

2023 annual report to the Community

Hallett Cove South Primary School and Hallett Cove South Preschool

Hallett Cove South Primary School number: 1054

Hallett Cove South Preschool number: 1584

Partnership: Marion Coast



School principal:

Matthew Kerslake

A handwritten signature in black ink on a light-colored background.

Date of endorsement:

04/03/2024



Context Statement

Hallett Cove South Primary School caters for students from R-6. At the time of this report, the enrolment in 2023 is 93. Hallett Cove South Primary School is classified as Category 5 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 19% Aboriginal students, 31% students with disabilities, 8% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

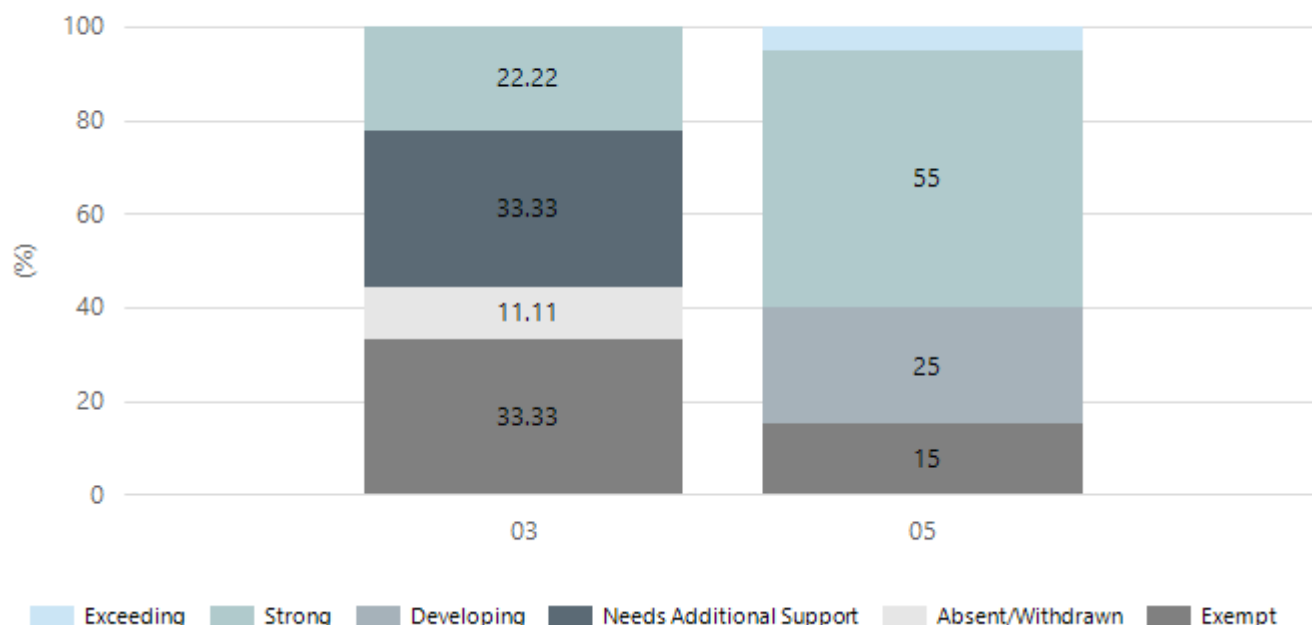
Information about Hallett Cove South Preschool is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

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. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

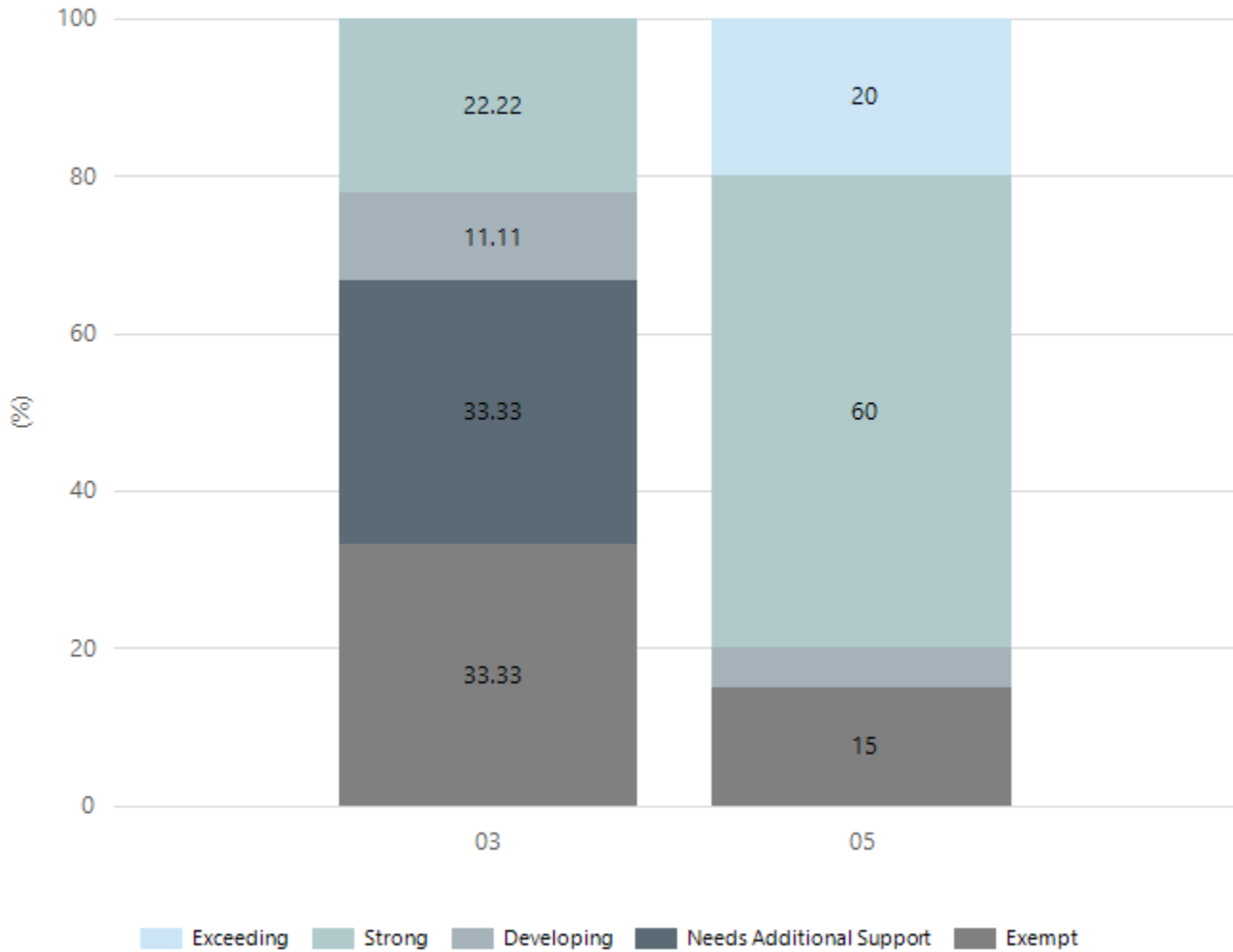
Numeracy



Year Level	03	05
Exceeding		1
Strong	2	11
Developing		5
Needs Additional Support	3	
Absent/Withdrawn	1	
Exempt	3	3
Total	9	20

