



SCHOOL CONTEXT STATEMENT

Updated: FEBRUARY 2022

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 6 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 Indigenous and Asian perspectives and studies across learning areas
- 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, Play is the Way, Kimochis and other appropriate Social and Emotional Wellbeing programs.

February FTE student enrolment:

	2016	2017	2018	2019	2020	2021	2022
Rec	60	72	61	61	77	40	52
Year 1	46	60	68	59	66	75	37
Year 2	48	44	54	74	55	59	75
Year 3	59	49	41	55	74	48	62
Year 4	43	53	42	43	58	70	45
Year 5	34	40	50	41	42	53	65
Year 6	32	30	31	53	41	37	45
Year 7	36	27	30	31	36	33	N/A
TOTAL	358	375	377	417	449	415	381

- **Student Enrolment Trends:**

From 2015 to 2020 there was a strong upward trend in enrolments with some year levels also increasing quite significantly during that time. There were also a larger number of students enrolling from pre-schools peaking in 2020. In 2021 enrolments decreased by 34 due to fewer enrolments from preschool and fewer overseas enrolments (due to COVID restrictions). In 2022 the decrease was a further 34, mainly due to the implementation of Yr 7s moving to High School. A few students in Yrs 5 and 6 also gained places in middle school programs in private schools with the public school Yr 7 to High School cited as the main reason for transferring out earlier. There was a good increase in Reception enrolments this year and we are hopeful that an increase to the previous strong enrolments from overseas will occur again as the borders open. (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.)

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

In 2022 Hallett Cove East Primary School has 4 members of the Leadership Team, (Principal, Deputy Principal, Wellbeing Leader and Business Manager), 22 other Teachers, 13 School Services Officers and 1 Government Services Officer. (11 teachers work part-time, 2 SSOs are fulltime while the rest and the GSE 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, a permanent Canteen Manger with 22.5 hours and 15 hours support from an IT Consultant.

- **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. 3% of students have a funded disability and 1% are Indigenous.

- **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 the Be You program with a big focus across the school. In 2021, the focus of the Wellbeing Leader position was more in class support for student wellbeing and social and emotional learning programs that provide more targeted support for optimum conditions for positive engagement, eg Kimochis in Early Years. These programs will continue and further develop in 2022 including the introduction to the SRSly! Program for Yrs 5/6.

- **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 and other allied health providers. 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, social learning 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 5 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. In 2021, the SVIL team consisted of Year 5, 6 & 7 students. These students began training 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. Due to the ongoing interruptions from COVID this program did not develop as far as we hoped and will become the focus for 2022 for Yrs 5 and 6 students.

Historically, all Yr 7s held a leadership role in a specific service to students/school program within the school. In 2021, due to the dual graduation year, all Year 6/7 students held specific leadership roles with all leadership roles recognised equally. In 2022 this will return to a single year level program with Yr 6s being student leaders. These students will apply for specific positions, (identified each year in collaboration between student leaders and staff), that they want to hold and through a matching process will be allocated to appropriate positions. They will work with mentor staff members to create appropriate support and engagement opportunities with and for students. (Previous leadership roles included: Lighthouse Leaders, Literacy Lovers, Garden Gurus, Waste Warriors, Digital Citizens, Brainstretcher Leaders, Charity Champions, Wellbeing Leaders and Physical Activity Leaders.)

Each older class is 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. In the last 2 years meeting to present an assembly was challenging but we hope to be able to return to assembly presentations in 2022.

- **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 or parent volunteer management of the programs each year).

- End of Year Concert
- Aquatics and Swimming
- SAPSASA
- School Sports and in particular Soccer and Cricket
- Lunchtime programs
- Kids Yoga/Wellbeing known as Genki kids
- 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) summary 2022-24 that will be found separately on the website by late February after it has been approved by the Education Director. 2022 is the first implementation year of this new SIP and will provide the focus for our work throughout this year, and with ongoing reviews, the next 2 years.

- **Recent Key Outcomes:**

Please refer to the 2021 Annual Report that will be found separately on the website after the AGM in late March.

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 4-6 per fortnight), PE (1 x 45 min) and Science (2 x 45mins Yrs 4-6) lessons per week. Students in Yrs R-3/4 also have another 50 min lesson once a fortnight based around social learning elements of Health.

