

# SCHOOL CONTEXT STATEMENT

Updated: 29/09/2023

**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 : Ms Barb Jenkins  
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  
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[www.littlehamptonps.sa.edu.au](http://www.littlehamptonps.sa.edu.au)

### PRESCHOOL (CPC)

February FTE Enrolment

	2017	2018	2019	2020	2021	2022	2023
TOTAL	55	47	44	54	54	55	54

### SCHOOL

February FTE Enrolment

	2017	2018	2019	2020	2021	2022	2023
Reception	50	59	51	48	51	58	54
Year 1	50	48	55	51	46	52	53
Year 2.	74	54	49	58	53	47	46
Year 3.	65	74	53	53	54	54	45
Year4.	68	65	76	55	56	50	53
Year 5.	62	70	65	79	55	52	49
Year 6.	43	60	71	63	78	49	51
Year 7.	29	40	48	48	48		
TOTAL	441	470	468	455	439	416	351

School Card Approvals (Persons) 60 -17%  
EALD Total (Persons) 25  
Aboriginal FTE Enrolment 3 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, Student Support** Mrs Brigitte French

**Co-Ordinator Curriculum** Mr Steve Hicks

**Business Manager** Mrs Michelle Calderwood

**Staffing numbers** (Sep 2023) 42 staff, including 6 in Preschool, 1 OSHC Director

Principal, Deputy Principal, Co-Ordinator, Business Manager

**Staff in School 21 teachers and 15 ancillary staff:**

Teacher/Librarian 0.8

L.O.T.E Teacher 0.6

PE Teacher .04

Art Teacher 0.4

Music Teacher 0.8

13 Classroom Teachers (13 classes)

EALD teacher 0.2

Special Ed / Enrichment Teacher 0.4

**15 Ancillary Staff**

12 SSOs in Admin, Preschool and student support

2 Groundsmen

1 Kitchen Specialist

**Staff in Preschool**

3 Teachers

3 SSOs

**Staff Gender Profile**

6 male, 38 female

**Other**

1 Pastoral Support Worker

### School Based Preschool

The preschool provides full day sessions of preschool to children who are 4 or turning 4 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 from Monday to Thursday 8:30am to 3:30pm. This is provided to children in two groups. **Group A** children attend the program on Mondays and Tuesdays **Group B** children attend on Wednesdays and Thursdays. Both groups attend 2 Friday excursion days each term. The preschool is located in a purpose built facility which was officially opened in Nov 2010.

### 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. Regular hours of operation are 6:30am – 8:45am for before school care, 3:15 pm to 6:30pm for after school care and 7.00am to 6:30pm 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.

### Recent purchase of land

Recently additional land has been purchased by DfE for the school, to provide for play space. The school community is investigating options for this space.

## **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. The Mount Barker Council have also put on Keo rides. Some of our families use this transport as it services Mount Barker, Littlehampton and Nairne.

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

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

Students move together from preschool to the R-6 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. Each class has a buddy class which they work with for some activities. A Pastoral Care Worker has been employed to work with individual students or with small groups, supporting teachers in classes.

### **Student Behaviour Management**

Our Student Wellbeing Policy focusses on developing a positive climate, 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. As a school we have introduced the Zones of Regulation as a tool to support students to self regulate.

### **Student Leaders**

We provide a range of leadership opportunities for children from preschool to Yr 6. In 2024 we are reviewing Student Agency across the school.

## **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.

**Aspiration Statement:** Our aspiration is that all students at Littlehampton exhibit the characteristics of an effective, engaged and capable learner. They understand what they have learnt, how they are going, and where they will go to next.

## **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
- 2018 National Quality Accreditation is "Meeting" National Quality Standards
- 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 *Belonging, Being & 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"

## 4 B. Curriculum and Key Features of School, Reception to Year 6

### Key Features and Highlight Programs - School

- **Environmental Education:** Our school has a strong commitment to environmental education over many years. Students can join the Youth Environmental Leaders run by the Natural Resources Management. Recycling of waste around the school is commonplace, with waste being sorted into compost, chicken scraps, paper and cardboard, soft plastic, and "hard recycling." Each classroom has bins of each type available.
- **Music:** Music is a highlight program for our school and is supported by regular classroom music lessons for Reception to Year 6. Children learn to read, write and perform music. We also offer choir for students in Years 5 & 6, instrumental lessons in a range of brass and woodwind instruments, piano and guitar are provided by private instrumental, and Department teachers at the school.
- **The Arts:** We have a vibrant Arts program where children explore a range of media and produce individual creations.
- **Physical Education:** supported strongly through daily lessons, a specialist PE program, participation in SAPSASA events, swimming and aquatics programmes and sporting clinics.
- **Language – Spanish:** Children engage with Spanish as an additional language.
- **Kitchen Garden Program:** Children are involved in planting, and growing food, followed by preparing and cooking food, and enjoying eating food together in the dining room. The program began in Term 2 of 2011. Students from years 3-6 participate in a garden and kitchen lessons supported by a kitchen specialist and garden specialist, with occasional lessons with the Junior Primary students.
- **Literacy:** We have a whole school approach to teaching children to be competent readers and writers. Our approach encourages children to love reading and writing. We ensure they learn the strategies that great writers use and have an audience for their publications, in book form and online. Our students have won several awards in writing competitions, are borrowing and reading more books, and are loving being authors.
- **Numeracy:** Our whole site focus is about children having high levels of proficiency in mathematical concepts so they can apply their skills to solve problems. We have identified conceptual understanding of place value to be an important aspect of this success and staff are working together to better develop this with their students.
- **Visible Learning and Learning Goals:** Students need to know what they are learning, and what is needed in the task to make them successful. These are known as Learning Intentions and Success Criteria. Our students use the Effective Learner Profile which was contributed to by staff, students and our parent community. ***The Effective Learner Profile identifies the essential characteristics of a life-long learner as being Connected, Brave, Creative, Engaged, Gritty, Self-Aware***
- **Wellbeing:** This involves the development of Anti-bullying policy and regular wellbeing 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
- LOTE - Spanish
- Technologies

