



# Hallett Cove School

## 2021 annual report to the community

Hallett Cove School Number: 0640

Partnership: Marion Coast

Signature

School principal:

Mr Tony Hall

Governing council chair:

Mr Daniel Garlik

Date of endorsement:

18 March 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Hallett Cove School is a Reception to Year 12 public school located in the southern coastal suburbs of Adelaide, South Australia. The school is located within the Marion Coast Partnership and provides a comprehensive learning programme for our students. Nearly all students live in the local suburbs, which are essentially seaside with minimal commercial and industrial activity.

The school was founded in 1987 to cater for Years Reception to 10, expanding to cater for Years 11 and 12 in 1996. The current enrolment of approximately 1200 students is organised into three levels of schooling: Junior School (R-6), Middle School (7-9) and Senior School (10-12). The school has a growing International Program with a number of study abroad students, and some short term Cultural and English Experience students. The school has approximately 30% of the population seeking school card assistance. We have an enrolment of approximately 3% Aboriginal students and 10% students from non-English speaking backgrounds.

Our school leadership teams consists of a Principal, a Deputy Principal, a Head of Junior School, a Head of Middle School, 6 Assistant Principals and 6 Curriculum, Wellbeing and VET leaders. There are approximately 140 staff across the site.

Our \$10 million Building Better Schools project was completed mid-year, providing our students to access to high quality learning facilities. Some of the improvements to the site included redeveloped Middle School blocks, new Kitchen facilities, new Junior and High School Music rooms, laboratories and practice spaces. A state-of-the-art Music Recording Studio, learning spaces, as well as new outdoor covered learning areas. In the High School the Science laboratories were refurbished, as was an Advanced Manufacturing laboratory, Photography laboratory and Textiles room. A range of other site-funded improvements also occurred, including upgrades to internet and technology related infrastructure, a significant nature play area and new Out of School Hours Care (OSHC) facility.

## Governing council report

Hallett Cove School has continued to make impressive gains throughout a disruptive 2021 school year. The challenges of COVID-19 and online learning presented itself again, however, collectively as a school community we got through it. HCS staff rose to the challenge and provided excellent support for our students to continue their learning. Our students adapted quickly to the changes, which allowed their learning to continue. I personally saw some excellent online lessons that created new pathways for learning and opportunities for students to learn at their pace. I would also like to recognise the effort and positive contributions of many parents and carers as we managed the staggered start to 2022.

In Term 1, HCS went through an External School Review, with members of the Governing Council involved in this process. The review panel acknowledged the outstanding work occurring across the site, and provided quality feedback to the school about how to further improve their work.

The Building Better Schools upgrade was completed in record time, with much of it ready for the first day of Term 1. Ongoing works in other parts of the school occurred throughout the year, and both staff and students adapted well to the building works going on around them. The Nature Playground was completed, and proved to be an incredibly popular addition to the school grounds. Our facilities have continued to improve significantly over the past 12 months, and I commend the commitment and diligence of the school leadership group, as these projects have been over and above their daily duties.

Our school results have continued to improve, with positive grade band shift across the school, as well as improvements in our NAPLAN and SACE results. On behalf of the parent body, I wish to thank and congratulate our teachers for their resilience and commitment to teaching our children.

Thank you to Tony Hall who provided excellent stewardship through another turbulent year. Congratulations also go out to all our school leavers, who have endured more than most, yet still achieved some excellent results and have been great role models for their peers.

I take this opportunity to wish the new Governing Council and the school community every success in the new year.

Daniel Garlik  
Chairperson

# Quality improvement planning

## Improvement Planning Directions for 2021

2021 was the final year of our 3-year Site Improvement Plan. Our three goals from 2020 remained the same for Literacy, Numeracy and Grade Band Shift.

### Goal 1 Literacy

External School Review feedback confirmed that Close Reading was adopted and embedded in the Junior School with varying degrees of use and implementation in the high school. New work on Tiered Vocabulary was a focus for all Areas of Study this year. Creating vocabulary lists, including cognitive verbs, is aimed at assisting students in producing academic writing in each subject area. Literacy Progression, initially planned as a focus for improvement was removed from Professional Learning, with more narrow and deep focus on Tiered Vocabulary. Intervention programs are continuing to have an impact, evidenced by students achieving SEA in NAPLAN and PAT-R. Phonics Screening Test results demonstrated 90% attainment.

