



# HALLETT COVE SOUTH SCHOOL

## Hallett Cove South Primary School and Hallett Cove South Preschool

### 2022 annual report to the community

Hallett Cove South Primary School Number: 1054

Hallett Cove South Preschool Number: 1584

Partnership: Marion Coast

Signature

School principal:

Mr Matthew Kerslake

Governing council chair:

Ms Nikki Protosaltis

Date of endorsement:

24 March 2023



Government  
of South Australia

Department for Education

# Context and highlights for the combined site

Hallett Cove South Primary School and Preschool is situated 22km south of Adelaide in the Marion Council zone. It borders a local recreation park and offers picturesque grounds for the enjoyment of students and provides the opportunity for a range of learning experiences in the classroom, the environment and the community.

In 2022 there were 107 students across 5 mainstream and two special option classes (R-2 and 3-6). The student population included approximately:

27% school card holders

4% students with English as an Additional Dialect

21% students with disabilities

16% Aboriginal students

We have high expectations of our students and promote our school CREST values of: Collaboration, Respect, Empathy, Self-Regulation and Teaching and Learning.

Our school celebrates its cultural diversity with 14 cultures represented across the school. Our student wellbeing is reflected through a focus on the Zones of Regulation to develop self-regulation and to foster and maintain positive relationships.

Hallett Cove South fosters a sense of community, supported by our Governing Council and its committees. Parents are enthusiastic supporters and take pride in Hallett Cove South's achievements.

2022 saw a number of special events that were highlights for our students. These included including Japanese Cultural Day, Book Week, Sports Day, Graduation, End of Year Concert, the end of year whole school pool party and Children's University Graduation. Students participated in swimming, aquatics and SASPSA. There were also a number of excursions and events offsite that included the zoo, museum, Adelaide Oval and the Maritime Museum.

## Governing council report

The 2022 school year started with 4 new teachers joining the school across various year levels & the Covid rules were still being enforced but with a few less restrictions which made life somewhat easier but still stressful for many. A "chill space" was set up in the blue unit so the students had a safe space for downtime & to reflect when their emotions overwhelmed them. I personally feel this was an amazing thing to do as even as adults, sometimes we all need time to sit & reflect with some of our own "chill time" so I can imagine how beneficial this was for the children. I know my girls definitely benefitted from the interception room in the yellow unit from time to time. The enrolments stayed steady, not differing much from year to year.

The fund-raising committee always has & continues to work hard putting in their time & effort to raise funds for the school. All their hard work paid off with all of the proceeds from the fundraising going straight to the canteen as the canteen was running at a loss. I am now happy to report that the canteen is out of the red & now turning a profit which means the canteen gets to stay open & the children get to have their lunch orders & recess purchases which they all love as I did when I was in school. Further into the school year it was motioned for the GC to spend up to \$1,000 for the teachers requests for materials & there was further fundraising which now went to other things for the school as the canteen had come out of the negative. Covid restrictions were still in place but again, with few less restrictions.

We motioned for \$30,000 to be redeemed from the SASIF/Commbank investment fund to cover ongoing expenses. Also \$2,000 from the GC account for a kindergarten playground upgrade. The fundraising committee did a Keyton Bakery & wine fundraiser which was very lucrative in Term 3 & a working bee was scheduled for September. Unfortunately, due to storms, part of the yellow unit roof suffered water damage, the repairs to fix it it started Term 1 of the 2023 school year.

The Child Safety Environment Policy was also reviewed.

The principal, Donna O'Leary, booked long service leave late in the year with Matt Kerslake taking her place until further notice.

In November the GC redeemed another \$30,000 from the SASIF/Commbiz investment account. This money went towards end of year expenses, the grounds, a new photocopier & an upgrade of the kindergarten playground equipment. We also motioned to approve the cost of student materials & services charges for the new school year & an MIPRO sound system for \$1500.

All in all a good year with a couple of minor hiccups.

## School quality improvement planning

In 2022 Hallett Cove South focused on increasing achievement in Reading and Numeracy. This was done through prioritising a consistent, daily explicit reading program and using data from the Big Ideas in Number, PAT M and NAPLAN to target teaching to individual needs. Across the year teachers worked on developing capacity in comprehension by engaging in professional reading and professional development and capacity in numeracy by engaging in the partnership curriculum project and professional development. Towards the end of 2022 staff also worked with the curriculum lead to develop their planning using the DfE units of work.

