



RESPONSIBILITY

EXCELLENCE

FAIRNESS

RESPECT

Hallett Cove East Primary School

2022 annual report to the community

Hallett Cove East Primary School Number: 1053

Partnership: Marion Coast

Signature

School principal:

Mr Matthew Chapman

Governing council chair:

Ms Amber Pellerin

Date of endorsement:

17 March 2023



Government
of South Australia
Department for Education

Context and highlights

Hallett Cove East PS completed the 2022 year with an enrolment of 381 students in 15 classes. This a decrease of 34 students compared to 2021. Hallett Cove East is a school with a category 7 level of disadvantage. There were approximately 14% school card, 4% EALD 3% students with a disability 1% indigenous enrolment and a small number of children in care.

The leadership team consisted of Principal, Deputy Principal and Wellbeing Leader. Our staff and students began the year under a range of COVID restrictions with some students attending school and others learning from home. Our school maintained a rigorous classroom learning program despite the challenges presented by COVID. It is pleasing that the school or individual classes were not required to close due to a COVID outbreak throughout 2022.

Whole School Celebrations: Our school had a very high participation rate through the Premier's BeActive Challenge, and were recognized as one of the top 50 schools for participation across the state. The school was awarded with a \$1000 grant for physical activity equipment. A number of classes had the opportunity to participate in school camps and excursions to add to their educational experiences. Students were entertained by performances such as Steam Dance from the Australian Ballet company and the Music Is Fun band. We acknowledged Reconciliation Week and NAIDOC week across the school. Students also participated strongly in the Premier's Reading Challenge and celebrated Literacy through Book Week with the theme 'Dreaming with Eyes Open.' Our term three sports day was a success and it was terrific to see students participating in the many activities after the challenges of COVID. This was followed by our whole school Japanese picnic and the year culminated in the very popular whole school twilight concert.

School Representation: Many students represented the school in a wide range of SAPSASA events and tournaments including, volleyball, cross country, tennis, athletics and rugby. Our school was represented in a range of primary school knockout competitions including netball, soccer, AFL and cricket.

Student Initiatives: 2022 was our first year of year six students taking on student leadership positions across the school, mentored by many dedicated staff. The positions included Lighthouse Leaders, Environmental Leaders, Charity Champions, Physical Activity Leaders, Literature Lovers, Wellbeing leaders, Digital Citizens and Genki Kids. Students led or contributed to a range of school-wide events. Our student leadership opportunities are a strength of our school and something to be celebrated.

Governing council report

The commencement of the 2022 School year incurred a 2-week delay for many students due to COVID, however after this period attendance increased and we saw more covid restrictions eased. We were able to reopen the school to volunteers, parents and caregivers for large school events such as Sports Day, School Disco, the Book Week Parade and the end of year School Concert.

The Governing Council continues to maintain a high level of governance and works collaboratively with the school community to ensure that we represent the views of the wider school community. Below is an update on the sub-committees:

Assets and Grounds – The school grounds have been kept neat and tidy thanks to the grounds staff. Various maintenance activities occurred over the year. The Blue playground was replaced in 2022 including the addition of a new fence surrounding the playground. The early years playground is due to be upgraded in March 2023.

Canteen – The Canteen had a successful year and remained profitable however it remains challenging to find volunteers.

Education – The school continued various programs in the areas of numeracy and literacy. Governing Council approved the annual update of the site improvement plan (SIP).

Fundraising – Fundraising was successful due to the Mother's Day and Father's Day stalls. The money raised will be allocated to updating new items in 2023 which includes nature play items, the Japanese Garden and garden beds.

OSHC – OSHC continued to provide a valuable service and the Directors managed the various impacts of COVID-19 and OSHC remained viable.

Sport – Sport was a great success. The school soccer program had a high number of participants and volunteers to assist in the running of the program and ensure the school met COVID requirements for this program to proceed.

Uniform – The Year 5 students chose their designs for the 2023 commemorative tops. The school continues to have high levels of uniform compliance.

Finance – The committee oversees the financials of the School, OSHC and Canteen. Final approval was given for the 2022 budget for the school and OSHC. The Material and Service Fees for 2023 were approved after consultation by the school community.

I would like to thank all the members of Governing Council for their continued support and contributions throughout the year. Our school would not be successful without the dedication shown from all our students, teachers, and parents/caregivers.

Quality improvement planning

Goal one was to increase the number of students achieving SEA and HB in NAPLAN Numeracy and Mathematics curriculum.

