

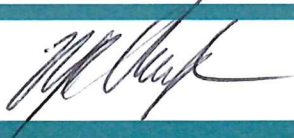
2025 annual report to the Community

Hallett Cove East Primary School


Hallett Cove East Primary School number: 1053

Partnership: Marion Coast



School principal: Matthew Chapman 

Date of endorsement: 03/03/2026



Context Statement

Hallett Cove East Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 325. Hallett Cove East Primary School is classified as Category 6 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 3% Aboriginal students, 31% students with disabilities, 1% students with English as an additional language or dialect (EALD) funded background. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2025.

Governing Council Report

The Hallett Cove East Governing Council met twice per term in 2025, providing a forum to discuss key aspects of school operations and to coordinate community-led sport and fundraising initiatives. At each meeting, the Principal presented detailed updates on enrolments, staffing, curriculum and school programs aimed at enhancing student learning. The Council reviewed financial reports, endorsed pupil-free days and supported staff attendance at professional learning, continuing to uphold strong governance and close collaboration with parents and caregivers to reflect the views of the wider school community.

Sub-Committee Updates:

- **Assets and Grounds:** The groundsman maintained the school environment to a high standard throughout the year, undertaking a range of maintenance activities. The Aboriginal Mural was successfully completed on the Pavilion wall which is a vibrant addition. Work commenced on a master plan to further improve key areas of the school, with a particular focus on enhancing the main entrance.
- **Canteen:** Despite ongoing challenges in attracting volunteers, the Canteen operated successfully and remained financially sustainable across 2025.
- **Education:** The school continued to strengthen literacy and numeracy programs and sustained its commitment to The Resilience Project, which has had a significant positive impact on student wellbeing. This whole-school initiative supports emotional resilience through a focus on Gratitude, Empathy and Mindfulness (GEM).
- **Fundraising:** Fundraising activities were very successful, supported by events such as the Quiz Night and the Mother's Day and Father's Day stalls. Funds raised in 2025 were directed towards upgrading sporting equipment for students.
- **OSHC:** Under the leadership of the new OSHC Director, the service remained sustainable and continued to provide a valuable offering for families.
- **Sport:** The sports program was a major highlight in 2025, with a successful Cross-Country event, a well-attended soccer program and an engaging Sports Day enjoyed by students and families.
- **Uniform:** Year 5 students designed commemorative tops for 2026, and overall uniform compliance across the school remained high.
- **Finance:** The Finance Committee monitored the financial position of the school, OSHC and Canteen, endorsed the 2025 budget and, following community consultation, set the 2026 Materials and Services Fees.

Key Highlights of 2025:

- **The Resilience Project:** This whole-school wellbeing program was a huge success, teaching positive mental health practices through Gratitude, Empathy, and Mindfulness. Families attended The Resilience Project's Discovering Resilience presentation by Martin Heppell.
- **Breakfast Club:** This initiative ran throughout the year and was well-received by students.

- **Book Week and Parade:** It was a highly successful event that attracted strong family participation, with parents, caregivers and extended family members actively engaging in activities, supporting students, and contributing to the positive, inclusive atmosphere throughout the week.
- **Sports Day:** Sports Day was a fantastic community event that brought together students, families and staff in a day of friendly competition and celebration. House Wirra (Green) emerged as overall champions, with House Miltea (Red) as runners-up, while House Tarnee (Blue) received the Fair Play Award, with Miltea (Red) again as runners-up.
- **Pavilion Mural:** An Aboriginal Mural was painted on the pavilion wall designed by Aboriginal artist, Scott Rathman. The message is a very special and pertinent one for our school: 'Our journey to this place is part of the journey from here. The connections we make shape who we are and prepare us for what comes next. We find belonging through the people around us, through our connection to this place, and through the creativity that allows us to be ourselves. Together, we grow, share, and carry our experiences forward into the next part of our journey.'
- **End of Year Concert:** The End-of-Year Concert was a joyful highlight, with all students from Reception to Year 6 participating in performances showcasing their talents and creativity. Songs, dances and skits that filled the school with family pride and community spirit to close out 2025.
- **School Camp:** Held at Mylor, with feedback highlighting new experiences, overcoming fears, teamwork, and confidence building.
- **Premier's BeActive Challenge:** Hallett Cove East Primary School actively participated in the Premier's Be Active Challenge, showing outstanding student engagement and commitment to physical activity throughout 2025.

