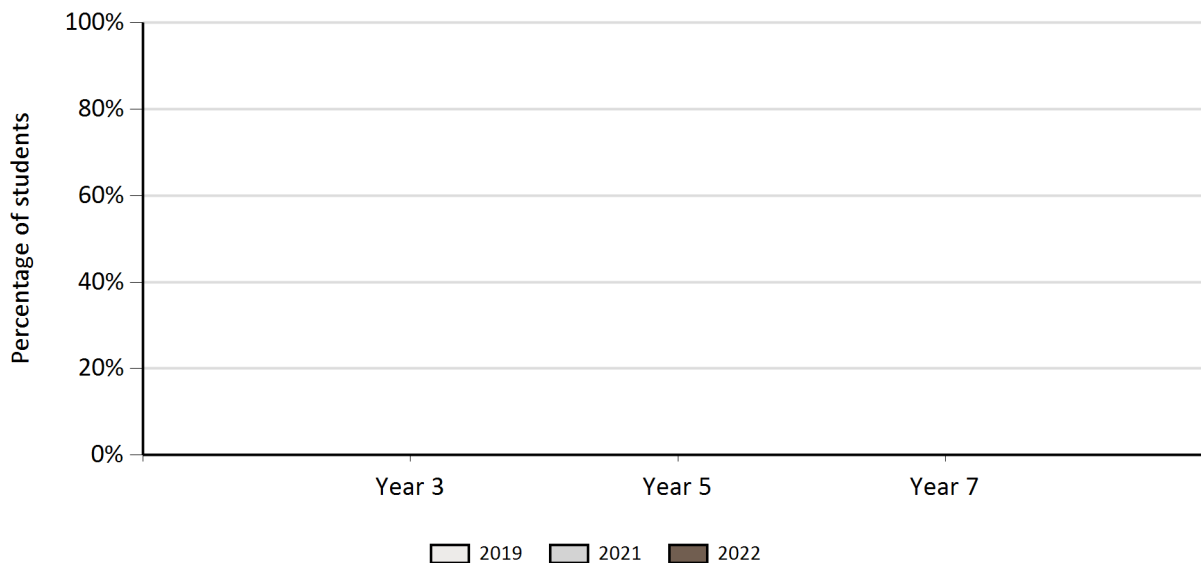
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



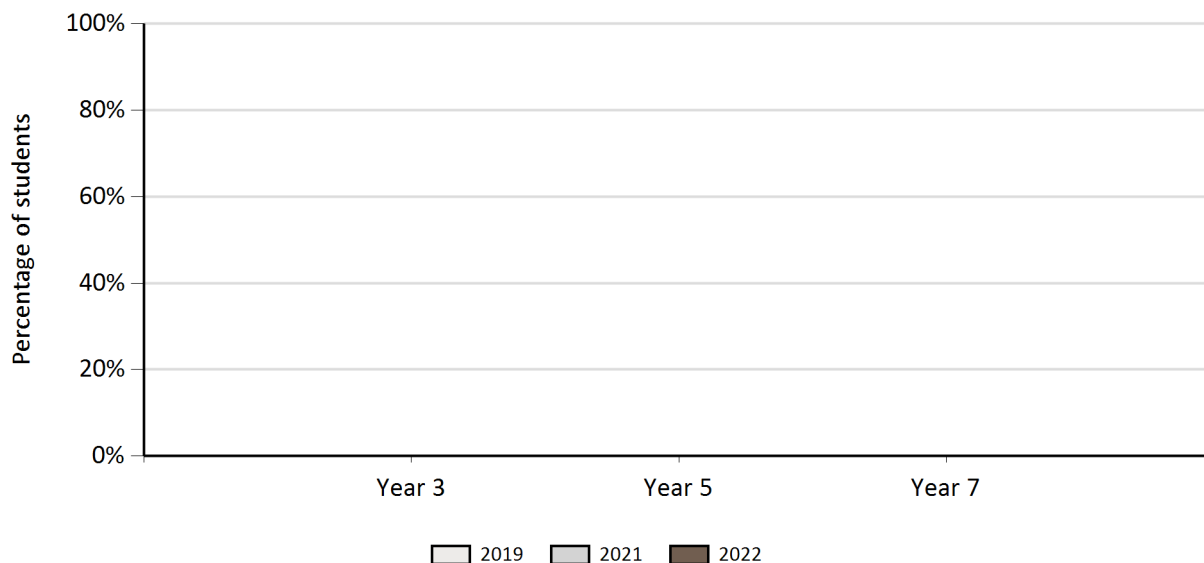
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 <sup>^</sup> |          | No. of students achieving in the upper two bands |          | % of students achieving in the upper two bands <sup>**</sup> |          |
|---------------------------|---|----------|--|----------|--|----------|
|                           | Reading                                       | Numeracy | Reading  | Numeracy | Reading  | Numeracy |
| Year 03 2022              | *   | *        | *  | *        | *  | *        |
| Year 03 2021-2022 Average | *   | *        | *  | *        | *  | *        |
| Year 05 2022              | *   | *        | *  | *        | *  | *        |
| Year 05 2021-2022 Average | *   | *        | *  | *        | *  | *        |
| Year 07 2021-2022 Average | *   | *        | *  | *        | *  | *        |

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>Includes absent and withdrawn students.