As a site, we have identified the need to work further on inferential questioning through the Close Reading process. Tiered Vocabulary will feature as part of the Literacy goal in the 2022-2024 SIP, including embedding the 6 Steps of teaching vocabulary across the school. Development and implementation of Literacy Agreements for teaching of Literacy across R-12.

### Goal 2 Numeracy

The Numeracy team established a process to gather information about teacher need for Professional Learning and implemented Area of Study specific learning sessions. Curriculum leaders gave feedback that indicated this will improve teaching practices and continued work on targeted areas will benefit students in each subject area. Teachers of Mathematics worked on open-ended questions and authentic problem solving, to encourage student engagement and success. Intervention programs (BIN, GRIN and SNMY) are continuing to have impact, evidenced by students achieving SEA in NAPLAN and PAT-R.

Continued targeted Numeracy work with Area of Study to ensure greater relevance and engagement of appropriate Numeracy concepts. Development and implementation of Numeracy Agreements for teaching of Numeracy across R-12. Teachers of Maths to continue work on open-ended questions and authentic problem solving, aligning current work with the adoption of DfE units of work.

### Goal 3 Grade Band Shift

Pedagogy Action Groups have continued to allow teachers to employ action research, using the work of Dylan Wiliam and John Hattie and make deliberate pedagogical change. Groups set specific targets, strategies and data sets to enhance student outcomes across a range of subjects and year levels.

Pedagogy Action Groups will continue in 2022, with teachers already discussing areas for change and improvement at the end of 2021.

Learning and Assessment Plans have been implemented across the school to plan and structure content and provide students with due dates and assessment descriptions.

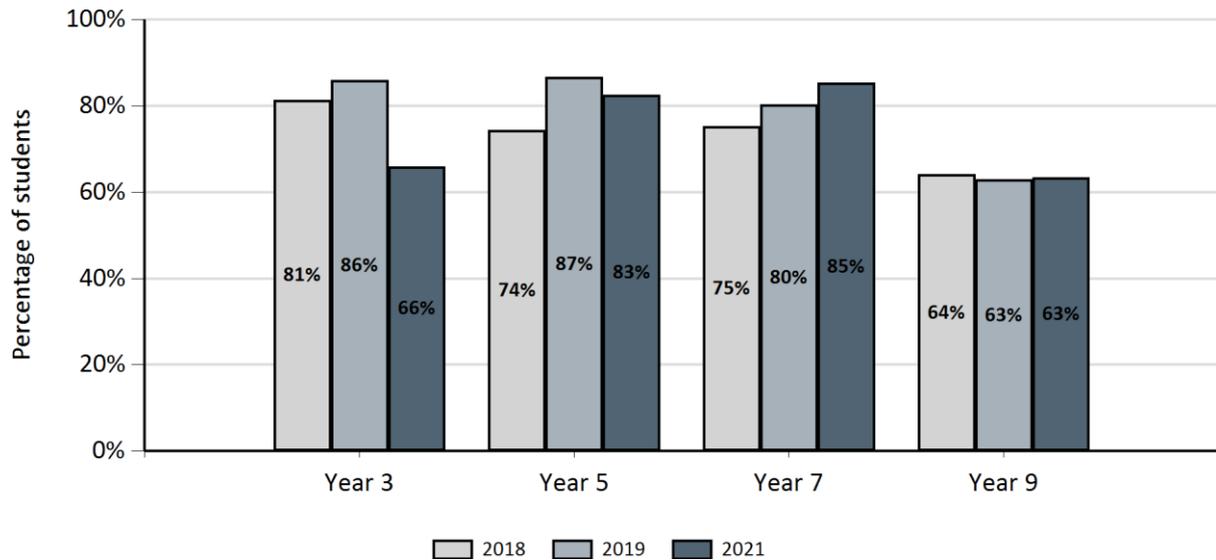
GPA analysis was conducted across all Areas of Study, with leaders and teachers tracking and reflecting on progress throughout the year.

