

# SCHOOL CONTEXT STATEMENT

Updated: May 2017

**School number: 0318**

**School name: Nuriootpa Primary School**

Nuriootpa Primary School is an R-7 public school located in the Barossa Valley. Our Purpose is to key into excellence by developing engaged and independent lifelong learners who demonstrate respect and responsibility within our school and wider community. Our values are RESPECT, RESPONSIBILITY ACIEVEMENT AND PERSISTENCE. We believe the most powerful and effective learning occurs when there is authentic engagement through quality teaching and learning and this guides our improvement focus. We believe this is how we will be successful in achieving our purpose. We work closely with the local community and neighbouring public schools to deliver high quality curriculum based on the Australian Curriculum and the South Australian Curriculum and Accountability. We foster and build active citizenship in our students. We hold ourselves accountable for improving the achievement and wellbeing of all our students. In 2009 and 2012 Nuriootpa Primary School was successfully validated for quality and rigour against the DECD Improvement and Accountability framework and the 5 elements of improvement.

## 1. General information

- School Principal name: Ms Jill Hess □□
- Deputy Principal’s name, Mr David Murray
- Year of opening: 1860. On current site since 1977
- Postal Address: 15 Buna Terrace, Nuriootpa, S.A. 5355 □□Location Address: Buna Terrace, Nuriootpa, S.A.
- DECD Partnership: Barossa Valley
- Geographical location – ie road distance from GPO (km): 69 kms.
- Telephone number: 08 8562 1040
- Fax Number: 08 8562 1958
- School website address: <http://www.nurips.sa.edu.au>
- School e-mail address: [dl.0318.info@schools.sa.edu.au](mailto:dl.0318.info@schools.sa.edu.au)
- Child Parent Centre (CPC) attached: NO
- Out of School Hours Care (OSHC) service: YES

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- February FTE student enrolment:

|           | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|-----------|------|------|------|------|------|------|
| Reception | 28   | 25   | 35   | 44   | 42   | 27   |
| Year 1    | 35   | 34   | 36   | 35   | 45   | 43   |
| Year 2    | 34   | 35   | 49   | 51   | 35   | 43   |
| Year 3    | 40   | 32   | 39   | 35   | 55   | 36   |
| Year 4    | 37   | 34   | 37   | 40   | 34   | 52   |
| Year 5    | 39   | 40   | 37   | 37   | 42   | 36   |
| Year 6    | 44   | 37   | 43   | 37   | 40   | 43   |
| Year 7    | 38   | 44   | 40   | 43   | 36   | 45   |
| Total     | 284  | 281  | 316  | 322  | 329  | 325  |

|             | 2011 | 2012 | 2013 | 2014   | 2015 | 2016   | 2017 |
|-------------|------|------|------|--------|------|--------|------|
| School Card | 16%  | 16%  | 13%  | 18.67% | 20%  | 15.24% | 18%  |
| NESB        | 1    | 0    | 0    | 0      | 0    | .6%    | 0.3% |
| Aboriginal  | 9    | 4    | 0    | 5      | 6    | 2.74%  | 4.6% |

- Student enrolment trends:

Although our numbers did decline, they are now increasing. We believe the increase is due to families realizing how much each child and family are valued at our school. Our teachers and SSO's work very hard to meet the needs of all students and I believe families are responding to this and sharing their experiences with the wider community. We are excited about having more Aboriginal students and students from other cultures at our school now.

Our school deals with a number of transient students which also affects our numbers.

- Staffing numbers (as at February census):

Staffing numbers

Male – 4 (2) teaching staff, IT technician 1 day per week and a Groundsman

Female - 20

NIT-

Male –Design & Tech 0.4

Female -3 Arts0.2

German - 0.6

PE/Health 0.9

Design & Tech 0.4

SSO'S Hrs

Basic - (classroom, finance, administration) 62.5

Special needs 59

ICT Network Manager 6

Library/ICT/WHS support 26

- Public transport access:

The school is serviced by a number of school buses, operating from the High School, which bring students from outlying areas. Students who live more than five kilometres from their closest school are eligible for bus transport. Parents can make the choice to enrol students at this school but if they are bypassing their closest school they are ineligible for DECD transport and parents are responsible for getting students to and from school. There is also a local service, which children can pay to access.

