



Hallett Cove East  
*Primary School*

# HALLETT COVE EAST PRIMARY SCHOOL

## PARENT INFORMATION 2026



Welcome to the Hallett Cove East Primary School Community. We are delighted that you have chosen our school for your child.

Our school leadership team is:

- Principal: Matthew Chapman
- Deputy Principal: Robyn Physick
- Wellbeing Leader: Katina Leucuta



We look forward to working with you.

## SCHOOL TIMES

<b>8.40 am</b>	First bell – all students in classrooms
<b>8.45 am</b>	School lessons begin: lessons 1-3
<b>11.00 am</b>	<b>Recess Play</b>
<b>11.20 am</b>	Lessons 4 & 5
<b>12.40 pm</b>	Student lunch eating time
<b>12.50 pm</b>	<b>Lunch Time Play</b>
<b>1.30 pm</b>	Lessons 6 & 7
<b>3.05 pm</b>	<b>End of School Day</b>

## 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 BELIEFS

- **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.

## LEARNING AT HALLETT COVE EAST PRIMARY SCHOOL

At Hallett Cove East Primary School, we are committed to the South Australian Department for Education's vision of delivering high-quality public education that prepares every child to thrive. Our classroom teachers provide a balanced curriculum for students from Reception to Year 6, in line with the Australian Curriculum and South Australian Curriculum Frameworks.

Our classroom teaching and learning programs place strong emphasis on English, Mathematics, Humanities and Social Sciences (HASS), Visual Arts, and Design and Technology, with integrated access to digital technologies across learning areas. Learning experiences are purposefully designed to develop each student's knowledge, capabilities, and dispositions for lifelong learning and active citizenship.

Guided by the Department's public education strategy, we focus on nurturing Effective Learners who are equipped with critical thinking, creativity, collaboration, and problem-solving skills to fully embrace future life opportunities. We value and promote inclusivity and diversity, and strive to ensure our programs are differentiated to provide equitable access and support for all learners, enabling every student to reach their full potential.



## 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.



## Assessment and Reporting

Assessment is an integral part of teaching and learning. Our teachers plan for assessment when developing learning experiences. Reporting is communicating the knowledge gathered from assessing student learning. Assessment and Reporting may include:

- Acquaintance Night, held early in the school year
- Teacher feedback on student learning, progress and next steps
- 3-Way learning discussions held in term one each year
- Moderation of student work samples
- Student self-assessment and peer-assessment
- Written reports in July and December
- Regular classroom dojo updates on classroom learning activities

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

- Term one: parent, teacher and student learning discussions
- Term Two: A Written Report that summarises progress and achievement, shared with parents at the end of term 2.
- Term Three: Optional interviews are arranged at any time as required throughout the year.
- Term Four: An end of year written Report is shared with parents at the end of term 4.

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

If you have any concerns about your child's progress, please contact your child's class teacher. It is important that concerns about learning are addressed early to allow time for appropriate intervention to occur.

## **OUR COMMUNITY**

### **Parents/Caregivers at School**

We aim to develop and maintain a thriving and engaged school community. We highly value and encourage parent/caregiver participation. Parents/Caregivers are invited to assist at the school with work in classrooms (reading small group work, etc), excursions or to offer some of your many talents your child's classroom. We also value assistance in the library, canteen, sport (coaches, managers and transport) as well as other ways that are requested from time to time. Parents who wish to volunteer in the school must first undergo a Working with Children Check and Volunteer training. Volunteer packs are available from the front office.

### **Governing Council**

The Governing Council consists of the principal, elected parents and teacher representatives. The Governing Council shares responsibility with the principal for the governance of the school with a particular focus on:

- \* Assets & Grounds
- \* Fundraising
- \* Canteen
- \* Out of School Hours Care
- \* Education
- \* Sports
- \* Finance
- \* Uniform

Governing Council meets on Monday evening on weeks 4 and 8 of each term, either in person or via Microsoft Teams. The Annual General Meeting is held in March of each year. We welcome all parents from our community to nominate to join the school's Governing Council and contribute to the governance of the school. We also welcome parents to join one of the committees listed above. You don't need to be a member of council to join a committee. Please flag your interest with the front office.



## Communication

Our school encourages positive and productive communication between staff, parents and students. For communication between you and your child's teacher, please use the Class Dojo app. For schoolwide notices and events, the school uses the Audiri app as our main form of whole school communication.