# 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

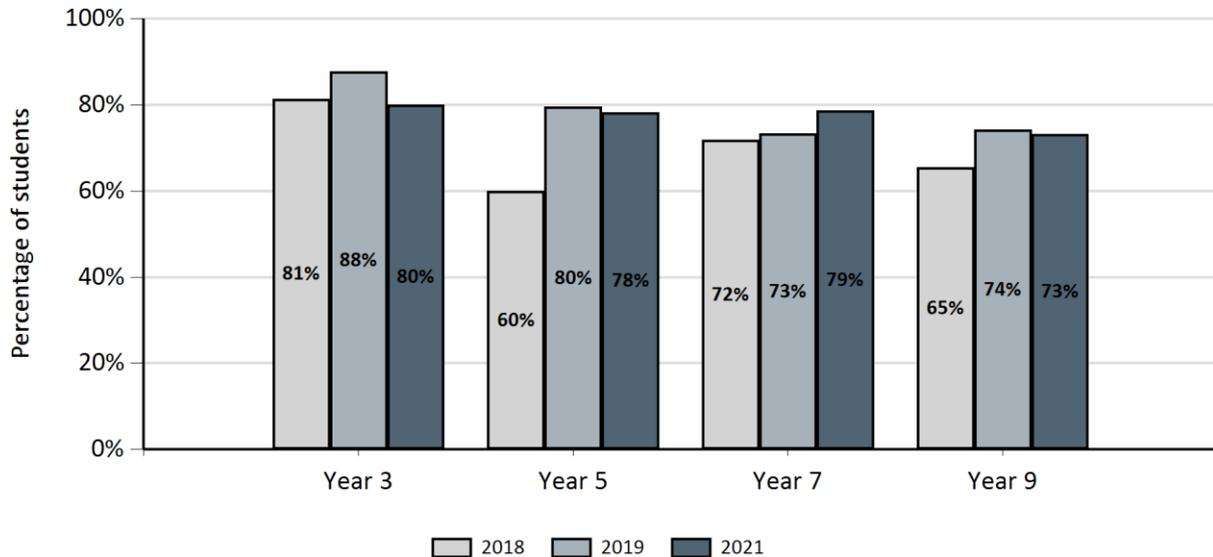


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	23%	34%	26%	34%
Middle progress group	54%	49%	51%	48%
Lower progress group	23%	16%	23%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	22%	37%	34%	34%
Middle progress group	49%	47%	45%	48%
Lower progress group	29%	16%	21%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

# 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 3 2021	50	50	16	11	32%	22%
Year 3 2019-2021 Average	53.5	53.5	24.5	18.5	46%	35%
Year 5 2021	69	69	27	21	39%	30%
Year 5 2019-2021 Average	76.0	76.0	25.5	16.0	34%	21%
Year 7 2021	103	103	25	30	24%	29%
Year 7 2019-2021 Average	89.5	89.0	22.5	23.5	25%	26%
Year 9 2021	112	112	9	8	8%	7%
Year 9 2019-2021 Average	118.0	118.0	10.5	8.5	9%	7%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