High quality effective teaching and learning continued to be a focus throughout the year. Staff and Governing Council engaged in updating the site improvement plan through allocated meeting time. Leaders reported to Governing Council twice per term about the implementation of the agreed actions and how the school was tracking towards achieving the goals and the targets.

The narrow focus of the Site Improvement Plan was supported with alignment of professional learning and performance and development. Leaders prioritised time to support and challenge staff through observations, regular walkthroughs, and giving timely feedback to staff, supporting them to deliver site improvement goals. Teachers, SSOs and Leaders regularly reviewed the SIP as part of the improvement cycle. Teachers met once a term with leaders to have data conversations. These conversations formed part of the tracking and monitoring processes and enabled staff to review and evaluate the impact of classroom pedagogy and to plan next steps for students. Information from these conversations determine wave 2 and wave 3 interventions and shaped future professional learning for staff. Reading data protocols and data schedule were finalised across the school. Teachers engaged with the data to track and monitor the progress of all students.

In 2023 Hallett Cove South will continue to focus on increasing reading and numeracy outcomes with a narrower focus on developing student agency through co-designing learning goals with students using data. To strengthen the use of data informed practise, teachers will be supported drill down and disaggregate the data. This will then shape conversations and influence planning for differentiation at the individual, small group and whole class level.

Teachers will continue to focus on using data to effectively plan for student learning. Teachers will collaborate with students to co-design goals each term, using data to inform their decisions. Leaders will actively seek feedback from teachers to identify areas requiring professional development, and will design and implement relevant training opportunities. Staff will monitor the progress of individual goals through data meetings and PDP processes.

## Preschool quality improvement planning

Hallett Cove South Preschool is a site based service that operates 15 hours per week on Mondays, Tuesdays and Wednesday mornings. A free playgroup is run out of the preschool on Thursday mornings. The playgroup is funded by the school.

The 2022 Quality Improvement Plan centred predominantly around Quality Area 2: Health and Safety. Regular scheduled meetings occurred between the school principal and preschool teacher, which focused on student progress, pedagogy and reflecting upon the progress of the Quality Improvement Plan. This process helped drive the formulation of the 2022 Quality Improvement Plan which has two key focus areas:

Goal 1: That children are increasingly able to recognise, collect, sort and represent data in their world.

The children were able to demonstrate an ability to recognise, collect, sort and represent data in their world. Educators intentionally programmed and planned opportunities for children to develop their skills including the use of a range of stimuli. Educators explicitly modelled collecting, sorting and representing data. Educators modelled questioning for children and encourage them to sort and represent their data in multiple ways. Most children were able to demonstrate an ability to sort and represent their data.

Goal 2: To support children to develop the disposition of curiosity, and the capacity to express their ideas and thinking to extend their own understandings.

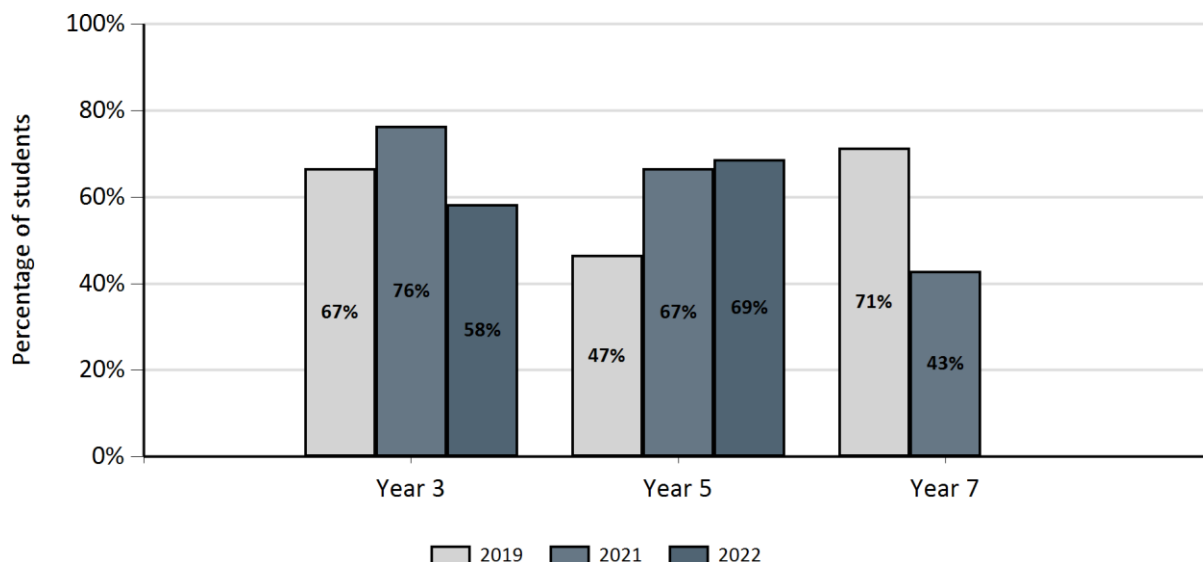
Educators provided a learning environment that was rich in promoting curiosity. Educators modelled the vocabulary of curiosity and wonder. Educators intentionally planned for a broad range of learning experiences which focused on curiosity. Educators intentionally drew the children's attention to curiosity promoting items or experiences by questioning and modelling the language of wonder. The children were able to demonstrate curiosity to varying degrees.