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

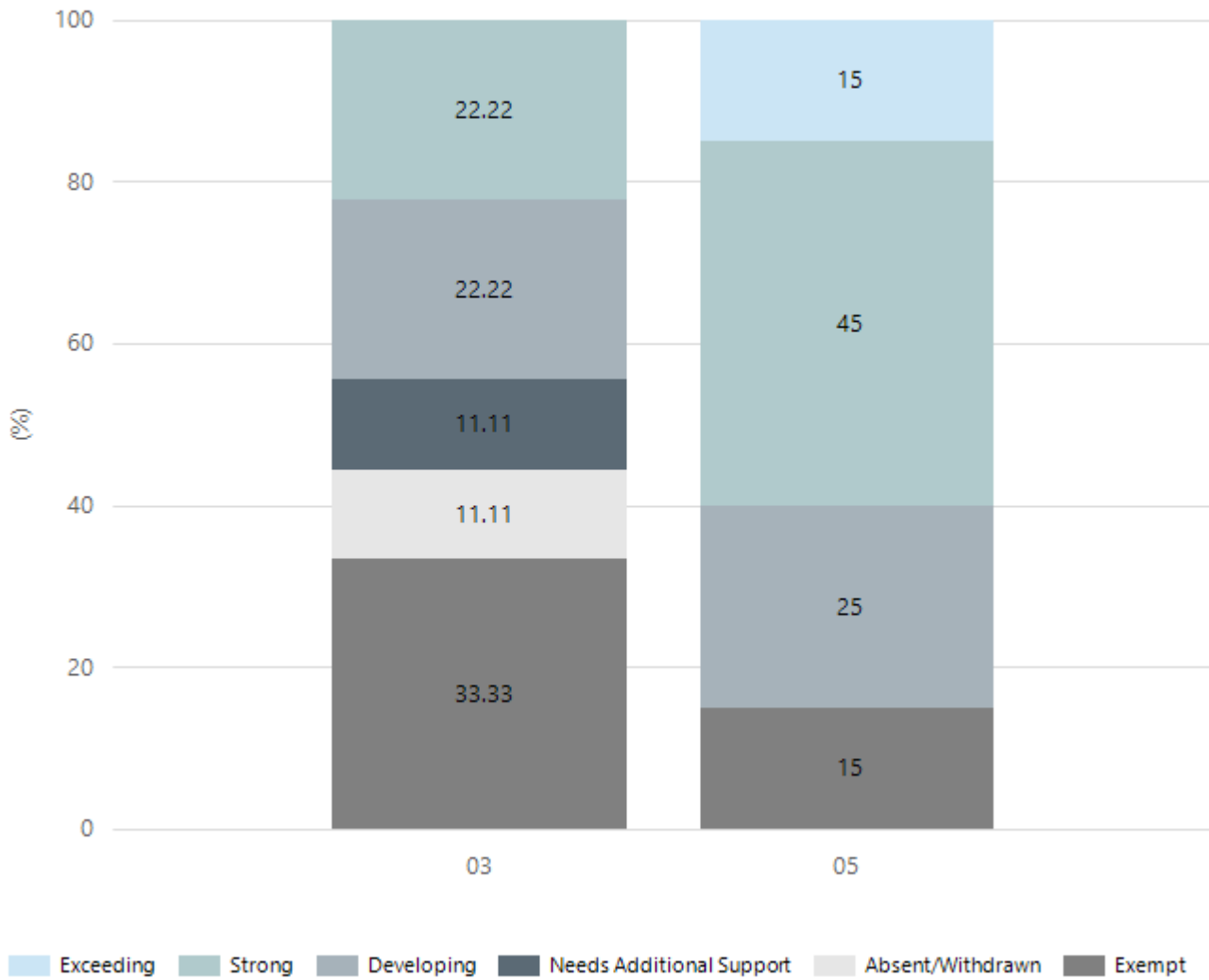
Reading



Year Level	03	05
Exceeding		4
Strong	2	12
Developing	1	1
Needs Additional Support	3	
Exempt	3	3
Total	9	20

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

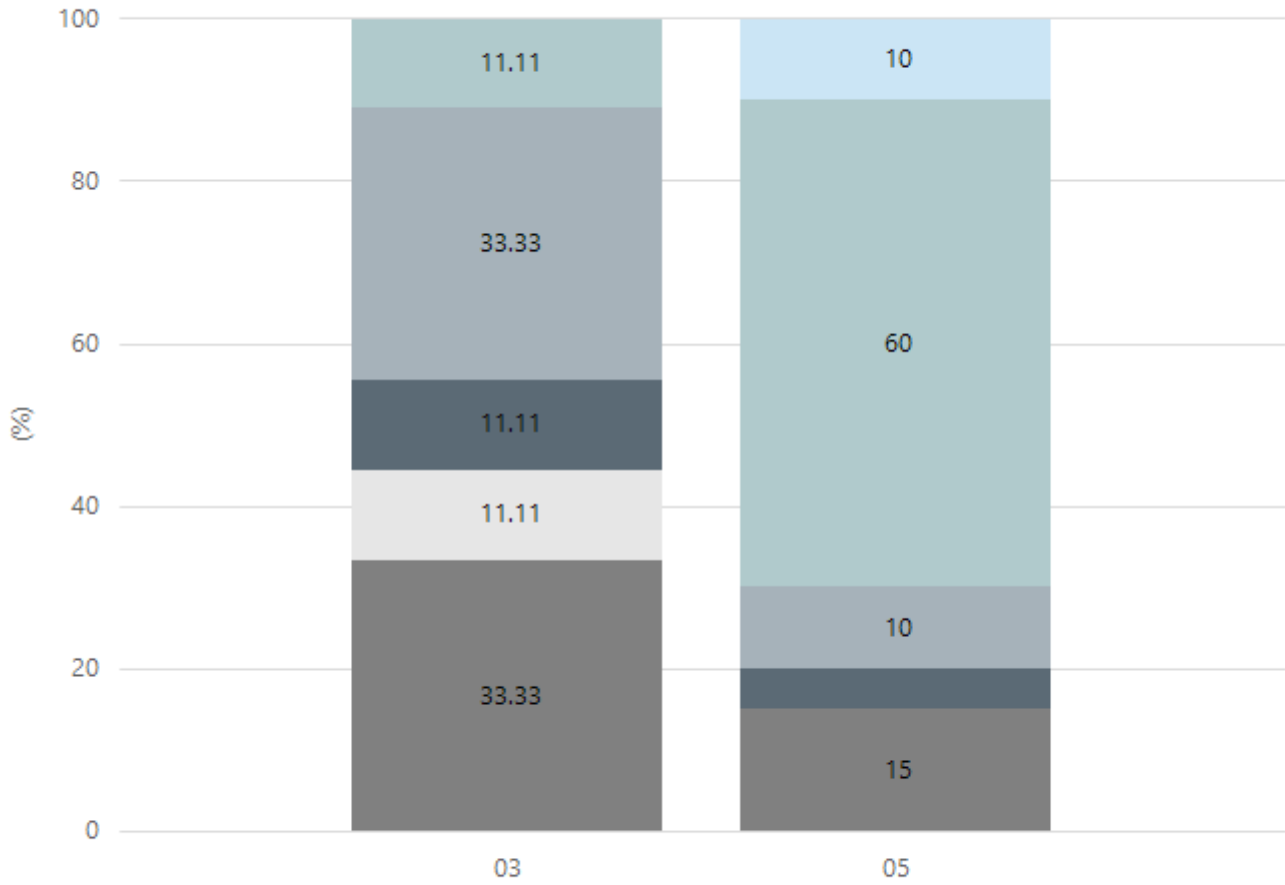
Writing



Year Level	03	05
Exceeding		3
Strong	2	9
Developing	2	5
Needs Additional Support	1	
Absent/Withdrawn	1	
Exempt	3	3
Total	9	20

