

# SCHOOL CONTEXT STATEMENT

Updated: 08/08

**School Name:** Nuriootpa High School (& District Disability Unit)

**Site Numbers:** 0788 (& 1590)

## 1. General Information

### Part A

School Name	NURIOOTPA HIGH SCHOOL
Principal	Mr Frank Spiel
Postal Address	Penrice Road, Nuriootpa 5355
Location Address	Penrice Road, Nuriootpa 5355
District	Barossa
Distance from GPO	69 kms
Courier	NURIOOTPA
Phone No	08 8562 2022
Fax No.	08 8562 1029
School email	admin@nurihs.sa.edu.au
Web-site	www.nurihs.sa.edu.au

	2005	2006	2007	2008
February FTE Enrolment (Week 2, Term1)				
Secondary				
Disability Unit	26.0	23.0	23.6	18.0
Year 8	191.0	209.0	175.0	207.0
Year 9	186.0	198.0	212.0	166.0
Year 10	204.0	191.0	196.4	202.0
Year 11	169.34	183.0	193.4	183.0
Year 12	158.8	121.8	147.4	156.8
Year 13	4.0	4.6	6.4	2.6
TOTAL	939.14	930.4	954.2	935.4

#### Other Student Census Information (July)

School Card Approvals (Persons)	152.0	152.6	130.0	
NESB Total (Persons)	14.0	6.0	5.0	6.0
Aboriginal FTE Enrolment	10.0	4.0	5.0	5.0

## Part B

- Deputy Principal:  
Roselie Dohnt
- Staffing numbers:

As at the end of March 2008 there were a total of 105 paid employees that consisted of the following:

Teaching staff	74
Non teaching staff	22
Christian Pastoral Support Workers	2
Instrumental Music teachers	3
Aboriginal Community Education Officer	1
Canteen employees	3

### Nuriootpa High School:

63.03 FTE including 2.24 Flexible Initiatives Resource (FIR) & 2.20 Special Education allocations

SSO Resource Entitlement = 377 hours per week.

Additional 132.30 hours per week deployed using FIR and Special Education allocations. Used to support computer network management, vocational education and training, instrumental music and special education.

### Nuriootpa High District Disability Unit (locally referred to as Learning Unit)

3.15 FTE.

SSO Resource Entitlement = 79 hours per week.

Both the school and District Disability Unit receive some additional SSO hours in support of individual students with specific identified disabilities.

- Enrolment trends:  
Nuriootpa High School has maintained a consistent enrolment of between 920 and 950 students for the last 10 years. There may be future increase in enrolments due to developments in the northern Adelaide metropolitan area e.g. army expansion and building of northern expressway. Barossa Valley is viewed as desirable area to live and within commuting distance of northern Adelaide.
- 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. Celebrate 75<sup>th</sup> Birthday in 2010.

District Disability Unit for students with severe disabilities was commenced in 1998 and tenth birthday celebrations being held in 2008.

- Public transport access:  
Public transport is available daily from Freeling, Gawler and Williamstown via the privately operated Barossa Valley Coaches. A network of 15 DECS bus routes delivers students to Nuriootpa High from the Barossa Valley and adjacent areas. Over 650 students travel to school by bus each day.

## 2. Students (and their welfare)

- General characteristics

Students attending this school come from 21 feeder primary schools, 14 that are within the declared the school district. Over 650 students daily travel on buses and are generally well behaved and co-operative. Students are expected to wear school uniform.

- (Pastoral) care programs

To enable students to achieve success, a supportive learning environment is emphasised.

Three periods of 30 minutes per week are set aside for co-curricular activities such as sports practice, music group practice, clubs, debating, class meetings etc.

- Support offered

The student welfare team includes two school counsellors and two part-time Christian Pastoral Support Workers (formerly known as chaplains).

The two school counsellors (male & female) support students in a confidential way with personal, school and/or career concerns. The Christian Pastoral Support Workers complement the work of the counsellors in supporting students and families and provide a visible Christian presence in the school.