Conclusion:

The achievements of Hallett Cove East Primary School in 2025 reflect the dedication and professionalism of staff and the strong support of our parent and caregiver community. The Governing Council sincerely thanks everyone who contributed to fundraising, volunteered their time and supported school events throughout the year.

Thank you for helping to make 2025 a positive and enriching year for all our children and their families.

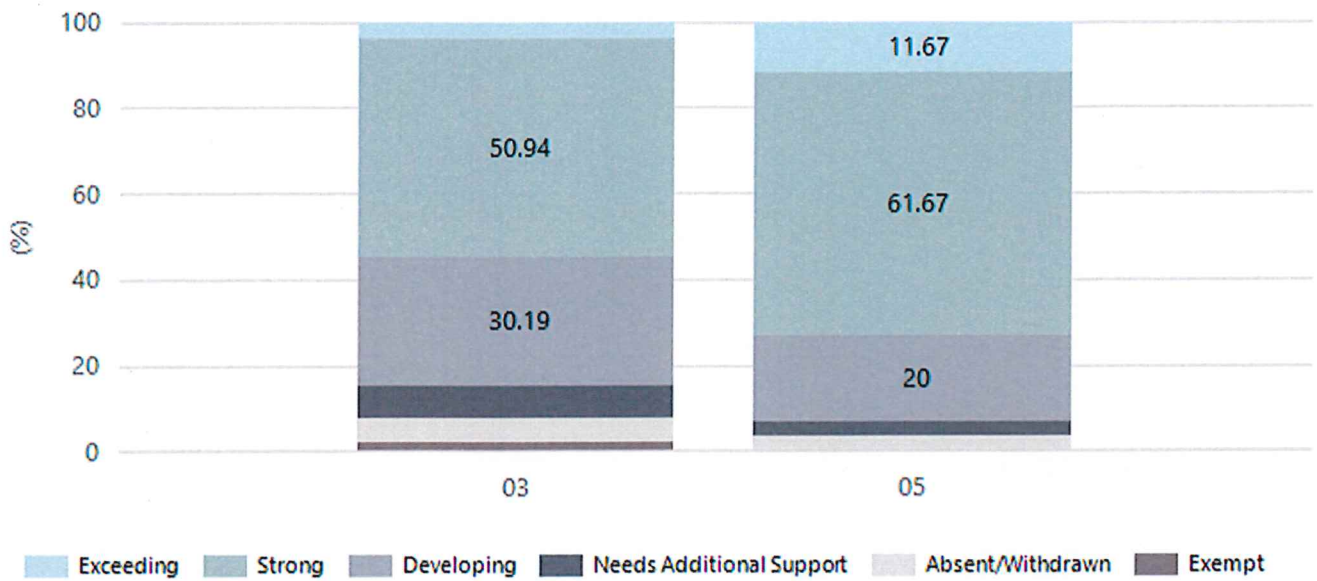
Amber Pellerin, Governing Council Chairperson