Staff spent considerable time through professional development and team meetings, adapting and modifying mathematics curriculum units to ensure consistency, to target program to address student needs, aligned with the Australian Curriculum. Teachers also worked collaboratively to plan and implement problem solving activities designed to stretch and challenge learners and provide stretch opportunities for higher achievement in Mathematics. As a result of this focus, students demonstrated a deeper understanding of mathematics concepts, facts and thinking and were able to articulate their learning. Teams of teachers were released with colleagues from across the Marion Coast Partnership to further deepen their expertise of Maths curriculum units in composite classes in preparation for the 2023 school year.

Goal two was to increase the number of students achieving SEA in NAPLAN Reading and English curriculum.

Our work focused on developing a whole-staff, shared understanding aimed at increasing consistency of practice, regarding the teaching of English across the school. We had a particular focus on phonics, reading and spelling. R-2 staff have worked closely with a Literacy Coach from the department's Literacy Guarantee Unit to support developing consistency of Literacy practice across the early years' classes. This work will continue into 2023, striving to ensure consistency of approaches as our students move through their schooling at Hallett Cove East. Moving forward, we aim to identify and implement evidence-informed practices to increase the consistency of testing, teaching and intervention in phonics and phonemic awareness, together with reading and spelling.

Goal three was to increase the number of students achieving high bands in NAPLAN Writing and English Curriculum

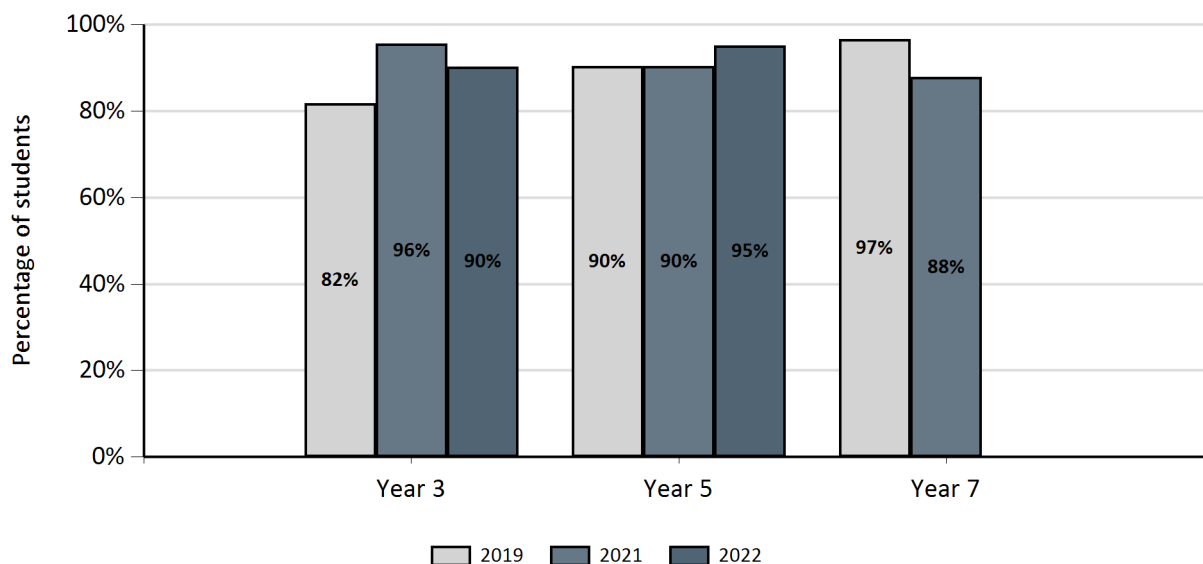
Teachers identified targeted practices such as word walls, guided reading, book club, and literacy circles as key to expanding student vocabulary used for writing opportunities. Students have participated in peer conversations and teacher conferencing about their writing and teachers have intentionally engaged students in conversations before, during and after the writing process. Staff moderation of writing tasks continued as a focus for staff development. The school-wide literacy agreement continues to underpin the school's approach to teaching English, including explicit instruction in phonics, oral reading fluency, grammar and spelling, writing and punctuation, and creativity. In 2023 the site improvement plan will focus on continuous improvement towards those targets with a specific look at how we increase the consistency of practice across the whole school. Data will continue to be at the center of our improvement work and the strategies we put in place will be evidence based and reflect the recommended practice of our department.