## Newsletters

Newsletters are posted fortnightly on the Friday of even weeks on the Audiri App. The newsletter is available on the website.

## Facebook

Our school has a Facebook page to share the learning and experiences that students participate in. This is also where reminders of whole school events throughout the year can be posted. We really value community engagement through Facebook.



## Raising A Concern

We value positive relationships with parents and the wider community. On occasion, issues will arise which require clarifying. It is important that we all work together to find solutions in a courteous and respectful manner. Our aim is to resolve issues or incidents in the best interests of the students involved. Please respect the confidentiality of all parties when raising sensitive matters.

- Step 1** Appointment made between parent/carer(s) and the classroom teacher. A formal appointment time makes the most productive use of time available and signals the importance of the issue.
- Step 2** If more information/clarification is required parents may request an appointment with a member of the Leadership Team on 8322 3677 or through email [DL.1053.info@schools.sa.edu.au](mailto:DL.1053.info@schools.sa.edu.au). Please provide information about the subject matter to be discussed and allow time for leaders to gather appropriate information prior to the meeting.
- Step 3** Meet with a Leadership member.
- A discussion will occur with follow up actions agreed upon at the meeting. Follow up will occur (further meeting, written follow up, phone call) between you and school leadership to monitor progress.

- Additional support through the department's Student Support Services may be sought.

**Step 4** If after following this process, parents remain dissatisfied, please contact the department's Customer Feedback Unit on 1800 677 435 for further assistance.

Please note that matters relating to the performance of a staff member or behaviour consequences for another child will not be shared as part of a resolution process.

### **Enrolment**

Children who **turn five before May 1st** are eligible to commence school on the first day of term one. Children who **turn five on or after May 1st and before October 31st** are eligible to commence school at the beginning of term 3.

For students enrolling to start school in Reception from the start of a school year, it is suggested that enrolments be made by Term 3, before the child is due to commence school. For mid-year enrolments, it is recommended that enrolments are made by no later than the beginning of term one of the year of enrolment.

### **Enrolment at other times of the year**

Parents/caregivers are requested to make an appointment via the school front office, with the principal or deputy principal to enrol a child. An enrolment meeting is required before a child can commence in the school. When completing enrolment forms, proof of age and address documentation is required. These can be a full birth certificate, passport, adoption certificate, naturalisation or citizenship certificate or Guardianship of the Minister documentation.

Our school conducts principal tours for interested families twice per term. Please contact the front office to book into a principal's tour.



## **Class Placement**

Students are placed in classes according to a variety of factors. These include the number of students in classes, ratio of boys/girls, academic and social development. Students are invited to nominate friends they would like to be placed with in the following year. Parents/Caregivers are invited to provide information to the school about their child in Term 4 of each year to assist with class placement process. While the school considers all parent requests it is not always possible to meet them all.

## **Year 6 Transition**

Students and their families are assisted during the time leading to enrolment in a Secondary (High) School. Our school will distribute Registration of Interest information for Year 6 enrolment the following year, when it is available from the Department for Education. Parents/caregivers are encouraged to attend information sessions organized by the Secondary Schools.



## **Absences**

Please notify the school by completing the Absentee Form on the Audiri App, by notifying your child's class teacher through Class Dojo, or by phone call to the school office, each time your child is absent. Class teachers complete the class roll by 9:30am each day. For late arrivals, please attend the front office before taking your child to their classroom. Please inform the school promptly if your child's absence is due to a contagious or infectious disease.