Performance Summary

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

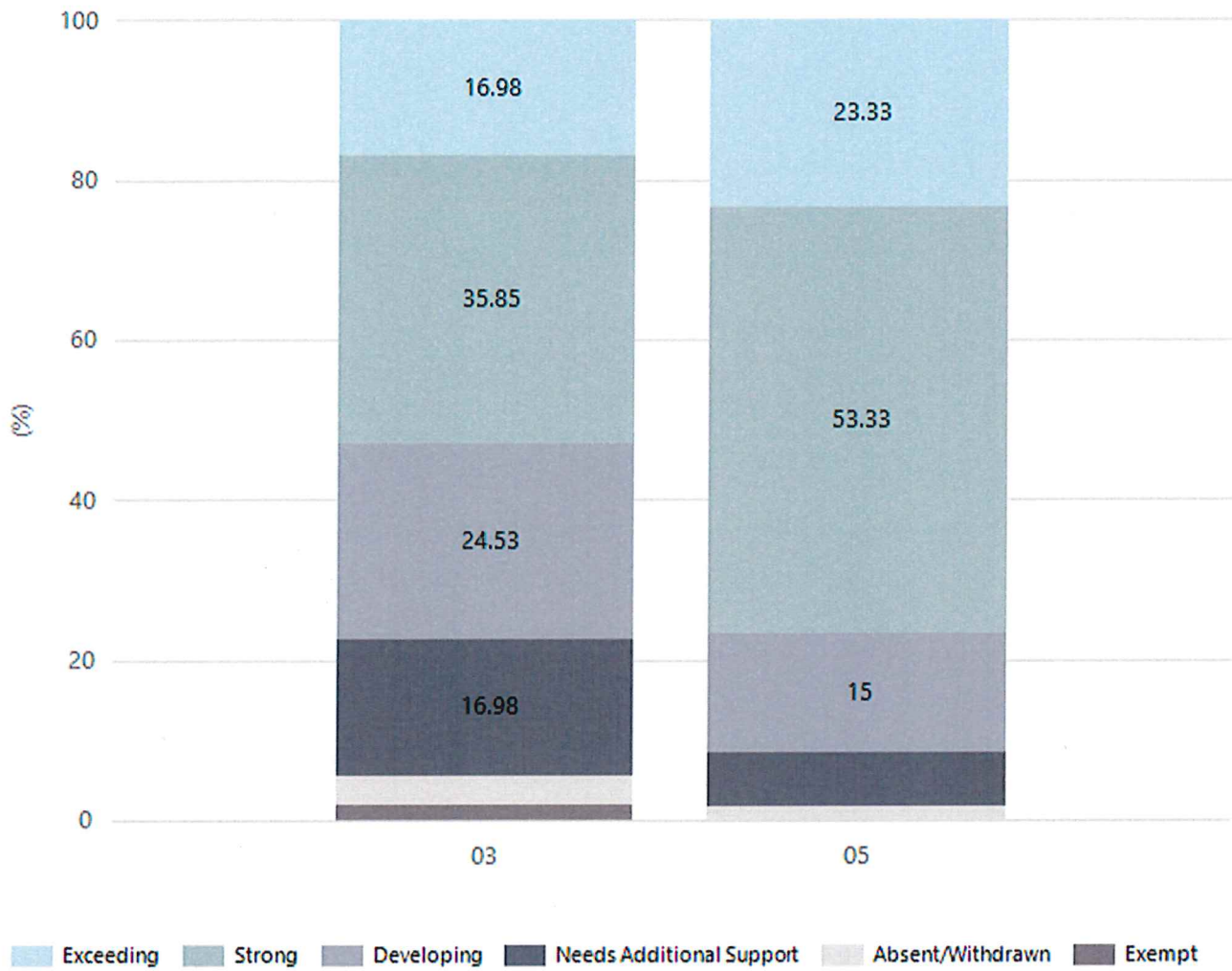
Numeracy



Year Level	03	05
Exceeding	2	7
Strong	27	37
Developing	16	12
Needs Additional Support	4	2
Absent/Withdrawn	3	2
Exempt	1	
Total	53	60

