

# SCHOOL CONTEXT STATEMENT

Updated: 04/05/2018

## School Name: Littlehampton Primary School & Preschool

School Number: 0225

### 1. General Information

#### Part A

School name : LITTLEHAMPTON PRIMARY SCHOOL  
Pre school No. : 1829  
School No. : 0225 Courier : Adelaide Hills  
Principal : Mrs Irene Scriven  
Postal Address : 10-32 Baker Street, Littlehampton 5250  
Location Address : 10-32 Baker Street, Littlehampton  
District : Adelaide Hills  
Distance from GPO : 35 kms Phone No.: 08 83911194  
Fax No. : 08 83982154  
Website: [www.littlehaps.sa.edu.au](http://www.littlehaps.sa.edu.au)  
[www.littlehamptonps.sa.edu.au](http://www.littlehamptonps.sa.edu.au)

#### PRESCHOOL (CPC)

February FTE Enrolment

|       | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|-------|------|------|------|------|------|------|
| TOTAL | 62   | 70   | 47   | 51   | 55   | 47   |

#### SCHOOL

February FTE Enrolment

|           | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|-----------|------|------|------|------|------|------|
| Reception | 55   | 64   | 70   | 48   | 50   | 59   |
| Year 1    | 61   | 71   | 61   | 72   | 50   | 48   |
| Year 2.   | 52   | 65   | 68   | 63   | 74   | 54   |
| Year 3.   | 38   | 47   | 59   | 68   | 65   | 74   |
| Year 4.   | 38   | 39   | 46   | 58   | 68   | 65   |
| Year 5.   | 36   | 40   | 40   | 46   | 62   | 70   |
| Year 6.   | 53   | 34   | 39   | 41   | 43   | 60   |
| Year 7.   | 35   | 45   | 23   | 34   | 29   | 40   |
| TOTAL     | 368  | 405  | 406  | 430  | 441  | 470  |

School Card Approvals (Persons) 48 -12%  
EALD Total (Persons) 27  
Aboriginal FTE Enrolment 6 FTE

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

## Part B

**Deputy Principal** Ms Margie Sarre

**Assistant Principal** Mr Nathan Sanders

**Staffing numbers** (Jan, 2018) 49 staff, including 6 in Preschool, 1 OSHC Director

**Staff in School 28 teachers and 21 ancillary staff:**

Principal, Deputy Principal and Assistant Principal

Teacher/Librarian 0.8

French Teacher 0.6

PE Teacher 0.6

Art Teacher 0.4

Music Teacher 0.8

17 Classroom Teachers (17 classes)

Special Education 0.35 (converted to SSO hrs)

EALD teacher 0.3

**21 Ancillary Staff**

15 SSOs in Admin and student support

2 Groundsmen

Kitchen Specialist

Garden Specialist

OSHC Director

Pastoral Support Worker

**Staff in Preschool**

2 Teachers.

3 School Services Officers (part time )

**Staff Gender Profile**

6 male, 43 female

### School Based Preschool

The preschool provides full day sessions of preschool to children who are 5 or turning 5 before 1 May. There is a single starting date for all children in the preschool. The children are currently provided with 15 hours of Preschool program. This is provided to children in two groups. **Group A** children attend access the program on Monday, Tuesday and every second Friday, **Group B** children attend on Wednesdays, Thursdays and every second Friday. The Preschool is located in a new purpose built facility which was officially opened in Nov 2010.

### Playgroup

A playgroup operates in our Out of School Hours Care building on Friday mornings for parents and children under the age of 5.

### Out of School Hours Care

Our OSHC service commenced in 2009. We operate a before school program, after school program and vacation care program. We provide care to children in the preschool as well as the school. A special care program for preschool children commences on Fridays at 1:45, the time the preschool program ends. Regular hours of operation are 6:30 – 8:45 for before school care, 3:10 to 6:30 (Except Wednesdays which begin a little earlier) after school care and 7.00 a.m. to 6:30 p.m. for Vacation Care. The director is Kathryn Schultz.

