SCHOOL CONTEXT STATEMENT

School number: 1053
School name: HALLETT COVE EAST PRIMARY SCHOOL

School Profile:

1. General information

- School Principal name: Anne Rathjen
- Deputy Principal’s name: Bruce Norris
- Year of opening: 1991
- Postal Address: Quailo Ave, Hallett Cove, 5158
- Location Address: Quailo Ave, Hallett Cove, SA
- DECD Region: Noarlunga 2 – Marion Coast Partnership
- Geographical location – ie road distance from GPO (km): 22kms
- Telephone number: 8322 3677
- Fax Number: 8322 4696
- School website address: www.halcoveeps.sa.edu.au
- School e-mail address: dl.1053_info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: NONE
- Out of School Hours Care (OSHC) service: 8381 7577
February FTE student enrolment:

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- **Student enrolment trends:**
  There had been a significant decline in enrolments over several recent years due to the changing demographics of the area. A number of strategies are currently being implemented to address this decline in an attempt to consolidate student numbers. As a result, in the last 3 years we have noticed a slowing of this trend.

- **Staffing numbers (as at February census):**
  In 2014 Hallett Cove East Primary School has 2 members of the Leadership Team, 1 Coordinator 3, 19 other Teachers and 9 School Services Officers. (7 teachers work parttime, 2 SSOs are fulltime and the rest are parttime.) We also have support through a Cluster Literacy Coach who works in the school three days per fortnight. Hallett Cove East Primary School is also fortunate to have the services of a Christian Pastoral Support Worker, who works for 15 hours per week.

- **Public transport access:**
  Hallett Cove East Primary School is 22kms from the Adelaide GPO. Hallett Cove Railway Station is nearby and a public bus service connects with the train station, local shopping centres and the wider metropolitan area.
VISION

Hallett Cove East Primary School -
Learning for tomorrow's world
Working together
Valuing each other and our future

MISSION

Our Mission is to ensure that our students are able to successfully interact and achieve within and beyond their own community, now and in the future.

This may be evidenced by:

A Strong Sense of Identity
Students will be resilient and reflective, confident in their own opinions and provide leadership.

Creative Thinking
Students will be creative and critical thinkers who draw upon a range of strategies to deal with new situations or information.

Success in Interactions
Students will value diversity and successfully interact with others within and beyond their community in a collaborative manner.

Preparedness for the Future
Students will demonstrate initiative, enterprise and adaptability and will be able to successfully manage change within their own lives and as part of a global community.

Skill in Communication
Students will be able to successfully communicate in a range of settings within and beyond their own community.

Success in Learning
Students will develop and apply knowledge, competencies and skills, which enable them to be successful now and in the future.

Self Directed Learners
Students will be able to initiate and implement their own learning plans. Based on constructivist theory, students will be supported in self assessment procedures in order to reflect on and guide future learning.

CORE BUSINESS

The core business at Hallett Cove East Primary School is to support students to engage in a relevant curriculum in a manner that ensures success for all students. This is achieved by ensuring that students are making decisions about their learning, developing successful relationships with others, accessing appropriate and useful information and familiar with and able to use available resources in learning activities.
based on the Australian Curriculum, SACSA Frameworks and relevant DECD priorities.

**Our Core Business is supported by**
- Balanced curriculum in all areas of learning as described in the Australian Curriculum and SACSA Framework
- The values, attitudes and understandings implicit and explicit in the Essential Learnings, Key Competencies and General Capabilities that are integrated into all learning activities
- Decision making structures, that require collaborative action between students, staff and the community
- Leadership development and leadership opportunities for students
- Student interaction within and beyond their community through the use of information and communication technologies
- Peer and collaborative teaching and learning strategies
- Developing an awareness of others through cultural programmes, such as LOTE, and the inclusion of Asian and Aboriginal perspectives and studies in learning
- Learning intervention programmes particularly in the areas of literacy, numeracy and social learning
- Anti harassment programmes, as defined by the Safe Schools Programme
- Programmes that address Student Wellbeing including Keeping Safe: Child Protection Curriculum

**VALUES AND PRINCIPLES**
The school Values identified by the school community are reflected in the every day language at school by staff, parents, students and community members. They are:
- Excellence
- Fairness
- Respect
- Responsibility

Our ongoing commitment to our Values is reflected in our Student and Staff Wellbeing programs including the Year 7 School Leaders Values program, Buddy and assembly programs.
2. **Students (and their welfare)**

- **General characteristics**
  Hallett Cove East Primary School is a school with a Category 7 level of disadvantage. Approximately 8% of students are on School Card. Approximately 9% of students are from non-English speaking background and a number of families enrol from the United Kingdom each year currently accounting for 9% of the school's population. The school is uniquely structured in houses, which provide a ‘home like’ learning environment.

