



SCHOOL CONTEXT STATEMENT

Updated: FEBRUARY 2021

School number: **1053**

School name: **HALLETT COVE EAST PRIMARY SCHOOL**

School Profile:

1. General information

- School Principal name: Anne Rathjen
- Deputy Principal's name: Andrea Hayden
- 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): 25kms
- 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

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.

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 Student Leaders, Buddy and Assembly programs.

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 DfE 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 that develop student resilience and engagement through challenge
- Developing an awareness of others through cultural programmes, such as Languages Curriculum – Japanese, and the inclusion of Asian and Aboriginal perspectives and studies in learning
- Learning support 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 and the Be You Framework.

February FTE student enrolment:

	2016	2017	2018	2019	2020	2021
Rec	60	72	61	61	77	40
Year 1	46	60	68	59	66	75
Year 2	48	44	54	74	55	59
Year 3	59	49	41	55	74	48
Year 4	43	53	42	43	58	70
Year 5	34	40	50	41	42	53
Year 6	32	30	31	53	41	37
Year 7	36	27	30	31	36	33
TOTAL	358	375	377	417	449	415

- **Student Enrolment Trends:**

As a result of a significant decline in enrolments up to 2012, a number of strategies were implemented over time to address this decline in an attempt to consolidate student numbers. Since 2015 there has been a strong upward trend in enrolments with some year levels also increasing quite significantly over time. There have also been a larger number of students enrolling from pre-schools peaking in 2020. This year the enrolments have decreased by 34 due to fewer enrolments from preschool and fewer overseas enrolments (due to COVID restrictions).

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

In 2021 Hallett Cove East Primary School has 4 members of the Leadership Team, (Principal, Deputy Principal, Wellbeing Leader and Business Manager), 22 other Teachers, 12 School Services Officers and 1 Government Services Officer. (14 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 8 hours per week.

- **Public Transport Access:**

Hallett Cove East Primary School is 25kms 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.

2. Students (and their welfare)

- **General Characteristics**

Hallett Cove East Primary School is a school with a Category 7 level of disadvantage. Approximately 14% of students are on School Card. Approximately 4% 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. Unfortunately due to COVID restrictions, overseas enrolments have been minimal this year. The school is uniquely structured in houses, which provide a 'home like' learning environment. Visitors and potential enrollees often provide feedback that this is a positive of our school.

- **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, supportive and positive culture and learning environment. With the introduction of Primary School Counsellor funding in 2016 we began the implementation of a Counsellor position, now known as Wellbeing Leader. Kids Matter framework, Play is the Way and other Social and Emotional Learning programs have been the focus of the Wellbeing leader. In 2019, Kids Matter moved into the current Be You program. Over the last 18 months staff have undertaken a range of training modules in Be You to better understand student wellbeing needs. In 2021, the focus of the Wellbeing Leader is in class support for student wellbeing to provide optimum conditions for positive engagement.

- **Student Support Offered**

At Hallett Cove East Primary School identified students have their needs met, through a variety of support programmes. These include SSO support for students with disabilities, learning difficulties and speech difficulties, and support from outside agencies including from within DfE, as well as SASVI, Autism SA, Novita and private psychologists. The Deputy Principal and Wellbeing Leader work together to ensure students at risk programs are managed appropriately and effectively. The PCW (Pastoral Care Worker) provides pastoral support. Teachers meet with SSOs to plan individualised and group programs in literacy, numeracy and for students with One Plans. These programs are reviewed regularly.

- **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 and is taught in all classrooms.

- **Student Government**

Over the last 4 years, the Marion Coast Partnership of schools have been developing the Student Learning Rounds program, now known as the Student Voice in Learning

(SVIL) program, to train key students in each school to observe stretch thinking. This program was widened in 2020 to include Year 7's extending Student Voice in all classrooms by teaching students how to give their teachers feedback about their learning. This year, the SVIL team will consist of Year 5, 6 & 7 students. These students will train all Year 6/7 students in how to observe for stretch and these students will then work in all R-5 classrooms teaching all students how to observe for stretch in learning. This means all Year 6/7 students will have a leadership role in 2021.

This year, Year 6/7 students also have the opportunity to hold specific leadership roles with all leadership roles recognised equally. All Year 6/7's will apply for the positions they want to hold and some will be allocated to the appropriate positions. These students will work with mentor staff members to create appropriate support and engagement opportunities with and for students.

All older classes are also buddied with a younger class. The buddy classes meet regularly to engage in a number of activities to develop positive relationships between older and younger students. Buddy classes present one assembly a year and may also participate in other activities together.

- **Special Programs:**

Over the years, Hallett Cove East Primary School has/does participate in and/or supports and encourages students to enter a variety of other programs and competitions. (Involvement depends on staff management of the programs each year).

- End of Year Concert
- Aquatics / Swimming
- SAPSASA
- School Sports and in particular Soccer and Cricket
- Lunchtime programs
- Kids Yoga/Wellbeing known as Genki kids
- Wakakirri
- Drama Club
- Other Student Leadership opportunities

3. Key School Policies

- **Site Improvement Plan and other Key Statements or Policies:**

Please refer to the Site Improvement Plan (SIP) 2019 that can be found separately on the website. The 2020 SIP is the second implementation year of the SIP and the 2021 SIP will provide the focus for our work in 2021. This is the final year for this 3 year plan.

- **Recent Key Outcomes:**

Please refer to the 2020 Annual Report that will be found separately on the website after the AGM on March 1st.

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 Languages - Japanese (2 x 45 min), The Arts (2 x 45 min Yrs R-3/4 & 1 x 50 mins Yrs 4-7 per fortnight), PE (1 x 45 min) and Science (2 x 45mins Yrs 4-7) lessons per week. Students in Yrs R-3/4 also have another 50 min lesson once a fortnight.

