



# SCHOOL CONTEXT STATEMENT

Updated: MARCH 2018

**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](http://www.halcoveeps.sa.edu.au)
- School e-mail address: [dl.1053.info@schools.sa.edu.au](mailto: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:

		2013	2014	2015	2016	2017	2018
<b>2018 February FTE Enrolment</b>							
Primary	Special, N.A.P. Ungraded etc.						
	Reception	38	45	44	60	72	61
	Year 1	49	54	45	46	60	68
	Year 2	33	48	55	48	44	54
	Year 3	42	36	43	59	49	41
	Year 4	40	41	36	43	53	42
	Year 5	39	43	39	34	40	50
	Year 6	44	34	39	32	30	31
	Year 7	55	41	26	36	27	30
	TOTAL	340	342	327	358	375	377

- **Student enrolment trends:**

There had been a significant decline in enrolments over several recent years and up to 2012 due to the changing demographics of the area. A number of strategies have been implemented over time to address this decline in an attempt to consolidate student numbers. There is now an upward trend in enrolments again with some year levels also increasing quite significantly. There have also been a larger number of students enrolling from pre-schools. This year the enrolments plateaued but it is expected that the trend of large numbers move up the school will continue and enrolments will continue to increase.

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

In 2018 Hallett Cove East Primary School has 4 members of the Leadership Team, Principal, Deputy Principal, Student Wellbeing Leader and e-Learning / IT Co-ordinator 20 other Teachers and 10 School Services Officers and 1 Government Services Officer. (9 teachers work part-time, 2 SSOs are fulltime and the rest are part-time.)

Hallett Cove East Primary School is also fortunate to have the funding for a Pastoral Care Worker, who works up to 9 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 are familiar with and able to use available resources in learning activities based on the Australian Curriculum and relevant DECD priorities.

### ***Our Core Business is supported by***

- Balanced curriculum and pedagogy in all areas of learning as described in the Australian Curriculum and Teaching for Effective Learning Framework.
- The values, attitudes and understandings implicit and explicit in the General Capabilities and Cross Curricula Priorities 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 Japanese, 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 National Safe Schools Framework
- Programmes that address Student Wellbeing including Keeping Safe: Child Protection Curriculum and Play is the Way.

### **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' Program, Buddy and Assembly programs and our Student Leadership program.

## 2. Students (and their welfare)

- **General Characteristics**

Hallett Cove East Primary School is a school with a Category 7 level of disadvantage. Approximately 11% of students are on School Card. Approximately 9% of students are from non-English speaking background. Historically, a significant number of families enrolled from the United Kingdom each year. More recently the school has seen increased enrolments from South Africa and Asian countries. 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. With the introduction of Primary School Counsellor funding in 2016 we began the implementation of a Counsellor position, now known as Student Wellbeing Leader. Kids Matter framework, Play is the Way and other Social and Emotional Learning programs.

- **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 PCW (Pastoral Care Worker) provides pastoral support. Students with literacy challenges in Yrs 1-7 are supported through the Levelled Literacy Intervention Program.

- **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 National Safe Schools Framework. These are accessible in the website. The Keeping Safe: Child Protection Curriculum is also used as a focus to developing positive relationships.

- **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. All Year 7's participate in leadership training to develop and deliver programs to embed the Values and special focus aspects of Social Learning across all classes in the school.

In 2016 and 2017 the Marion Coast Partnership developed a Student Learning Rounds program to train key students in each school to observe stretch thinking, now known as Student Voice in Mathematics programs. This program will be widened in 2018 where Year 7's will be extending Student Voice in all classrooms by teaching students how to give their teachers feedback about their learning.

- **Special Programs:**

Hallett Cove East Primary School participates in and/or supports and encourages students to enter a variety of other programs and competitions.

- Wakakirri
- End of Year Concert
- Aquatics / Swimming
- SAPSASA
- School Sports and in particular Soccer and Cricket
- Lunchtime programs including Games with PCW / Kids Yoga
- Kids Yoga

### 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 2017 Annual Report that can be found separately on the website.

### 4. Curriculum

- **Subject Offerings:**

Class teachers teach English, Mathematics, HASS (Humanities and Social Sciences), Science, aspects of Health & PE, aspects of the Arts and Design & Digital Technologies utilising the Australian Curriculum.

Specialist programmes are provided in Japanese (2 x 45 min), The Arts (2 x 45 min Yrs R-4/5 & 1 x 45 mins Yrs 5-7), PE (1 x 45 min) and Science (2 x 45mins Yrs 5-7) lessons per week. Students in Yrs R-4/5 also have another lesson once a fortnight that is generally Fitness or social learning games.

- **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 Yrs 1-7, LLI is utilised to deliver support to students with literacy difficulties. Identified students with disabilities have support through individualised Negotiated Education Plans. Every class also receives support in Numeracy to help improve achievement for students with learning difficulties in Mathematics.