- **Student well-being programs**
  Wellbeing of both students and staff is a high priority at Hallett Cove East Primary School. Our school Values of Excellence, Fairness, Respect and Responsibility form the basis of how we relate as a school community. We operate on the premise that students and staff have the right to work in a safe and supportive learning environment.

- **Student support offered**
  At Hallett Cove East Primary School identified students have their needs met, through a variety of intervention programmes. These include SSO support for students with disabilities, learning difficulties and speech difficulties, and support from outside agencies including from within DECD, as well as SASVI, Autism SA, Novita and private psychologists. A CPSW provides pastoral support.

- **Student management**
  Hallett Cove East Primary School’s Code of Behaviour, Behaviour Management Guidelines and Anti-Bullying Statement are based on our School Values and aligned with the Safe Schools Framework. These are accessible in the website.

- **Student government**
  A Student Representative Council, known as the Lighthouse Keepers, meets regularly and takes an active role in the governance of the school. The Lighthouse Keepers are led by the Student Executive leaders supported by Wellbeing Leaders. Student Voice is invited, developed and valued. The school has a major focus on Student Leadership and Decision Making. Students making decisions about their learning is an expectation. Alongside the Lighthouse-keepers program is our Year 7 School Leaders program. Every Friday afternoon, all Year 7s participate in leadership training to develop and deliver programs to embed the Values and the concept of Resilience across all classes in the school.

- **Special programs**
Hallett Cove East Primary School participates in and/or supports and encourages students to enter a variety of other programs and competitions. Other programs include:

- Senior Festival of Music Choir
- Junior Choir
- Drama Club and Performance
- End of Year Concert
- Jump Rope for Heart
- Aquatics / Swimming
- SAPSASA
- School Sports and in particular Soccer and Cricket

3. **Key School Policies**

   - Site Improvement Plan and other key statements or policies:
     Please refer to the Site Improvement Plan that can be found separately on the website.

   - Recent key outcomes:
     Please refer to the 2013 Annual Report that can be found separately on the website

4. **Curriculum**

   - Subject offerings:
     Class teachers teach English, Mathematics, History and Science using the Australian Curriculum. They use SACSA Frameworks to program in other areas except for those provided by specialist teachers.

     Specialist programmes are provided in Japanese (2 x 45 min), The Arts – Music or Drama (2 x 45 min Yrs R-4/5), PE (1 x 45 min) and Science (2 x 45mins Yrs 5/6-7) lessons per week. Students also have another lesson once a fortnight that is determined according to which NIT teacher provides it.

     In 2014 we are again fortunate to have the support of a Literacy Coach who works with teachers in Yrs 3-7 over the year looking at ways to improve literacy, and particularly Reading, across the curriculum. A Reading Focus Teacher is also being released one day per week with the aim to similarly support teachers in Yrs R-2. A whole School Literacy Agreement was implemented in 2013 and provides the basis for literacy planning across the school.

   - Special needs:
     Students are supported by SSOs through the implementation of the Whole School Literacy Agreement to support Waves 1, 2 and 3 learners. In Middle Years QuickSmart Literacy, Primary Years Rainbow Reading and Early Years A Sound Way programs are utilised to deliver support to students with learning difficulties. Identified students with disabilities have support through individualised Negotiated Education Plans.
Teaching methodology:
The Teaching for Effective Learning (TfEL) document and Australian Curriculum are in use for all planning of Teaching and Learning programs with SACSA Frameworks being utilised for those areas not yet available in the Australian Curriculum. Teachers work in the teams to plan using the Learning by Design model. In 2014 we continue to have a focus on Reading and implement a Lesson 1 uninterrupted R-7 Reading block. Teachers are develop Reading approaches that include the Big 6 and particularly Comprehension. (There is also an extra two lesson uninterrupted Literacy and Numeracy block to support the delivery of Maths and other aspects of English.)