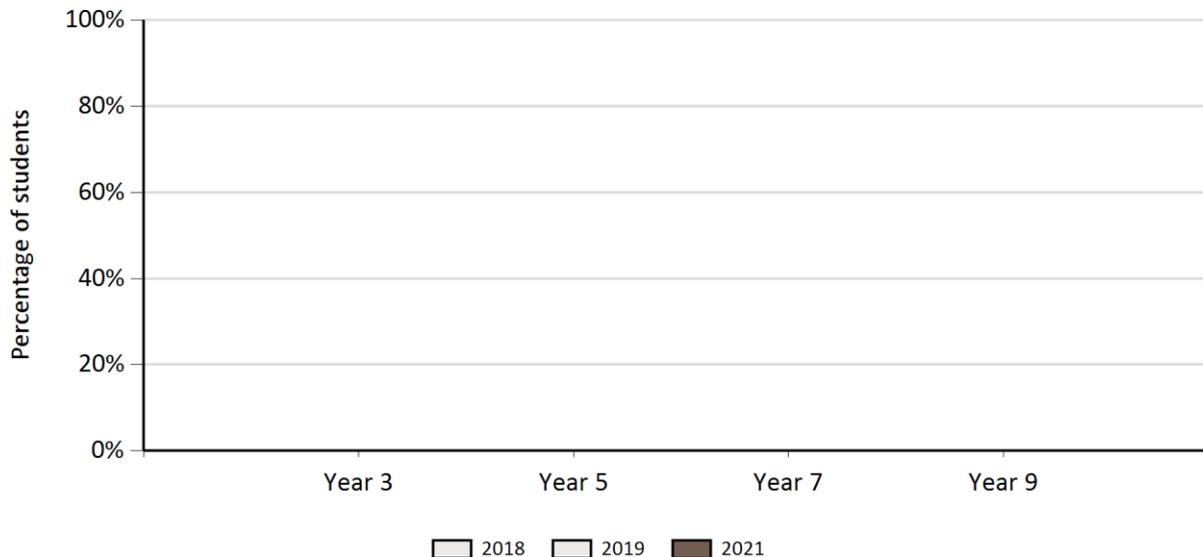
<sup>^</sup>includes absent and withdrawn students.

\*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



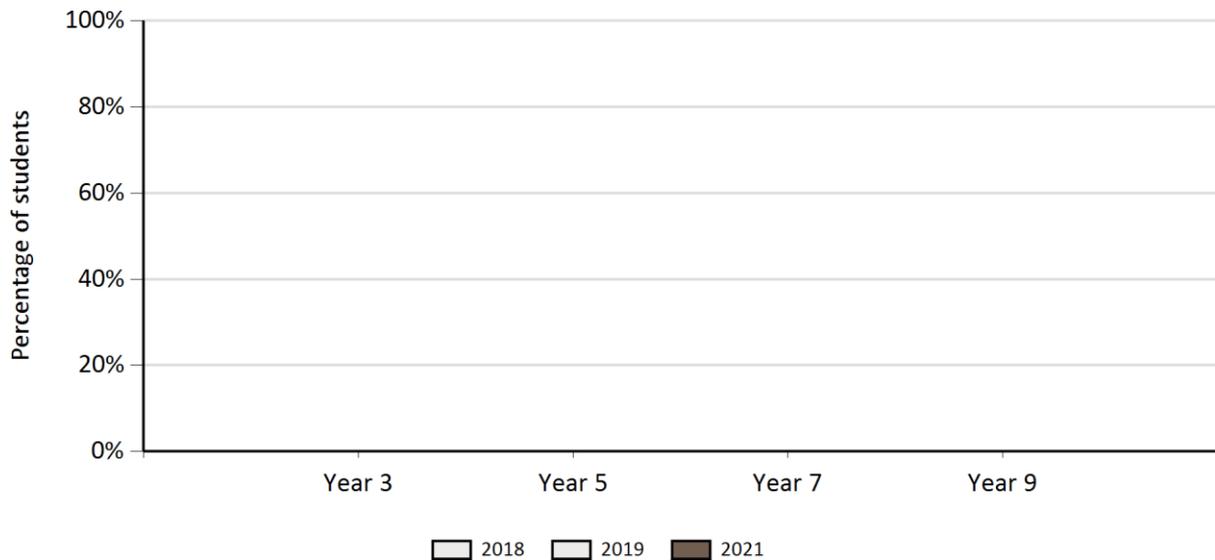
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	28%
Middle progress group	*	*	*	47%
Lower progress group	*	*	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	28%
Middle progress group	*	*	*	48%
Lower progress group	*	*	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

# 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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<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 2021: Data Informed Planning

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

A spreadsheet is maintained to collect individual literacy, numeracy and attendance data on all Aboriginal learners. This is updated each term or more regularly for some students. The data collected includes Running Records, PAT-R and PAT-M, English and Mathematics grades, SACE results and NAPLAN results.