Performance Summary

NAPLAN Proficiency

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

Reading

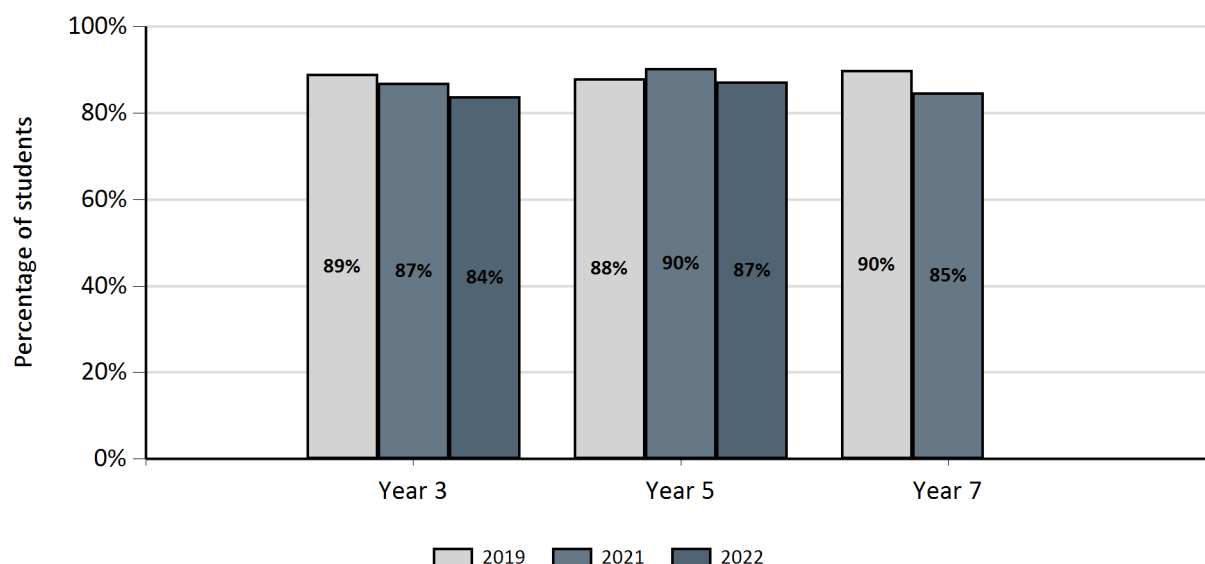


*NOTE: No NAPLAN testing was conducted in 2020.

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

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	62	62	40	21	65%	34%
Year 03 2021-2022 Average	54.0	54.0	32.0	20.0	59%	37%
Year 05 2022	63	63	36	21	57%	33%
Year 05 2021-2022 Average	57.5	57.5	29.0	17.5	50%	30%
Year 07 2021-2022 Average	33.0	33.0	11.0	15.0	33%	45%

*NOTE: No NAPLAN testing was conducted in 2020.

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

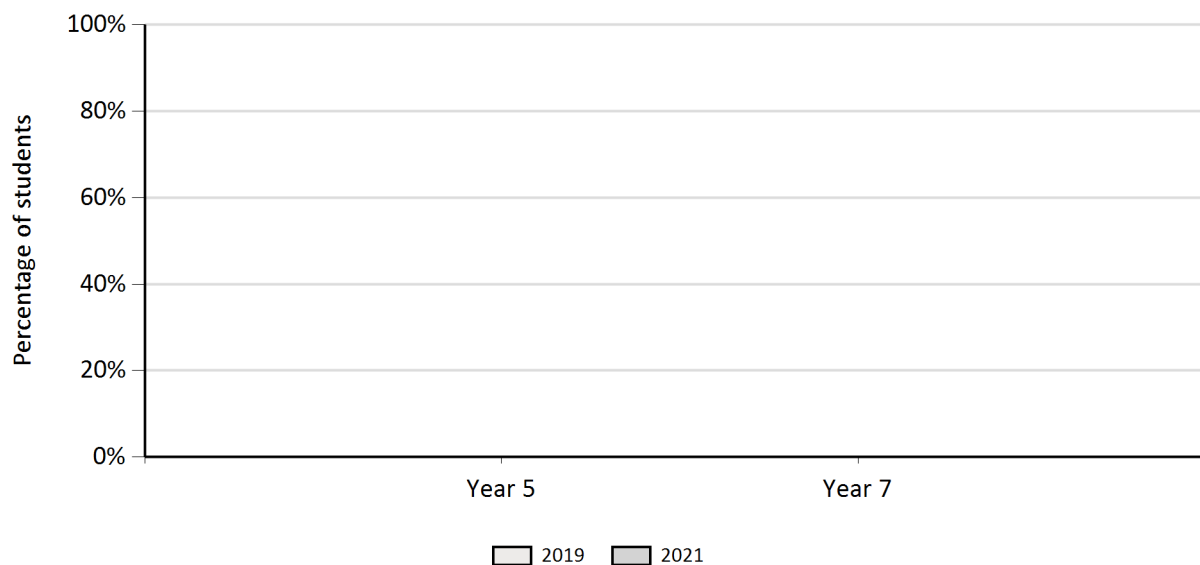
[^]includes absent and withdrawn students.