# 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

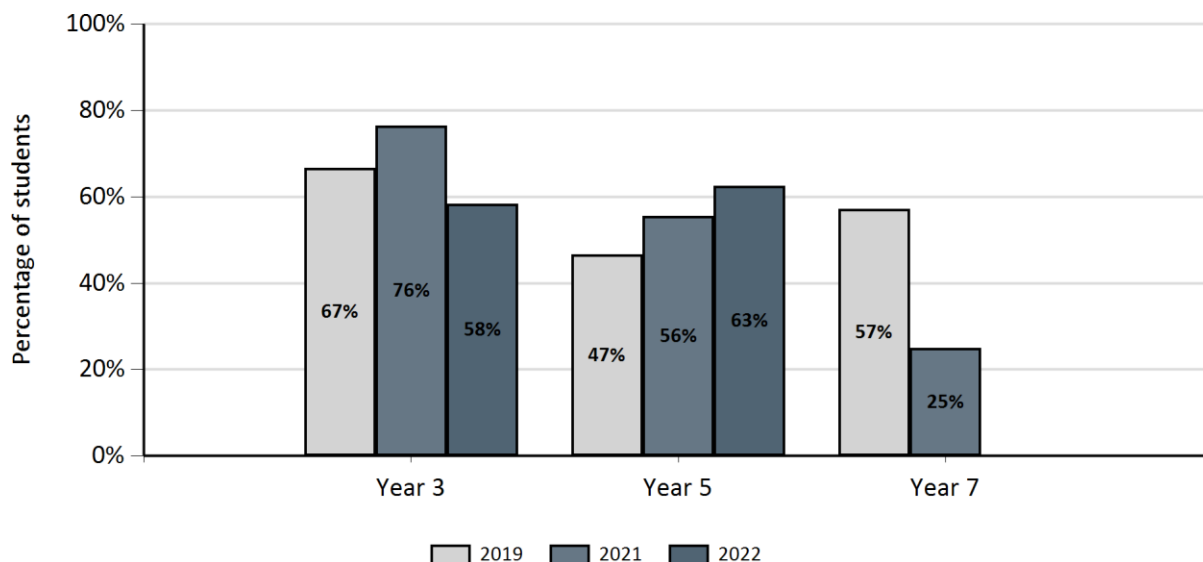


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	12	12	5	1	42%	8%
Year 03 2021-2022 Average	14.5	14.5	5.5	2.0	38%	14%
Year 05 2022	16	16	3	1	19%	6%
Year 05 2021-2022 Average	12.5	12.5	2.5	2.0	20%	16%
Year 07 2021-2022 Average	7.0	8.0	1.0	1.0	14%	13%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