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

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

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Consistent literacy practices, including the use of beat, pattern, songs and rhymes are applied in R-2 classes to raise Aboriginal learner achievement in literacy. Concepts regularly revisited throughout the day to ensure consolidation of learning.

As a part of performance development processes, staff were asked to share evidence of every Aboriginal learner's growth (data and stories). Leaders initiated informal and formal conversations with teachers, ACEO and SSOs about Aboriginal learners whenever possible. Regular walk throughs were conducted to ensure quality practice is evident in every learning space for every Aboriginal and non-Aboriginal learner.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Teachers regularly shared data, photos and stories of success, engagement and happiness at school with leaders and families via SeeSaw. Personal learning goals & targets for improvement for Aboriginal learners were documented, shared with families and the achievement of targets was celebrated.



# School performance comment

Our 2022-2024 Site Improvement Plan (SIP) reflects our ongoing commitment to improving student learning outcomes in Mathematics and Reading for Reception to Year 6 learners.

Staff at Dernancourt School are committed to enhancing student learning achievement by using effective teaching approaches that are supported by research. Staff recognise that a consistency of practice across year levels plays a vital part in ensuring students make continual progress.

The appointment of an early years literacy coach by LGU ensured that our synthetic phonics program, "Read Write Inc," is run with a high level of integrity, and instructional routines are consistent across classes. In 2022 all classes R-2 participated in daily Heggerty sessions. An improvement in the 2022 Phonics Screening Assessment data was significant.

## NAPLAN Reading.

Our 2022 NAPLAN Reading results demonstrated a slight decline in the percentage of Year 3 and 5 students achieving the Standard Educational Achievement (SEA) 81%, 91% respectively. The percentage of students achieving the SEA in Year 5 was 91% this data cannot be compared with their Year 3 data as this is the first time this cohort has participated in NAPLAN testing. (2020 NAPLAN cancelled due to COVID) as such progress cannot be reported on as it usually is, using NAPLAN.

The percentage of Year 3 students achieving in the upper two bands for Reading was particularly pleasing with 49% of Year 3 and 52% of Year 5 students scoring in these bands. Students achieving in the upper two bands was above the state average.

## NAPLAN Numeracy

While 2022 NAPLAN Numeracy data shows a slight decline for year 3 achievement it continues to be an improvement on our historical data, pleasingly our Year 5 data continues to increase.

72% of Year 3 students and 89% of Year 5 students meeting Standard Educational Achievement (SEA).

The percentage of 2022 students achieving results in the upper two bands for NAPLAN Numeracy was 28% for Year 3, 44% for Year 5, pleasing improvements on previous NAPLAN Numeracy results.

This improvement can be accounted for when consideration is given to the school's focus on collaborative planning and moderation and our commitment to adopting a targeted approach to extending number sense and mathematical thinking through problem solving investigations.

## Attendance

| Year level    | 2019  | 2020  | 2021  | 2022  |
|---------------|-------|-------|-------|-------|
| Reception     | 92.9% | 87.6% | 93.1% | 90.0% |
| Year 1        | 93.3% | 91.2% | 92.0% | 89.2% |
| Year 2        | 94.7% | 90.4% | 91.2% | 89.6% |
| Year 3        | 92.4% | 91.7% | 91.3% | 89.1% |
| Year 4        | 93.9% | 88.5% | 94.2% | 87.0% |
| Year 5        | 93.6% | 92.4% | 89.8% | 91.0% |
| Year 6        | 90.7% | 92.9% | 91.5% | 87.1% |
| Year 7        | 91.8% | 90.2% | 94.2% | N/A   |
| Primary Other | 88.5% | 85.2% | 83.6% | 81.5% |
| Total         | 92.8% | 90.3% | 91.8% | 88.8% |

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

## Attendance comment

Covid had a significant impact on attendance in 2022. When unwell students or with cold/flu like symptoms were asked to stay at home and students testing positive were directed by SA Health to isolate for 10 days. Close contacts were advised to stay away for 14 days.

Student attendance was actively monitored through the daily submission of electronic roll books - this enabled more efficient and accurate tracking of late arrivals & early departures through the front office.

Staff interacted with children and their families to optimize attendance and ensure accurate and acceptable reasons were provided for non-attendance.

## Behaviour support comment

We endeavour to work with families to encourage and support learners to develop their capabilities to choose safe and positive behaviours and participate in learning in a way that respects other learners and staff. Through Behaviour Education we expect, acknowledge and celebrate positive behaviour choices.

At the start of 2022 all staff engaged in learning about "Creating Calmer Classrooms", learning spaces were designed to allow break out and regulation spaces. Five staff participated in Berry Street training and have been sharing their knowledge and understandings of trauma informed practice at pupil free day and during staff meetings. Continually building the skills and knowledge of our staff to benefit all of our learners.

Our school behaviour data pleasingly shows that the majority of our students make appropriate decisions about their behaviour.