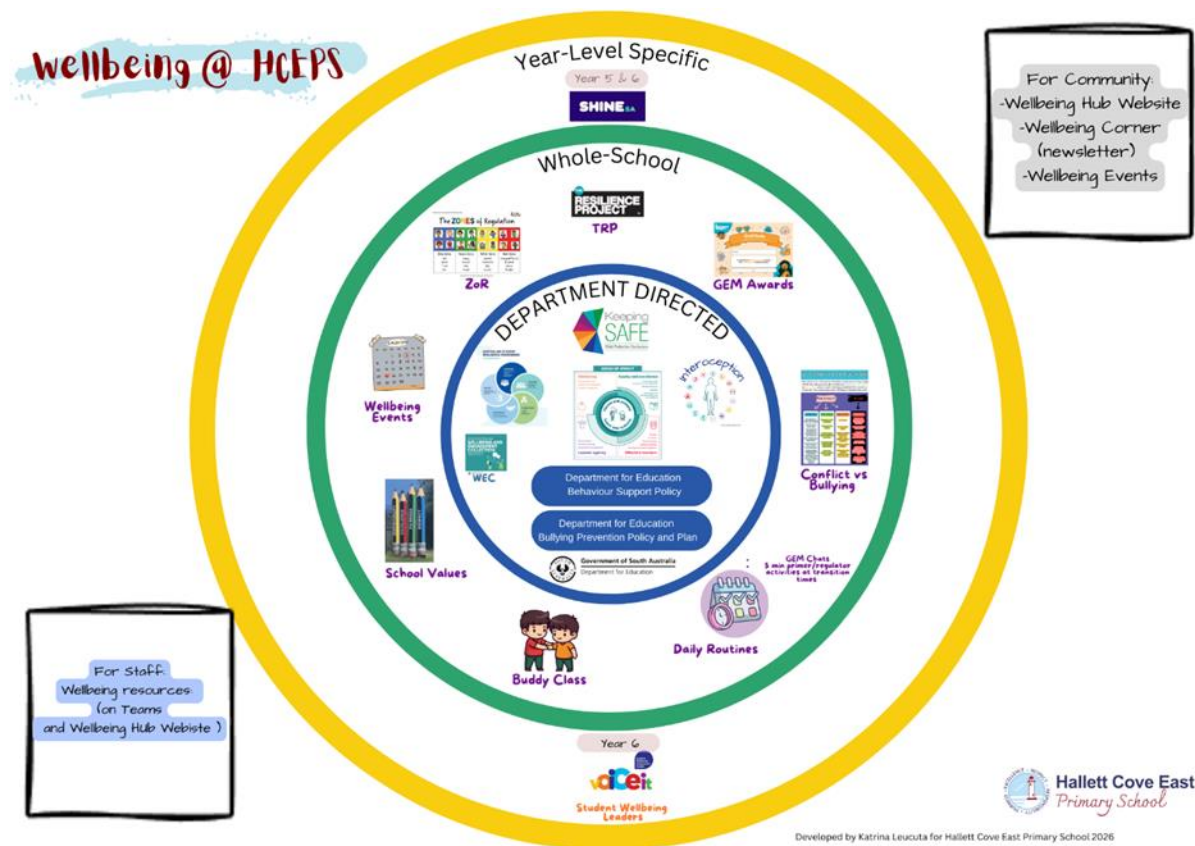
## **Exemption From School Attendance**

For planned absences of more than 3 days an Exemption form will need to be completed and approved by the principal prior to the absence. Please see the front office for an exemption form.

## **Custody Of Children**

Please advise the principal of any current or changes in legal custody arrangements. All information is confidential.

# WELLBEING



At Hallett Cove East Primary School, **student wellbeing is at the heart of everything we do**. Wellbeing is the foundation that supports learning, relationships, engagement, and growth. When students feel safe, supported, and connected, they are better able to learn and thrive.

Our approach to wellbeing is **whole-school, proactive, and layered**. Wellbeing is embedded into daily classroom practice, routines, relationships, and school culture. Supporting student wellbeing is a **shared responsibility** between students, staff, and families.

Our approach includes:

- Department for Education policies and expectations
- Whole-school wellbeing practices and shared language
- Targeted and year-level supports
- Partnerships with families and the wider community

This ensures students experience consistent support, clear expectations, and responsive care across all areas of school life.

## Whole-School Wellbeing Practices

Wellbeing at HCEPS is intentionally embedded into everyday school life, with a focus on strong relationships, emotional literacy, shared language, and consistent expectations.

## School Values and Student Voice

Our wellbeing approach is guided by our school values of **Respect, Responsibility, Fairness, and Excellence**. Students are actively involved in exploring what these values look like in practice, supporting ownership of behaviour and positive contribution to school culture.

## Daily Routines and Connection

Wellbeing is supported through predictable routines and intentional practices, including:

- GEM chats, primers, and regulation activities at transition times
- Buddy class connections that build belonging, empathy, and leadership
- Opportunities for student voice and connection across the school

## Student Leadership and Wellbeing

Student leadership is an important part of wellbeing and school culture at HCEPS. All **Year 6 students** participate in leadership roles across the year, supporting confidence, responsibility, and contribution.