Provision is made for students who have learning difficulties to receive additional support, in accordance with DECS policies. The on-site District Disability Unit for Students with Severe Disabilities commenced in 1998.

Strategies are in place to support students at risk of leaving school without a clearly defined pathway to meaningful further education, training or employment.

Initiatives to extend gifted and talented students and those with high intellectual potential (SHIP) are encouraged.

Effective communication between home and school is promoted.

Co-curricular activities and community involvement are strongly encouraged (eg. music, sports, Duke of Edinburgh Award, landcare, public speaking, debating, etc).

A transition program operates to support students beginning high school.

- Student management

Year level managers are appointed to supervise and promote the care and welfare of students at each year level.

In the enrolment process students are placed in a year level home group. Students select subjects according to the SACSA or SACE curriculum pattern for their year level.

- Student government

Students are encouraged to participate in school decision-making via class meetings, and through liaison with the Student Representative Council (SRC).

The SRC has a vertical home group comprising representatives from year 8 to year 12/13. Year 8 members are elected in term 3. SRC members liaise with year level class representatives to include student voice in

decision-making and school development. Two liaison teachers assist the SRC with their involvement and participation in the school.

SRC representatives attend Governing Council and sub-committee meetings.

- Special programs

An active transition program operates to support students beginning high school. Families who have children, who are gifted and talented in one or more areas of the curriculum, families who have students with disabilities, and families 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 during year 7.

### 3. Key School Policies

- Motto

Per Aspera ad Astra – *through adversity to the stars*

- Purpose

To foster excellence and growth in students as learners and as people

- Vision

Emphasising learning within a curriculum that balances the strengths of the past with the promise of the future

- Mission

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

- Values

Respect

Tolerance

Responsibility

Fairness

Honesty

Communication

- School Expectations

The school expects:

students to be successful

school policies and procedures to be supported by students, parents and staff

students, parents and staff to participate in decision-making

work done in class, homework, tests and assignments to be completed and student achievement to be reported

school uniform to be worn

- Strategic and Operational plans

Key drivers for improvement at our site are:

- our site's 2007-09 Learning Plan *Positive Futures* and
- DECS 2008-09 Key Focus Areas for Action.

These reflect:

- targets in our state's strategic plan *South Australia's Strategic Plan 2004-14 (updated 2007)*,
- new and emerging state/national government priorities for education, and
- our communities' priorities.

#### Learning Plan 2007-09 *POSITIVE FUTURES*

##### Well being

improve levels of students and staff well being

##### Quality Teaching and Learning

teachers continually improve their professional standards & skills by providing engaging, stimulating & flexible learning programs  
students learn how to learn, engage in learning and find learning pathways

##### Future Curriculum

develop successful pathways for all students at Nuriootpa High School which lead into further education, training or employment  
implement the *future* SACE.

*Supported through: A positive and reflective culture; Effective and accountable leadership; Good community & parent relations and communication; A commitment to improve the learning environment.*

#### 2008-09 Key Focus Areas for Action

##### Well being

Improve Staff Wellbeing

##### Quality Teaching and Learning

Literacy & Numeracy

Individual Learning Support – ILPs/PLPs

Improve Student Engagement

##### Future Curriculum:

Implement the *future* (New) SACE

Development of key school policies & procedures

## 4. Curriculum

- Subject offerings

Year 8 students learn from within the eight learning areas, namely: Arts, English, Health & Physical Education, Languages (Indonesian or German), Mathematics, Technology, Society and Environment and Science.

In year 9 and 10 students continue to study units from all learning areas. However some choices are made to enable them to spend more time learning subjects in which they have a keen interest and potential pathways.

Year 11, 12 and 13 students learn from a wide range of subjects within the South Australian Certificate of Education (SACE) curriculum that includes all learning areas as well as Vocational Educational Training (VET) studies.

VET courses are an important component of the senior school.

