



# SCHOOL CONTEXT STATEMENT

Updated: 03/2025

**School number:** 1053

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

## School Profile:

Hallett Cove East Primary School is a Category 6 school for Reception to Year 6 and strives to provide all children and their families with a safe, inclusive and dynamic learning environment. With spacious school grounds and an emphasis on building a thriving school community, our school's values of Respect, Responsibility, Excellence and Fairness underpin everything we do. We strive to develop Effective Learners through our teaching and learning programs and classroom approaches.

## 1. General information

- School Principal name: Matthew Chapman
- Deputy Principal's name: Robyn Physick
- Year of opening: 1991
- Postal Address: Quailo Ave, Hallett Cove, 5158
- Location Address: Quailo Ave, Hallett Cove, SA
- DECD Partnership: Marion Coast Partnership
- Local Government Body: City of Marion
- Geographical location from GPO (km): 25kms
- Telephone number: 8322 3677
- 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

<b>February FTE student enrolment:</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
<b>Rec</b>	31	48	34	44
<b>Year 1</b>	56	32	43	34
<b>Year 2</b>	39	56	33	46
<b>Year 3</b>	76	35	53	34
<b>Year 4</b>	61	68	34	49
<b>Year 5</b>	39	57	60	33
<b>Year 6</b>	63	38	53	61
<b>TOTAL</b>	365	334	310	301

<b>Staffing</b>	
<b>Leadership</b>	1 Principal, 1 Deputy Principal, 1 Wellbeing Leader
<b>Teachers</b>	9 FTE teachers, 10 PTE teachers
<b>Classroom School Support Officers</b>	9 Classroom SSOs
<b>Administration</b>	3 Administration SSOs
<b>Pastoral Care Worker</b>	1 (15 hours per week)
<b>ICT Support</b>	15 hours per week - Outsourced
<b>Grounds &amp; Maintenance</b>	1 (15 hours per week)

## Our Vision

For students to be confident, capable, and engaged young people, prepared to face the challenges of the world with empathy and integrity. We aim to cultivate a community where our learners are knowledgeable, compassionate, and resilient, thriving now and into the future.

## Our Purpose

We are dedicated to creating a safe, inclusive, and dynamic learning environment that nurtures curiosity, creativity, and critical thinking. We strive to empower every student in their endeavours to make a positive impact on their school and wider community.

## Our Guiding Principles

Our guiding principles underpin our site priorities and our decision making.

- **Learner Agency:** Every student is empowered to develop their voice and agency in learning
- **Wellbeing:** A supportive environment is essential for students to thrive academically, socially, and emotionally.
- **Inclusion:** We celebrate diversity and fostering inclusivity to enhance the learning experience for everyone.
- **Learning:** Every student has the right to develop the knowledge, capabilities and dispositions for effective, lifelong learning.
- **Community:** We seek and value opportunities to engage with and involve our community in classroom and whole school events.

## School Values

Our school values underpin all we do at Hallett Cove East Primary School. 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, special awards, events and whole school activities.

## 2. Students (and their welfare)

### General Characteristics

- School Card Assisted Students 7.74%
- English as Additional Dialect 1.29%
- Aboriginal Students: 3.87%
- Students with Disabilities: 26.13%

### STUDENT WELLBEING

Hallett Cove East Primary School is committed to supporting student wellbeing, with a strong focus on developing self-regulation skills to support engagement, effective learning, and positive relationships.

#### The Resilience Project (TRP)

The Resilience Project (TRP) focuses on key pillars known to cultivate positive emotions: Gratitude, Empathy, and Mindfulness. Emotional literacy is the foundational skill that underpins these strategies. Students participate in weekly TRP lessons within their classrooms, featuring a range of age-appropriate activities. In addition, students engage in regular GEM chats, which support positive, hopeful, and grateful thinking. Together, these initiatives strengthen emotional literacy and promote a resilient and optimistic mindset.

#### Zones of Regulation

At Hallett Cove East Primary School, the Zones of Regulation framework is used alongside TRP to further support students' emotional literacy and self-regulation skills. Students are supported to identify which zone they are in and to develop an understanding of regulation tools that can assist them to return to a ready-to-learn state. Students are encouraged to build personalised toolkits, promoting self-awareness, independence, and consistent wellbeing language across the school.

