



SCHOOL CONTEXT STATEMENT

Updated: 3/5/2016

School number: 0788 & 1590

School name: NURIOOTPA HIGH SCHOOL & DISABILITY UNIT

School Category: Category 6

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 a one hour drive from Adelaide.

Nuriootpa High School is a co-educational facility catering for students Year 8 to 12 and hosts the regional secondary Disability Unit and an Independent Learning Centre.

The school was established in 1935 and currently has an enrolment over 1000 students and 120 staff.

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

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

The core values of Nuriootpa High School are Honesty, Respect, Responsibility, Communication, Tolerance and Fairness. 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 by 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:** Neil White
- **Deputy Principal's name:** Kirsty Gebert
- **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 school celebrated its 80th Birthday in 2015.

The Barossa Regional Disability Unit commenced in 1998 and the Independent Learning Centre was established in 2015.

- **Postal Address:** Penrice Road, Nuriootpa SA 5355
- **Location Address:** Penrice Road, Nuriootpa SA 5355
- **DECD Partnership:** Barossa Region
- **Geographical location** – ie road distance from GPO (km): 79 kms
- **Telephone number:** 8562 2022
- **Fax Number:** 8562 1029
- **School website address:** www.nurihs.sa.edu.au
- **School e-mail address:** dl.0788.admin@schools.sa.edu.au
- **Out of School Hours Care (OSHC) service:** Nuriootpa Primary School
- **February FTE student enrolment:**

		2013	2014	2015	2016	2017
Secondary	Disability Unit	37.0	39.0	40.0	38.0	39.0
	Year 8	173.0	202.0	198.0	204.0	194.0
	Year 9	169.0	177.0	201.0	200.0	214.0
	Year 10	185.0	165.0	168.0	204.0	204.0
	Year 11	138.0	187.0	158.15	186.0	197.4
	Year 12	153.0	115.0	155.0	166.0	199.0
	Year 13	.0	3.0	.0	2.0	
	TOTAL		858.0	888.0	880.15	1000.0
Other Student Census Information (July)						
	School Card Approvals (Persons)	117.0	157.0	163.0	168.0	110.0
	NESB Total (Persons)	8.0	9.0	9.0	9.0	1.0
	Aboriginal FTE Enrolment	17.0	15.0	21.0	23.0	29.0

- **Student enrolment trends:**

Year 8 enrolments have been increasing and this is expected to result in a steady increase in overall enrolment numbers due to our schools very high retention rate to Year 12. Enrolment in the disability unit has significantly increased resulting in a capacity of 40 students in 2016.

- **Staffing numbers:**

In February 2017 there were a total of 125 paid employees that consisted of the following:

Teaching staff	82
Non teaching staff	35
Pastoral Care Worker	1
Instrumental Music teachers	3
Aboriginal Community Education Officer	1
Canteen Employees	2
Youth Worker	1

Nuriootpa High School:

73.1 FTE

SSO Resource Entitlement = 351 hours per week

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

5.38 FTE SSO Resource Entitlement = 132 hours per week

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

- **Public transport access:**

Public transport is available daily from Freeling, Gawler and Williamstown via the privately operated Link SA. A network of 12 DECD contracted bus routes delivers students to Nuriootpa High from the Barossa Valley and adjacent areas. Over 650 students travel to school by bus each day.

- **Special site arrangements:**

Nuriootpa High School, Kapunda High School, Eudunda Area School collaborate in the delivery of VET curriculum. In 2013 we constructed the Kapunda Eudunda Nuriootpa Trade Training Centre having secured \$4.5 million in federal grants for the establishment of a Trade Training Centre.

In 2017/2018 a new STEM facility will be constructed.

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 an Independent 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. Flexible Learning Options enrolments fund the Centre in conjunction with community support.

2. Students (and their welfare)

- **General characteristics**

Students attending this school come from more than 21 feeder primary schools, 12 that are within the declared school district. Over 650 students travel daily on buses from across the Barossa. Students are expected to wear school uniform.

- **Student well-being programs**

To enable students to achieve success, a supportive learning environment is emphasised. In 2011 we began developing School Wide Positive Behaviours for Learning (SWPB4L). This program runs across all aspects of the school.

Two periods of 30 minutes per week are set aside for student development activities such as sports practice, music group practice, clubs, debating, work education, class meetings, and for Positive Education activities. Year level assemblies and meetings are used to support Pastoral Care. We have a Welfare Team, a Peer Support and Mind Matters group, all active across our school. In 2015 the school started a specialist program in Positive Education, along with a Doctor on Campus (DOC) program which prioritises a focus on Well-being for learning.

- **Student support offered**

The student welfare team includes two school Counsellors and a Pastoral Care Worker (formerly know as Chaplain). The two school counsellors (male & female) support students in a confidential way with personal, school and/or career concerns. The Pastoral Care Worker complements the work of the counsellors in supporting students and families as well as running specific activities.

A Youth Worker has a case management role for 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 DECD policies.

The on-site Regional Disability Unit commenced in 1998 and caters for students with a wide range of abilities. Development of lifeskills and future pathway are key features of the program.

Strategies are in place to support students at risk of leaving school without a clearly defined pathway to meaningful further education, training or employment. We have a Leadership position in Flexible Pathways and FLO coordination, a VET Manager and an Apprenticeship Broker to support student pathways to success.