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

^{**}Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



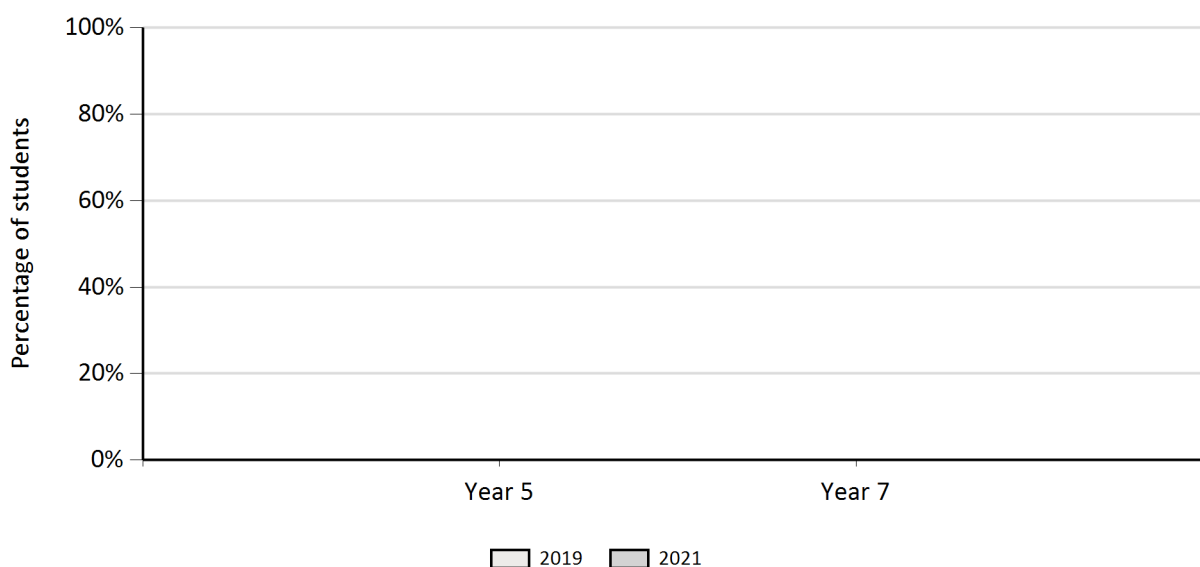
*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 05 2021-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

^includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

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

Our focus has been on tracking and monitoring our Aboriginal learner's achievement complemented by data informed planning. The school ensures that there is a targeted plan for each individual Aboriginal student which is included in each student's one plan. Classroom teachers and leaders have a deep knowledge of individual student learning and social and emotional needs. All staff across the school are aware of the learning needs of our Aboriginal learners with whom they interact. Teachers ensure that they are in regular contact with families regarding concerns about learning or wellbeing. Appropriate communication arrangements are made to ensure communication between home and school is consistent and clear. Teachers are required to analyse Aboriginal Learner's progress as well as describe the successes and challenges of intervention processes through PDP discussions. Aboriginal students are invited to input, regarding their progress towards identified goals and learning progression. Across the school, teachers build Aboriginal perspectives into their teaching and learning programming and planning.

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

Data across a range of sources for individual students is monitored closely with intervention strategies put in place to support learning development. Targeted support programs have been identified to further prioritise improvement in Literacy and Numeracy for individual ATSI students.