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Grammar

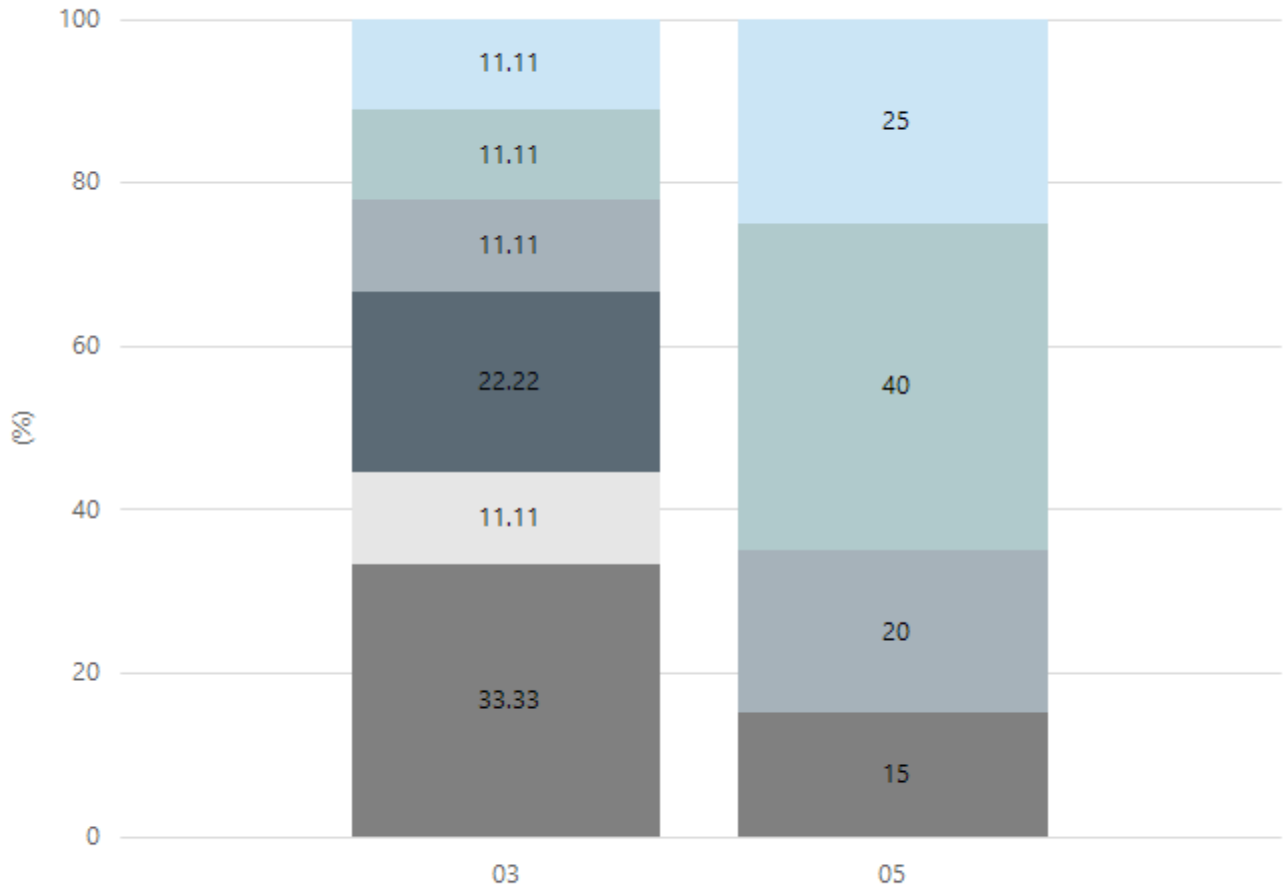


Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

Year Level	03	05
Exceeding		2
Strong	1	12
Developing	3	2
Needs Additional Support	1	1
Absent/Withdrawn	1	
Exempt	3	3
Total	9	20

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Spelling



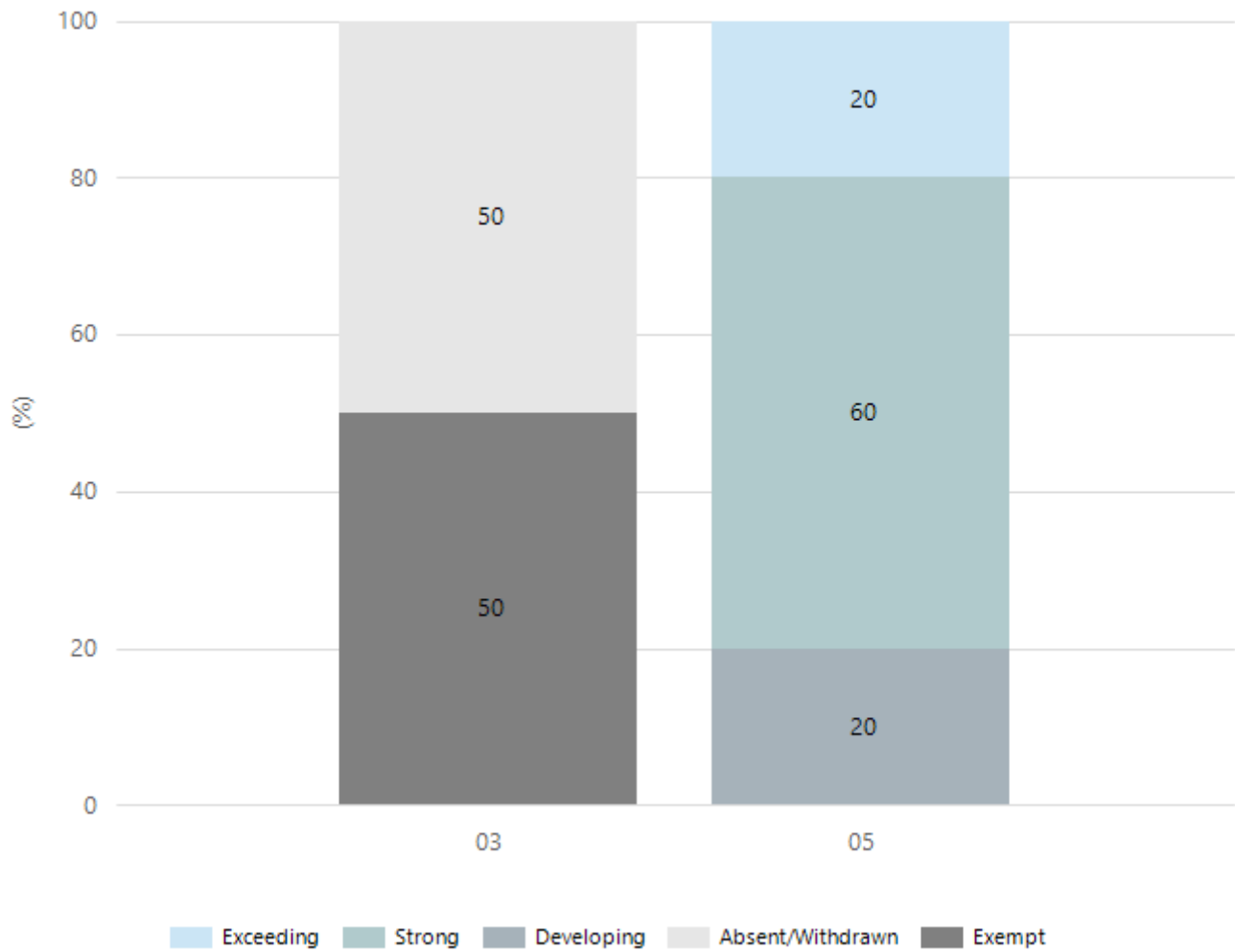
Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