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

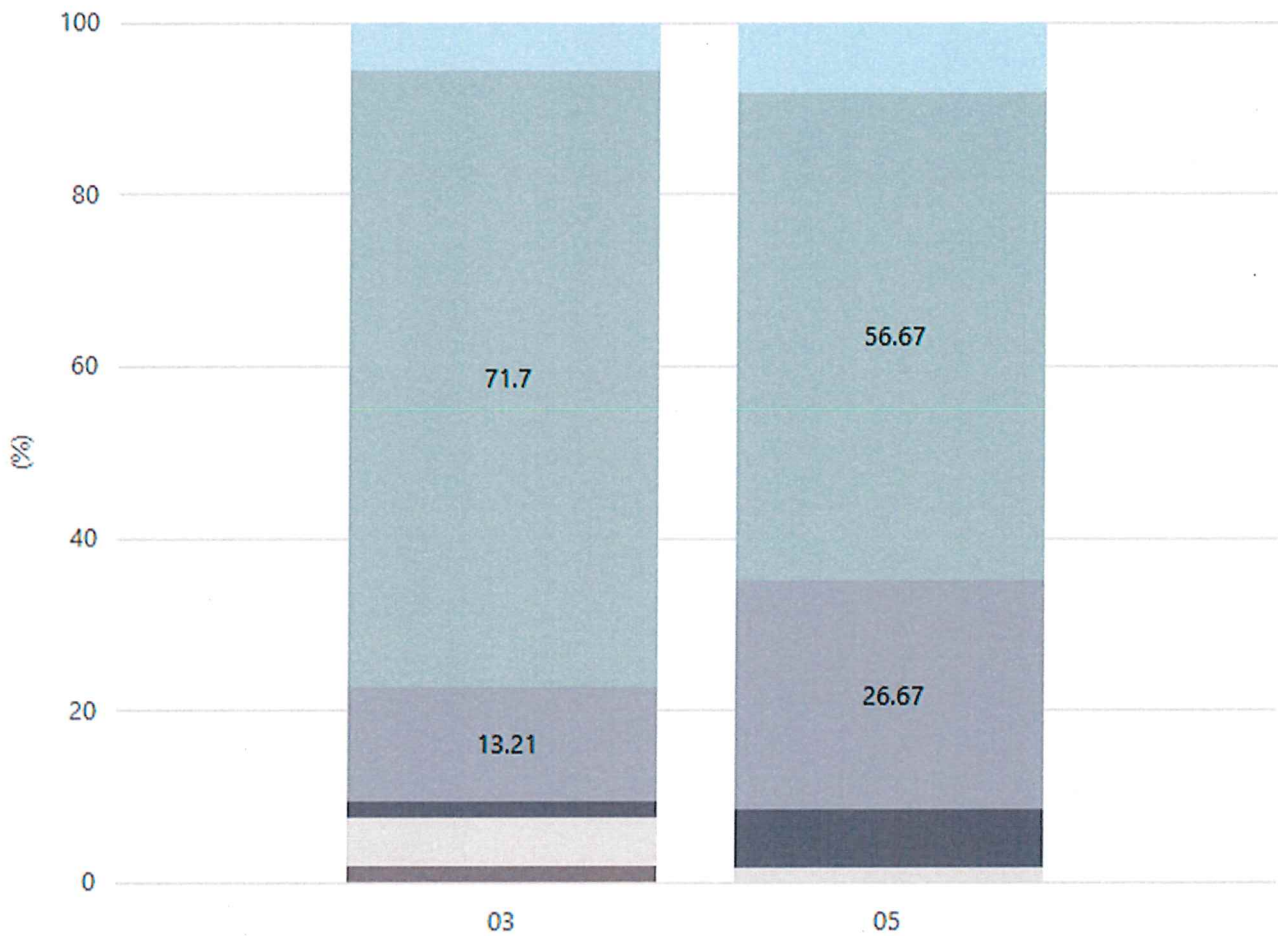
Reading



Year Level	03	05
Exceeding	9	14
Strong	19	32
Developing	13	9
Needs Additional Support	9	4
Absent/Withdrawn	2	1
Exempt	1	
Total	53	60