### **Enrolment trends**

There has been a steady increase over the past 10 years with increased housing developments in the Littlehampton area. While population in Littlehampton is predicted to grow, ABS data shows predicted growth in Littlehampton is not as high as other areas in the Greater Mount Barker Council. We are confident that by using our zone of right we can cater for all children in the Littlehampton area well into the future.

### **Recent purchase of land**

Recently additional land has been purchased by DECD for the school, to provide for additional class buildings when needed.

### **Special Arrangements- Zone of Right**

The school has a zone of right, which restricts enrolment to a specific geographic area around the township of Littlehampton.

### **Year of opening**

Although our registers go back to 1892, our school opened on our current site in 1900 in the original stone school building. This 1900 sandstone building has been included in the development of the main Administration and classroom block.

### **Public transport**

A bus service is available to and from Adelaide from North Terrace Littlehampton.

## **2. Students (and their welfare)**

### **General characteristics of the student body**

As Littlehampton is a zoned school the majority of students live in the Littlehampton area and move together from playgroup and preschool to the R-7 section of the school, enabling good transitions and a sense of belonging. This continuity of schooling is valued by parents. While largely a monocultural school, there is a diverse range of individual values and attitudes.

### **Pastoral Care and Leadership**

Class teachers have the major role in pastoral care. The majority of classes are composite classes and each class has a buddy class which they work with for some activities. The deputy principal role includes a 0.2 component as School Counsellor. A Pastoral Support Worker has been employed to work with individual students or with small groups, supporting teachers in classes too.

### **Student Behaviour Management**

Our Student Wellbeing Policy was developed in 2006 and is reviewed every few years. Its focus is in developing a positive climate and supporting students in self managing their behaviour and learning effective skills for productive work and play. Student behaviour management processes are based on restorative justice principles, and a counselling approach to improving student behaviour.

## **Student Governance - Student Forums**

Since 2007 the school has provided a Student Forum model replacing the SRC. Students from Years 2 – 7 join these student action teams in an area of interest. Year 6 & 7 students apply to lead forum groups of their choice. The Forum Leaders spend an hour a week with the mentor teacher organising activities for their Student Forum members.

## **3. Key School Policies**

**School Vision:** We aim to develop creative, confident learners who can adapt to and participate effectively in a rapidly changing world. We will value and promote personal excellence, a love of learning and quality relationships between the students, staff, parents and wider community.

**Core Business:** The core business of Littlehampton P.S. is teaching and learning in a supportive environment. Students are supported by explicit whole school and classroom actions to ensure our shared 'Super 7' values are upheld: Respect, Kindness, Being Trustworthy, Including Others, Valuing Others, Fairness and A Positive Attitude.

**School Priorities:** Our Site Learning Plan for 2018 is currently on the website. Our priorities for whole school improvement in are:

- Australian Curriculum, Numeracy & Literacy
- Strengthening our Core Pedagogies
- Interactive Technologies & STEM Learning
- Community Engagement

## **4 A. Curriculum and Key Features of Preschool**

### **Recent Key Outcomes-Preschool**

- Project based inquiry learning
- Provision of 15 hours for each child
- Quality Standard introduction
- Working towards National Quality Accreditation
- Continued links with Early Years section of the school
- Strong positive response from Preschool Parent Annual Surveys

### **CURRICULUM Preschool**

Preschool education is play based and is guided by the five Learning Outcomes of *The Early Years Learning Framework*:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of well being
- Children are confident and involved learners
- Children are effective communicators

### **Key Features of the Preschool**

- Focus on *Being Belonging Becoming* the Early Years Framework.
- Student learning is tracked using learning stories, annotated work samples and observations using the Literacy and Numeracy indicators when assessing children through Learning Stories
- The preschool environment is stimulating, safe and facilitates learning through play.
- The outdoor learning environment has become a focus of our Preschool Improvement Plan
- Programming, assessment and communication with parents about the curriculum and their child's learning is based on "The Early Years Learning Framework for Australia"
- A high focus is placed upon the development and assessment of students' oral language as part of the early assistance plan