- Special needs

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

The Disability Unit for Students with Severe Learning Disabilities has a middle years class and a senior years class. The senior years class has a focus on preparing students for their transition to post school options including employment. A number of the Unit students are also integrated into mainstream classes.

- Special curriculum features

Languages: German and Indonesian are taught from years 8 to 12. The school has been a long-standing participant in the BadenWuerttemberg annual student exchange program to Germany. The school has an annual group of Japanese students who visit for a short term program to learn English.

Music: A high quality music program has been in place for many years. The school's choirs, ensembles, concert and stage bands perform regularly at Barossa Valley community functions. Over 100 students participate in the instrumental music program and ensemble groups.

Agriculture: is taught in all year levels. Innovative programs include enterprises such as a winery where students process grapes to make shiraz, chardonnay and port from grapes grown in the school vineyard and other local areas. School produced wines have regularly won medals in Australian amateur and local wine shows. Barramundi fish are raised in tanks as part of an aquaculture program. The school offers Certificate 1 and 2 courses in Racing through agreements with Lindsay Park Racing Stud.

VET: The school has a well-developed program for Vocational Education and Training to provide pathways from school to further education, training and employment. The Barossa Lower North Futures Connect cluster includes secondary schools from Balaklava, Burra, Cambrai, Clare, Eudunda, Kapunda, Nuriootpa and Riverton. VET programs enable students to receive recognised industry accreditation at Certificate Levels 1 and 2, as well as meeting Stage 1 and Stage 2 SACE requirements.

Current VET programs include:

- Food and hospitality courses within home economics.

- Engineering pathways within technology.
- Viticulture, aquaculture and horse industry studies within agricultural studies.
- Students access a range of stand alone VET qualifications through TAFE e.g. Hair and Beauty, Community Services and Forklift Licence.

An Apprenticeship Broker is located at the school working across the Barossa and Mid North region to support students in undertaking School Based Apprenticeships (Abas).

All students undertake Stage 1 Work Education in Year 10 and participate in a work experience program.

- Assessment procedures and reporting

Student reports are sent home at the end of each term.

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 for most subjects in Stage 2.

- Joint programs

Nuriootpa High School is a member of the Barossa Lower North Futures Connect program. This is an incorporated group of regional schools who share grant money and plan together for career education and vocational education.

## 5. Sporting Activities

The school is actively involved 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, tennis courts and a community-school gymnasium.

## 6. Other Co-Curricular Activities

- General

Co-curricular activities and community involvement are strongly encouraged (eg. music, sports, public speaking, debating).

The school supports student involvement in a wide range of sporting, cultural and academic co-curricular activities. In addition to sporting involvement outlined above, senior drama classes present annual productions based on their SACE studies. Music students participate in the choirs, concert and stage bands and/or with a variety of ensemble groups. Music performances from school groups are in high demand at community cultural activities. A large number of students participate in the bi-annual school musical where students gain a SACE Stage 1 unit from year 9...

Nuriootpa regularly hosts exchange students and started its International Program in 2006 with short-stay visits from Japan and a small number of longer term enrolments. A sister school program with St Helena, California in USA which included a visit by Nuriootpa High School staff and students in December 2007.

## 7. Staff (and their welfare)

- Staff profile

The school has a stable and experienced teaching staff.

Instrumental music teachers visit the school to complement instruction provided by teachers at the school. Instrumental music teachers are employed by the school to ensure access to a wide range of instruments.

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

- Leadership structure

The senior management team comprises principal, deputy principal, three assistant principals and the business manager. The deputy principal is responsible for overall curriculum leadership with a focus on the senior years, construction of the timetable and senior school student management.

One assistant principal is responsible for middle years curriculum, year 8 student management, induction and staff training and development.

The second assistant principal is responsible for daily operations and year 10 student management.

The third assistant principal is responsible for the special education program, including leadership of the Disability Unit for Students with Severe Disabilities and year 9 student management.

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, Health & Physical Education, Languages & International Education, Mathematics & Numeracy, Performing Arts, Science, Society & Environment, Technology, Visual Art, Vocational Education and Individual Learning Support. The two school counsellors are also coordinators.