Year Level	03	05
Exceeding	1	5
Strong	1	8
Developing	1	4
Needs Additional Support	2	
Absent/Withdrawn	1	
Exempt	3	3
Total	9	20

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

NAPLAN Proficiency - Aboriginal Learners

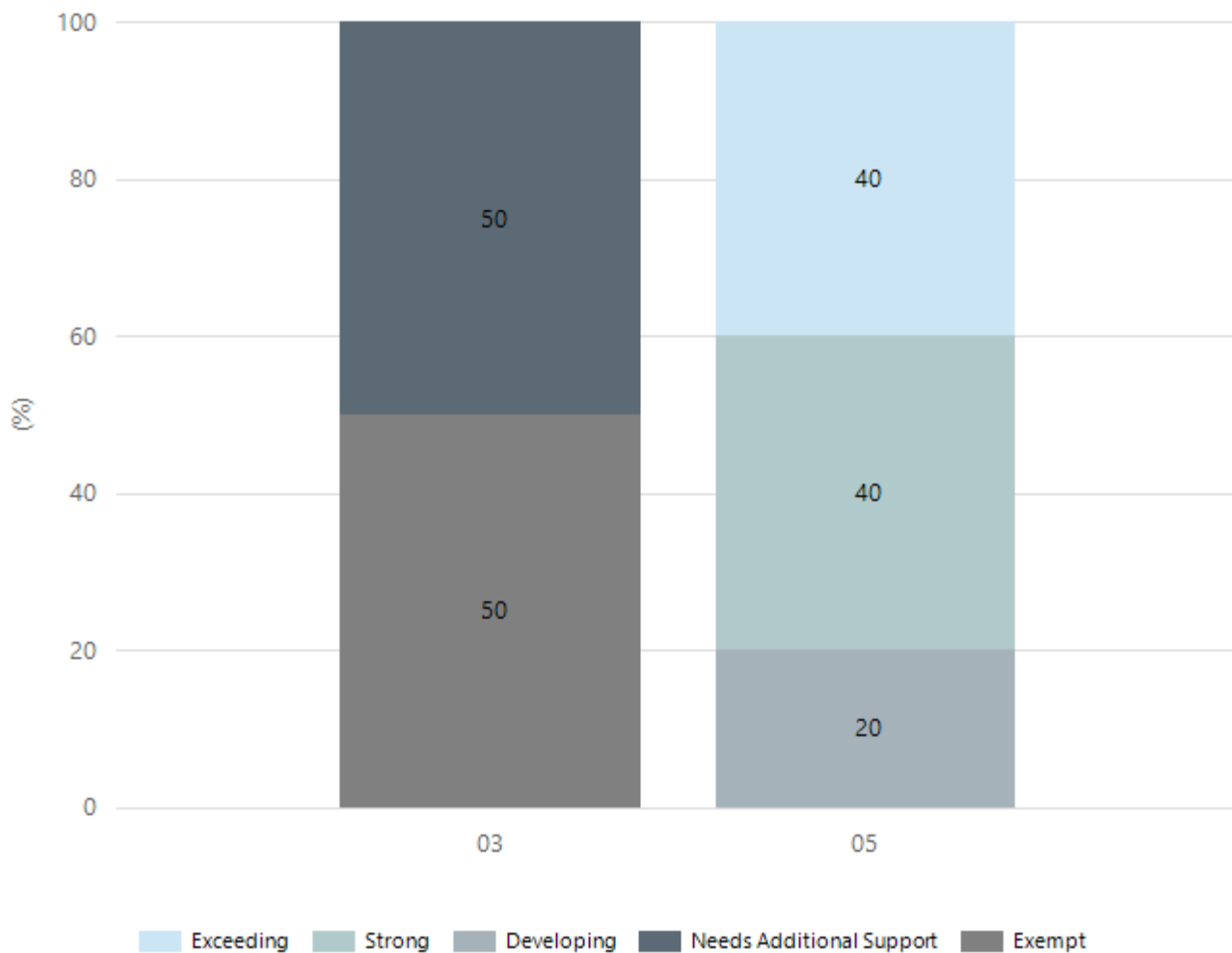
Numeracy



Year Level	03	05
Exceeding		1
Strong		3
Developing		1
Absent/Withdrawn	1	
Exempt	1	
Total	2	5

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

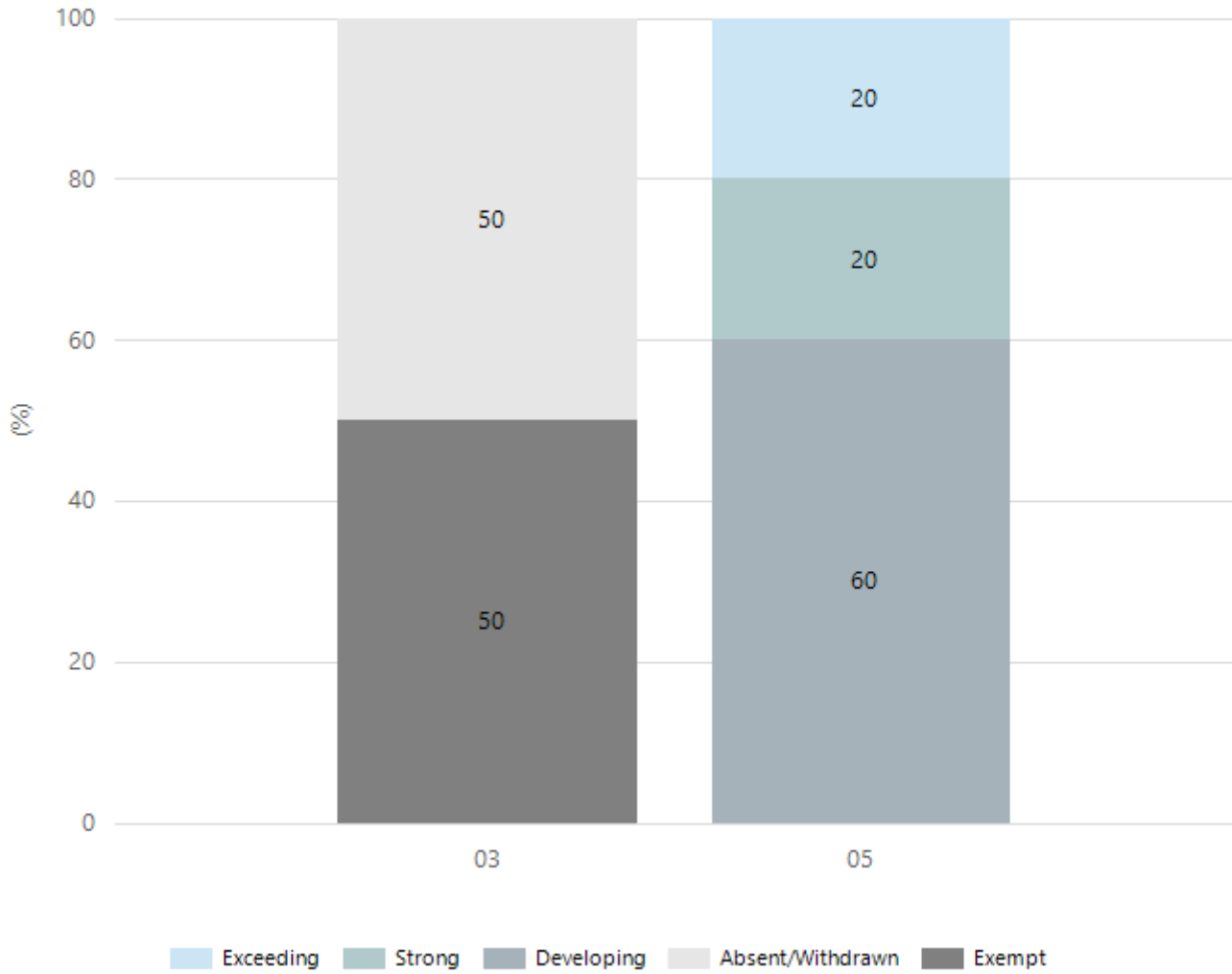
Reading



Year Level	03	05
Exceeding		2
Strong		2
Developing		1
Needs Additional Support	1	
Exempt	1	
Total	2	5

