

SCHOOL CONTEXT STATEMENT

Updated: 10/03/2022

School number: 0788 & 1590
School name: NURIOOTPA HIGH SCHOOL & DISABILITY UNIT
School Category: Category 5

School Profile:

Nuriootpa High School is a public education site situated in the Barossa Valley, South Australia.

The Barossa Valley is respected internationally for tourism through the food and wine industry and is located less than an hour's drive from Adelaide.

Nuriootpa High School is a co-educational facility catering for students Years 7 to 12 and hosts the regional secondary Disability Unit, Special Classes and a Flexible Learning Centre located offsite.

The school was established in 1935 and currently has an enrolment capacity of over 1300 students and 140 staff.

Nuriootpa High School has a long history of successful achievement in all areas of learning and a very wide range of extra curricular activities which include agriculture, sports, visual and performing arts and many local community events.

The school plays an important role in the community through its connection with the local wine industry, bi-annual school musical, sporting success and strong academic and vocational achievement where students consistently achieve outstanding results.

The core values of Nuriootpa High School are:
Tradition, Relationships and Excellence.

The school mission statement is:

The development of a generation of young people, who respect themselves and others, take responsibility for their learning and lives, act honestly, care for other people, communicate clearly and work towards a fair and just society in the Barossa Valley, Australia and the world.

The school achieves its mission through developing a core set of Universal Expectations which underpin the behaviours we expect of all members of our school community to display:
Respect for Learning, Respect for Our

1. General information

School Principal name: Gerri Walker

Deputy Principal's name: Andrew Dickinson

Year of opening:

Nuriootpa High School was established in 1935 to provide secondary education for students in the Barossa Valley. The school was officially opened on 25 September 1937 with an enrolment of 95 students. The Barossa Regional Disability Unit commenced in 1998, the Flexible Learning Centre was established in 2015 and a Regional Special Class was established in 2020. The Inclusive Education Centre now consists of 4 Disability Unit classrooms and 3 Special Classes ranging from year 7 to 12.

Postal Address: 1 Penrice Road, Nuriootpa SA 5355

Location Address: 1 Penrice Road, Nuriootpa SA 5355

DfE Partnership: Barossa Region

Geographical location i.e. road distance from GPO (km): 65 kms

Telephone number: 8562 2022

Fax Number: 8562 1029





2. Students (and their welfare)

General characteristics

Students attending NHS come from more than 21 feeder primary schools, 12 that are within the declared school district. Students are expected to wear school uniform.

Student well-being programs

To enable students to achieve success, a supportive learning environment is emphasised. The school became a Positive Education focus school in 2015.

In 2015 the school started a specialist program in Positive Education, along with a Doctor on Campus (DOC) program which prioritises a focus on Well-being for learning.

Two periods of 30 minutes per week are set aside for student development activities such as Positive Education activities, sports practice, music group practice, clubs, debating, work education and class meetings. Year level assemblies and meetings are used to support Pastoral Care. A strong wellbeing team exists as part of a Student Support Centre and Peer Support is active across the school with a particular focus on Years 7 and 8.

Career Development activities are offered as part of the Student Development program.

Student s

moving into the Barossa Valley are encouraged to inform the school as soon as possible so that information and planning for their study at high school can commence as soon as possible.

The Inclusive Education Centre(IEC) coordinates and facilitates a range of intervention and supportive learning programmes for both the IEC and the school as a whole addresses the specific learning needs of students with a targeted learning need.

The Special Classes also provide a supportive learning program for identified students, addressing their specific learning and wellbeing needs.

The nationally recognised Wine Education Program offers op56.02 Tm0 :1np(n)-3(d)64(2

4. Curriculum

Subject offerings:

Our Curriculum is informed by and built on the SACE and Australian Curriculum Frameworks.

Year 7 and 8 students learn from within the eight learning areas, namely: The Arts, English, Health & Physical Education, Languages (German), Mathematics, Digital and Design Technology, Humanities and Social Sciences and Science, including Agriculture.

In Years 9 and 10, students continue to study units from all learning areas however some electives are made to enable them to spend more time studying subjects in which they are more interested.