In 2013 we commenced the development of Professional Learning Communities (PLCs) with the focus on Digital Literacy, Reading, Community/Parent Partnerships and Differentiation with a focus on students with high intellectual potential to develop an aspect of their own learning towards an R-7 improvement focus. In 2014 teachers will continue to work in one of these PLCs but will develop further connections for embedding in whole school practices.

Student assessment procedures and reporting:
Early in the year, teachers communicate information to parents about classroom procedures, the learning environment and programme through a variety of means including Acquaintance Night or individual Meetings. This is a time to establish relationships and develop a sense of community. Student Led Discussions will be held in Term 1, and this is where students have an opportunity to demonstrate and share their learning with parents and caregivers.

At intervals throughout the year, students may take home books/learning bags/portfolios to further inform parents about their learning. Parents and students are also able to view/access electronic portfolios. The style of sharing is determined by individual teachers.

A Mid Year Report is forwarded to parents in Week 10 of Term 2 and a Final Year Report is forwarded in Week 9 of Term 4. Optional interviews are arranged at any time as required throughout the year.

5. Staff (and their welfare)

Staff profile
During the last four years we have had a number of teachers retire. This has generally been offset by a decline in numbers and the necessity for some teachers to work parttime. In 2013 a number of new teaching staff were appointed to the school some as contract staff, adding new experience and ideas to the development of programs. Fortunately for continuity of programs, most contract staff from 2013 have been reappointed in 2014.

Leadership structure
The Principal has line management of all Primary and Middle Years teachers, the Resource Centre, Japanese and Music teachers. The Principal is responsible for management of all programs and systems in the school but has a particular focus on training and development, implementation of new programs and curricula and
implementing the teaching and learning improvement foci identified in the Site Plan. The Principal also has line management of the Administration, Finance, IT, Resource Centre and Grounds SSOs and the CPSW.

The Deputy Principal has line management of all Early Years teachers and the PE/Science Specialist teacher. The Deputy Principal works in partnership with the Principal in all areas of the school management processes but has a particular focus in Special Education/Students at Risk and Wellbeing. The Deputy Principal also has line management of the SSOs who work in the Special Education and Learning Support programs.

The e-Learning Coordinator develops IT general capability aspects of the Australian Curriculum and supports teachers to develop IT skills and e-Learning strategies with students. She also liaises with the IT SSO and Principal regarding ongoing improvements to the school’s IT hardware, software, program implementation and other requirements.

- Staff support systems
  Staff work collaboratively as a whole and within Teams. We have 4 Learning Teams: Early Years, Primary Years, Middle Years and Specialists. They are also encouraged to work as teams of two within their houses and work areas. A Buddy Class program exists across the school. Older and younger buddy classes meet regularly to participate in activities and present assemblies. Staff liaise directly with the Leader responsible for their level of schooling. We also have Teams for Leadership and SSOs. In 2014 the 4 PLCs will also provide support to its members through pedagogical change processes.

- Performance Management
  All staff have a Line Manager and participate in both formal and informal Performance and Development discussions. Focus is placed on performance development both in relation to school plans and individual staff directions. In 2014 the Performance and Development foci are around strategies to improve Literacy outcomes, and, developing an aspect for improvement as identified through the PLC of which each person is a member. Teachers will also be developing aspects of their teaching against the National Professional Standards for Teaching.

6. Incentives, support and award conditions for Staff

There are no special incentives or awards applying to this school apart from the opportunity to work within a very supportive school community.
7. School Facilities

- Buildings and grounds

Hallett Cove East Primary School was the first school built with the innovative design of locating most teaching and learning areas in “Houses.” These are actual suburban style houses with most of the facilities one would expect in a home, except for a kitchen. Each house has two learning areas and some are designed with removable internal walls to enable two classes to work together. In all, there are ten teaching and learning houses with the Resource Centre, Administration and Staff Room also located in houses. There is also a relocatable building that is used for our Play Program. In 2010 the school was a most fortunate recipient of a new 4 Classroom Teaching Block and 2 Covered Outdoor Learning Areas (COLAs) through the Building the Education Revolution (BER) projects. This has created a wonderful new environment for students to use. The classroom block houses our Middle Years classes and a communal computer suite.

- Heating and cooling

All buildings are both heated and air-conditioned. The Pavilion is heated only although fundraising saw the addition of 4 large fans during 2013 and these saw an improvement in the ability to circulate air during hot weather.