Internal teacher-manager appointments include year level managers from years 8 to 12, and sports manager.

- Performance Management

All staff are allocated to a line manager and each staff member annually completes a Performance & Personal Development Plan.

- Staff utilisation policies

Teaching staff are deployed by the deputy principal in liaison with the learning area coordinators and teachers to maximise learning opportunities for students across all learning areas and subjects. Whilst most teachers work full-time, the school aims to support those who prefer part time employment.

The deployment of SSO time is regularly reviewed to ensure it maximises support services for students, staff and parents.

- Access to specialist staff

Specialist support services, especially in supporting students with disabilities, are accessed from the District Education Office at Elizabeth.

## 8. Incentives, support and award conditions for Staff

- Complexity placement points  
1.5
- Isolation placement points  
1.5
- Travelling time  
It takes approximately 90 minutes to travel from Nuriootpa High School to the Adelaide GPO.
- Housing assistance  
Limited government housing is available in the local area. Teachers seeking assistance with housing should contact Real Estate Management (08) 8226 5050.
- Medical and dental treatment expenses  
Employees who reside outside the Adelaide metropolitan area by virtue of their employment are eligible for reimbursement of certain travel and accommodation expenses incurred when obtaining appropriate medical or dental assistance. Time is also allowed for necessary absence from duty. Teachers are eligible for the first 7 years in any locality, provided they teach at least 0.4 time. (See Award clause 17 for details.)  
Other employees are eligible for similar benefits, provided that they work for more than 15 hours per week and are not "local recruits". (See Commissioner's Determination 13 for details.)

## 9. School Facilities

- Buildings and grounds  
The school is set in attractive grounds with 2 ovals, several tennis courts and various lawn areas. The buildings contain a mixture of solid construction and timber classrooms. The original stone building, which was erected when the school opened, houses the main school office, administrative areas, staff room and staff amenities.  
Buildings include computing and science, a double-storey classroom teaching unit and resource centre, a single-storey, classroom teaching unit, visual arts and home economics centres, change rooms, canteen, Memorial Hall and the gymnasium/stadium, which is used for physical education, drama, music and school assemblies. A new Technology Centre was officially opened in July 2008 and includes Computer Assisted Design, Robotics, Electronics, Woodwork, Metal and Auto Studies. Extensive upgrading of the grounds has seen the establishment of an attractive central courtyard with paving, lawn and shade areas.  
Agricultural facilities include a vineyard, Wine Education Centre an aquaculture centre, paddocks for sheep and cattle, poultry sheds, vegetable plots, a glass-house, a shade house and a nature reserve.  
The local area computer network provides Internet access from all computers. Students are given an e-mail address and internet access from

the curriculum network. The Technology Replacement Plan budgets to replace computer hardware and network software over a 4-year cycle.

Future redevelopment plans need to be formulated.

The Disability Unit is part of one of the main solid buildings and consists of four purpose built classrooms with staff and storage areas.

- Heating and Cooling

All classrooms are air-conditioned. Evaporative air conditioning in many buildings is in need of replacement. The double storey building requires the heating and cooling unit to be replaced.

- Specialist facilities

Six classrooms are equipped with computers for access by teachers and students from all learning areas. Information technology classes are scheduled into computer classrooms however booking systems are in place for teachers in other learning areas to use these rooms. Smaller sets of computers are also available in other areas of the school to support general classroom studies. All staff have access to the administration computer network in their work areas.

The resource centre operates the “Bookmark” software library system.

- Student facilities

The school canteen provides a wide variety of foods. A manager, part-time paid staff and volunteers staff the canteen.

The canteen manager manages a small supply of second hand uniform to assist families in conforming to the school uniform policy.

A uniform shop has operated on the school site this year and is located in Room 2. From the commencement of term 3 Devon Clothing took over and is now the supplier and retailer of our school uniform items.

- Access for students and staff with disabilities

Access ramps have been installed to many buildings. A lift enables access to upstairs teaching areas.