- **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 Levelled Literacy Intervention and other individualised literacy support processes are utilised. Identified students with disabilities, of Indigenous or English as an Additional Language or Dialect background and Children in Care have support through individualised One Plans. Every class also receives support in Numeracy to help improve achievement for students with learning difficulties in Mathematics. This year all Early Years classes will have 5X45mins sessions and all Primary Years classes will have 4X45mins sessions of Literacy and Numeracy SSO 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 Phonics and Phonemic awareness, Comprehension (including 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.

For a number of years, the Partnership school's focus has been Numeracy and teachers have worked together to strengthen teaching practice in this area. In 2021 teachers continued 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 to move learning forward in the teaching of Mathematics. Teachers worked together to create learning towards "A" achievement. In the partnership, sites also began looking at and developing local protocols around the use of new Mathematics Curriculum resources, including trialling units and sharing their work across the sites. In 2022, this work will continue with a core group of teachers from each school working together during the year with a Curriculum Lead to unpack planning and implementation strategies for new curriculum materials. These strategies will be shared and developed within our school through the leadership of our focus teachers. (Please refer to the SIP for more information about how this fits with our school's goals.)

The school has embedded practices aligning with Reimagining Childhood project for the last 8 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 embedded understanding of what it means for staff to develop the "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. In 2022, due to the hybrid learning start to the year, and minimisation of adults on site, Acquaintance Night will be either slightly delayed or an alternative found.

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 3-6 classes and teachers, PE/Science, Japanese 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 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 2022, she will lead the implementation of Wellbeing programs to develop social and emotional competence across all learners as previously stated and opportunities for parent partnerships. The Wellbeing Leader liaises with the Principal around the development of Wellbeing processes and has line 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: R-1/2, 2/3-4, 5/6. Specialists are aligned to different teams. They are also encouraged to work as peer 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 2 Curriculum teams for Literacy and Numeracy with required membership to each area from each section of schooling, as well as a Wellbeing team with voluntary membership. Staff within these teams also collaborate together around developing aspects of the Site Plans and share the work of their Curriculum and Wellbeing teams at their specific levels of schooling 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 2022 the Performance and Development process for teachers is based on the Site Plan Literacy and Numeracy initiatives including work being undertaken across the Partnership to increase understanding and appropriate use of new curriculum resources. It will also further develop a current focus aspect for improvement as identified through TfEL and/or Wellbeing. Continuing to embed all previously developed LDAM strategies along with Growth Mindset and Executive Function strategies, problem solving, stretch thinking, engagement and differentiation will

continue to be key foci of this work aligning with engagement with the new curriculum resources. 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 2022. Leaders and peers will observe teaching and give feedback. Teachers will 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.

SSOs will join one of the curriculum teams relevant to their work and one goal in their PDP will be aligned to either literacy or numeracy improvement. The other 2 goals will align with more specific elements of their work and personal growth.

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 highly collaborative staff and 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 upper primary classes and a communal space for students to work together, and, 2 Covered Outdoor Learning Areas (COLAs) and a refurbished playground through the Building the Education Revolution (BER) funding projects. In 2022 a new playground will be built next to the oval. Our grounds are aesthetically pleasing with many playing areas and fields for a wide range of activities.

Visitors and potential enrollees often provide feedback that all of these factors are positives about our school.

- **Heating and Cooling:**

All classroom buildings are both heated and air-conditioned. A large evaporative air conditioner was installed in the Pavilion in 2021.

- **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 learning spaces.
- All staff have access to laptops for class and home use
- A number of 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 2 large colour photocopiers housed in Administration and House 9, 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.

The Principal and Administration staff access their own black and white printers as well as all other printers.

• 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. In 2022, a dedicated disability bathroom is being built as part of House 9.

• 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 (Levels of Schooling, 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 asked to participate in a range of roles outside of the classroom including membership of one of Curriculum or Wellbeing teams. These teams 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.

The WHS committee meets twice a term to manage all health and safety concerns.

- **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 maintained and information documents kept current. 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 as the key communication tool 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, with Dojo being the key attendance tool used during cOVID restrictions and remote learning.

- **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 Risks of Harm, 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 and the zoned school for students who live on the other side of Lonsdale Hwy.

- **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**