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

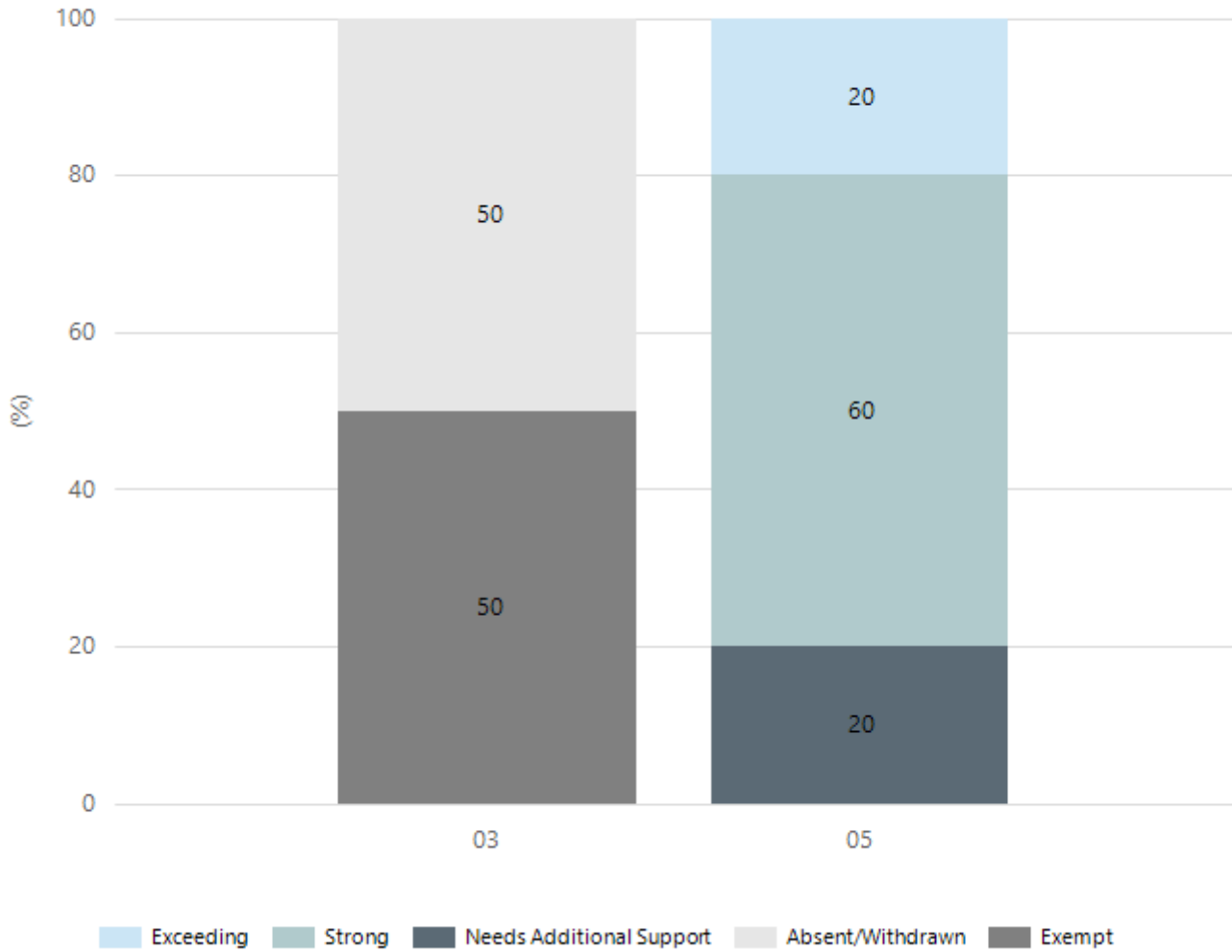
Writing



Year Level	03	05
Exceeding		1
Strong		1
Developing		3
Absent/Withdrawn	1	
Exempt	1	
Total	2	5