Leadership groups may include Wellbeing Leaders, Physical Activity Leaders, Charity Champions, Nature Nurturers, and others. Through these roles, students model school values, support peer wellbeing, and contribute to whole-school initiatives.



## The Resilience Project and Zones of Regulation

HCEPS implements **The Resilience Project (TRP)**, focusing on **Gratitude, Empathy, and Mindfulness**. Students participate in TRP lessons and GEM chats, and positive wellbeing behaviours are recognised through **GEM Awards** at school assemblies.

Families can also access **TRP@HOME** for wellbeing resources and strategies at home: <https://at-home.theresilienceproject.com.au/>

The **Zones of Regulation** framework is used alongside TRP to support emotional literacy and self-regulation. Students learn to identify emotions and use strategies to return to a ready-to-learn state. Classroom teachers lead this work, supported by the Student Wellbeing Leader, to ensure consistency across the school.

## Restorative Practices and Bullying Prevention

Restorative practices support positive behaviour and strong relationships. This approach recognises that **behaviour is influenced by social, emotional, and environmental factors and often communicates skills still developing**.

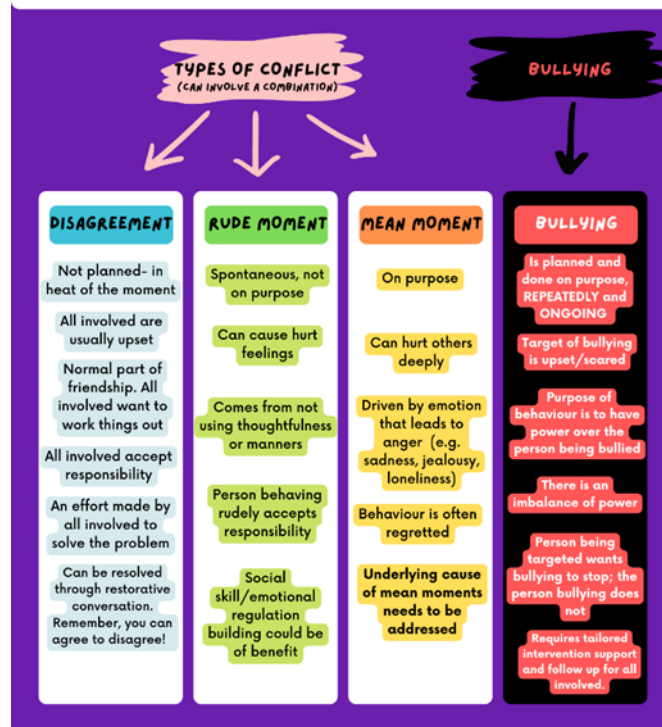
Through restorative conversations, students build skills in communication, emotional regulation, conflict resolution, and accountability. Students are actively involved in repairing harm and restoring relationships - **lifelong skills** that support them beyond school.

Students are explicitly taught the difference between **conflict and bullying** using shared language and visuals. While conflict can be a normal part of relationships, **bullying is never acceptable** and is always taken seriously. This approach aligns with the school's Behaviour Support and Bullying Prevention policies.



# IS IT CONFLICT OR BULLYING?

While conflict can be a normal part of relationships as people grow and change, bullying is NEVER okay. While you may be able to problem solve **disagreements**, **rude moments** and **mean moments** without an adult's help, bullying should ALWAYS be reported to a trusted adult. This is how we define conflict and bullying at HCEPS.



## Regulation Hub



The **Regulation Hub** is a dedicated wellbeing space that supports students to **co-regulate** or **self-regulate** with adult support and return to learning feeling calm and ready.

The Regulation Hub is **not a disciplinary space**. Support may include emotional check-ins, personalised regulation tools, and short supported breaks. Student access is recorded to support communication and proactive wellbeing planning.

Families can also access wellbeing resources via the school's **Wellbeing Hub website**:

<https://sites.google.com/halcoveeps.sa.edu.au/hcepswellbeinghub/home>

### **Student Wellbeing Support Roles**

Additional wellbeing support is provided through the **Student Wellbeing Leader** and **Pastoral Care Worker**, who work collaboratively with teachers and leadership.

- The **Student Wellbeing Leader** is a qualified teacher who supports wellbeing practices across the school and works with teachers, students, and families.
- The **Pastoral Care Worker** is employed through an approved external provider as part of the Department for Education's Pastoral Care Worker Program.