#### Restorative Practices

Restorative practice is a whole-school approach that supports positive behaviour and relationships. It recognises that behaviour is influenced by a range of social, emotional, and environmental factors and focuses on understanding underlying needs. Through restorative conversations, empathy, accountability, and relationship repair are prioritised, supporting students to learn from challenges in a respectful and constructive manner.

Restorative practices are supported through explicit teaching of shared language around different types of conflict, including clear distinctions between conflict and bullying. This approach promotes consistent understanding across the school and ensures alignment with the Behaviour Support Policy and the Bullying Prevention Policy.

## Regulation Hub

The Regulation Hub provides a dedicated regulation space to support students' social and emotional needs. This space enables students to co-regulate or self-regulate with adult support, with the goal of supporting a calm and successful return to the classroom. Students may access the Wellbeing Hub with support from the Student Wellbeing Leader, SSOs, or other site leaders as required.

Student access to the Regulation Hub is recorded through a digital sign-in system, supporting monitoring, communication, and data-informed wellbeing planning.

The school also maintains a Wellbeing Hub website, providing staff and families with access to wellbeing resources, shared language, and strategies to support students both at school and at home.

## Additional Wellbeing Supports

Hallett Cove East Primary School provides additional targeted wellbeing support through:

- A Student Wellbeing Leader, who coordinates wellbeing programs, supports students through individual and small group interventions, and works collaboratively with staff and families
- A Pastoral Care Worker, who provides social, emotional, and wellbeing support to students through check-ins, relationship-based support, and small-group support
- Collaboration with Student Support Services (SSS), including behaviour support, psychology, and other allied professionals when required
- Strong partnerships with families to support early intervention and consistent approaches between home and school.

These layered supports enable the school to respond proactively to student wellbeing needs and promote inclusive, supportive learning environments for all students.

## Buddy Classes

The school implements a buddy class program, pairing older and younger classes to support connection, belonging, and positive relationships. Buddy classes provide opportunities for leadership, role modelling, and peer connection, while fostering empathy, inclusion, and a strong sense of school community.

## Student Voice and School Values

In 2026, the school is strengthening student voice by engaging students in developing a shared understanding of the school values. Students will be actively involved in unpacking what the values look like in action, identifying expected behaviours, and contributing to shared language across the school community. This

student-led approach aims to build consistency, ownership, and positive behaviour through collective responsibility.

## **STUDENT SUPPORT OFFERED**

At Hallett Cove East Primary School, we are committed to supporting every student's growth in literacy and numeracy. We offer a range of interventions tailored to individual needs, including small group programs, targeted support within the classroom, and additional one-on-one sessions where necessary. Our staff utilise evidence-based strategies and regularly monitor student progress to ensure all learners are provided with the support and opportunities they need to succeed.

### **Literacy Intervention:**

For students who are identified through data we provide intervention for:

- Phonemic awareness
- Phonics- Reading Intervention (Reception- Year 2)
- PLD literacy intervention (Years 3-6)

Our evidence-based literacy intervention supports students in consolidating vital reading and spelling skills. The program runs four times a week for 20 minutes, with students working alongside a Student Support Officer (SSO). Student progress is carefully monitored and tracked to ensure each child receives targeted support based on their individual needs.

**Phonemic Awareness Intervention:** Focuses on developing students' ability to recognise and manipulate sounds within words, an essential foundation for reading and spelling.

**Reading Intervention:** Students receive explicit instruction in letter-sound correspondence and the associated rules. There are numerous opportunities for them to practise new skills, revisit recent concepts, and review previously taught material.

**PLD Intervention:** This component emphasises the development of spelling and language conventions, supporting students in applying these skills effectively in their writing.

### **Numeracy Intervention (Bond Blocks)**

Bond Blocks provides an essential bridge to support students as they move from concrete counting by ones to working abstractly with numbers and symbols. Developed using research and evidence-based methodology by Australian teacher Narelle Rice and Dr Paul Swan, Bond Blocks is designed to strengthen foundational numeracy skills.

Through the use of the Bond Blocks Core Kit, students will:

- Build fluency with number bonds, supporting quick and accurate recall.
- Develop skills in addition and subtraction to 20 and beyond.
- Deepen their understanding of addition and subtraction concepts, including the relationships between them.
- Learn flexible and efficient strategies for calculation.
- Enhance their understanding of number concepts such as place value.
- Engage in mathematical reasoning and problem solving.