Year 11, 12 and 13 students learn from a wide range of subjects within the South Australian Certificate (SACE) curriculum that includes all learning areas as well as Vocational Educational Training (VET) studies. The school hosts Certificate II in Electrotechnology (Career Start) which is delivered on site every Monday and is attended by students from a number of schools in the region. In 2021 the school also hosted a hospitality immersion program in partnership with CEG and local employers, with plans underway to continue this in 2022.

External VET courses also form an important part of SACE completion, as well as allowing students to begin specific occupational training and work readiness.

Interviews are held in term 3 with students from years 9-11 to support them in choosing courses for the following year.

Special needs:

Provision is made for students who have learning difficulties to receive additional support, in accordance with DfE policies.

Extensive learning support is coordinated through our Inclusive Education Centre.

Our classes include middle and senior years classes. The senior years classes have a focus on preparing students for their transition to post school options including employment.

A number of the Inclusive Education Centre students are also integrated into some mainstream classes.

Special curriculum features:

Languages: German is accessible from Years 7 to 12.

Music: A high quality music programme has been in place for many years. concert and stage bands perform regularly at Barossa Valley community functions. Over 100 students participate in the instrumental

music programme and ensemble groups. The school produces a bi-annual School Musical. This has been impacted by COVID19.

Agriculture: Is offered at all year levels. Innovative programmes include enterprises such as a commercial winery where students process grapes to make Shiraz and fortified wines from grapes grown in the school vineyard and the local area. School produced wines have regularly won medals in prestigious wine shows. Trout are raised in an aquaponics facility as part of an aquaculture programme.

VET: The school has a well-developed Vocational Education and Training program to provide pathways from school to further education, apprenticeships and traineeships, training and employment. VET programs enable students to receive recognised industry accreditation at Certificate Levels I, II and III as well as providing credits towards Stage 1 and Stage 2 SACE completion.

Current VET programs include:

- a range of standalone VET qualifications through TAFE including Hairdressing, Small Animal Handling, Screen and Media Studies, Animal Studies, Information, Communication Technology, Automotive Servicing, Electrotechnology, Metals Engineering, General Construction, Individual Support Services (Aged or Disability) and Early Childhood Education and Care, Kitchen Operations, Hospitality, Horticulture, Agriculture and Rural operations.

The school is an Instrumental Music focus school, hosting Instrumental Music teachers from across the region.

Student assessment interim procedures and reporting

Mid Term 1 (and Mid Term 3 for Senior Students) indicative assessment is used to identify students at risk requiring early intervention for success.

Ongoing feedback for individual tasks is provided through Daymap, a learning and student management system.

Formal student reports are provided at the end of each term – these report against the Australian Curriculum and the SACE.

Parent-teacher interviews are held at the beginning of Term 2.

Mid-year and final examinations are held for some subjects in Stage 1 and Stage 2.

Joint programmes:

Nuriootpa High School is a member of the Barossa Valley partnership group.

works collaboratively to improve transition and learning opportunities for students and staff.

5. Sporting Activities

Nuriootpa High School offers active involvement in sport. Students participate enthusiastically in inter-school sports supported by the SASSSA. Success is regularly achieved in athletics, cricket, softball, hockey, football, soccer and basketball. The school has excellent sporting facilities, which include two ovals, courts and a community-school gymnasium. Some of our Aboriginal students engage in the regional SASSTA program, based at Gawler and District College B-12.

6. Other Co-Curricular Activities

Co-curricular activities

A number of subjects such as Outdoor Education and Physical Education also offer specialist subject based camps and outdoor programmes.

7. Staff (and their welfare)

Staff profile

The school has a stable and experienced teaching staff with an increasing number of early career teachers.

Nuriootpa High School is a Music Focus School and has Instrumental Music teachers to complement instruction provided by teachers at the school. Instrumental Music teachers ensure access to a wide range of instruments.

The DfE Education Office is based in Gawler. Students and staff access a wide range of support services provided by the Barossa Regional office.

Leadership structure

The Executive Leadership team comprises Principal, Deputy Principal, four Assistant Principals and the Business Manager.

The Deputy Principal is responsible for whole school improvement, including overall curriculum leadership and training and development.

The four Assistant Principals have responsibility for the following areas:

Learner Wellbeing and Year 7 & 8 Student Management.

Timetable, Daily Operations and School Routines and Years 9 and 10 Student Management.

