



# SCHOOL CONTEXT STATEMENT

Updated: March 2024

**School number:** 0788 and 1590

**School name:** Nuriootpa High School and Disability Unit

## 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 in 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 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, 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 Ourselves and Others and Respect for our Environment.

# 1. General information

- School Principal name: Gerri Walker
- Deputy Principal's name: Brent Bloffwitch
- 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 3 Disability Unit classrooms and 3 Special Classes ranging from Years 7 – 12.
- Postal Address: 1 Penrice Road, Nuriootpa SA 5355
- Location Address: 1 Penrice Road, Nuriootpa SA 5355
- DECD Region: Barossa Region
- Geographical location – ie road distance from GPO (km): 65 kms
- Telephone number: 8562 2022
- Fax Number: 8562 1029
- School website address: [www.nurihs.sa.edu.au](http://www.nurihs.sa.edu.au)
- School e-mail address: [dl.0788.admin@schools.sa.edu.au](mailto:dl.0788.admin@schools.sa.edu.au)
- Child Parent Centre (CPC) attached: None
- Out of School Hours Care (OSHC) service: None
- February FTE student enrolment:

	2020	2021	2022	2023	2024
Disability Unit	30	31	27	26	21
Special Class	12	19	29	33	36
Year 7			192	221	167
Year 8	214	252	188	188	208
Year 9	212	211	244	182	191
Year 10	202	208	191	225	170
Year 11	174	185.4	197	176	198
Year 12	175.75	160.85	151	193.8	154
Year 13	4.5	9.5	10	0	18.425
FLO	76	75	76	75	75
Total	1100.25	1151.75	1305	1319.80	1238.43

	2020	2021	2022	2023	2024
School Card Approvals %	185	219	250	292	219
NESB Total (Persons)	0	0	1	2	10
Aboriginal FTE Enrolments	32	32	37	42	41

- Student enrolment trends:

Our enrolment numbers have grown with the introduction of the Year 7s. It peaked in 2023.

- Staffing numbers (as at February census):

In February 2024 there were a total of 204 paid employees that consisted of the following:

Teaching staff 85.5 FTE

Non-teaching staff 50 FTE

Pastoral Care Worker 0.4 FTE

Instrumental Music teachers 5 FTE

Aboriginal Community Education Officer 1 FTE

Canteen Employees 2.5 FTE

Youth Worker 1 FTE

Both the school including the Special Classes and the Regional Disability Unit receive some additional SSO hours in support of individual students with specific identified disabilities and behaviours.

- Public transport access:  
Public bus transport is available daily from Freeling, Gawler and Williamstown via the privately operated Link SA. A network of 15 DfE contracted bus routes delivers students to Nuriootpa High from the Barossa Valley and adjacent areas. About 750 students travel to school by bus each day.
- Special site arrangements:  
Nuriootpa High School runs a commercial winery through our Wine Education Programme, Nurihannam Wines. We have established extensive partnerships within the local wine industry of the Barossa. In 2015 a Flexible Learning Centre was established. The Centre provides alternative learning options for students to complete their SACE, re-engage with education or work on individual learning plans. Student enrolments fund the centre in conjunction with community support.

## 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 Wellbeing 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 Year 7.

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

- Student support offered  
The student wellbeing team includes Student Well-being leaders, a Pastoral Care Worker and a Youth Worker. The two Wellbeing Leaders (male and female) support students in a confidential way with personal, school and/or career concerns. The Pastoral Care Worker complements the work in supporting students and families as well as running specific activities. The Aboriginal Secondary Education Transition Officer (ASETO) works closely with the Aboriginal Education Teacher (AET) and Aboriginal students and their families to support learning and success in all aspects of schooling. A Youth Worker has a case management role for some students and a mentoring and support role for other students. They conduct proactive programs to help social skill development and work collaboratively with the well-being team. Provision is made for students who have learning difficulties to receive additional support in accordance with DfE policies. The on-site Regional Disability Unit commenced in 1998 and caters for students with a wide range of abilities.

Development of literacy and numeracy skills along with life skills and future pathways are key features of the program. This is supplemented by Regional Special Classes. Strategies are in place to support students at risk of leaving school without a clearly defined pathway to meaningful further education, training or employment. A B2 Leadership position in Flexible Pathways and FLO coordination and an Assistant Principal (SACE, VET & Careers) exists to support students to consider pathways to success and access school based apprenticeships or explore pathways beyond school. Effective communication between home and school is assisted using Daymap, email, phone and text messaging. Co-curricular activities and community involvement are strongly encouraged (eg. Music, Choir, Concert Band, Sports, Debating, Livestock Club and Lego Club). A transition and induction program operates to support students beginning high school.