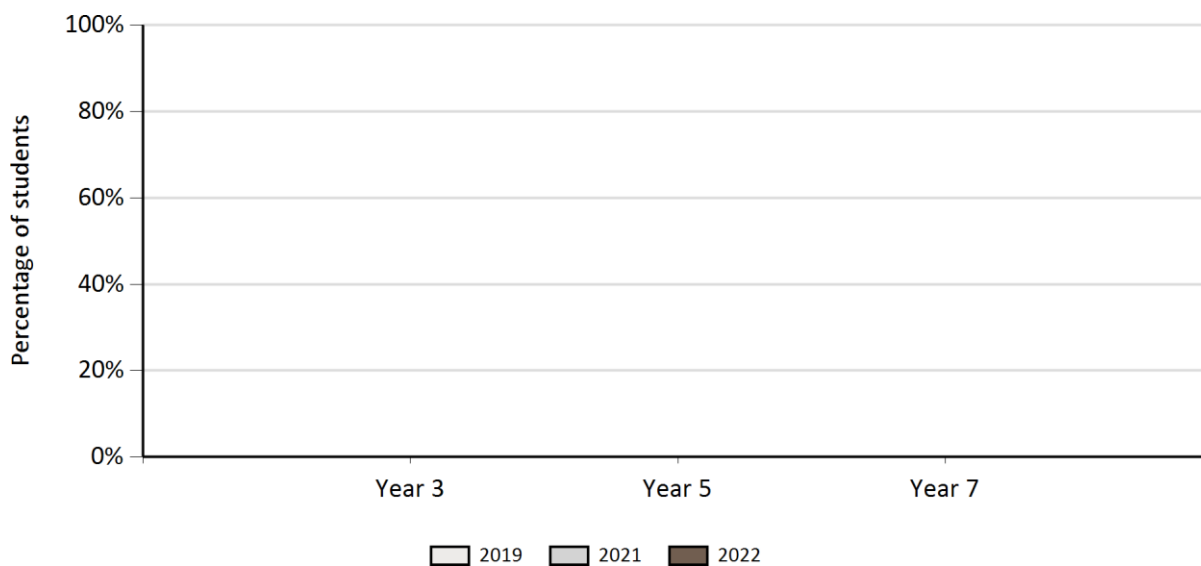
<sup>^</sup>includes absent and withdrawn students.

\*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



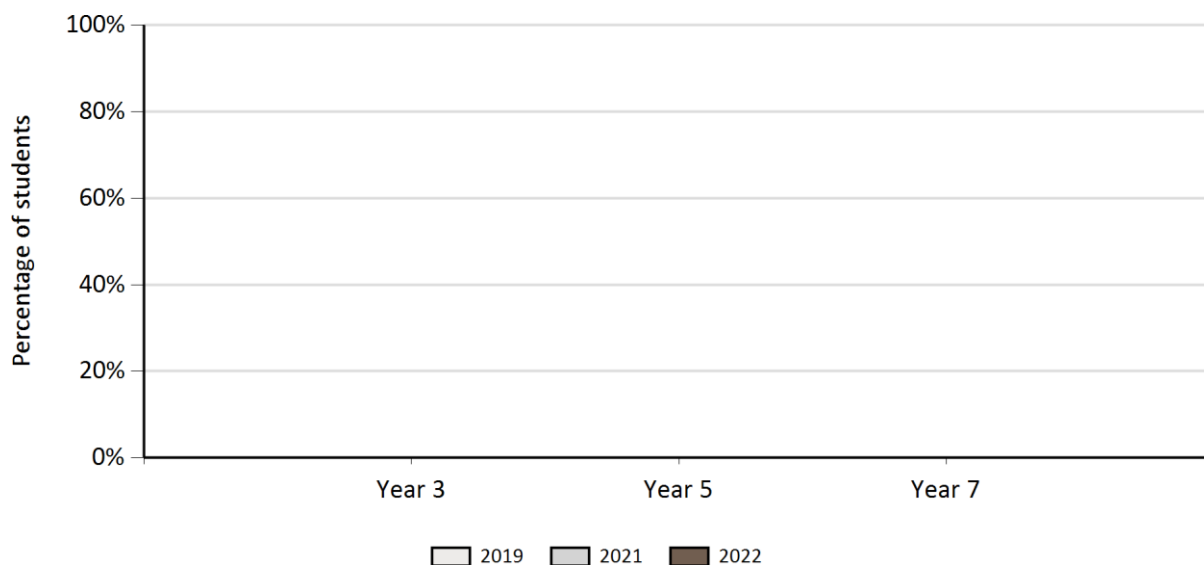
\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<sup>^</sup>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: Tracking & Monitoring

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

The ongoing monitoring of learning growth and achievement in literacy and numeracy for Aboriginal learners to inform improvement actions and goal setting.  
 Staff carried out regular assessment of Aboriginal Learners' Literacy and Numeracy learning and kept up to date records of the data collected. Targeted actions were developed for each Aboriginal Learner.  
 Aboriginal Learner data was recorded on Scorelink. This data includes reading levels, Phonics, A-E grades in Literacy and Numeracy. This data is used to inform teachers and leaders for the development of targeted actions.  
 Leadership met with with teachers to develop and review Aboriginal Learner One Plan Goal progress and the setting of new literacy and numeracy goals when needed.  
 An ACEO was employed but, unfortunately, had to withdraw due to illness. Employing an ACEO will be a focus for early 2023.

