



# SCHOOL CONTEXT STATEMENT

Updated: June 2021

**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, PERSISTENCE and ACHIEVEMENT. We have a focus on respect – respecting our self, respecting others and respecting our environment

We encourage our students to participate in activities outside of the classroom – choir, instrumental music and SAPSASSA. A large percentage of our students are involved in local sporting groups who work closely with the school.

We have an experienced teaching group and SSO's. Our staff is committed to the wellbeing and academic progress of each student at our site.

Over the last 3 years, we have had significant re-development done to the site. We have converted our open-space school into individual classrooms with large open areas adjacent to each classroom. We now have flexible learning areas where teachers can work individually, with an adjoining class and extend into the large open areas.

## 1. General information

- School Principal name: Ms Jill Hess
- Deputy Principal's name, Mrs Adele White
- 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: Gawler 1
- 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 (Happy Haven) service: YES

- February FTE student enrolment:

	2016	2017	2018	2019	2020	2021
Rec	42	37	26	30	29	18
1	45	43	35	27	27	27
2	35	43	40	32	26	27
3	55	36	39	38	27	23
4	34	52	36	36	35	27
5	42	36	54	35	35	34
6	40	43	40	57	33	35
7	36	45	42	44	57	31
	329	325	312	299	269	232

	2016	2017	2018	2019	2020	2021
School card	60	59	58	58	60	49
NESB					1	1
Aboriginal	3	6	8	9	10	9

- Student enrolment trends:

Our enrolments have declined over the years. However, we are now attracting families back to the site because our community is recognising the quality programmes we are offering to students. We believe the more positive view of our school is due to the hard work of teachers and SSO's to meet the needs of all students. Our improving student results are shared with our community and I believe our families are sharing their experiences with the wider community. 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 – 18

NIT

Male .6 H/PE

Female -1.3 Arts 0.7, German 0.6

SSO'S Hrs

Basic - (classroom, finance, administration) 62.5

Special needs 55

ICT Network Manager 5

Library/ICT/WHS support 25

- Public transport access:

The school is serviced by a number of school buses, operating from the High School, which bring student's 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 DfE 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 Pastoral Support Worker.

A new PCW will begin working here in term 3 2021

## 2. Students (and their welfare)

- General characteristics

R-7 comprising of 9 classes. All are composite.

Our students are, in the main, happy and enjoy our school and their learning.

- Student well-being programs

The school has a 0.4 counselling offered through the Well-being Leader. Deputy Principal and Principal also offer counselling to students if needed.

We have a Pastoral Care Worker starting in term 3 of this year who will work 15 hours per week. Her role is to support students and families.

- Student support offered

The Wellbeing Leader works with small groups of students in Art Therapy sessions and Gardening groups to help student's foster co-operative and collaborative work habits. The PCW will also be working with small groups of students to help them develop their positive self-concept.

- 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 to change their behaviour and make 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 student's with meaningful opportunities to express their views and to accept responsibilities in our school community. Each SEG member is linked to a class and supports them in projects. All classes conduct class meetings which identify issues and projects for the S.E.G.

## 3. Key School Policies

- Site Improvement Plan and other key statements or policies:

Our Numeracy goal is to: - have all students increase achievement in Maths particularly Number with a focus on those enrolled as years 3-6 in 2019.

Our challenge to practice in this area is: If we develop a common evidence-based approach to teach the Big Ideas in Number with a focus on place value (including decimals, fractions, ratios),

multiplicative thinking and design multiple-step mathematical problem solving tasks/investigations then we will increase student achievement in mathematics particularly in the number strand. This goal has not been addressed this year because staff, leadership and the ED believe we should focus on our Literacy goal and embed it in practice.

Our Literacy goal is:- All students will increase Reading achievement with a particular focus on those enrolled in years R-2 in 2019

Our challenge to practice in this area is: If we develop a rigorous systematic, synthetic approach to teaching and assessing students' knowledge of phonics, decoding and spelling as part of our focus on the Big 6, then we will increase student achievement in reading R-2.

We have focussed on this goal for the last 18 months aiming to have all teachers instilling good spelling practices in their work.

## 4. Curriculum

- Subject offerings:

R-7.