- **Teaching Methodology:**

The Teaching for Effective Learning (TfEL) document and Australian Curriculum are in use for all planning of Teaching and Learning programs. Teachers work in the

teams to plan and design learning. We continue to implement a Lesson 1 uninterrupted R-7 Reading block. Teachers develop Reading approaches that include the Big 6 with a particular focus on Comprehension and different levels of questioning. (There is also an extra two lesson uninterrupted Literacy and Numeracy block to support the delivery of Maths and other aspects of English.) The Partnership focus is Numeracy and teachers are working together to strengthen teaching practice in this area.

The school has implemented Reimagining Childhood for the last 4 years. This will continue in 2018. This project is based on the Reggio Emilia principles of learning. In 2016 increased involvement of classes from only Early Years to include Yrs 3-7. In 2018 we will consolidate this implementation and also act as a mentor school for others in the partnership in a new Transition development group.

- **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.

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 and frequency of this type of sharing is determined by individual teachers.

A Semester 1 Written Report that summarises achievement is shared with parents in Weeks 9 or 10 of Term 2 at a parent, teacher and student meeting. A full Semester 2 Written Report is forwarded to parents 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**

In the years, prior to 2014, we had a number of teachers retire. This has generally been offset by the 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 of those contract staff from 2013 have been able to be reappointed in the years since, with 2 also achieving Permanency. This has led to stability of staff, the ability to better move plans forward and increased consistency in program delivery.

- **Leadership Structure**

The Principal has line management of all Primary and Middle Years teachers, 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 and IT SSOs and the PCW.

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, Wellbeing and Facilities. The Deputy Principal also has line management of the SSOs who work in the Special Education and Learning Support programs, the Resource Centre SSO and, the Groundsperson. The Business Manager works with the Principal and Deputy Principal to line manage the SSO's.

The Student and Wellbeing leader was a newly funded position in 2016. In a Category 7 school, the Student Wellbeing Leader is released 1 day per week and the role includes the development of pro-active and positive Social and Emotional programs. In 2018, she continues to lead the implementation of Wellbeing programs to develop social and emotional competence across all learners and opportunities for parent partnerships as well as the Student Leadership to support these programs through 1.5 releases. The Student Wellbeing Leader liaises with the Principal around the development of Wellbeing processes but has no line management responsibilities.

The IT / e-Learning Co-ordinator leads the implementation of IT programs, training of staff in Technologies curriculum, liaise with technical support staff and the Principal and managing the administration of required online testing processes such as NAPLAN and PAT.

- **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.

- **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 2018 the Performance and Development process for teachers will be based on work being undertaken across the Partnership to improve Numeracy and Student Voice outcomes, and further developing a current focus aspect for improvement as identified through TfEL. Developing Growth Mindset and Executive Function strategies along with other Plus strategies (problem solving, engagement, differentiation) will continue to be key foci of this work. Teachers will also be developing aspects of their teaching against the National Professional Standards for Teaching. The new Performance Development Plan proforma will be used by all staff in 2018.

## **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. 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 part of our Play Program. In 2010 the school was a most fortunate recipient of a 4 Classroom Teaching Block that currently houses our Middle Years classes and a communal space for students to work together, and, 2 Covered Outdoor Learning Areas (COLAs) through the Building the Education Revolution (BER) funding projects.

- **Heating and Cooling:**

All buildings are both heated and air-conditioned. The Pavilion is heated only but does have 4 large fans 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 or screens 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
- 12 iPads and Edison (robotics) sets and 12 Bee-bots (robotics)
- Laptops and Spheros (robotics)

- **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. Specific modifications are put in place for students who may have disabilities requiring physical adjustments.

- **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 PAC, Education committee and/or Staff Meetings.

Teachers are also encouraged to participate in a range of roles outside of the classroom. There are also 4 Site Plan Priority Teams – Curriculum, IT, Wellbeing and Reimagining Childhood. These teams discuss and make recommendations regarding training and resourcing to address elements of the Site Plan.

School Service Officers, as a whole group, meet fortnightly to make decisions that relate to their work.

Learning Support SSO's meet fortnightly to discuss and review programs.

PAC meets fortnightly (as required) to discuss 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.

Our website is vibrant, visually appealing, engaging and interactive for classes and the school community. Some teachers have blogs that can be accessed via the website. The school Newsletter is also accessible through the website and access reminders are disseminated via an email link. Other school events are publicised on the school's electronic sign. The parent portal part of Daymap to allow consistent 2 way communication between staff and parents was implemented in 2017.

- **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.

## **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. Parents are encouraged to participate in classrooms and many are involved.

Volunteers are required to undertake a DCSI Criminal Screening Check and a number of elements of Volunteer training before being included in school activities. The front office team can support volunteers to commence these programs.

- **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**