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Writing

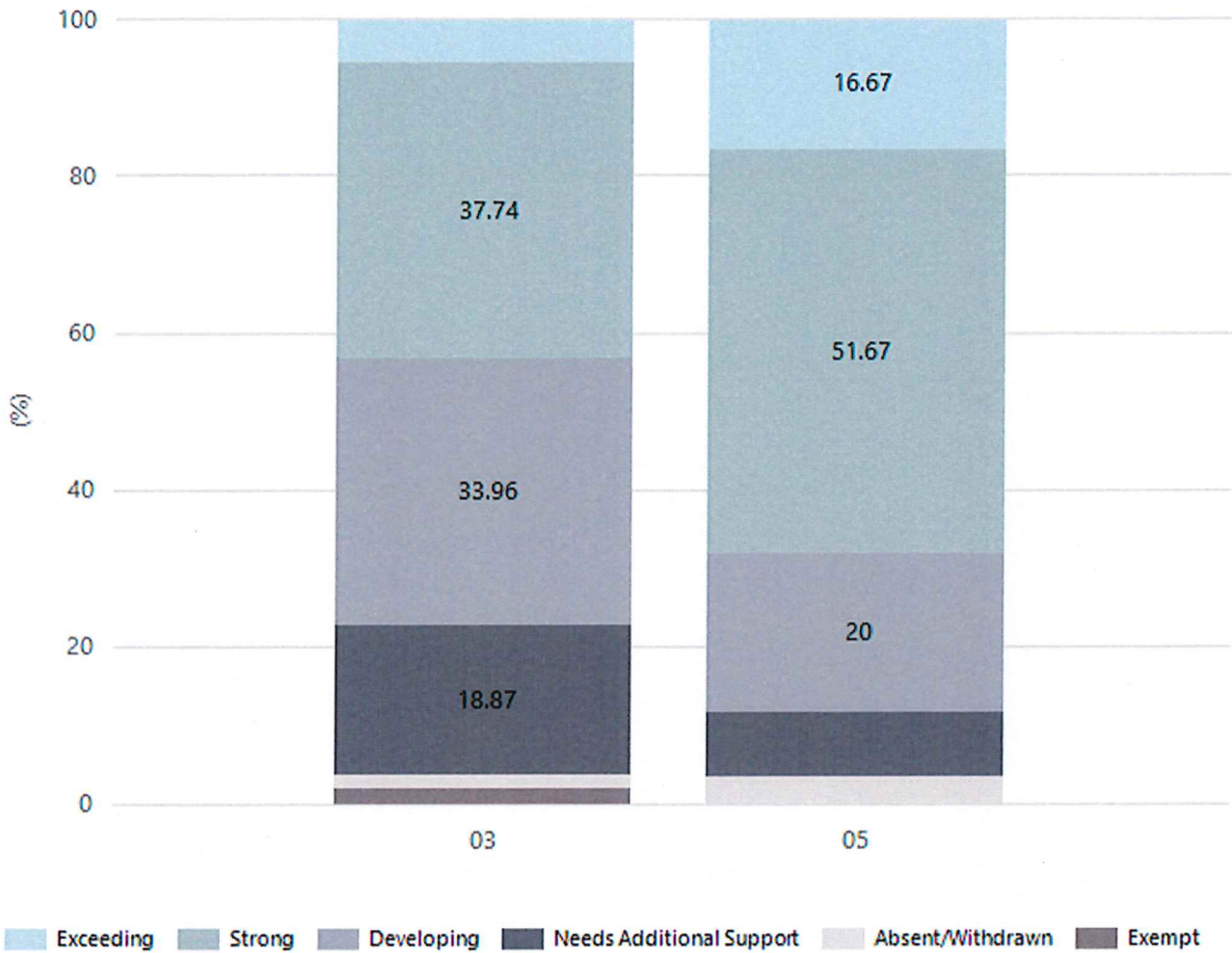


Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

Year Level	03	05
Exceeding	3	5
Strong	38	34
Developing	7	16
Needs Additional Support	1	4
Absent/Withdrawn	3	1
Exempt	1	
Total	53	60