School performance comment

NUMERACY: 90% of Year 3 students (or 56/62) to achieve SEA in NAPLAN Numeracy

Following the 2022 NAPLAN, 86% of year 3 students (53/62) achieved Standard of Education Achievement (SEA). This result was consistent with our analysis of school-based Progressive Achievement Testing (PAT) where 85% of year 3 students achieved the Numeracy SEA. Our PAT Mathematics analysis indicates pleasing growth, as students progress in their schooling at Hallett Cove East. Teachers assign A-E grades for students in years 1 – 6. When analysing those school-based assessments, 76% of students (246 students) achieved either an A, B or C Grade of mathematical achievement. 78% of in year 3 (46/59 assessed) achieved at least a C grade of achievement in their Mathematics curriculum. Across the school, just more than 2% of students achieved a Maths grade significantly below what is expected of them through the Australian Curriculum. We have significant support available for students who do not achieve SEA benchmarks and whilst this number and percentage varies each year, it is important that we strive towards increasing the number of students who attain the appropriate standard of education achievement. Our analysis of NAPLAN and PAT-M data also indicates there are a number of students just below the high bands and we are also focused on increasing the number of students moving into the higher bands of education achievement.

LITERACY: READING 90% of Yr 2 students (or 66/75) to achieve 35/40 in their Yr 1 Phonics test by the end of the year.

The year one phonics screening check assesses the competency of our students with their understanding of phonics. In 2022, 61.5% (24/39) students achieved the phonics benchmark at September. The school experienced a slight decline in year one phonics screening when compared to September 2021 results (65.8%). It is to be noted that a further 10% or four students sit just below the phonics benchmark as indicated in our school target. It is also to be noted that the result is taken from September and that students were not re-tested based on advice from the Literacy Guarantee Unit regarding the validity and purpose of re-testing students on the same phonics test in such a short space of time. Results in the phonics and reading tests have been the catalyst for increased whole school focus on the teaching of reading and the consistent delivery of phonics teaching across the school.

85% of Yr 2 students (or 64/75 students) to achieve SEA in Running Records by September

Running Records data was taken on all students in year one and two with 69% of year 1 students and 75% of year 2 students achieving SEA benchmarks. Due to a change in policy direction by the department in relation to the tracking and monitoring of reading, the school is no longer required to gather and track running records data. Moving forward, the school will be investigating a comprehensive reading assessment and monitoring system in order to target its intervention resources to students at-risk of not meeting SEA benchmarks.

LITERACY WRITING 20% increase of Yr 4 students (or 9/45) achieving a B in English by the end of the year compared to their achievement in Yr 3. By the end of 2022, 42.2% of students (19/45) achieved at least a B standard of achievement on school-based assessment. This was an increase of 8.9% (4 students) when compared to 2021 achievement. 77% of year 4 students (30/39 of students assessed) achieved at least a C grade of achievement. Assessment grades given by teachers using A to E grades, demonstrate that the majority of students are achieving at a C or greater, which does represent an achievement of the Australian Curriculum at or above the required level. Overall, across the school there were 33% of students who achieved who achieved A or B standard of achievement with 79% achieving at least a C grade for English. Less than 3% of students received a grade significantly below what is expected of their level of achievement.

Attendance

Year level	2019	2020	2021	2022
Reception	93.4%	87.0%	92.1%	90.2%
Year 1	93.7%	86.4%	93.6%	89.4%
Year 2	93.1%	88.8%	94.5%	89.1%
Year 3	93.2%	88.6%	94.8%	89.7%
Year 4	94.1%	87.0%	92.7%	90.2%
Year 5	93.5%	87.9%	91.8%	88.4%
Year 6	93.6%	87.0%	94.4%	85.5%
Year 7	91.4%	87.6%	93.7%	N/A
Total	93.3%	87.5%	93.4%	89.0%

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

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

Attendance comment

The start of the 2022 school year presented some challenges with students engaged in learning either through face-to-face attendance or participating in a home learning program. Hallett Cove East PS remained open despite challenges presented by COVID19. There were no school wide or classroom closures due to the pandemic. The overall student attendance rate for 2022 was 92.8%, with the majority of student absences attributed to short term illness. Families are required to seek an exemption from school attendance when planning to be absent from school. Student exemptions from full-time attendance accounted for slightly less than 3% of total absences. Unexplained student absences are followed up with text messages, phone calls and face to face meetings with families to address barriers to school attendance. The school continues to monitor closely, where student non-attendance becomes more frequent and long-term which may also include home visits and referral to specialized support from department truancy officers. The school has a clear process for students who arrive late to school and regularly promote the importance of school attendance through newsletters and school notices.