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

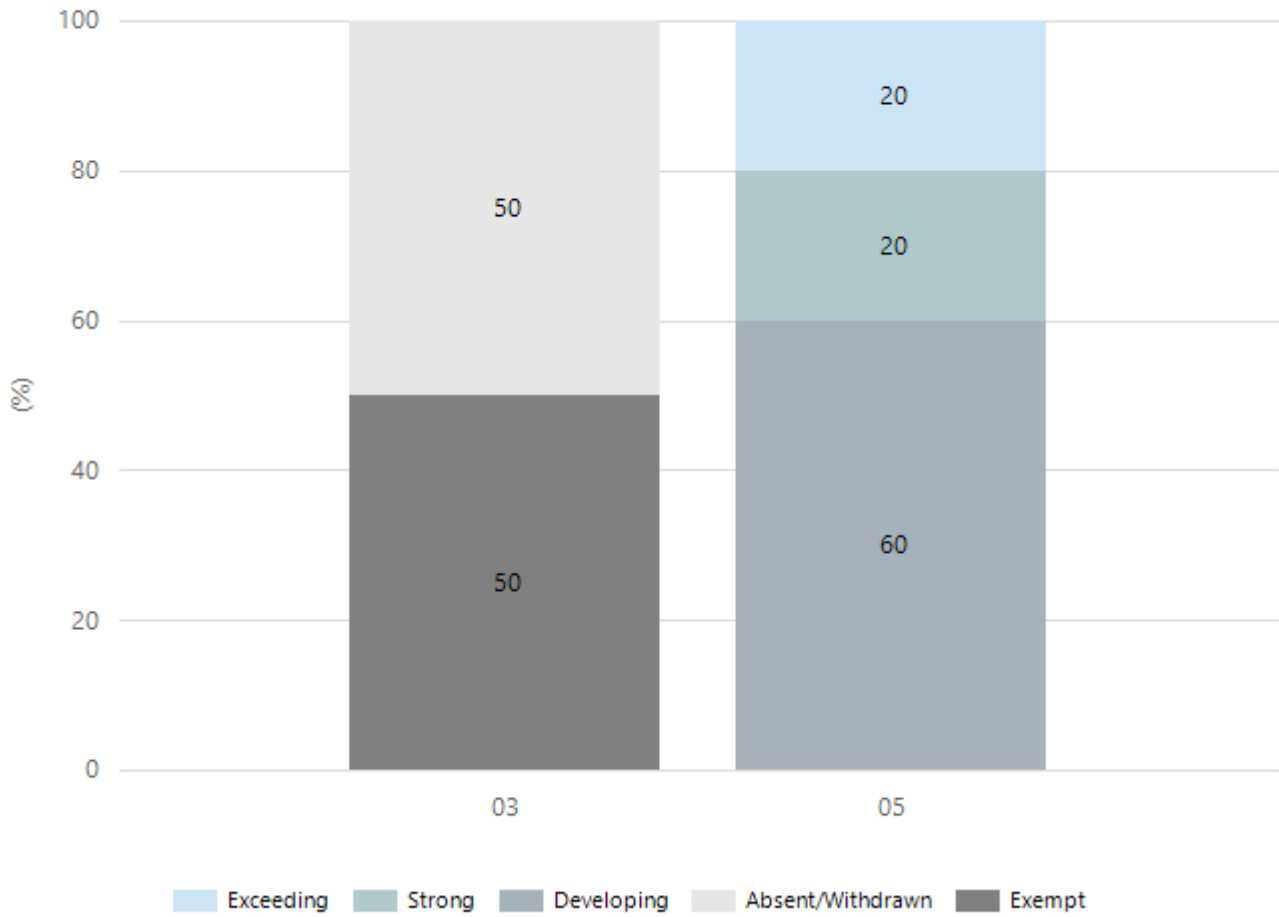
Grammar



Year Level	03	05
Exceeding		1
Strong		3
Needs Additional Support		1
Absent/Withdrawn	1	
Exempt	1	
Total	2	5

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Spelling



Year Level	03	05
Exceeding		1
Strong		1
Developing		3
Absent/Withdrawn	1	
Exempt	1	
Total	2	5

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2020 centre	83.8%	86.7%	93.5%	92%
2021 centre	91%	93.6%	86.5%	76.9%
2022 centre	78%	75%	77.3%	82.3%
2023 centre	82.5%	55%	80%	73.5%
2020 state	89.1%	81.8%	84.6%	85.8%
2021 state	87.3%	85.3%	87.1%	84.5%
2022 state	83.6%	77.6%	77.9%	77.8%
2023 state	85.4%	82.9%	83.4%	81.4%

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. Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there we no students enrolled.

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

School Attendance

Year Level	2021	2022	2023
Reception	92.0%	80.3%	83.5%
Year 01	88.0%	87.7%	81.9%
Year 02	81.6%	82.0%	87.9%
Year 03	91.6%	84.4%	74.9%
Year 04	88.3%	85.1%	90.9%
Year 05	83.3%	84.0%	87.0%
Year 06	84.7%	80.3%	79.3%
Year 07	87.0%		
Primary Other	82.7%	73.5%	71.3%
Total	86.6%	82.2%	82.1%

Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there we 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.

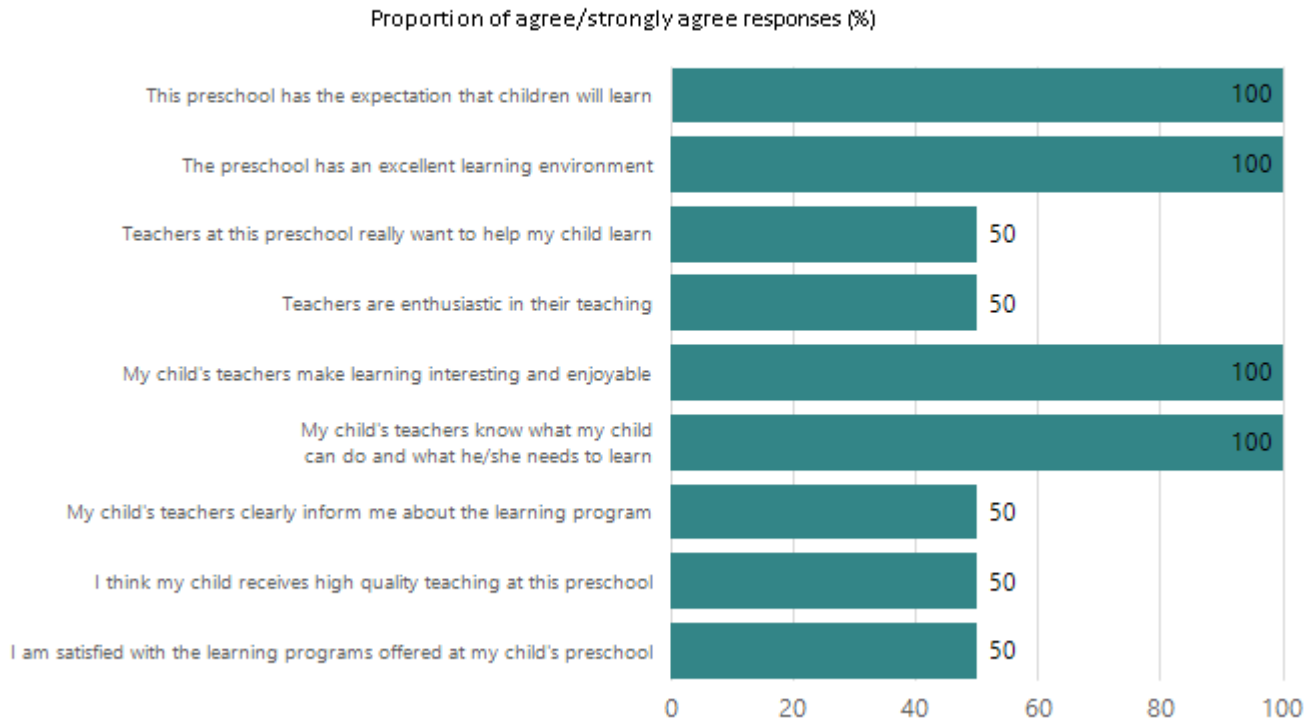
Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

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.