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

73% of our Aboriginal students achieved a C or above in the 2022 A-E data. 66% of our Aboriginal students achieved SEA or above In NAPLAN reading and numeracy in 2022.

# School performance comment

We measured our improvement in the key areas of literacy and mathematics through standardised testing, teacher moderation and assessment and our self-review processes. The key measures for literacy and mathematics were the NAPLAN tests (at Years 3 and 5) and the Progressive Achievement Tests (PAT) at Years 3-6.

Our 2022 improvement targets and actual achievement in NAPLAN mathematics were as follows:

Year 3: 65% of students in high bands | actual achievement 8% of students in high bands

Year 5: 85% of students in high bands | actual achievement 6% of students in high bands

The percentage of students achieving SEA in year 3 Numeracy decreased from 2021.

The percentage of students achieving SEA in year 5 Numeracy has increased over the last 3 years.

Our 2022 improvement targets and actual achievement in NAPLAN reading were as follows:

Year 3: 40% of students in high bands | actual achievement 42% of students in high bands

Year 5: 43% of students in high bands | actual achievement 19% of students in high bands

The percentage of students achieving SEA in year 3 Reading decreased from 2021.

The percentage of students achieving SEA in year 5 Reading has increased over the last 3 years.

Progressive Achievement Tests have indicated high levels of achievement against the standard of achievement (SEA) in Reading for year 4 and 5 students and year 4 students in Mathematics:

PAT Mathematics:

- Year 3: 62.5% achieved SEA
- Year 4: 94% achieved SEA
- Year 5: 63% achieved SEA

PAT Reading:

- Year 3: 50% achieved SEA
- Year 4: 94% achieved SEA
- Year 5: 87% achieved SEA



## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	93.6%	90.4%	86.5%	91.3%
2020 centre	83.8%	86.7%	93.5%	92.0%
2021 centre	91.0%	93.6%	87.5%	78.1%
2022 centre	78.0%	75.0%	77.3%	92%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

\*Note: Term 2 2020 data may not be available for all preschools.

## School attendance

Year level	2019	2020	2021	2022
Reception	85.1%	90.6%	92.0%	80.3%
Year 1	87.6%	80.9%	87.7%	87.5%
Year 2	88.9%	89.6%	82.2%	80.6%
Year 3	92.7%	91.5%	91.6%	84.8%
Year 4	85.9%	84.1%	88.3%	84.9%
Year 5	82.6%	79.4%	83.3%	85.3%
Year 6	93.7%	87.8%	84.7%	79.2%
Year 7	83.3%	88.5%	87.0%	N/A
Primary Other	90.1%	82.9%	82.7%	73.5%
Total	88.0%	86.1%	86.8%	82.4%

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

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

## Attendance comment

The attendance rate at Hallett Cove South Primary School was below previous years at 79.2% and Preschool attendance improved significantly in term 4 to 92%. The decrease in attendance was primarily due to COVID and families doing the right thing and keeping their child home when unwell. We continued to raise awareness of the importance of regular school attendance through Skoolbag posts and Governing Council meetings. Leaders reviewed attendance data regularly and supported families where appropriate. Leadership liaised with Attendance Officers when needed.

# Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	10	10	11	11
2020	21	21	20	20
2022	10	10	11	13
2021	10	11	13	14

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.  
Term 2 2020 data may not be available for all preschools.

## Behaviour support comment

In 2022 there were 10 suspensions that involved violence. There were 34 recorded incidents of bullying. Hallett Cove South School and Preschool is committed to creating a safe and supportive community for all learners. Our behaviour code ensures a preventive approach to Behaviour Education is implemented across the school underpinned by a focus on positive relationships, our school values and our agreed learning dispositions. During 2022 Hallett Cove South School and Preschool continued to strengthen the wellbeing of students through continuing to develop and work on a whole school approach to Interception, fostering self-regulation and emotional control within the classroom. Some students were provided with additional support through a behaviour support plan when necessary. In 2022 the staff undertook training and development in the Zones of Regulation. The school has started to implement the Zones across all year levels.