- Access to bus transport

DECS 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 DECS buses if they live more than 5 km from the school. Public transport is available from Gawler, Freeling, Sedan and Williamstown to Nuriootpa each day.

## 10. School Operations

- Decision making structures

Decision making policy and accompanying procedures are to be reviewed 2008-09.

Governing Council has number of sub committees including Buildings & Grounds, Canteen, Finance Advisory, School Development and Uniform.

Currently an Executive Committee representing the eight learning areas, students, teaching and non teaching staff and the Governing Council exists.

Other standing committees contributing to decision-making include Christian Pastoral Support Workers, Curriculum, Training and Development, OHSW and Technology.

- Regular publications

Regular school to home communication includes the newsletter, which is printed three times per term, the annual curriculum guide and end of term student reports. A daily bulletin is published for staff and student information. A prospectus is issued to all new families and staff.

- Other communication

A student information brochure is distributed to all year 7 students in the district as part of the transition program to inform them about beginning secondary school at Nuriootpa High School. The NHS student diary contains a range of relevant school policies and procedures for student and parent information. Other notices are sent home as required.

- School financial position

The finance committee is a sub-committee of the Governing Council. The finance committee plans the school budget each year. Funds are allocated to learning areas on a formula basis. In addition, an opportunity is given to staff to prepare submissions for additional curriculum and/or depreciation funding each year.

- Special funding

The school benefits from Futures Connect Program funding as part of the Barossa Lower North Futures Connect program. This extra funding comes from Federal grants and is available for vocational education. The school also receives funding for the Engineering Pathways Program and regularly seeks grants to support school programs.

## **11. Local Community**

- General characteristics

The school is highly regarded in the community. The Barossa Valley community provides strong support for the school and its programs.

- Parent and community involvement

Parents are encouraged to participate in the Governing Council and/or one of the sub-committees of the school. Governing Council members are elected at the Annual General Meeting in February.

The school receives significant support from the community, especially with the operation of the school winery, the music program and end of year presentations.

- Feeder primary schools

The main feeder primary schools are Angaston, Greenock, Good Shepherd Lutheran, Keyneton, Light Pass, Lyndoch, Moculta, Nuriootpa, Redeemer Lutheran, St Jakobi Lutheran, Sandy Creek, Tanunda, Tanunda Lutheran and Truro.

Some students enrol from primary schools beyond the school district (e.g. Cambrai, Freeling, Gawler, Sedan, Springton and Williamstown).

- Other local care and educational facilities

Out of school hours care provision is available at Nuriootpa Primary School. Pre-schools operate in the major towns of the Barossa Valley region.

- Commercial/industrial and shopping facilities

There are several major towns within the school's declared school district including Angaston, Lyndoch, Nuriootpa and Tanunda. The Barossa District Council has its principal office in Nuriootpa and the council area includes the major towns named above and also Mount Pleasant and Williamstown. All towns and districts within the school catchment area are proud of their commercial, tourist and recreational facilities and features.

- Other local facilities

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

- Climate

The Barossa Region has a typical Mediterranean climate with dry summers and mild winters. Most rain falls between April and October and the average rainfall is 550 millimetres. Autumn - March to May brings mild days and chilly evenings. Winter - June to August brings chilly days and cold nights. Spring - September to November brings fresh mornings, sunny days, and cool evenings. Summer - December to February has warm days with temperatures up to 35 degrees Celsius being common.

- Major Industries

Wine making, grape and grain growing, spirit distillation, dried fruit processing and packing. Manufacturing of cement. Beef, wool and fat lambs, dairy, egg production, forestry, water storage, horse studs and thoroughbred racing. Restaurants and tourism accommodation.

- Availability of staff housing

Some government housing is available for staff in the Barossa Valley region. The large numbers of real estate businesses in the area offer a variety of properties for rental or sale.

- Local Government body

Nuriootpa High School is situated in The Barossa District Council. Information regarding the council can be accessed via a link on the school's webpage.