## **Support for Students with Disabilities**

Students with disabilities who require adjustments to access learning have a One Plan, which outlines their individual learning goals and the adjustments in place to support their positive inclusion in all aspects of school life. Our school works in partnership with the Department for Education's Student Support Services, as well as external agencies such as Autism SA, Novita, and other allied health providers, to ensure comprehensive support.

Teachers actively connect with families to share student goals and review progress throughout the year. One Plans are developed collaboratively and reviewed regularly, ensuring that teaching strategies and supports are continually aligned with each student's current needs. Parent input is highly valued and welcomed during the One Plan process.

## **Student Management**

Hallett Cove East Primary School's Behaviour Support Policy and Bullying Prevention Policy are based on our School Values and focus on consistent, educative and proactive strategies as well as processes aimed at restoring relationships. All students participate in start of the year, classroom activities designed to establish class values and expectations. The Keeping Safe: Child Protection Curriculum is a key focus in developing positive relationships and is taught in all classrooms. Copies of our policies are available on the school's website.

## **Student Leadership**

All year 6 students hold a leadership role in a specific service to students/school program. Leadership roles include: Lighthouse Leaders, Literacy Lovers, Nature Nurturers, Digital Citizens, Charity Champions, Wellbeing Leaders, and Physical Activity Leaders. Lighthouse Leaders meet with the Principal to participate in student voice and decision-making processes about matters that impact student learning. Student leaders work with mentor staff members to identify and enact areas for improvement across the school. Other leadership groups meet with their mentoring teacher to plan and implement whole school events, lunch time activities and give student perspectives on school matters. Participation in student leadership and decision making is an integral part of our school culture.

## **Special Programs, Support and Interventions**

- Specialist Learning Areas – Performing Arts, PE, Japanese
- Aquatics and Swimming programs
- SAPSASA, district and knockout sports competitions
- Out of Hours School Sports with a particular focus on soccer & netball
- Lunchtime programs and student-led activities
- Buddy Classes and activities
- Breakfast Club
- Year 6 Student Leaders
- End of Year Concert
- Harmony Day, ANZAC Day, Remembrance Day, Reconciliation Week, Japanese Children’s Day
- Intervention through Literacy and Numeracy evidence-based programs

All classes have a buddy 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 per year and participate in other activities together.

### 3. Key School Policies

#### 2026 Site Learning Plan

Hallett Cove East Primary School		Hallett Cove East PS Site Learning 2026				
		Excellence	Respect	Fairness	Responsibility	
Guiding Principles for Hallett Cove East: Learning - Wellbeing - Community - Learner Agency - Inclusion	<b>Our Purpose</b>	We are dedicated to creating a safe, inclusive and dynamic learning environment that nurtures curiosity, creativity and critical thinking. We strive to empower every student in their endeavours to make a positive impact on their school and the wider community.				
	<b>Effective Learning</b>	We are embedding consistent, whole-school practices for effective teaching and learning aligned with the South Australian Curriculum. Our approach prioritises dispositions, capabilities and knowledge; utilising data to drive robust teaching, learning, assessment, and reporting processes.				
	<b>Wellbeing and Inclusion</b>	We are embedding consistent, whole-school inclusive practices that promote social-emotional development and regulation through positive classroom behaviour support, evidence-based approaches, an explicit focus on school values, and targeted intervention.				
	<b>Thriving Community</b>	We are strengthening community partnerships through student voice, implementing culturally responsive teaching and learning, and actively seeking community involvement and feedback to support the whole school learning environment.				
		Creativity	Curiosity	Meaning Making	Strategic Awareness	Metacognition and self awareness

Please visit our website for further details about our site learning plan and our recent Annual Reports which detail our achievements.

## 4. Curriculum

### Subject Offerings

Our classroom teachers deliver a comprehensive and balanced curriculum for students in reception to year 6. Classroom programs align with the Australian Curriculum with a particular focus on English, Mathematics, Humanities and Social Sciences (HASS), Visual Arts, Design and Technology including access to digital technologies. Learning experiences are designed to provide a well-rounded education and equip students with the skills and knowledge needed for future success. We aim to develop students who are Effective Learners; prepared with the critical thinking, creativity, and problem-solving skills, to take on future challenges. We emphasise inclusivity and diversity, ensuring that all students have access to quality education tailored to their individual needs.

Hallett Cove East Primary School, with the support of a Literacy Coach through LGU is implementing consistent practices in early years classrooms with a focus on implementing the Department's Scope and Sequence through a high-quality, daily instructional routine in phonics and phonemic awareness.