- Student management

The school has a Behaviour Support Policy and Processes based on Positive Behaviours for Learning and restorative practices. Year Level Teams are appointed to supervise and promote the care and wellbeing of students at each year level. An Assistant Principal leads these teams and is supported by Year Level Leaders and Year Level Managers. In the enrolment process, students are placed in a Year Level Home Group. Years 7 and 8 follow an Australian Curriculum timetable and from Year 9, students select subjects according to the SACE or Australian Curriculum Framework.

- Student government

Students are encouraged to participate in school decision-making through liaison with the Student Representative Council (SRC). There is a well-established Student Representative Council with a strong history of student voice and governance. The SRC has a vertical home group comprising representatives from Years 8 to Year 12 – Year 7 students remain in their Home Group. SRC members liaise with home groups 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 other committee meetings.

- Special programmes

An active transition programme operates to support students beginning high school. 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 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 opportunities for students to gain skills and understanding in all aspects of the wine industry. The commercial arm to the program produces high quality products that are medal-winning wines in open competitions. The Wine Education Program is complemented by a Viticulture Work Experience Program, in partnership with Barossa Grape and Wine Association, which has led to many apprenticeship outcomes since its inception.

There are targeted Positive Education programs for Years 9 and 11 students to develop positive wellbeing, purpose, resilience and improved learning outcomes.

### **3. Key School Policies**

- Site Improvement Plan and other key statements or policies:  
Goal 1 is focussing on high impact teaching strategies and developing a Whole School Pedagogical Agreement.  
  
Goal 2 is to enhance the safe, inclusive, and respectful school environment to ensure that everyone belongs, is valued and supported.
- Recent key outcomes:
  - Ongoing development of a Whole School Pedagogical Approach
  - Progress against Bullying Action Plan with respect to education and reporting process

## 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 several schools in the region. The school also hosts a hospitality immersion program in partnership with CEG and local employers. 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 10 and 11 to support them in choosing courses for the following year.

- Open Access/Distance Education provision: Nil

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 postschool options including employment.

Some 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. The school's concert and stage bands perform regularly at Barossa Valley community functions. Over 100 students participate in the instrumental Music programme and ensemble groups.

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. Agriculture classes manage sheep and poultry

enterprises each year and sheep, goats and steers are prepared annually for competition at the Royal Adelaide Show.

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 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, Animal Care, 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, Commercial Cookery, Hospitality, Horticulture, Agriculture and Rural operations. The school is an Instrumental Music focus school, hosting Instrumental Music teachers from across the region. All students undertake Stage 1 Exploring Identities and Futures (previously Personal Learning Plan) in Year 10 and participate in a work experience programme. Workplace Practices is also offered as a SACE subject at Years 11 and 12.

- Student assessment 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. This group includes many of the high school's feeder primary schools and 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 and community involvement are strongly encouraged (e.g. music, sports, and 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 concert and stage bands and/or with a variety of ensemble groups. Music performances from school groups are in high demand at community activities.

Nuriootpa High School offers participation in Operation Flinders where groups of students take part on an annual basis.

A camp is offered to Year 7 students.

Senior students are offered the opportunity to participate in an annual snow trip.

## 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 and 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 /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 & Social Sciences and Languages, Technology, Inclusive Education Centre, two Student Well-being Leaders and 3 Year Level Leaders.

Internal teacher-manager appointments include Year Level Managers from Years 7 to 12, Student Representative Council, Wine program and Sports Manager.

An early closure on Monday provides opportunities for regular professional learning and meeting times. Students finish at 2.40 pm and staff are on site up to 5.00 pm for this program.

- 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 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. Implementation is based on DfE practices.

- 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.

- Other

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

- Complexity placement points  
1.5
- Isolation placement points  
1.5
- Shorter terms  
:
- 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.
- Cash in lieu of removal allowance  
:
- Additional increment allowance  
:
- Designated schools benefits  
:
- Aboriginal/Anangu schools  
:
- Medical and dental treatment expenses  
:
- Locality allowances  
:
- Relocation assistance  
:
- Principal's telephone costs  
:

## 9. School Facilities

- Buildings and grounds

The school is set in attractive grounds with 2 ovals, courts and expansive lawn areas. The buildings contain a mixture of solid construction and timber classrooms. The original stone building which was erected when the school opened in 1935 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 open space classroom teaching unit, visual arts, multipurpose building, 8 new classrooms, language centre, Disability Unit, automotive workshop, hospitality centre, wine education centre, home economics centre, change rooms and canteen. The Memorial Hall and the double gymnasium/stadium are 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 Automotive Studies. Extensive upgrading of the grounds has seen the establishment of an attractive central courtyard with paving, lawn and shade areas.

A new \$2m 4-classroom Language Centre was built in 2010 replacing several wooden buildings.