## 4 B. Curriculum and Key Features of School, Reception to Year 7

### Key Features and Highlight Programs - School

- **Environmental Education:** Our school has a strong commitment to environmental education over many years. The school played a role in developing Coppins Bush reserve in 1981, and continues to work with the community in developing and caring for this valuable area. Student Action teams (Student Forums) which work on sustainability vary from year to year, and can be “Power Savers,” “Wipe out Waste” “Garden Saviours”, “Recycling”, “Nature Play”, “Vegetable Garden”. Sustainability initiatives include solar panels, rain water tanks, water saving taps, toilets and urinals, composting and recycling.
- **Student Forums** Students from Years 2 – 7 meet together in student-run action teams which make decisions and plan programs with a community service focus. These groups meet on Thursday afternoons, with forum leaders receiving special training and mentoring. The forum groups vary from year to year and include groups with an environmental focus, fundraising for charity, singing into the community, knitting for charity and a range of other focus areas.
- **Music:** Music is a highlight program for our school and is supported by regular classroom music lessons for Reception to Year 5. Children learn to read, write and perform music. We also offer choir for students in Years 5, 6 & 7. Instrumental lessons in a range of brass and woodwind instruments, piano and guitar are provided by private instrumental teachers at the school.
- **The School Band** is conducted by Ray Sadler and includes teachers and students. The quality of the band draws favourable public comment.
- **Physical Education:** supported strongly through daily lessons, a specialist PE program, participation in SAPSASA, swimming and aquatics programmes, sporting clinics and Active After School Program.
- **Stephanie Alexander Kitchen Garden Program:** where children are involved in planting, and growing food, followed by preparing and cooking food, and enjoying eating food together in the dining room. began in Term 2 of 2011. Students participate in a garden lesson and kitchen lesson supported by a kitchen specialist and garden specialist.
- **Early Years Literacy & Numeracy Plan:** We use the Jolly Phonics and Jolly Grammar program to develop early letter sound knowledge in Reception and Year 1. In 2016 we introduced Words Their Way as a spelling and word study program from Year 1 – 7.
- **Wellbeing** this involves the development of Anti-bullying policy and regular bully audits; Student Behaviour Management processes based on restorative justice principles and a counselling approach to improving student behaviour;
- **Superseven values** with strong ownership of students, developing shared understandings and practising these values through student wellbeing and forum groups:  
*Respect, Kindness, Being Trustworthy, Including Others, Valuing Others, Fairness, A Positive Attitude*

### Curriculum - School

Our school is currently implementing the Australian Curriculum in all learning areas:

- **English**
- **Mathematics**
- **Science**
- **Health and Physical Education**
- **Humanities and Social Sciences (History, Geography, Civics and Citizenship)**
- **The Arts – Music and Visual Arts**
- **Languages - French**
- **Technologies**

### Inquiry Pedagogy

Our school uses an agreed Inquiry Framework for teaching science, history, geography and health. This includes:

- an agreed Inquiry Scope and Sequence,

- an agreed methodology guided by the Inquiry Framework
- an agreed planner, the *Inquiry Backwards Planner*.

The Scope and Sequence is currently being reviewed continually to ensure the units are challenging incorporate key concepts from the Australian Curriculum, and capture students curiosity and interest.

### Special Needs- Student Support Programs

The school provides support for student learning through:

- **Special Education** for students identified with Special Education needs through a Psychology or Speech report. The principal coordinates this program and individual or small group assistance provided by School Services Officers.
- **The Learning Assistance Programme (LAP)**. Parent and Community members who would like to assist are invited to do so. Our LAP program has been operating continuously for 18 years under the leadership of Pauline Bolto.
- **Gross Motor Skill Coordination Programme**. (Fun & Games)
- **Early Assistance** screening and assistance in oral language and phonological awareness at 5 and 6 years of age.
- **Multilit**, a catch up program for students from Years 2 – 5 falling behind in literacy.
- **Levelled Literacy** Support Groups for students from Year 1 – 5 using the Fountas and Pinnell program.
- **Quicksmart**, a program for students in Years 5 – 7. This program teaches number facts to automaticity, and our data shows that students on this program made almost 3 years growth in maths in one year.