- Special site arrangements:

We have taken over the old Dental Clinic on site and this operates as a Community Centre. There is a Breakfast Club operating from there 3 mornings a week. It also houses the offices of our Counsellor and Christian Pastoral Support Worker.

## 2. Students (and their welfare)

- General characteristics

R-7 comprising of 12 classes. All are composite.

There are currently 18% that are School Card holders.

There are currently 4.6% of students who identify as Aboriginal.

- Student well-being programs

The school has a 0.4 counselling offered through the Deputy Principal. The Principal also counsels students if need be. We also have a Christian Pastoral Care Worker who works 15 hours per week. Her role is to support students and families

- Student support offered

There are support programs available for students who need additional learning or emotional support. Our LAP program is a very important part of our school and we currently have 22 students and 15 volunteers in this programme.

- Student management

There is a very clear Student Behaviour Management policy, which incorporates a code of behaviour, expectations and consequences for negative and positive yard and class behaviour. We have a clear anti-bullying policy.

Counselling students is considered crucial in supporting them in changing behaviour and in making positive choices.

Individual plans are developed for students whose behaviour does not change within the standard processes.

We are using the 5 Point Scale and Way to A behaviour strategies to help students manage and change their negative behaviours.

We use the Restorative Justice principles to support students in taking responsibility for their behaviour and to build positive relationships.

- Student government

We have an active SEG (Student Executive Group), which involves Years 3- 7 students. It provides students with meaningful opportunities to express their views and to take an active responsibility in their community. Each SEG member is linked to a class and supports them in projects of social responsibility. All classes conduct class meetings which identify issues and projects for the S.E.G.

- Special programmes

Learning Assistance Program: There is a strong LAP program, which is co-ordinated by a parent. The emphasis is on building student self-esteem and self-confidence.

### 3. Key School Policies

- Site Improvement Plan and other key statements or policies:

#### **OUR PURPOSE:**

We key into excellence by developing engaged and independent lifelong learners who demonstrate respect and responsibility within our school and the wider community.

**VALUES:** RESPECT: RESPONSIBILITY:ACIEVEMENT:PERSISTENCE

#### **Guiding Principles:/Our beliefs:**

At Nuriootpa Primary School we believe that to achieve our school purpose we need to operate under the following principles:

- Our main purpose is to provide **quality learning** for all. Our work will be centred on creating a learner centred environment with high expectations for all learners. We endeavour to ensure that each learner has access to the right support and direction enabling them to achieve success in terms of their learning and wellbeing.
- We believe that the school community has a **collective and shared responsibility** for the learning of all students and that everyone will endeavour to support as much as possible the learning programs provided for all students.
- We believe that **quality teaching** lies at the heart of learner achievement. As a site we will work to continuously improve the services that promote and support teaching and learning and build effective learning communities.
- We believe it is critical to **think and act systemically**. This means understanding the complex relationships between all parts of the systems within which we work. It requires us to work together to develop effective processes and strategies involving the broader school community to support the needs and aspiration of our students.
- We believe that to be an effective site and achieve our vision we must **share leadership** and build leadership capacity and expertise throughout the entire school community.
- In order to build a positive learning culture focussed on **continual improvement** and growth for all we believe that the behaviours, skills, attitudes and practices of all members of the learning community need to be clearly and consistently aligned.
- We believe we must intentionally **create a culture** that involves the people in transforming the capacity of our site. This culture should be characterised by high levels of staff satisfaction and morale and support for individual and group performance development.
- We believe we must **listen and respond** so that we are alert and responsive to the current and future needs of learners and the community. We need to be able to respond by taking actions, directing our improvement efforts and targeting strategies to support improvement.
- We believe that **collecting and analysing key data** is required to allow us to strategically evaluate and improve outcomes. It enables us to consider aspects of our local community, practices and performance to direct future actions.
- We believe that by **setting clear directions**, in consultation with the school community and based on agreed values, vision and purpose we will identify priorities and actions to continuously improve outcomes.
- We believe we must **target and align our resources** effectively and innovatively to reflect priorities and provide the best opportunity to achieve desired outcomes.
- We believe that we must seek to **continuously improve** processes and programs for the whole school community.