- Specialist facilities and equipment

The Pavilion is used for indoor sports activities and also houses our Canteen and Sports storage area. It is used extensively by community groups after hours. The 2 COLAs house a full size Basketball/Netball Court and a half size Soccer pitch and provide further sports options aside from the Oval and Pavilion.

Other specialist features include:

- ICT room which houses 30 PC’s and a data projector
- On-line access in all work areas.
- Early Childhood and Primary Activity Space
- Promethean IWB’s in all classrooms, Resource Centre, Japanese Room, Science Room, Arts Room and Literacy Support Room.
- All staff have access to laptops for class and home use
- Pods and sets of iPads and laptops for use in classroom
• **Staff facilities**
  There are preparation areas in the Administration House that may be accessed by teachers and SSOs as part of their work. There are also withdrawal spaces in all teaching areas.
  There is full access to a large colour photocopier housed in Administration, a printer in the IT room and 2 large colour printers in other sections of the school. All school personnel including students are able to access these machines online.

• **Access for students and staff with disabilities**
  All shared areas have disabled access, as do most class spaces. Modifications are put in place for students who are visually or hearing impaired.

• **Access to bus transport**
  The school is close to a local bus route and is within walking distance of the Hallett Cove Railway Station and Shopping Centre. The school also accesses bus travel from private bus companies to transport for some excursions.

8. **School Operations**

• **Decision making structures**
  Decision making is shared between Staff, Governing Council and the Student Representative Council (Lighthouse Keepers). Staff are involved in all decisions that affect them, either directly or through representatives on committees. There is a detailed Decision Making Policy in operation in the school.
  Whole staff decisions are made at Staff Meetings, while all staff are members of a Team (Middle Years, Primary Years, Early Years, Specialists, SSOs, Leadership). Teams make recommendations for whole staff consideration and share them through the Education committee and/or Staff Meetings.
  Teachers are also encouraged to participate in a range of roles outside of the classroom.
  School Service Officers meet fortnightly to make decisions that relate to their work.
  PAC is actively involved in decisions that relate to Human Resource issues.

• **Regular publications and communication methods**
  Communication is achieved through an electronic daybook, a weekly electronic bulletin known as the Shining Light, internal memos, fortnightly community newsletters, class newsletters and staff and parent information packs. Many of these are shared and available electronically.
  During 2013 we updated our website so that it is now more vibrant, visually appealing, engaging and interactive for classes and the school community. Most teachers have blogs that can be accessed via the website. The school Newsletter is also accessible through the website and is disseminated via an email link. Other school events are publicised on the school’s electronic sign.
• School financial position
The School has a solid financial base. Fundraising contributes to the purchase of new resources as decided following input from students, staff and parents. Ideas that have been suggested for 2014 fundraising spending include new playground equipment for Junior Primary students and outdoor park seating and picnic furniture.

9. Local Community

• General characteristics
The community is diverse and has a strong commitment to its school. Most parents are homeowners and employment levels are high, resulting in extensive use of our OSHC service. Parents have high expectations for their children’s success in learning.

• Parent and community involvement
Parent involvement is at a high level. An informed and active Governing Council and sub-committees operate. Volunteer Training is offered each term and covers Responding to Abuse and Neglect, OHSW and Confidentiality issues. Volunteers also undergo a Criminal History Check as part of the induction process. This is paid for by the school. (These processes are a requirement of DECD in order for parents to be able to work with students.)

Parents are encouraged to participate in classrooms and many are involved. Each class has nominated class parent representatives, who make up our Parent Network. There is a Parent Lounge that is used to provide a place where parents can meet for coffee mornings/afternoons, forums, a relaxation zone for special events such as Sports Days and for Parent Network, Fundraising groups and Governing Council sub committees to conduct their business. The Parent Lounge is managed by parent volunteers.

• Feeder or destination schools
Hallett Cove Karrara Kindergarten and Hallett Cove Pre-School are the main feeder pre-schools for children starting school. Hallett Cove R-12 School is our zoned secondary school.

• Commercial/industrial and shopping facilities
Hallett Cove Shopping Centre is within walking distance from the school. Several local churches, medical, sporting, and community groups as well as other businesses are in or near the shopping centre.

• Local Government body: Bright