Primary classes are focussed on implementing 'Promoting Literacy Development' an evidence-based approach to structured synthetic phonics in the primary years. The school promotes the use of decodable readers across all year levels.

### Specialist Learning Areas

We offer three specialist learning areas to our students:

- Japanese
- Music & Performing Arts
- Physical Education

Students attend weekly lessons with specialist teachers. Students are offered a range of exciting opportunities to develop and showcase their learning throughout the year, including sports days, school concerts, assemblies and performances and special whole school days.

### Access to Additional Support

Hallett Cove East Primary School accesses support for students who have additional learning and social and emotional needs. Support is accessed through Student Support Services and includes Education Psychologists, Speech Pathologists, Behaviour Coaches and Special Educators. Private allied health professionals on school grounds are negotiated between the school, class teacher and family on an individual 'case by case' basis.

## **Student Assessment Procedures and Reporting:**

Early in the year, teachers communicate information to parents about classroom procedures, the learning environment and learning program through a variety of means including Acquaintance Night.

The **reporting** process at Hallett Cove East includes:

- Term one parent, teacher and student learning discussions
- A Semester 1 Written Report that summarises achievement, shared with parents in Weeks 10 of Term 2.
- A 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.

Students in Years 1-6 receive a written report with A-E grades to summarise their achievement against learning standards for their year level.

Teachers use class dojo to communicate classroom related messages with parents, including learning and wellbeing throughout the year as the need arises.

Assessment of student learning includes:

- Moderation of student work samples for teacher consistency
- NAPLAN – Years 3 & 5 (March annually)
- PAT Reading
- PAT Mathematics
- Phonological Awareness Screening Check – Year 1
- DIBELS reading assessments – Yr 2-6
- PLD Placement tests and progress monitoring
- Literacy – Progress monitoring R-2
- Wellbeing, Engagement Collection
- Resilient Youth Survey
- A-E assessment data
- EALD levelling

Data is stored centrally and all teachers have time to analyse data to inform teaching and learning.


## 5. Staff (and their welfare)

### Staff Support Systems

Staff work collaboratively as a whole and within levels of schooling teams. We have 4 staff learning teams: R-2, 3-4, 5-6 and specialist teachers. Teams meet regularly to address administration items and collaborate together to develop actions aligned with site learning plan priorities.

### Performance Management

Staff negotiate a performance development plan and set goals with their line manager which is aligned to the Site Learning Plan. This process includes classroom observations, walkthroughs, staff discussions and teaching team structures. All staff are provided with formal meeting time and written feedback.



**Hallett Cove East**  
Primary School

# PDP Cycle 2026

## Hallett Cove East Primary School

**Week 5-6: PDP Meeting with Line Manager**

Identify 2026 goals: 2 goals aligned to site improvement, career fulfilment, culturally responsive and wellbeing areas within PDP

Negotiate the focus of classroom observation aligned to AOI

**Weeks 4-7: PDP 12 month review**

Review of goals

12-month reflection and review completed and emailed to line manager prior to meeting.

Meet with your line manager to review the year weeks 4-7.

Written feedback from line manager by the end of term 4 (week 10)

Final PDP signed by staff member and line manager, printed and filed.

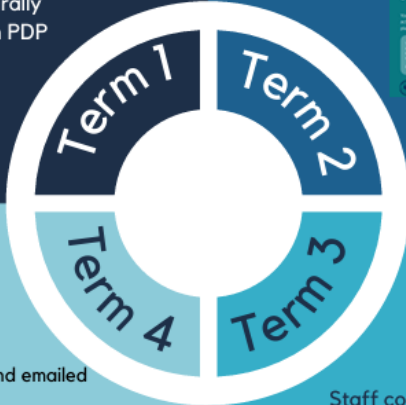
**Weeks 1/ 2: Observation**

**Weeks 3/4: PDP: Feedback & 6-month reflection and review**


Staff complete 6-month reflection based on goals and email to your line manager.

Organise a meeting time with your line manager to review your goals and to receive feedback on your observation.

Line Manager completes 6-month review and emails back to staff.



**PERFORMANCE AND DEVELOPMENT PLAN**



## 6. School Facilities

### Buildings and Grounds:

Hallett Cove East Primary School was built with the innovative design of locating most teaching and learning areas in “Houses.” Classrooms are located in suburban  
2026 School Context Statement

style houses with most of the facilities expected in a family home. Each house has two learning areas and some are designed with removable internal walls to enable like-year level 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. We have one multi-classroom facility for our year 5/6 students. There are also withdrawal spaces in all classroom teaching areas.