- We believe that we should promote a culture and environment that encourages **balance** between work/study and other pursuits and which benefits health and wellbeing, and helps build stronger communities.
- We believe that we must engage and promote the **wellbeing** of each member of the school community so that they are able to achieve their best and enjoy their educational experience.
- We believe that we need to be leaders in **environmental** education and environmentally sustainable practices and influence the attitudes, aspirations, practices and values of our community to ensure the wellbeing of our planet.
- We believe we need to support and encourage **creative thinking** amongst all members of the school community who are endeavouring to respond to the needs of our learners.
- We believe that our school is an integral part of the **community**. We should encourage in each student an appreciation of their heritage and also the history and traditions of the local community. We believe we should aim to develop the capacity of our students so they can participate effectively in an increasingly challenging, diverse and multi-cultural world.

**TEACHING AND LEARNING Over-arching statement:  
THE MOST POWERFUL AND EFFECTIVE LEARNING OCCURS WHEN THERE  
IS AUTHENTIC ENGAGEMENT THROUGH QUALITY TEACHING AND  
LEARNING**

We believe that quality and teaching at Nuriootpa Primary School will be best achieved through the implementation of the four following principles.

1. An approach to curriculum that connects the areas of study and is based on deep knowledge and understanding.
2. Students participate fully in learning programs that are relevant or significant to the student and community and are delivered in real contexts.
3. Students and staff work together in aiming for individual and group excellence and the highest levels of achievement for all.
4. There is a highly supportive and quality learning environment for all students and staff.

## **4. Curriculum**

- Subject offerings:

All areas of study are provided. German is the language offered. Non Instruction Time is provided in the areas of German, Physical Education and Health and the Arts by specialist teachers.

The use of ICT is seen as an integral part of all curriculum areas. All classrooms have multiple computers and interactive whiteboards. Open Access/Distance Education provision: NIL

- Special needs:

NAPLAN results, diagnostic tests and teacher assessments are used to identify students for support, referral to other agencies and for targeted programming. This information is stored on a data base and analysed each year to improve learning outcomes.

The Deputy supports reading development in the Early Years. We have a SSO's who provides mini-lit.

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- Special curriculum features:

The Big 6 is a focus for us in literacy and we are further developing our daily focussed literacy times.

Numeracy and setting Open-Ended task is a focus for us also. This is to support our differentiation of curriculum to better support student learning.

The school has developed a curriculum map which involves 8 modules, one for each year level, developed every term and incorporating a whole school theme. There is a

School Choir made up of interested Year 5/6/7 students. The choir is part

of the Primary Schools Festival of Music.

Students have access to an instrumental program featuring woodwind and guitar.

There is a guitar ensemble and the students combine to develop band skills.

We have whole school assemblies twice a term and conclude the term with a “Star of Success” assembly where outstanding student effort is celebrated. . There is strong parent support for these assemblies. We have a wonderful and supportive group of parents and grandparents who meet each week to help and support other parents and each other.

The school has a whole school performance/concert every year and celebrates Come Out in the alternate year.

Buddy class projects are also encouraged with older and younger classes working together.

Students are involved in their own Market Days where they establish their own stall and sell a variety of products. The money they raise on that day is their own.

#### □□Teaching Methodology

Teachers work in collaborative teams. There are varying degrees of working partnerships. Teachers are innovative and collaborative in their teaching methodologies and work to high expectations. There is an emphasis on fostering thinking skills and for students to be actively engaged in their learning within a strong culture of success.

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All classes have access to computers, with pods of 12 in each 2 class teacher areas, and there is an expectation that these are used extensively across all learning areas.