Our Aboriginal Education Teacher and school leaders analyse the data against Standard of Educational Achievement (SEA) and draw up individual learning goals for each Aboriginal learner focusing on gaps evident in data collection. These plans are communicated to the teachers through One Plans and guide the AET and APAS tutor work with the students.

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

95% of our Aboriginal learners maintained their previous NAPLAN Literacy and Numeracy results, with over 60% demonstrating growth on their previous result.

86% of English results and 85% of Mathematics results showed either maintenance and/or growth in student achievement over 2021.

# South Australian Certificate of Education - SACE

## SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2018	2019	2020	2021
99%	97%	97%	100%

Data Source: SACE Schools Data reports, extracted February 2021

\*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

## SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	1%	1%	1%	1%
A	5%	3%	8%	6%
A-	7%	9%	8%	9%
B+	11%	11%	15%	0%
B	12%	14%	14%	10%
B-	21%	17%	13%	18%
C+	17%	18%	17%	0%
C	21%	18%	17%	19%
C-	5%	6%	3%	2%
D+	1%	2%	3%	0%
D	0%	1%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2018	2019	2020	2021
100%	98%	98%	100%

Data Source: SACE Schools Data reports, extracted February 2021

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020	2021
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	21%	19%	13%	18%	22%
Percentage of year 12 students undertaking vocational training or trade training	56%	50%	54%	52%	62%

## School performance comment

Hallett Cove School's overall performance in relation to student achievement is continuing to improve.

Our 2021 SACE results have continued to be impressive, achieving 100% SACE completion, and an extremely high passing rate for all subjects overall. Pleasingly, we achieved a high number of students achieving A grade results, with over 45% of our Year 12 students achieving at least one A grade result. We had 17 different subjects represented with A grade results, and one student achieved a merit in their subject (A).

The VET enrolments continue to be valued at HCS, and students are encouraged to complete a course of interest. Again in 2021, over half of our Year 12 students completed a certificate qualification, assisting them to be successful with their SACE.

Our NAPLAN results have demonstrated growth in some areas across the Reading and Numeracy results. We continue to implement site-wide improvement strategies to ensure we are seeking to support all students to achieve the Standard of Educational Achievement (SEA).

When looking at trends over time, our results have continued to improve across each of the four year levels. Pleasingly, we are reaching historical highs in some of our data sets too, testament to improving levels of achievement. Additionally the upper progress of students across a number of year levels is at or above state average.

Our Phonics Screening test results have continued to improve, with 90% of our students meeting the requirements in Year 2.

Hallett Cove School also uses Grade Point Average (GPA) data to assess the improvements in each class, year level and subject area. We continue to have strong gains in the successful level of achievement in C grades and above, and our A and B grades across Years 1 - 10 are reflective of our Stage 2 SACE results.

## Attendance

Year level	2018	2019	2020	2021
Reception	93.2%	91.7%	86.7%	92.4%
Year 1	93.4%	89.5%	85.4%	91.9%
Year 2	94.8%	90.3%	83.3%	92.5%
Year 3	92.0%	92.3%	85.7%	89.8%
Year 4	94.3%	89.2%	86.6%	92.1%
Year 5	92.3%	89.2%	83.9%	93.2%
Year 6	93.2%	90.0%	86.2%	91.0%
Year 7	91.0%	90.8%	81.6%	89.6%
Year 8	90.8%	91.2%	81.8%	87.3%
Year 9	87.8%	87.1%	83.2%	86.4%
Year 10	88.6%	89.4%	82.0%	87.4%
Year 11	89.2%	88.0%	81.0%	82.0%
Year 12	91.6%	89.4%	82.2%	85.1%
Secondary Other	93.3%	N/A	N/A	75.6%
Total	90.9%	89.6%	83.2%	88.3%

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

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

## Attendance comment

Our attendance fell below 90% in 2021, largely due to a decreased rate from our middle/upper primary students, and our senior students in Years 11 and 12. As a site, COVID-19 and the impact on schooling was a contributing factor for this decrease in attendance.