## Parent opinion survey summary

Parents were asked to rate their response to 19 questions using a 5 point scale- strongly disagree, disagree, don't agree, or disagree, agree, strongly agree.

Responses from the online Preschool Survey included:

'supportive staff who are dedicated and passionate and give good feedback...a very safe environment'.

One family suggested that increased opportunities for communication would be helpful for working parents. This will be an area for review in 2023. Given the constraints of COVID, communication channels were mainly Seesaw, phone or email over 2022.

Parents were positive about the school climate and were able to clearly articulate the areas that they considered needed to be reviewed. These included more opportunities to meet face to face and to have a more consistent approach to after school hours learning eg Reading, homework etc.

Parents were very happy that we have moved to email communication and felt that the use of Seesaw particularly, was helpful to know about what their children were doing at school.

Parents stated that they would like more support to know how to help their child at home. All responses shared that they talk to their child about what happens at school each day.

It was pleasing to see that parents felt the school provided opportunities for them to have input into their child's learning discussions; social and academic. They all stated that education is important to them as a parent community. The feeling from the surveys was that parents were happy and thankful for the effective communication and opportunities presented for them to engage with their child's schooling.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1054 - Hallett Cove South Primary School	166.7%	125.0%	184.6%	200.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

## Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	15.8%
OV - LEFT SA FOR OVERSEAS	2	10.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	11	57.9%
U - UNKNOWN	1	5.3%
VI - LEFT SA FOR VIC	2	10.5%

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.

## Destination comment

The intended destination of young people post their primary years at Hallett Cove South Primary School and Preschool are to local secondary schools. These included Seaview, Hallett Cove R-12, Brighton Secondary, Wirreanda Secondary, Cardijn College, Prescott Southern, Sacred Heart College and Reynella East College.

## Relevant history screening

Hallett Cove South complies with the screening requirements as detailed by the Department for Education.

# 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	23
Post Graduate Qualifications	2

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	10.7	0.0	9.0
Persons	0	15	0	13

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

## Financial statement

Funding Source	Amount
Grants: State	\$2,210,557
Grants: Commonwealth	\$4,400
Parent Contributions	\$45,516
Fund Raising	\$4,400
Other	\$5,472

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 2021 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 in class and yard that targeted safe play and organised activities Marion Youth weekly organised activities.	Improved active involvement and engagement with learning/yard activities.
	Improved outcomes for students with an additional language or dialect	Teacher support in class for focused language learning, building the understanding of context and providing scaffolds	Increased participation in learning conversations, improved fluency in writing.
	Inclusive Education Support Program	SSO support in class. Release for teachers to review and plan learning and develop goals that are then shared with parents/carers. Use of funding to release teachers and SSOs together to support planning and review.	Improved independence in skills of transitions.
Targeted funding for groups of students	Improved outcomes for rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways IESP support	SSO support cultural learning and community connections APAS funding to support reading progress. SSO trained to support Literacy learning for students development of specific resources to support targeted teaching. SSO support at transition points throughout the day and year.	Improved engagement with school developing cultural identity. Targeted interventions with improved knowledge and skills. Increased attendance and engagement.
Program funding for all students	Australian Curriculum	Release for teachers to build knowledge, plan, analyse data and observe other teachers and to work with experts. Purchase of resource to support the teaching of comprehension.	Improved complex thinking and reasoning with more explicit vocabulary
Other discretionary funding	Aboriginal languages programs initiatives	N/A	N/A
	Better schools funding	Development of learning environments that are engaging and invitational to learning resources to support student learning and intervention in Reading and Maths.	Improved engagement with targeted learning, improved attendance and improved connections.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

## 2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable) (650 characters)	Outcomes achieved or progress towards these outcomes (650 characters)
Improved outcomes for numeracy and literacy	Literacy and Numeracy Professional Development aimed at tracking and monitoring children's progress, along with targeted resources purchased to enhance knowledge and skill development for improving children's vocabulary complexity with a focus on tier 2 words.	Enhanced and expanded use of Tier 2 vocabulary.
Improved Early Childhood Development (ECD) and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	Funding was used to support inclusive practices so all student had access to the learning experiences.	All students were supported engaged in all learning activities.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.