Support is **inclusive, non-religious, and focused solely on student wellbeing**. While these roles do not provide qualified counselling or therapy, they offer early support and connection. Families may be supported to access external services when needed.

### **Protective Behaviours and Partnerships with Families**

All students participate in the **Keeping Safe: Child Protection Curriculum**. Students in Years 5 and 6 also participate in the **SHINE SA Growth and Development program**, delivered in an age-appropriate and respectful way.

Families are key partners in wellbeing. Open communication, shared language, and collaboration help ensure students feel supported across home and school.

## **INTERVENTION AND SUPPORT**

We provide a range of interventions and supports tailored to meet students' learning, social, and emotional needs. Our staff collaborate closely to identify and implement individualized strategies that foster student growth and success. These supports may include targeted academic interventions, social-emotional learning programs, small group sessions, and one-on-one assistance, ensuring that each student receives the necessary guidance to thrive.

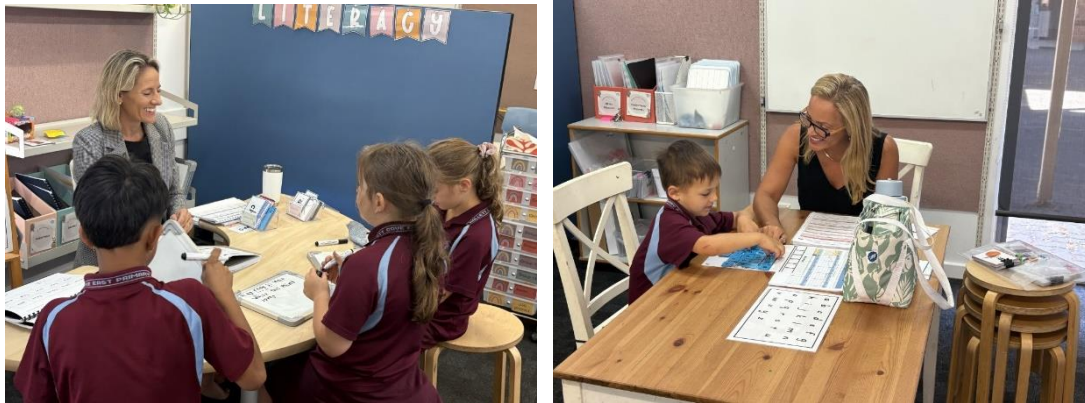
### **Literacy Intervention: LGU (Literacy Guarantee Unit intervention)**

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

- Phonological awareness
- Phonics
- PLD literacy intervention (Years 3-6)

Our evidence-based literacy intervention supports students in consolidating vital reading and spelling skills. Intervention runs 4 times a week for 20 minutes with a Student Support Officer (SSO) and is closely monitored and tracked to ensure each child receives targeted support based on their individual needs.

We use data to inform the letter combinations and sounds your child needs to consolidate. Through the intervention, children are explicitly taught the letter/sound correspondence with specific rules. They have multiple opportunities to revise new learning, revisit and review the learning explicitly taught.



**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 fill the missing link to help students move from concretely counting by ones to abstractly adding with numbers and symbols. Bond Blocks is informed by research using evidence-based methodology, developed by Australian teacher Narelle Rice together with Dr Paul Swan and is designed to strengthen foundational numeracy skills.

We will use the Bond Blocks Core Kit to develop:

- Fluency with number bonds, leading to quick and accurate recall.
- Addition and subtraction to 20 and beyond.
- Deepening understandings of addition and subtraction concepts, and relationships between them.

- Flexible, efficient calculating strategies.
- Number concepts including place value.
- Mathematical reasoning and problem solving.

## **SCHOOL POLICIES**

### **Behaviour Support**

Our approach to behaviour support is guided by our four school values:

- Respect
- Responsibility
- Fairness
- Excellence

Our Behaviour Support Policy guides the behaviour we expect of children and young people and how staff and, parents/carers support positive behaviour development. Our behaviour support policy guides us to:

- Promote, model and support productive and positive behaviour
- Explicitly teach positive behaviour and expectations about behaviour
- Intervene to prevent, reduce or redirect behaviours of concern
- Enact fair behavioural consequences and repair and restore relationships harmed by behaviours of concern

### **Bullying Prevention**

All students have the right to feel safe, respected and included. Our learning community at Hallett Cove East is expected to be free from bullying and harassment. Our school fosters safe, healthy and respectful relationships. We commit to do this by:

- Demonstrating respect
- Valuing diversity and;
- Promoting belonging and wellbeing

Everybody works together to action our bullying prevention plan. A copy of our behaviour and bullying prevention policies are available via the school's website.