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

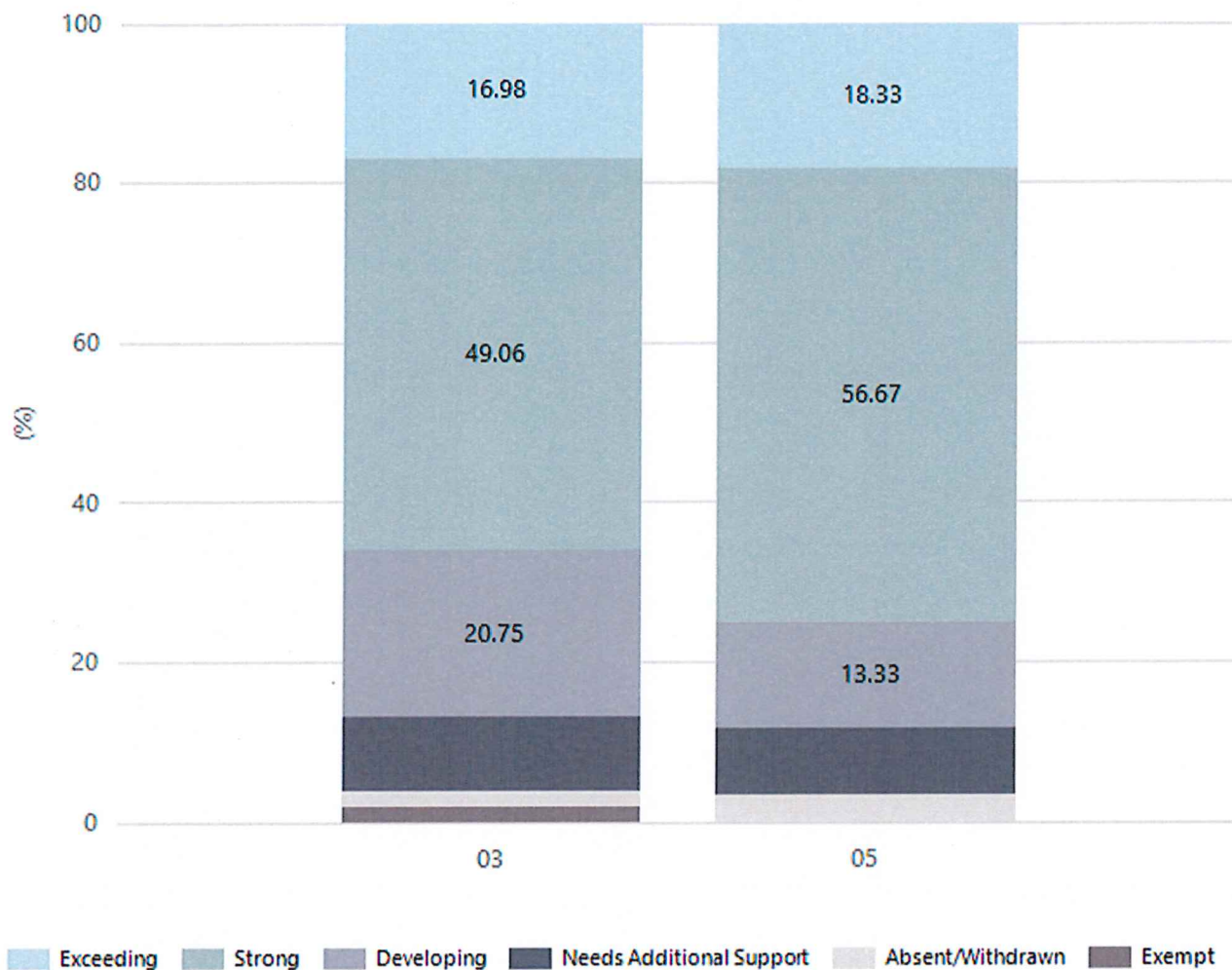
Grammar



Year Level	03	05
Exceeding	3	10
Strong	20	31
Developing	18	12
Needs Additional Support	10	5
Absent/Withdrawn	1	2
Exempt	1	
Total	53	60

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	03	05
Exceeding	9	11
Strong	26	34
Developing	11	8
Needs Additional Support	5	5
Absent/Withdrawn	1	2
Exempt	1	
Total	53	60

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

School Attendance

Year Level	2023	2024	2025
Reception	90.9%	91.1%	92.5%
Year 01	87.7%	90.7%	90.9%
Year 02	85.8%	90.4%	90.5%
Year 03	91.0%	90.9%	89.6%
Year 04	90.5%	88.3%	92.2%
Year 05	87.6%	91.5%	87.6%
Year 06	89.3%	91.9%	91.9%
Total	89.2%	90.5%	90.5%