Our school is fully fenced for student safety and equipped with natural and structure shade for student

We have a dedicated wellbeing and regulation hub for students to access with a wellbeing leader and pastoral care worker to support students' regulation needs. We also have two intervention classrooms in the school for small group literacy and numeracy programs.

Multiple grassed and paved areas, three age-appropriate playgrounds, two Covered Outdoor Learning Areas (COLAs) and a school garden make our school an inviting and attractive physical space for children and families. Our grounds are spacious with many playing areas for a wide range of activities.

### **Heating and Cooling:**

All classroom buildings are both heated and air-conditioned. The pavilion has a large evaporative air conditioner installed.

### **Specialist Facilities and Equipment:**

The Pavilion is used for indoor sports activities and also houses our Canteen and Sports storage area. 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. The school has a well-equipped resource centre for all classes to access and an adjoining teacher resource section. The resource centre is set up for staff meetings to occur.

### **Other Specialist Features include:**

- ICT room which houses 30 PC's and a data projector
- Large interactive TV screens in all teaching and learning spaces.
- Laptops provided for class teachers
- Sets of iPads and chrome books for use in classrooms
- A range of Robotics equipment for use in classrooms

## **Staff Facilities**

There are preparation areas in the Administration House that may be accessed by teachers and SSOs. We have a large, well-equipped staff room and adjoining professional area for staff use.

The school is well equipped with access to physical resources that support all curriculum areas, technology and printing hardware to support teacher preparation and curriculum delivery.

## **Access for Students and Staff with Disabilities**

All shared areas have inclusive access, as do most class spaces. Specific modifications are put in place for students who have disabilities requiring physical adjustments. There is an access toilet attached to the pavilion. A dedicated disability bathroom has been installed as part of House 9.

## **Access to Public 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 excursions.

# **7. School Operations**

## **Decision Making Structures**

Governing Council meets twice in weeks 4 & 8 of the school term. The Annual General Meeting is held in term one of the school year. Visitors are welcome and new members are elected at the Annual General Meeting. Sub-committees of Governing Council meet on a regular basis and report back to Governing Council.

The Education committee (sub-committee of Governing Council), involves teaching staff and parent representatives. This committee provides feedback and advice to the principal regarding progress on the school's site learning plan.

Personnel Advisory Committee (PAC) meets with the principal three times / term to provide advice to the Principal on staffing matters. The WHS committee meets twice a term to address all health and safety concerns.

Staff are consulted on decisions that affect them, either directly or through representatives on committees. Levels of schooling teams make contributions and recommendations for whole staff consideration and share them with the aim of developing whole-school, consistent practices.

## **Regular Publications and Communication Methods**

Staff communication is achieved through an electronic daybook and a weekly bulletin known as the 'Shining Light'.

The school publishes fortnightly community newsletters and holds regular assemblies hosted by buddy classes or to recognise special events. We have an active Facebook page to keep our community upto date with learning and schoolwide

events. The main form of community communication occurs via the Audiri app, with the school newsletter and other whole school messages posted there.

Class teachers utilise Class Dojo to enable connection between school and home, with a particular emphasis on learning highlights. We also have an electronic bulletin board at the front of the school that provides notification of schoolwide events.

### **School Financial Position**

School finances are focused to support teaching and learning programs and resources for whole school learning and improvement. Fundraising contributes to supporting whole school initiatives as decided following input and prioritising from students, staff and parents. Fundraising is done with careful consideration to the activities on the school calendar.

## **8. Local Community**

### **General Characteristics.**

Parents have high expectations for their children's success in learning. We strive to actively engage our parent community in wholeschool activities and seek ways to involve the community through activities, special celebration days, camps, excursions and classroom events. Our community continues to express its desire to be involved in our school.

### **Parent and Community Involvement**

Parent support and involvement is encouraged and appreciated across our whole school. Parents are encouraged to participate in classrooms and many are involved in excursions or as volunteers according to the classroom needs. Our parent community supports out of hours school sports teams as coaches, team managers, officials and general helpers. Our governing council has a passionate fundraising committee that works hard to raise funds and have fun through school events.

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.

### **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 School is our closest secondary school and Seaview High School is also in our Partnership and the zoned school for students who live within the Seaview High School zone. You can find out more about school zones at [Find your local school or preschool](#).

### **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 our local area.