### Reporting

Reporting Timeline:

Term 1 Week 3 Teachers meet with parents in an Acquaintance Night

Term 1 Week 9 Parent Teacher Interviews

Term 2 Week 10 Written Reports

Term 3 Weeks 1—3 Parent Teacher Interviews on request.

Term 4 Week 8 Final Written Report.

## 5. Sporting Activities

**At School** students participate in a wide range of sporting activities including school Sports Day, Swimming Carnival and Cross Country. House Captains show great leadership during these events.

**SAPSASA** Students in Years 4 – 7 also participate in SAPSASA events.

**Sporting Schools Program** This Australian Government funded program enables us to provide quality skills programs for students during their PE lessons by providing development officers from the various sporting development groups to take lessons for our students. Recent programs are basketball, softball and cricket.

**Community sporting associations** provide many opportunities, and student participation in these groups is high: Littlehampton Tennis and Netball Clubs, Hahndorf Football Club and Soccer Club. Consistent with other schools in the Adelaide Hills and other inner rural areas, there is no school run after school sport.

## 6. Staff (and their welfare)

### Staff Profile

Many of our staff have children in our school, play sport with local sporting organisations, and have firm friendships with other school families. This very much contributes to the community feel to our school and encourages a valuable partnership of parents, students and staff.

### Performance Development

Littlehampton Primary School is a school which embraces innovation and looks to the future with a positive approach. Teachers are supported in pursuing areas of interest, specialisation or study and encouraged to utilise their skills within the whole school context.

Staff have a right to planned and constructive feedback about their performance. School leaders share this responsibility.

### **Staff Social Club**

Staff social events include Lunch Club and Happy Hours and other social occasions.

### **Access to Special Staff**

Speech Pathologists, Behaviour Support Unit personnel, Guidance Officers and other DECS support personnel are available to support teachers and their programmes through negotiation with the Principal.

## **7. School Facilities**

### **Building & Grounds Redevelopment**

In recent years the school has had almost continuous development.

- |                |  |
|----------------|--|
| 2016           | Development of play areas; an imaginative play area bordering Darnley Street; a musical playground to complement the Boomerimba; refurbishment of playground and installation of new play equipment; plans to develop a nature play area on the new block adjoining the gymnasium.   |
| 2014           | State Government grants enabled refurbishment projects: painting of classrooms, soundproofing of rooms, building of outdoor learning area (stage). A matching grant from the Minister of Education, funds from the Garth Boomer Trust fund, and a contribution from Governing Council funded our Boomerimba, a tuned musical instrument in the shape of a Boomerang, made from red gum, in honour of Garth Boomer. |
| 2013           | Purchase of an additional block of land by DECD for future development of our school.  |
| 2012           | Completion of vegetable gardens provided through a DEEWR SAKG grant.   |
| 2011           | Refurbishment of front office, completion of the Stephanie Alexander Kitchen and Dining Room with five fully equipped kitchens for student learning, funded by BER grant.  |
| 2009 –<br>2010 | Completion of new preschool, library resource centre and double classroom block, provided through BER funding and SA Capital Works Grant.  |
| 2008           | New 4 classroom block. This involved shifting a 2 classroom transportable building developed in 2005, construction of a second 2 classroom transportable building, veranda area, ramps, steps and pathways   |
| 2007           | New Gymnasium  |
| 1998           | New Molly Miels building, a 4-class building with a central foyer, art room, two computer areas, office and withdrawal room. Included was a further redevelopment of the original sandstone building with redesign of the Administration and staffroom.  |
| 1982           | Redevelopment of the original sandstone school building to provide classroom space for 150 students.   |
| 1900           | School opened in original sandstone building   |

### **Key Features of our Grounds & Facilities**

- Well maintained facilities include a computer suite, music room, two art rooms, a fully equipped cooking centre with 5 full kitchens and gymnasium.
- Attractive and well maintained grounds for student use include play equipment, oval, grassed play area, vegetable garden and orchard and basketball court.
- Staff room with a dishwasher and courtyard with pergola. Staff toilets located in 3 areas.
- Wheelchair access for students and staff with disabilities via extensive paths to all classrooms, completed in 2009. Toilet and shower facilities in main building.
- Our school community adjoins “Coppins Bush” a 3-hectare area of the last remaining natural vegetation in this area. The school played a role in developing this reserve in 1981, and

continues to work with the community in developing and caring for this valuable area. Classes utilise Coppins Bush as a focus for environmental education.