### **Attendance At School**

All students are expected to attend school every day the school is open unless they are ill or have an exemption. Students are expected to be ready for learning in classrooms by 8:45am. Parents/caregivers must provide a reason for any student absence, including late arrivals and early departures. A copy of our school's attendance policy can be found on the school's website.

### **Dress Code / Uniform**

The Hallett Cove East Primary School Governing Council has endorsed the wearing of school uniforms. Some items with the school logo may be ordered via the QKR App. Items such as pants, shorts and skirts can be brought through stores such as Big W and Target. For all information regarding uniform, please talk to one of the front

office team. Please ensure that your child's name is on all items. Lost property will be sorted each week. After a reasonable period of time, unclaimed clothing will be donated to the Second-Hand Uniform Shop.



### **Lost Property**

Some labelled baskets containing lost property are located in the school office. Parents/Caregivers are asked to ensure that all articles of clothing and equipment are clearly marked.

### **Hats For Play**

We expect all students to wear a hat when participating in outdoor activities and during recess and lunch breaks during Terms 1, 3 & 4. Students are required to wear hats all year round for specific events such as Sports Day, School excursions or SAPSASA events. All students are expected to wear a hat that covers the face, ears and back of the neck (legionnaire). These are available from the Front Office. If students do not have a hat during this period, they will be required to sit under shelter designated by yard duty teachers.

### **Inclement Weather**

We will prioritise the health and safety of everyone at school. There will be times where we make a decision to enact inclement weather procedures. This means that when outside conditions such as severe thunderstorms, excessive heat, persistent or heavy rain or air pollution become unsafe, children and staff will remain inside during recess and lunch times. Weather conditions will always be part of our risk assessment process when considering camps or excursions outside of school.



## HEALTH

Individual Medical Plans provide the basis for successful support and management. Staff training in health matters is regularly organised. Please provide the school with a copy of your child's current health care plans. All personal health matters are kept confidential and only shared on a 'need to know' basis.

### **Emergency Contact**

If your child has a minor accident e.g. for a grazed knee, he/she will be treated at school. If however, the accident or illness is more serious, parents/caregivers will be telephoned immediately and if necessary, the child will be transported to hospital.

### **Parents will be notified in the event of any head knocks.**

It is important in such times that we are able to contact parents/caregivers or a relative/close friend to support your child/ren when they are sick or injured. It is in your child/ren's best interest that parent and emergency contact information is up to date and the school is quickly notified of any changes that occur.

### **Medication**

For students who require medication during school hours, we ask that parents bring the medication to the school office, provided in the original container with pharmacy label instructions attached for use. Parents are required to complete a Medication Agreement Form, providing parental permission for school staff to oversee the supervision of medication administration. Medication is administered at the Front Office.

A Medication Agreement Form needs to be completed by the prescribing doctor and parent/guardians, for students who require supervision of daily medication (e.g. ADHD medication) at school. All medication must be handed over from adult to adult. Staff do not measure doses of medication.

### **Asthma**

Students with Asthma will be required to provide the school with an Asthma Care Plan completed by a doctor. Asthma Care Plans are available from the school office. This information supports both teachers and school office staff in the case of emergencies. Children with Asthma are encouraged to carry their own medication with them as recommended by a doctor. In case of emergencies Asthma medication is kept in the Front Office.

## **Materials And Services**

Materials and Services charges are set each year by the Governing Council. The money from Materials and Services contributes annually to classroom programs and resources throughout the year. The charge covers printed and electronic materials related to the classroom program, including work and text books, materials, consumables and resources to support the delivery of the curriculum in your child's classroom. Our philosophy is to utilise these charges as 'this year's funding for this year's children'.

Students enrolled for part of the school year pay a portion of the total cost. Parents are invited to discuss any questions, concerns or arrange payment of fees by instalments with our Finance Officer.

## **School Card**

Assistance with materials and services charges is available for lower income families. This is called the School Card Scheme and it assists in the payment of school fees. For more information and application go to [Department for Education | South Australia](http://www.education.sa.gov.au) website and search School Card.