SACE and VET and Years 11 and 12 Management and a whole school Career Development Strategy.

Inclusive Education including leadership of the Disability Unit/IEC and Special Classes.

The Business Manager is responsible for management of non-teaching staff, finances and facilities.

Coordinators have been appointed with responsibility for the following: Agriculture, English/Literacy across the curriculum, Health/Physical Education, Mathematics/Numeracy across the curriculum, Science and STEM, The Arts, Humanities & SW*nBG[P]JTJETQDr0000000000032 841.92 reW*nBT/F1

Staff support systems

Teaching staff are all members of a Learning Area and Year Level team. These groups meet regularly. Professional Development and training are provided both in school and through access to opportunities provided beyond the school e.g. Local Networks, Regional and Central.

Performance Management

An Induction Programme run by the Deputy Principal is in place to support new and Early Careers staff. Early Career Mentors are assigned to Early Career teachers.

All staff are allocated to a Line Manager. All staff complete an annual Professional Development Plan and meet with their Line Manager twice a year.

A comprehensive Performance Development Policy and handbook is used to support staff in the Professional Development based on the Professional Standards for Teachers (AITSL).

Staff utilisation policies

Teaching staff are deployed by the Assistant Principal, Timetable, Daily Organisation and School Routines in liaison with the Learning Area Coordinators and teachers to maximise learning opportunities for students across all learning areas and subjects. Where possible the school is supportive of staff requesting part-time employment.

The deployment of SSO time is regularly reviewed to ensure it maximises support services for students, staff and parents. Curriculum SSO timetables are overseen by the Assistant Principal, Inclusive Education.

Access to special staff

Specialist support services, especially in supporting students with disabilities, are accessed from the DfE Education Office at Gawler and from a range of State Based Support Agencies.

Instrumental Music Teachers are also accessed to provide specialised support/education for students.

8. Incentives, support and award conditions for Staff

Complexity placement points

1.5

Isolation placement points

1.5

Travelling time

It takes approximately 60 minutes to travel from Nuriootpa High School to the Adelaide GPO.

Housing assistance

There is no government housing assistance for Nuriootpa High School.

9.

Access to bus transport

DfE buses provide transport for students from the Barossa Valley region encompassing towns such as Truro in the north, Angaston, Eden Valley, Greenock, Keyneton, Light Pass, Moculta, Nuriootpa and Tanunda in the centre and Cockatoo Valley, Lyndoch, Rosedale and Rowland Flat in the south. Students who live within the Nuriootpa High School district are eligible for transport to school on DfE buses if they live more than 5km from the school. Public Bus transport is available from Gawler, Freeling, Sedan and Williamstown to Nuriootpa each day.

10. School Operations

Decision making structures

The Governing Council is made up of parents, staff and student representatives and meets twice per term.

Governing Council has a number of sub committees including Buildings and Grounds, Canteen and Finance.

A detailed Decision-Making Policy exists which details decision making procedures and responsibilities.

Key decision-making groups include Governing Council, Executive Leadership, Leaders, staff and SRC.

Other standing committees include Culture Club, Buildings and Grounds, Wine Education, WHS, Technology and PAC.

Regular publications

Regular school to home communication includes the newsletter, which is produced t

staff to prepare submissions for additional curriculum and ICT requests each year.

The school requests each year. Nuriootpa High School is currently in a stable financial position. ICT

Special funding

Every opportunity is taken to source additional funding for the school. Applications are regularly made for advertised grants and we are often successful.

Other local facilities

The Barossa Central Shopping Centre provides a broad range of retail products and services.

Excellent sporting and recreational facilities exist in the Barossa Valley. Similarly, excellent health and medical facilities are available.

The Barossa Valley also has a growing reputation as a gourmet food destination with many resident food artisans.

Accessibility

Nuriootpa is accessible from Adelaide via Main North Road and the Northern Expressway which connects Main North Road at Gepps Cross. A public bus system is available from Adelaide via LinkSA. Details of transport can be found on the LinkSA website. www.adelaidemetro.com.au/. Adelaide Metro www.adelaidemetro.com.au/ provides Train transport to Gawler from the Adelaide city centre. Travel via car from Gawler is 25 minutes to Nuriootpa.

Local Government body

Nuriootpa High School is s