## Parent opinion survey summary

The 2022 Dernancourt School Parent Engagement Survey took place in Term 3. All families were provided with the link via an email from DfE. The survey results were overall very positive.

The families that responded indicated that Dernancourt has a positive school climate. Over 90 of the responses agreed or strongly agreed that people demonstrate respect at our school. About 75% of families are satisfied with the amount and style of communication between home and school.

Some families indicated that they would like to have deeper and more regular conversations about their child's learning and personal goal setting - particularly high achievers. Some respondents noted that COVID had impacted on their ability to have informal meetings with teachers to gauge how their child is participating in learning, relying on teachers to contact them to notify them of concerns.

Approximately 85% of responding families place high value on education provided at Dernancourt School, with 80% indicating that they feel equipped to support their child with their aspirations for the future.

## Intended destination

| Leave Reason                             | Number | %     |
|--|--------|-------|
| NG - ATTENDING NON-GOV SCHOOL IN SA      | 8      | 21.6% |
| OV - LEFT SA FOR OVERSEAS                | 2      | 5.4%  |
| QL - LEFT SA FOR QLD                     | 2      | 5.4%  |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 21     | 56.8% |
| U - UNKNOWN                              | 1      | 2.7%  |
| VI - LEFT SA FOR VIC                     | 3      | 8.1%  |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

At Dernancourt School the following volunteers are required to provide a copy of a current working with children check (WWCC)

- Parents/guardians attending overnight camp.
- Parents/guardians attending excursions
- Parents/guardians involved with close personal contact with children, this involves toileting or changing clothes.
- Those in close contact with students with disabilities in special classes or schools.
- Sports coaches.
- Other adult volunteers, i.e. their own child is not involved in our school
- Students undertaking work experience at our school

Governing Council is the employing authority of our out of school hours service (OSHC) and canteen, all council members must have a current working with children check (WWCC).

# Qualifications held by the teaching workforce 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 | 39                       |
| Post Graduate Qualifications | 9                        |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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            | 21.5           | 0.0                | 15.2           |
| Persons               | 0              | 26             | 0                  | 24             |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

| Funding Source       | Amount      |
|----------------------|-------------|
| Grants: State        | \$4,228,658 |
| Grants: Commonwealth | \$5,800     |
| Parent Contributions | \$104,441   |
| Fund Raising         | \$12,911    |
| Other                | \$3,276,472 |

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

## 2022 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 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes   | Outcomes achieved or progress made towards these outcomes   |
|--|--|---|---|
| Targeted funding for individual students | Improved wellbeing and engagement  | Leadership and Pastoral Care Worker work collaboratively to support student wellbeing and connectedness to school across R-6. Wellbeing Leader funding releases Deputy and ensures access to support across the week. Restructure of funding will allow for full time deputy release as well as 0.6 release for wellbeing leader.   | Students have greater access to support; results improved wellbeing & attendance.                                       |
|  | Improved outcomes for students with an additional language or dialect  | EALD students received targeted small group SSO/ BSSO support in Read Write Inc, genre writing and guided reading.<br>0.6 EALD teacher explicitly teaches RWI 1:1 to a small group of targeted students.  | Improved outcomes for students as a result of additional targeted support.  |
|  | Inclusive Education Support Program  | Funding gained through applications was used to provide targeted students with SSO/teacher to support ensure progress was being made towards the achievement of personal learning goals. Teachers work with families to document OPs  | Individual achievements & success is documented in One Plan reviews & updates.  |
| Targeted funding for groups of students  | Improved outcomes for<br>- rural & isolated students<br>- Aboriginal students<br>- numeracy and literacy including early years support<br><br>First language maintenance & development<br>Students taking alternative pathways<br>IESP support | AET worked with class teachers to collect and analyse ATSI student learning data to identify strengths and areas for growth. Classroom teachers collaborated with families to document One Plans with literacy and numeracy goals. AET explicitly teaches Read Write Inc to a small group of targeted R-2 students, then consolidates learning in 1:1 sessions.<br><br>IESP support is provided for learners with learning disabilities or learning difficulties to support them to reach their full potential. These students received SSO support during literacy and numeracy in line with their One Plan goals. | All students participating in these sessions demonstrated individual progress towards goals as documented in One Plans. |
| Program funding for all students         | Australian Curriculum  | Funding used to release classroom teachers in year level teams to collaboratively plan using the Australian Curriculum and the DfE Curriculum Units of work. Teachers reconvene after each unit of work to collaboratively moderate.  | Develop the capacity of staff to design and deliver quality learning experiences.                                       |
| Other discretionary funding              | Aboriginal languages programs Initiatives  | Not Applicable  | Not Applicable  |
|  | Better schools funding   | Directed towards improving literacy results. Funding supported the increased SSO hours during year 3-6 literacy blocks and R-2 Read Write Inc - ensuring groups were kept to 10 or less to facilitate targeted teaching.  | Improved learning outcomes for students as a result of targeted support.  |
|  | Specialist school reporting (as required)  | Not Applicable  | Not Applicable  |
|  | Improved outcomes for gifted students  | Not Applicable  | Not Applicable  |