All classes also have an interactive whiteboard with Easiteach software.

There is an extensive professional learning program to support the development of the skills and competencies of staff to deliver high quality teaching and learning programs.

#### □□Student assessment procedures and reporting –

Assessment is an integral part of the teaching and learning program and a wide range of assessment formats are used. Reporting is compliant with the

Commonwealth requirements and written reports are issued at the end of 2<sup>nd</sup> and 4<sup>th</sup> terms.

Interviews are held in terms 1 and 3. □□Joint programmes:

## 5. Sporting Activities

The school participates very actively in SAPSASA sport. A number of children have achieved success at State level in their chosen sport.

Each year we offer a number of specialist sporting clinics across many areas – e.g. tennis, gymnastics, rugby and lacrosse.

R - Year 5's participating in swimming lessons at the REX Fitness Centre. Year 6 and 7 students attend an aquatics camp every second year.

An R-7 sports day is held annually which is based on the active involvement of every student. Students are divided into four houses – Goolagong, Fraser, Whitten and Bradman. Students are elected to positions of Captain and Vice Captain.

## 6. Other Co-Curricular Activities

Instrumental Music. Students access DECD instrumental music tuition in guitar, and woodwind, we are actively promoting the teaching of classroom based music programs.

- Pre Service Teachers

We have a number of pre-service teachers placed in the school and value our partnership with UniSA.

- Local Links

Site leadership works closely with the Barossa Partnership group which includes like schools such as Angaston and Tanunda Primary Schools and Nuriootpa High School in particular sharing local policies and processes.

## 7. Staff (and their welfare)

- Staff profile

: There is little mobility. Most staff are settled within the Barossa Valley. Teachers are generally very experienced.

- Leadership Structure

The leadership team is made up of the Principal and Deputy.

- Staff Support Systems

The staff are organised into Yr R/1/2, Yr 3/4/5 and Yr 6/7 and SSO Learning Teams.

The school operates within a highly collaborative decision making model. Staff meets once a week before school to receive information and to deal with organisational matters. They then meet each week as a whole staff and in learning teams for professional development and curriculum matters.

All school policies are documented and available on a school intranet.

- Performance Management

The Principal and Deputy share the management of staff performance. This takes the form of program chats and classroom visits in term 1; colleague observations in terms 2 and 3 and term 4 we usually meet with Step 9 teachers to review their previous year's work and next application. Meetings are held at least three times a year but can be initiated at any time by teachers or line

managers. We have a strong focus on deprivatisation of practice and the development of performance through collegial support, mentoring and collaboration.

- Staff utilisation policies

We have specialist staff teaching German, Physical Education and the Arts (yr R-7).

- Access to special staff

We have two staff from the Instrumental Music Service working in the school. We have access to guidance officer, speech pathologist, special education support teacher,

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behaviour management support person. Curriculum advisor and leadership development staff from the Regional Office.

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

- Complexity placement points  
: NIL
- Isolation placement points  
: NIL
- Shorter terms  
: NIL
- Travelling time  
: 30 mins from Elizabeth.
- Housing assistance  
: NIL
- Cash in lieu of removal allowance  
: NIL
- Additional increment allowance  
: NIL
- Designated schools benefits  
: NIL
- Aboriginal/Anangu schools  
: NO
- Medical and dental treatment expenses  
: NIL
- Locality allowances  
: NIL
- Relocation assistance  
: YES
- Principal's telephone costs  
: NO

## **9. School Facilities**

- Buildings and grounds

The design of the school building is unique. The main building is circular and contains a mezzanine area. All areas are air-conditioned. There is a courtyard area and an Activity room. There is an activity room in this building. The Open Space design of the main unit is structured to support

clusters of three classes working together but currently there are only 2 classes in each section. This building will be modified as part of the STEM project to provide classrooms and flexible learning areas. In addition there is a new 4 teacher middle school unit for the year 6/7 classes. Other portable buildings house a middle primary class and technology room. Another building is used by the out of school hours care service. There is also an outdoor classroom. We have a new school gym completed in 2011. The grounds are well established and landscaped. We have been identified for a feasibility study which we hope will lead to a new school within the foreseeable future.