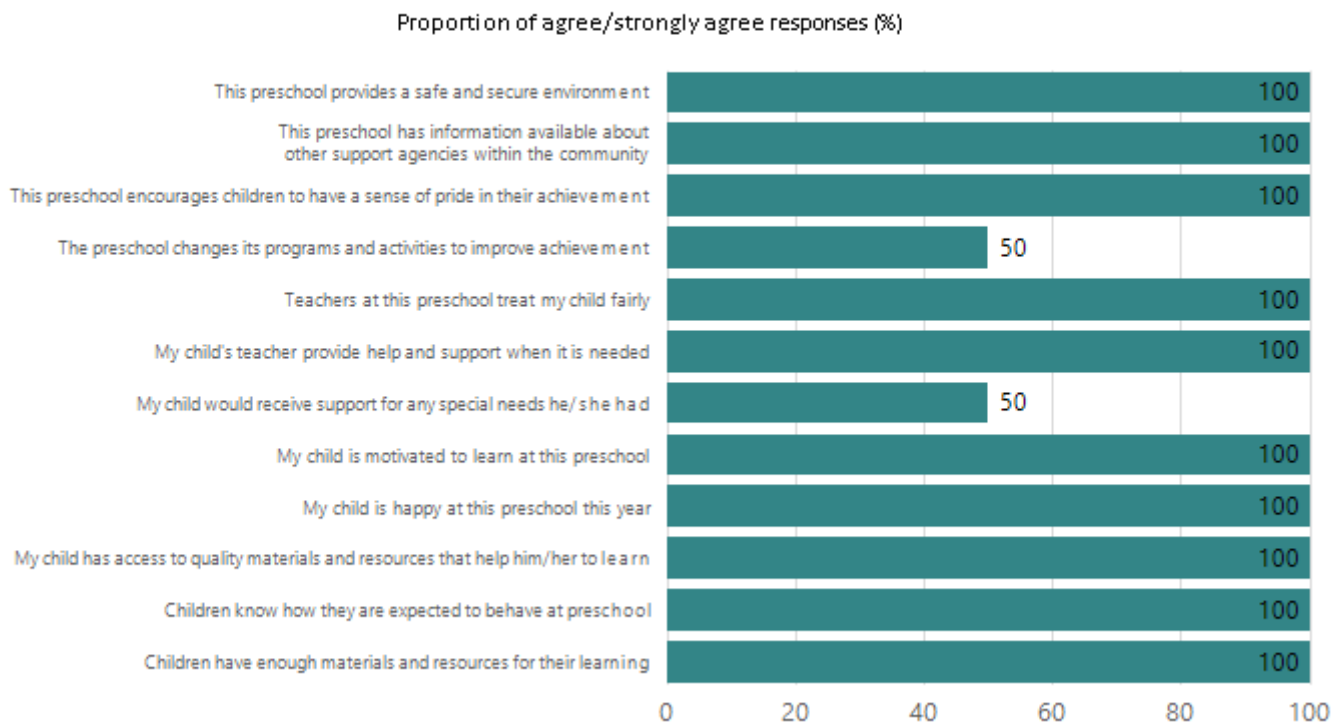
Preschool Family Opinion Survey

Quality of Teaching and Learning



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

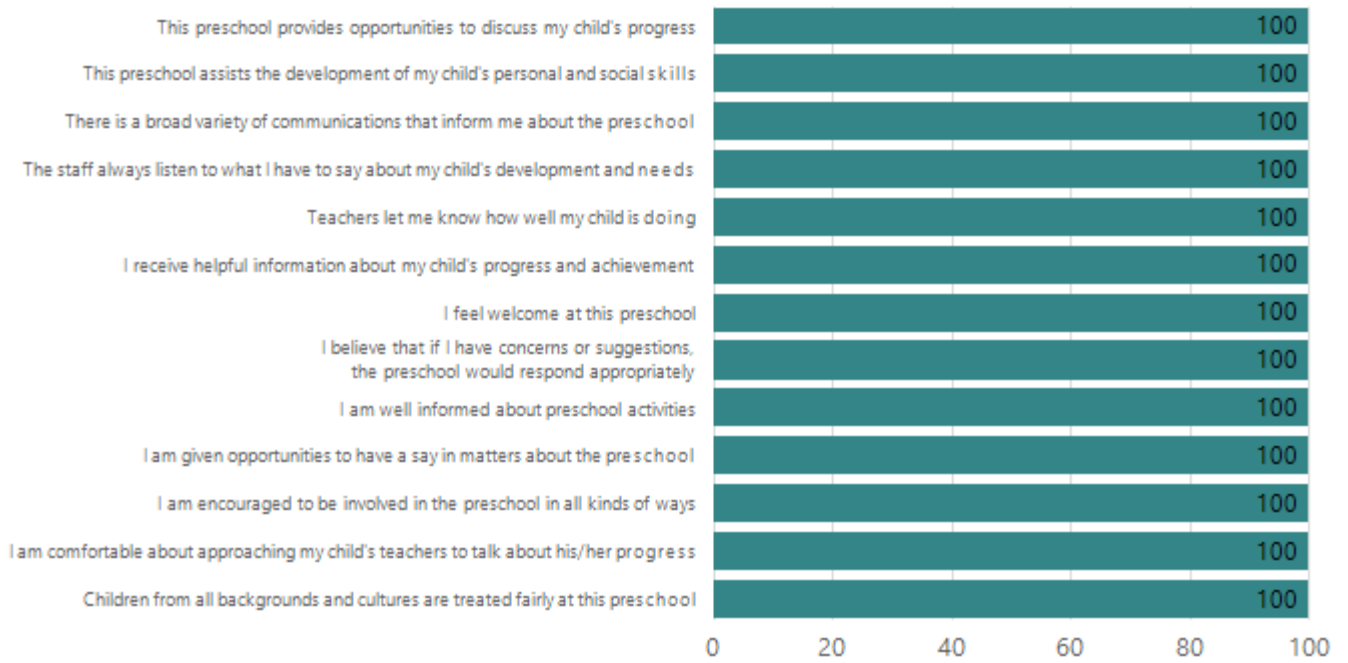
Support of Learning



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Relationships and Communication

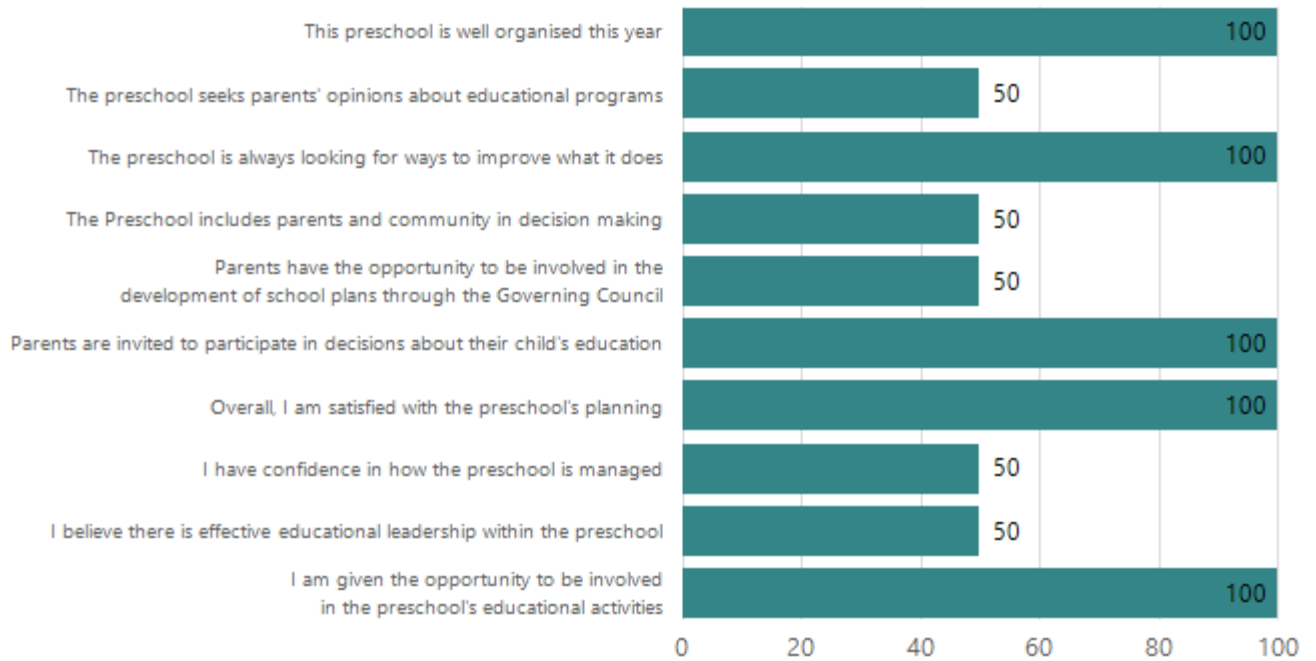
Proportion of agree/strongly agree responses (%)



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Leadership and Decision Making