- **Special Needs:**

Students are supported by SSOs through the implementation of the Whole School Literacy Agreement to support Waves 1, 2 and 3 learners. Phonics and Phonemic Awareness programs, including Jolly Phonics, Heggarty Phonics Improvement, CAFÉ, and use of decodable readers, along with LLI and other individualised literacy support processes are utilised. Identified students with disabilities, of Aboriginal or Torres Strait Islander or English as an Additional Language or Dialect background and students under Guardianship of the Minister have support through individualised One Plans. Every class also receives support in Numeracy to help improve achievement for students with learning difficulties in Mathematics. All classes have 5X45mins sessions of Literacy and Numeracy support beyond individualised support for identified students.

- **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 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, Oral Language and Vocabulary development. There is also an extra two lesson uninterrupted Literacy and Numeracy block to support the delivery of Maths and other aspects of English. In Mathematics our big focus is on developing the 4 proficiencies: fluency, reasoning, problem solving and understanding.

The Partnership focus is Numeracy and teachers are working together to strengthen teaching practice in this area. Last year was our final year of participation in the statewide LDAM (Learning Design, Assessment and Moderation) project, with a local focus in Mathematics (and our school specialist areas). This year, teachers will continue to work with colleagues from both within the site and across the partnership schools to improve learning design, success criteria, learning intentions, formative assessment and feedback from students that moves learning forward in the teaching of Mathematics. Teachers are working together to create learning towards “A” achievement. In the partnership, sites will also look at the new Mathematics Curriculum resources, trial units and share their work across the sites.

The school has embedded practices aligning with Reimagining Childhood project for the last 7 years. This project is based on the Reggio Emilia principles of learning. Initially this involved classes from only Early Years then extended to include Yrs 3-7

in recent years. There is a whole school understanding of “Capable and Competent Child”.

- **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. 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 learning and/or 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)

- **Leadership Structure**

The Principal has line management of all Yr 3/4-7 classes and teachers, PE/Science and one of the Performing Arts specialist teachers. The Principal also has line management of the Deputy Principal, Wellbeing Leader and Business Manager. 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, curriculum and implementing the teaching and learning improvement foci identified in the Site Plan.

The Deputy Principal has line management of Years R-2/3 classes and teachers, Japanese Specialist teachers and one of the Performing Arts specialist teachers. 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 all learning support programs.

The Principal and Deputy Principal also support the Business Manager who has line management responsibilities for SSOs and the GSE.

The Wellbeing Leader is released for 3 days per week and the role includes the development of pro-active and positive Social and Emotional programs. In 2021, she will lead the implementation of Wellbeing programs to develop social and emotional competence across all learners and opportunities for parent partnerships. The Wellbeing Leader liaises with the Principal around the development of Wellbeing processes and has management of the PCW.

The Wellbeing Leader works with the Deputy Principal to support social and learning engagement and inclusion for students at risk.

- **Staff Support Systems**

Staff work collaboratively as a whole and within Teams. We have 3 Learning Teams: Early Years, Primary Years, Middle Years, Specialists are aligned to different teams. They are also encouraged to work as teams 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.

Aligning with the Site Plan there are also 3 PLCs, Literacy, Numeracy and Wellbeing. Staff within these teams also collaborate together around developing aspects of the Site Plans and share the work of their PLC's at their Team Meetings.

- **Performance Management**

All staff members 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 2021 the Performance and Development process for teachers is based on the Site Plan Literacy and Numeracy initiatives including work that has been undertaken across the Partnership to improve Numeracy and Student Voice outcomes. It will also further develop a current focus aspect for improvement as identified through TfEL and/or Wellbeing. Developing LDAM strategies along with Growth Mindset and Executive Function strategies, problem solving, engagement and differentiation will continue to be key foci of this work and engagement with the new Curriculum resources will be added. Teachers will also be developing aspects of their teaching against the National Professional Standards for Teaching. The DfE Performance Development Plan proformas that align directly with the Site Plan will be used by all staff in 2021. Leaders and peers observe teaching and give feedback. Teachers also seek feedback from students and use this to move their teaching forward. Leaders will share feedback about lesson observations at the 6 month review meeting.

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. 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 classroom buildings are both heated and air-conditioned. The Pavilion is heated only but does have 4 large fans to circulate air during hot weather. We are planning to air condition the Pavilion this year.

- **Specialist Facilities and Equipment:**

The Pavilion is used for indoor sports activities and also houses our Canteen and Sports storage area. It is used 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.
- TV 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, laptops and chromebooks for use in classrooms
- 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 3 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 Leadership Team. 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.

All staff are also encouraged to participate in a range of roles outside of the classroom including membership of one of 3 PLCs (Literacy, Numeracy and Wellbeing). These PLCs align with site and school plans and also run alongside Staff Meetings that focus on these areas.

School Service Officers meet as required, to make decisions that relate to their work.

PAC meets fortnightly 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. The school Newsletter is also accessible through the website and these are disseminated through Skoolbag. Other school events are publicised on the school's electronic signs. The parent portal part

of Daymap to allow consistent 2 way communication between staff and parents was implemented in 2017. In 2018, Skoolbag was implemented to keep parents informed of key events. The newsletter is posted through Skoolbag. Since 2020, all teachers and leaders have had their own Skoolbag accounts for their own class and community access. Classes have also implemented either Class Dojo or Google Classroom to enable connection between school and home.

- **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 Working with Children Check, Responding to Abuse and Neglect training and a number of elements of Volunteer training before being included in school activities. The front office team can support potential 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. Seaview High School is also in our Partnership.

- **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**