- Cooling

All buildings are air-conditioned with a new system installed at the beginning of 2008.

- Specialist Facilities

A sound field system has been installed to support the learning environment. This overcomes some of the difficulties of noise within the main building. Teachers wear a microphone and students also have access to another for sharing etc. The walls in the main building have been covered with sound reducing material.

#### □□Student Facilities

A canteen currently operates for 3 days a week – Wednesday to Friday.

- Staff Facilities

The school is very well resourced in curriculum support materials and ICT. Staff learning band teams manage a general curriculum initiatives budget and major learning priorities have their own budgets.

- Access for students and staff with disabilities

The school has wheelchair access and toilet / shower facilities for the disabled.

There are aids to support those with vision impairment. □□Access to bus transport

Available through the High School for children living more than 5kms from the school in line with DECD policy.

- Other

Before and After School Care facilities on site.

## 10. School Operations

- Decision making structures

Governing Council meet twice a term and operate within a structure of committees which report back to the executive. They are a very active, supportive and positive group. Staff are involved as a whole in decision making through the Wednesday morning administrative staff meeting. Staff teams control decisions around early years, primary and middle year's groups. Minutes of all decision making groups are held on the intranet.

- Regular publications Fortnightly parent newsletter.

School website.

Staff intranet containing all policies and a range of resources

Daily notices delivered electronically via Eduportal on a site announcements board.

- School Financial Position

School receives little additional funding due to its nature but maintains a healthy financial position. Effective financial management and strategic planning have allowed the school to effectively resource all its improvement priorities. Resource management is controlled by staff and governing council through the teams and committees. Budget areas are identified by school priorities and are managed by priority leaders.

## 11. Local Community

General characteristics

The Barossa Valley is 75kms northeast of Adelaide. The district and surrounds have a population of approximately 15,000. Most people live in one of three major centres. The majority of students attending the school live in Nuriootpa, however there is a significant number that travel in by car or bus.

The original school was established in 1860 and relocated to a new site in 1977. The school's main building is a unique design as it is totally open space, and able to house 12 classrooms and the resource centre. In addition we have five transportable buildings – the last of which was delivered early in 2007. The school design provides an excellent environment for collaborative teaching and learning.

Traditionally the school community consisted of families who for generations have lived in the Barossa. The community is changing, as families are continually moving into and out of the district from other regions. There is a very high employment rate.

Most families are very keen to have a say or to be involved in their child's education or in the administration of the school. Governing Council is very active.

- Parent and community involvement

The school enjoys a high level of parent involvement. This is as part of the

Governing Council and other support services like uniform shop, canteen and the Learning Assistance Program. Parents also help in all classrooms and school activities. We actively encourage parent participation and run volunteer induction and training programs. Our Express'O group meets weekly and supports and parents and offers some education based meetings.

- Feeder sites

Nuriootpa Community Children's Centre.

Most of our Year 7 students continue their education at Nuriootpa High School. There is also the option of attending a regional private schools. A small number of Yr 7's take this option.

- Other local care and educational facilities

Nuriootpa Community Children's Centre. Nuriootpa High School, Lutheran Primary and Secondary Schools. There are various child care services including Barossa Out of Hours School Care, Family Day Care and private business.

- Commercial/industrial and shopping facilities

Good local shopping and within 30 minutes travelling distance to major shopping centres

- Other local facilities

Good sporting and recreational facilities.

Wide variety of Performing Arts and cultural opportunities. Excellent professional theatre – Brenton Langbein Theatre in Tanunda that attracts many high quality productions.

Biannual Vintage Festival is a major highlight.

There are numerous other celebrations featuring the grape growing and wine industry.

Lots of opportunities to be part of church communities. The predominant religion is Lutheran although many other opportunities exist.

- Availability of staff housing.

Private rental or purchase needs to be organised through local real estate agents.

- Local Government body.

Barossa District Council

## **12. Further Comments**