Due to increased enrolments a new two classroom expansion of the Inclusive Education Centre was completed and commissioned for the start of 2013 – value \$0.75m. There were an additional 2 classrooms built at the end of 2021.

The Trade Training Centre was completed in 2014 and provides a kitchen/catering facility adjacent to the Wine Centre, a doubling of Auto and new facilities for cattle in Agriculture.

Agricultural facilities include a vineyard, Wine Education Centre an aquaculture centre, paddocks and handling facilities for sheep and cattle, poultry sheds, vegetable plots, a shade house and a nature reserve.

In 2018 a new STEM facility was developed within an existing building. Two laboratories were also upgraded.

The local area computer network provides Internet access from all computers and WiFi across all buildings on site. Students are given an e-mail address and internet access for the curriculum network. A BYOD program was initiated in 2016 and students bring their own device.

Teachers use technology throughout their teaching, utilising electronic whiteboards, interactive TVs, flipped learning, and each teacher is provided with a laptop with digital inking capabilities.

The Inclusive Education Centre currently consists of:

- a four classroom unit located in one of the main buildings which consists of purpose-built classrooms with staff and storage areas and
- two, dual-classroom units located adjacent to the Languages Centre which are standalone units.

The first Special Class was established in 2020, catering for 12 students. An additional Special Class catering for 12 students was established in 2021. A third class was established in 2022.

In 2021 several buildings were built as part of the Year 7 to High School project:

- A multipurpose building consisting of 2 art classrooms, PE, Performance workshop & classroom and a music suite.
- A new Technology Lab was also built next to the Technology Centre.
- 8 classrooms

In 2023 the school received a renovated toilet block consisting of 3 boys, 3 girls and a unisex/disability toilet.

- **Heating and cooling**

All classrooms are air-conditioned.

- **Specialist facilities and equipment**

Two classrooms are equipped with desktop computers for access by teachers and students from all learning areas. Specialist subjects that require ICT are scheduled into computer classrooms however booking systems are in place for teachers in other learning areas to use these rooms. The Resource Centre operates the “Bookmark” software library system. All teaching staff have wireless laptops and use Daymap and ClickView.

- **Student facilities**

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

The Student Support Centre provides support in a range of areas such as Bus passes, First Aid, access to DOCS and counselling programs and various parent/caregiver enquiries.

The Uniform shop is located in Student Support and is open Thursdays 8.30 am - 11.00 am and 1.00 pm - 3.45 pm.

Year 12s have a Year 12 Learning Hub which includes a kitchenette.

- **Staff facilities**

All teaching staff are allocated an office area and a personal laptop. There is a common staffroom for staff congregating at break times and access to pigeon holes.

- **Access for students and staff with disabilities**

Access ramps have been installed in many buildings. Ramps have been installed to the staff toilets and staff room. A lift enables access to upstairs teaching areas and staff car parks are provided.

- **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.

- Other

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## 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 twice per term, school website, Daymap messaging, Facebook, annual curriculum guides for each year level and end of term student reports. A daily bulletin is published for staff and student information via Daymap. The school website provides access to many communication modes.

- **Other communication**

Daymap is used as a regular communication method within the school and to parents.

An electronic student information brochure is distributed to primary schools for all Year 6 students in the region as part of the transition programme to inform them about beginning secondary school at Nuriootpa High School. The school maintains a website at <http://www.nurihs.sa.edu.au> - follow the link to Nuriootpa High School Facebook page.

- **School financial position**

The school is in a sound financial position and looks to continually improve facilities and grounds.

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

## 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 programmes. The Wine Education Program, in particular has a number of close partnerships with local industry and receives in-kind support in the education and training of students to prepare them for careers in that industry.
- **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 March.  
The school receives significant support from the community, especially with the operation of the school winery, the music programme, end of year presentations and financial support for wellbeing programs for students and families in need.
- **Feeder or destination 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, Faith Lutheran College Junior School and Truro.
- **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. Barossa TAFE is located in Nuriootpa, approximately 1.5km from NHS.
- **Commercial/industrial and shopping facilities**  
Nuriootpa is the commercial centre for the Barossa Valley. Tanunda and Angaston are the centres of the widely acclaimed tourist industry. All towns and districts within the school catchment area are proud of their commercial, tourist and recreational facilities and features.
- **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 is one of the world's premium wine districts.

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

- **Availability of staff housing**

- **Accessibility**

Nuriootpa is accessible from Adelaide via the Northern Expressway and Sturt Highway . A public bus system is available from Adelaide via LinkSA. Details of transport can be found on the LinkSA website.

[www.adelaidemetro.com.au/](http://www.adelaidemetro.com.au/). Adelaide Metro [www.adelaidemetro.com.au/](http://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 situated in The Barossa Council.

## 12. Further Comments