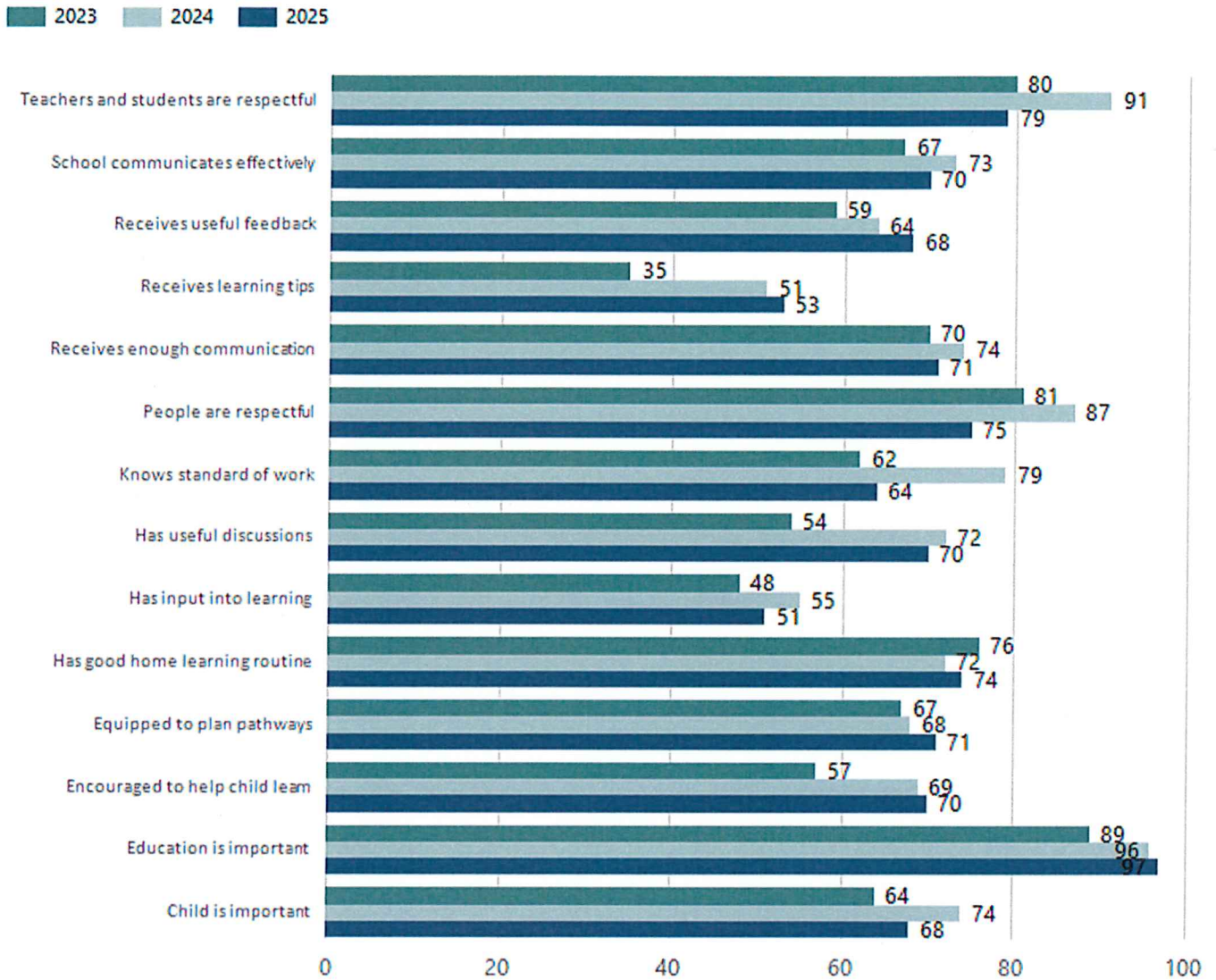
Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	3	50.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	33.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	17.0%

Data Source: Department for Education Destination Data Report, 2025. Data extract term 3 2025. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	16
Postgraduate Qualifications	6

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	18.9	0.0	7.5
Persons	0.0	22.0	0.0	11.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$3,936,474
Grants: Commonwealth	\$2,400
Parent Contributions	\$61,150
Fund Raising	\$19,828
Other	\$29,419

Data Source: School supplied data.