Behaviour support comment

Students in each class undertook a survey into bullying prevalence, led by the Deputy Principal and Wellbeing Leader. The responses were very positive. All classes agreed bullying is not ok. 93% knew how to keep themselves safe. 93% felt they would say no to bullying. 91% felt they would say no to violence. The top student responses to make themselves feel safe were; telling a teacher or parent as well as treating others as you would like to be treated. The survey will help inform our 2023 Wellbeing directions. The school places significant importance on student behaviour being consistent with the four school values. This is reflected through classroom agreements for learning time and yard play. From the start of the 2022 school year there had been 138 behaviour management incidents entered into EDSAS. This is much higher than previous years due to some high needs, specifically around self-regulation in early years classrooms. That area of the school accounted for 79 of the incidents. The remaining 59 incidents are from students across R- 6. In those cases, consequences ranged from office time out or restricted yard play through to take homes or suspension.

Parent opinion survey summary

It has been pleasing to welcome parents and caregivers back to the school grounds after a number of years of disruption and restriction due to COVID. This year, we had 115 parent responses to the Parent Engagement survey. From the survey, it is pleasing to note that the majority of parents and caregivers believe that the school communicates effectively and that they receive enough communication about events and happenings in the school. Our main classroom communication method by teachers is through the Class Dojo app, with schoolwide messages, notices and newsletters shared via Skoolbag. A number of responses have indicated that parents would like more help to assist their child with learning readiness and to understand the standard and content of the learning expected of their child, in order to support them as learners. Whilst it is noted that most parents feel they can have useful discussions with their classroom teacher, some responses also indicated that parents would like more information from their child's teacher about the learning program and their child's classroom progress. It has been noted that anecdotal feedback has also requested an increased whole school understanding on differentiation for students with additional learning needs. This is useful information for the school to consider for 2023. More than 80% of responses indicate that teachers and students are respectful which is good reflection of the effort we place school-wide on our four school values. Survey response results are highly consistent when compared to 'like schools' across the Marion Coast partnership. As a general overview of the Parent Engagement survey, Hallett Cove East PS continues to be a happy, safe and respectful environment for students, staff and parents.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	18.2%
QL - LEFT SA FOR QLD	2	18.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	45.5%
U - UNKNOWN	1	9.1%
WA - LEFT SA FOR WA	1	9.1%

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

Relevant history screening

Working with Children Checks are mandated for all people working or volunteering with students. Governing Council members all have current screening. All pre-service teachers have a screening arranged by their respective university. A record of parent volunteer history screening is kept in the front office to enable checking prior to excursions. Volunteers are monitored by the school through a database and the need for screening is advised regularly through SkoolBag, in Governing Council committees and newsletter communication. We also include it in our transition sessions with new parents to the school. All teaching and non-teaching staff have relevant screening requirements fulfilled as per their employment.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	42
Post Graduate Qualifications	6

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	21.1	0.0	8.9
Persons	0	25	0	13

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

Financial statement

Funding Source	Amount
Grants: State	\$1,000
Grants: Commonwealth	\$10,200
Parent Contributions	\$166,939
Fund Raising	\$5,201
Other	\$10,903

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

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	SSO support both 1:1 and small group intervention programs, yard and class. Ongoing tracking and monitoring of wellbeing and behaviour data for individuals and groups and adjustments made to programs.	Some improved learning outcomes, social interactions and behavioural choices.
	Improved outcomes for students with an additional language or dialect	Funding was used alongside the learning difficulties support funding to provide targeted literacy support for identified students.	Improvement monitored through comparison of standardised achievement data.
	Inclusive Education Support Program	SSO support both 1:1 and small group support with learning difficulties programs including delivery of speech and language and ASD support programs for unfunded SWD.	One plan goals monitored regularly through team, STAR, SRT and behaviour meetings. Regular tracking and monitoring of behaviour and learning data to inform student's one plan goals.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Students with learning difficulties including ATSI were supported through SSO intervention programs. Targeted programs in phonics and reading development were utilised to support students with literacy/EALD challenges in years 1 - 7. Reception students were supported through strategies to improve reading, phonics and phonemic awareness including the use of decodable readers. All classes across the school received literacy and numeracy intervention support for targeted individual and groups of students.	Improvement monitored through comparison of standardised achievement data, teacher / SSO meeting discussions and ongoing and summative SSO written feedback.
Program funding for all students	Australian Curriculum	Funding was used to release teachers to plan, assess and moderate student learning, with a focus on learning intentions, success criteria and evidence of learning. Focused professional learning and activities aligned with the school's identified goals and improvement targets.	Improvement monitored through regular staff meetings and discussion, with a focus on achievement data and identifying areas for further development. Comparative data across multiple data sources indicates growth throughout levels of schooling.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding was put with the learning difficulties support funding to provide literacy and numeracy support. (Refer targeted funding)	Improvement monitored through data discussions, analysis of standardised results.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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