As a site, our processes for daily attendance include:

- Rolls are marked lesson by lesson through Daymap, which creates an alert if there is absence.
- Absence SMS messages are issued daily to parents/caregivers
- Homegroup teacher rings home if a student is absent for three consecutive days
- Alert letters for truancy are issued by the year level leader
- Leadership teams monitor attendance in their weekly meetings.

## Behaviour support comment

Hallett Cove School's Behaviour Support procedures are informed by the Department for Education guidelines, and guided by our school values of Organisation, Respect, Personal Best, Caring and Listening.

Site behaviour data reflects a positive learning culture and one that is similar to state-wide trends in regard to behaviours. The proportion of students suspended is similar to state-wide averages.

Behaviours resulting in suspension were mostly from student non-compliance.

With the implementation of Positive Behaviours for Learning in 2022, we anticipate a downwards trend in disruptive behaviours.

## Parent opinion survey summary

The Parent Survey in 2021 had 249 responses.

Overall from the feedback, parents clearly feel their child is important to the school, and that people treat each other with respect at school. The overwhelming majority value both the frequency and effectiveness of the communication from school. Parents know the standard of work expected from students, and the majority rated teacher feedback as useful for their child.

Some of our lowest ranking responses were in relation to parents having input into their child's learning and receiving learning tips to assist their child.

These surveys always prompt opportunities for improvement and as a follow-up the leadership team are exploring ways to make further improvements to some of the lowest ranking areas in the coming years.

## Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	55	21.2%
DE - DECEASED	1	0.4%
NG - ATTENDING NON-GOV SCHOOL IN SA	28	10.8%
OV - LEFT SA FOR OVERSEAS	21	8.1%
PE - PAID EMPLOYMENT IN SA	42	16.2%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	8	3.1%
QL - LEFT SA FOR QLD	2	0.8%
SM - SEEKING EMPLOYMENT IN SA	29	11.2%
TA - LEFT SA FOR TAS	1	0.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	52	20.0%
U - UNKNOWN	13	5.0%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	6	2.3%
VI - LEFT SA FOR VIC	2	0.8%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

Screening at Hallett Cove School includes volunteers working in areas such as classroom support, special sport programs, camps, excursions, and canteen.

All volunteers must complete the HCS pack, which includes personal information for our records, as well as the required training and certificates for all volunteers.

All volunteers must sign in and out through the front office

# 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	131
Post Graduate Qualifications	68

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

*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	1.0	80.5	0.9	28.5
Persons	1	90	1	37

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$13,984,406
Grants: Commonwealth	\$5,600
Parent Contributions	\$947,992
Fund Raising	\$3,080
Other	\$544,901

Data Source: Education Department School Administration System (EDSAS).

## 2021 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 with targeted classes/students and the creation of behaviour management plans.	Students engaged highly evident in curriculum results and class behaviours.
	Improved outcomes for students with an additional language or dialect	Targeted SSO and teacher support to deliver support for students across the site. The support focuses on speech (oral language), reading abilities and written fluency.	Students have continued to develop their English skills.
	Inclusive Education Support Program	Targeted SSO support to provide speech programmes, reading, writing and numeracy based support. Some of the targeted intervention programmes include multi-lit and minilit.	Increased level of SEA across the site.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	Targeted SSO and teacher support for individual and small groups to meet personalised student needs including literacy group reading, a range of intervention programmes, as well as support and intervention focused around attendance rates/issues. Flexible Learning Options (FLO) are explored for relevant students and study/career pathways are developed to ensure students are successfully engaged in their education.	Improved reading, writing and numeracy levels for individuals. Improved NAPALN, PAT-R, PAT-M results. Improved attendance rates for individuals.
Program funding for all students	Australian Curriculum	Implementation of intervention programmes and additional support for students.	Increased GPA (school-based) Increased SEA achievement in NAPLAN
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Better Schools Funding was used to establish a range of intervention class to support students literacy and numeracy development. Some of this included Year 8 GRiN and Year 9 and 10 Numeracy and Literacy classes.	Improvements in the number of students achieving SEA in PAT-M and PAT-R tests.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