Through the general capabilities:

- Literacy
- Numeracy
- ICT Capability
- Critical & Creative Thinking
- Personal; & Social Capability
- Intercultural Understanding
- Ethical Understanding

- **Inquiry Pedagogy**

Our school uses an agreed Inquiry Framework for teaching across the Australian Curriculum. 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, a 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 Deputy Principal coordinates this program and assistance may be provided by School Services Officers and class teachers.
- **Enrichment**, a wholistic approach to learning enrichment and wellbeing, supporting students academically, emotionally and socially within all aspects of their schooling.
- **The Learning Assistance Programme (LAP)**. Parent and Community members who would like to assist are invited to do so.
- **Early Assistance** screening and assistance in oral language

- **Reporting**

Reporting Timeline:

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

Term 1 Week 10 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, Courier Cup Swimming Carnival, Cross Country, Lightning Carnival (5/6 students) and Crows Cup. House Captains show great leadership during Sports Day.

**SAPSASA** Students in Years 4 – 6 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, volleyball and soccer.

**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

Some 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. As a staff we have a major focus on Positive Education and well being.

### 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.

### Access to Special Staff

Students Support Services, Speech Pathologists, Behaviour Support Unit personnel, Guidance Officers, Special Educators, Psychologists and other DfE support personnel are available to support teachers and their programmes through negotiation with the Deputy Principal.

## 7. School Facilities

### Building & Grounds Redevelopment

In recent years the school has had almost continuous development.

- 2022 The old OSHC building renovations were completed to create a new modern building for our OSHC families.
- 2020 Two new classrooms and a new disabled toilet.
- 2019 An 18<sup>th</sup> class temporarily placed in a portion of our existing Garth Boomer Resource Centre. Nature Play and Outdoor Learning Space developed on block behind gymnasium, incorporating rock amphitheatre, wood carvings, water play; plan to relocate Boomerimba musical play to Nature Play area.
- 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 of 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 DfE 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 Completion of new preschool, library resource centre and double classroom block,  
2010 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 Garth Boomer Resource Centre including a computer suite, a music room, art room, gymnasium and a fully equipped student kitchen with 5 full kitchens.
- Attractive and well maintained grounds for student use include play equipment, oval, grassed play area, vegetable garden, orchard and basketball court.
- Wheelchair access for students and staff with disabilities via extensive paths to all classrooms, completed in 2009. Toilet and shower facilities in main building and external disabled toilet.
- 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.

## **8. School Operations**

### **Decision Making**

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

Main staff decision making is through staff meetings.

Staff also contribute to whole school development and decision making through active involvement in Year level “Learning teams”, Professional Learning Committees. These are:

- Governing Council & sub-committees (Finance Committee, P & F)
- Workplace Health and Safety
- Student Support
- Personnel Advisory Committee;

- Kitchen Garden Committee

**Regular publications:** All staff have notifications through emails and Sentral. School wide we use Seesaw, EdSmart and school newsletters.

## 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 involvement with Littlehampton community organisations. Our students and school choir are involved in Remembrance Day and Anzac Day community services and our school has a regular column in the Littlehampton Community Newsletter. Our school benefits enormously from the sponsorship of Adelaide Hills Kiwanis Club, Littlehampton Marketplace, 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. Kimanis Club of the Adelaide Hills present two awards each term to staff nominated students demonstrating positive characteristics and responsible citizenship.

### General characteristics of the township

Littlehampton is a growing township with one hotel, a supermarket (Kloses), a large family medical clinic – Littlehampton Family Medical Practice, a pharmacy, a restaurant and café, a service station and an Australia Post outlet. There is a Community Hall and tennis courts, CFS, an Early Learning Centre, and two childcare centres. Spring Park Farm, Blakiston and other developing housing estates have dramatically increased housing available for families in the town.

### Feeder schools/Kindergartens

Most Receptions come from our own preschool, with places available depending on catchment and capacity, determined by the department.

### 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 Regional office of DfE is located nearby in Mt Barker.

Littlehampton Child Care Centre, Matildas Child Care Centre, Emali's Child Care Center.

## 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 6 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 DfE and community organisations, and the trust fund, 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.