## **Excursions**

At various times students will take part in excursions out of school and incursions where performances or activities take place on site. Many school events are covered by an Incursion/Excursion levy; however, there may be instances where additional payment is required for your child to participate in extra excursions. The excursion levy can be paid in full or in instalments. To ensure student participation, payment must be received before the scheduled event—only those who have paid will be able to attend. The Incursion/Excursion levy does not cover the costs of larger activities such as camps, swimming, aquatics, SAPSASA sports, out-of-hours school sports, or the Year 6 graduation.

## **Canteen**

Our school has an excellent canteen which provides student lunches each day. It is also open at recess and lunch for students to purchase food and drinks. The canteen aims to provide a balance of foods etc. with an emphasis on healthy eating according to the Rite Bite Policy. Parent volunteers help prepare and serve the food. Orders are made through the QKR App and can be made up to 2 weeks in advance. If you would like to volunteer in the Canteen, please contact the school's front office.



## **Payment Options**

The QKR App is our preferred method of payment. Bank transfers and instalment payments are available via the school website, or credit card payments are accepted at the Front Office.

Where necessary, arrangements can be made for payment of fees/charges by instalments. There is no interest charged and the process is confidential. Please contact the Business Manager, the Finance Officer or the Principal to arrange payment by instalments.

## **OUT OF SCHOOL HOURS CARE**

Our Service offers Before School Care, After School Care, Pupil Free Day and Vacation Care to all families.

## **Philosophy**

At Hallett Cove East OSHC, we are proud to be situated on the land of the Kaurna people and respect their ongoing connection to the land. We strive to create a welcoming and supportive environment where all children feel safe, secure, and supported.

Our commitment through continuous improvement is to nurture each child's social and emotional wellbeing, fostering meaningful relationships, and empowering them to become confident, capable, and competent learners. We recognize the importance of promoting children's voices and ensuring they feel valued and respected.

Our environment is child-focused, designed to build connections, and encourages the development of friendships and positive interactions. We work in partnership with families and the broader community. Through this collaborative approach, we promote equity and equality, fostering a culture that celebrates the diverse abilities, experiences and backgrounds of our community. We are guided by the My Time, Our Place and Early Years Learning Frameworks.

Our practice is built on play-based learning and an emergent curriculum that reflects each child's individual strengths, needs, and interests. We offer open-ended experiences that foster creativity, critical thinking, and problem-solving, helping children develop life skills and a strong sense of agency. As part of the Activated OSHC network, children are encouraged to participate in a range of activities that promote physical, social, and emotional development.

At Hallett Cove East OSHC, we operate in line with all regulatory and legislative requirements, upholding Sun Smart and Allergy Aware practices. We foster a culture of child safety and wellbeing, while promoting the safe use of digital technologies and online environments. Our goal is to provide a nurturing space that families can trust, creating a true "home away from home" for every child.

### **Centre Location**

OSHC is based centrally within the school grounds and has its own well-equipped space. We also make use of the school's outdoor facilities. A separate space in house 10 is available for children aged 9 years and older.

### **Child Care Benefit Places**

Currently we have the following Child Care Benefit Places:

Before School Care	75
After School Care:	75
Vacation Care:	75

### **Hours**

The service is open Monday to Friday during the following hours and charged by session:

Before School:	7.00am –9.00am
After School:	3.05pm – 6.05pm
Early School	2.05pm - 6.05pm
Closure:	
Vacation Care:	7.00am – 6.05pm
Pupil Free Day	7.00am – 6.05pm

**TO CONTACT OSHC Phone: 8381 7577 (OSHC) OR 0422 003 138**

## **OUR SCHOOL SONG**

*Our school song is sung at assemblies and other major school functions.*

There's a light on the coast, where the waves meet the shore,  
To help guide in the things that we do,  
It's a hope for the future, it's an ever-open door,  
It's the home of the maroon and light blue.

### **CHORUS**

It's a lighthouse of learning, shining light on the cove,  
It's a place where we learn and we grow  
We take pride in our school as we strive for our goals  
To the future together we go.  
In the State of South Australia, to the south of Adelaide  
Is a school that we proudly call our own.  
It's a place where we belong, it's a place where we have fun,  
And we're proud to be the kids of Hallett Cove.

### **CHORUS**

It's a lighthouse of learning, shining light on the cove,  
It's a place where we learn and we grow  
We take pride in our school as we strive for our goals  
To the future together we go.

### **CHORUS**

It's a lighthouse of learning, shining light on the cove,  
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