The Big 6 is a focus for us in literacy and we are further developing our daily focussed literacy times. Our school has had a very strong focus on Literacy (spelling) for the last 18 months. All teachers use the Jolly Phonics/Grammar, and Heggerty programmes daily. These programmes support teachers to provide a synthetic, systematic phonics/spelling programme. We are currently re-designing our tracking and monitoring system so it aligns with the Jolly Phonics/Grammar programme.

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. All teachers use Big Ideas in Number as part of their daily Maths routine.

German is the language offered. Specialist teachers provide non Instruction Time in the areas of German, Physical Education, Health, and The Arts (Music/Drama).

Other subjects taught are:- Science, Technology, Humanities and Social Sciences

The use of ICT is seen as an integral part of all curriculum areas. All classrooms have multiple computers and interactive TV's.

- Special needs:

NAPLAN results, PAT M & R, 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 regularly to improve learning outcomes.

The Deputy and AET supports reading development in the Early Years through implementing the MiniLit programme.

Open Access/Distance Education provision: NIL

- Special curriculum features:

There is a School Choir made up of interested Year 4/5/6/7 students. Each year our choir participates in the Primary Schools Festival of Music and the Northern Festival of Music.

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

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.

The school has a whole school performance/concert every year as well as an annual Sports Day.

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.

The years 5/6/7 participate in a bi-annual Aquatics Camp and a bi-annual camp.

### 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 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 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.

## 5. Sporting Activities

The school participates 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.

Year 4-7 students access DfE instrumental music tuition in guitar, and woodwind

- Pre Service Teachers

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

- Local Links

Site leadership engage with the Gawler 1 Partnership and the Gawler Portfolio.

Teachers meet once a term with other Gawler 1 teachers to share good practice.

## 7. Staff (and their welfare)

- Staff profile

: There is little mobility of staff at Nuriootpa Primary School. Most staff live within the Barossa/Gawler areas.

- Leadership Structure

The leadership team is Principal, Deputy and Well-being Leader.

- Staff Support Systems

The school operates within a highly collaborative decision making model. Staff meetings and professional development sessions are held weekly. For the last year we have been holding 6 weekly Teams meetings when all class teachers are released for ½ a day to allow staff members to work collaboratively to examine student data, pedagogical practices and to further develop our understanding about effective ways of teaching spelling. This has resulted in improved teacher practice across the site and increased student achievement.

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 documented meetings for the first 3 terms of the year, leadership walk-throughs, staff reflection and future growth points.

- Staff utilisation policies

We have specialist staff teaching, German, Physical Education and the Arts (Music).

- Access to special staff

We have two staff from the Instrumental Music Service working in the school. We have access to Support Services personnel based at the Gawler 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. We are currently under re-development and changing our Open Space building to individual classrooms. Each classroom has glass walls which allows teachers to work individually, collaboratively with the adjoining class or spread to the large open area which is attached to each classroom. Each class has a small outside learning area attached to their classroom. The library is a central part of the main building and easily accessible to all classes. There is now a vergola outside of the library to provide us with another outside learning area.

All areas are air-conditioned with state of the art lighting, which makes our areas bright and welcoming.

The main building also houses an Activity Room which we are using as a Music room.

In addition there is a 4 teacher middle school unit for the year 6/7 classes, separate from the main building.

There is another separate building which is a shared facility used by the school and the out of school hours care service (Happy Haven).

There is an outdoor classroom and a gym. The gym is used for PE lessons, assemblies, special events and after hours by community groups.

The grounds are well established and landscaped.

- Cooling

All buildings are air-conditioned.

- Specialist Facilities

A sound field system has been installed to support the learning environment.

### 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.

- 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 is 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 staff meetings. 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 - parent newsletter every 3 weeks.

School website.

Skoolbag

Facebook

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 improvement priorities. Resource management is controlled by staff and governing council through teams and committees. Budget areas are identified by school priorities.

## 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.

The original school was established in 1860 and relocated to a new site in 1977. The school's main building is a unique design and contains 8 glass walled classrooms, an Activity Room, large open areas which adjoin each classroom and the Resource Centre.

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 parent involvement as part of the Governing Council, canteen volunteer and volunteers who work in classrooms, attend camps and excursions.

- 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 Happy Haven, Family Day Care and private businesses.

- 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**