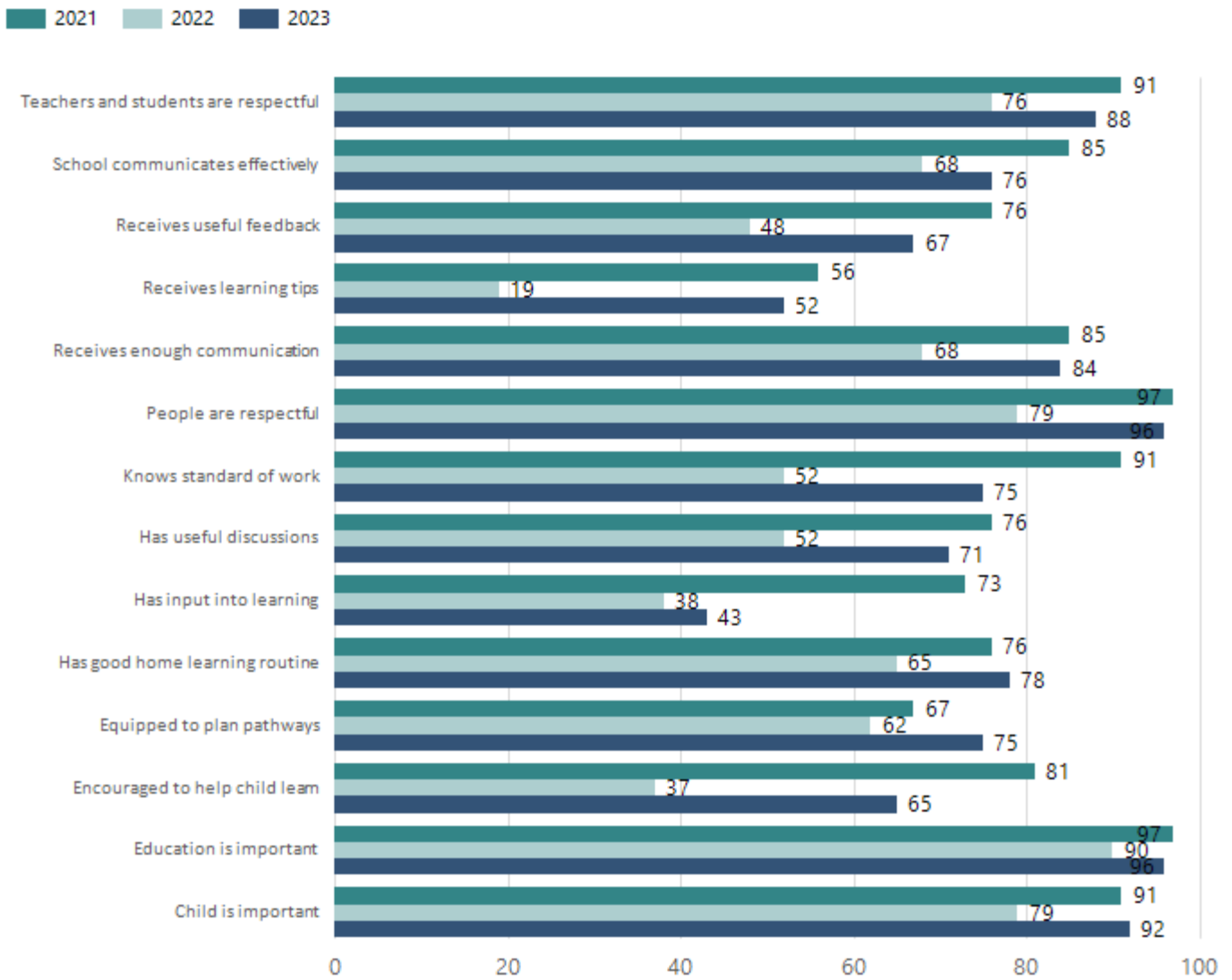
Proportion of agree/strongly agree responses (%)



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Destination Schools

Feeder Schools (Site number - Name)	2021	2022	2023
0640 - Hallett Cove School			10.0%
1054 - Hallett Cove South Primary School	92.3%	100.0%	70.0%
8016 - Southern Montessori School	7.7%		
8456 - St Martin de Porres School			10.0%
9755 - Emmaus Catholic School			10.0%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2023.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	50.0%
OV - LEFT SA FOR OVERSEAS	2	33.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	17.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. 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	13
Postgraduate Qualifications	4

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. 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	0.9	13.0	0.7	10.7
Persons	1.0	16.0	1.0	17.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

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	2,267,801
Grants: Commonwealth	36,600
Parent Contributions	44,056
Fund Raising	11,194
Other	11,441

Data Source: School supplied data.

Governing Council Report

The Governing Council met twice per term to oversee various aspects of school operations. We monitored Out of School Hours Care (OSHC) and the canteen to ensure that these services met the high standards of quality and safety for our students. Additionally, the council engaged in policy reviews to ensure alignment, with the key focus on monitoring and evaluation of the site improvement plan, and aiming to continuously enhance our school's physical infrastructure and facilities for the benefit of the entire school community. This included approving major redevelopments in school infrastructure to begin in 2024 to support inclusivity.

Throughout 2023, our school dedicated efforts towards community building in the wake of the COVID-19 pandemic, fostering connections and inclusivity by inviting families to various events. These included the vibrant Japanese Cultural Day. During Reconciliation Week, students learnt about Aboriginal cultures and histories, fostering a sense of unity and respect within our community. Sports Day and participation in SAPSASA events brought families together to celebrate physical activity and teamwork. Book Week sparked imaginations and love for reading among students and parents alike. The lively Colour Fun Run not only promoted fitness but was also fun and raised money for the school. Additionally, the Aboriginal Art Show showcased our Aboriginal students' rich artistic expressions. The culmination of our year-long efforts was the memorable End of Year Concert, where families gathered to celebrate our students' talents and achievements, reinforcing what makes our school community strong.

The Governing Council supported and organised fundraising initiatives throughout the year. Sausage sizzles held at both Bunnings and the school during the Voice referendum provided community-building opportunities. Father's and Mother's Day stalls offered heartfelt gifts, fostering family bonds within our school community. The Cadbury fundraiser delighted chocolate enthusiasts. Finally, the eagerly anticipated concert showcased the talents of our students while generating additional funds. The dedication and creativity of the Governing Council in planning these fundraising endeavours have been instrumental in supporting the educational opportunities offered at our school.

The Governing Council organised, a collaborative and community-driven working bee to tidy the grounds and facilities of both the school and preschool. Tasks ranged from landscaping and gardening to painting and minor repairs, all aimed at creating a safer, more vibrant, and welcoming space for our students and staff. The working bee demonstrated the collaboration and community engagement at Hallett Cove South.

The addition of new staff members in key roles brought immediate positive changes to our school community. Simon Wilson, our newly appointed Aboriginal Community Engagement Officer, made significant strides in fostering cultural awareness and understanding among both students and staff. His dedicated efforts not only benefited our Aboriginal students but also enriched the educational experience for all, through collaborative initiatives focused on cultural appreciation. Luke Rinaldi, our newly appointed Wellbeing Leader, spearheaded several impactful changes and initiatives aimed at enhancing the overall wellbeing of our students. Among these initiatives was the introduction of Charlie, our beloved wellbeing dog, whose presence has brought comfort and joy to students across the school. In addition to the impactful contributions of new staff members, our pastoral care worker, Pauline, played a vital role in nurturing the wellbeing of our school community. Pauline's dedication extended beyond emotional support, as she also led efforts to beautify our school environment, creating a more serene and inviting atmosphere for all who walk through our doors. Our dedicated team of teachers and School Support Officers continued to demonstrate unwavering commitment and support to student learning, ensuring a nurturing and conducive environment for growth. The collective efforts of our staff members have truly made a difference in the lives of our children and the overall ethos of our school.

Nikki Protopsaltis

Governing Council Chairperson 2023