## **Gymnasium**

Our Gymnasium is used extensively for school P.E. lessons, OSHC, assemblies, performances, Music Showcases (concerts) and school community events. It is available for hire by groups within our community, and is currently used by Taekwondo, Karate K2M (Martial Arts), and church groups.

## **8. School Operations**

### **Decision Making**

Governing Council sets direction, approves policy and operates the OSHC service.

Main staff decision making is through the staff meeting.

Staff also contribute to whole school development and decision making through active involvement in Year level "Learning teams" and School Development committees. These Committees are:

- Governing Council & sub-committees (Finance Committee, Grounds and Facilities, Fundraising and Events);
- Workplace Health and Safety;
- Personnel Advisory Committee;
- Stephanie Alexander Kitchen Garden Committee
- Progress Committee (curriculum renewal committee);
- the Extended Leadership or Site Learning plan Committee which deals with planning and management

**Regular publications:** staff use weekly staff notes and fortnightly school newsletter.

**Other communication:** Staffroom whiteboard, Term Calendar sent home to all families and uploaded onto our web page, staff pigeon holes, phone communication to all areas. A School Handbook is available to all new staff, new and prospective parents. The school has implemented the use of an App – School Stream, as a means of sharing information electronically to school families. The preschool also has a facebook page for preschool parents.

## **9. Local Community**

### **Parent and community involvement**

A key feature of our school is strong community involvement. There is a high level of parental support in classroom and student support programs. Our school also has a strong involvement with Littlehampton community organisations. Our students and school choir are involved in Remembrance Day and Anzac Day services and our school has a regular column in the Littlehampton Community Newsletter. The *Friends of Coppins Bush* group meets regularly at the school with involvement of the principal. Our school benefits enormously from the sponsorship of Mt Barker and Blakiston Rotary Clubs. Littlehampton Community Association currently has representation on our Governing Council, and our school is regularly involved in activities planned by this organisation

### **General characteristics of the township**

Littlehampton is a growing township with one hotel, a supermarket, a large family medical clinic, a pharmacy, a restaurant and café, one deli and an Australia Post outlet. There is a Community Hall and tennis courts, CFS, and two childcare centres. Spring Park Farm and other developing housing estates have dramatically increased housing available for families in the town.

### **Feeder schools/Kindergartens**

Almost all Receptions come from our own preschool and playgroup.

### **High Schools**

Mount Barker High School is our feeder high school. Students also move on to Oakbank Area School, Heathfield High School and city schools such as Glenunga, Urrbrae and Mitcham Girls High.

### **Other Local Care and Educational facilities:**

The Adelaide Hills Region of DECD is located nearby in Mt Barker.

Littlehampton Child Care Centre, Matildas Child Care Centre,

**Commercial/industrial and shopping facilities:** Mount Barker offers a good range of shopping and industrial centres. Littlehampton has recently seen more businesses establish in the township, with a Foodland supermarket, bakery, chemist, a large doctors' surgery, Australia Post outlet, hairdressers and other social organisations.

Other local facilities: Mount Barker Library, recreation centre, Wallis Cinemas, wetlands, swimming pool, fitness centres, sporting facilities, Mount Barker hospital, Government Offices and social services.

Local government body: Mount Barker Council, Phone: 8391 1633.

## **10. Further Comments**

We are proud to have had Garth Boomer as an old scholar. Our library resource centre is named in his honour, the *Garth Boomer Resource Centre*. Our highest achievement award, the *Garth Boomer* literacy award, is given each year to the Year 7 student with the best portfolio of writing. For many years the school held the Garth Boomer Trust fund, established by old scholars in honour of Garth Boomer. With financial support from DECD and community organisations, and the trust fund, a memorial for a memorial for Garth Boomer was created in 2013. This is a beautiful boomerang shaped seat made out of river red gum. "*The Boomerimba*", which is actually a tuned musical instrument is joyfully played each day by our students.