Effective communication between home and school is assisted by the use of Daymap, email, phone and text messaging.

Co-curricular activities and community involvement are strongly encouraged (eg. Music, sports, landcare, public speaking, debating, environmental sustainability).

A transition and induction programme operates to support students beginning high school.

An Aboriginal Community Education Coordinator and teacher provide support to Aboriginal students and their families.

- **Student management**

We have a school wide focus on Positive Behaviours for Learning (SWPB4L).

Year Level Managers are appointed to supervise and promote the care and welfare of students at each year level. A senior leader (AP/DP) is also allocated to work with each year level.

In the enrolment process, students are placed in a year level home group. Students select subjects according to the SACE or Australian Curriculum Frameworks and our timetable is built on student subject and pathway choices.

- **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 year 8 to year 12/13. 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 sub-committee meetings.

- **Special programmes**

An active transition programme 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 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.

The Disability Unit coordinates and facilitates a range of intervention and supportive learning programmes for both the unit and the school as a whole, addressing the specific learning needs of students with a targeted learning need.

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.

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



Health & Wellbeing for Learning

Developing resilience, respect, flexibility and confidence

- Positive Education
- Safe Schools
- Student Support Centre
- Intervention Programs
- DOC

Achievement and Learning

Pedagogical Development

- STEM
- TFEL
- Differentiation
- Learning Support
- ILC
- Alternative Programs
- Digital Learning

Melbourne Declaration of Educational Goals for Young Australians

Young people who are

- Successful Learners
- Confident & Creative Individuals
- Active & Informed Citizens
- 21st Century Learners

How do we measure this?

Success for all Students through

- SACE Achievement and Excellence
- VET Achievement
- Apprenticeships and Work
- Transition to post school options

Where do we Start?

- Relationships
- Wellbeing - Staff - Students
- Community & Family Involvement and Support
- Numeracy & Literacy Development
- Strong Communication

What do we want?

- 21st Century Skills including
- Learning for Life
 - Learning is Relevant & Meaningful
 - Learning is blended environments and is collaborative & practical
 - Pathways including VET, Tertiary Study and Work

How do we get there?

- Professional Learning
- Performance & Development
- ICT Development
- Staff as Learners
- Safe Environments

Influences and Considerations

- Behaviour Code
- Financial Structures
 - TT
 - Daily Ops
 - ECA
- Attendance A.P.S.T.

NHS as a site of best practice for Contemporary, Relevant and Innovative Teaching and Learning, Care and Development of Students

Recent key outcomes:

Students are at the centre of all that we do and Nuriootpa High School is proud of its achievements and of the achievements of our students and staff. Our Annual Reports are comprehensive and are available on our NHS website.

4. Curriculum

• Subject offerings:

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

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

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 DECD policies. Extensive learning support is coordinated through our Disability Unit.

The Disability Unit has four classes including middle and senior years classes. 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 intergrated into mainstram classes.

• Special curriculum features:

Languages: German and Indonesian are taught from years 8 to 11. Spanish is taught in years 11 and 12. The school has been a long-standing participant in the Baden-Wurtennburg annual student exchange programme to Germany. A new 2 million dollar, 4 class Specialist Language Centre was built during 2010.

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. The school produces a bi-annual School Musical

Agriculture: is taught in all year levels. Innovative programmes include enterprises such as a commercial winery where students process grapes to make Shiraz, Chardonnay and Port from grapes grown in the school vineyard

and the local area. School produced wines have regularly won medals in prestigious wine shows. Barramundi fish are raised in tanks as part of an aquaculture programme.

VET: The school has a well-developed programme for Vocational Education and Training to provide pathways from school to further education, training and employment. VET programmes enable students to receive recognised industry accreditation at Certificate Levels 1, 2 and 3 as well as meeting Stage 1 and Stage 2 SACE requirements.

Current VET programmes include:

- Food and Hospitality Certificate 1 and 2 Kitchen Operations
- Engineering Pathways within Technology
- Certificate 1 and 2 courses in Racing
- Certificate 1 in Automotive
- Students access a range of stand alone VET qualifications through TAFE e.g. Hair and Beauty, Childcare, Aged Care, Small Animal Handling, I.T. courses, Fitness and Allied Health Care.

All students undertake Stage 1 Personal Learning Plans in Year 10 and participate in a work experience programme. Work Place Practices is also offered as a SACE subject at Year 11 and 12.

A \$4.5m federally funded Trade Training Centre was built in 2013/14 in collaboration with NHS, KHS and EAS at Nuriootpa High School – this provides facilities and equipment for the delivery of competencies and pathways to CERT III in Auto, Hospitality and Beef production.

• **Teaching methodology:**

Our focus is on Teaching for Effective Learning, Pedagogy for effective student engagement and using authentic assessment for learning. Our professional Development is focused on how best to engage the 21st Century Learner. Our high expectations are supported by high levels of support, scaffolding and explicit teaching. We use both the AiTSL Professional Standards for Teachers and the TfEL framework.

- **Student assessment procedures and reporting**

Mid term 1 indicative assessment is used to identify students at risk.

Ongoing feedback is provided through the Daymap system.

Formal Student reports are sent home 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 for most subjects in 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.

KENTTC is a collaborative programme and Trade Training Centre for the cooperative delivery of VET competencies between Nuriootpa High School, Kapunda High School and Eudunda Area School.

5. Sporting Activities

- Nuriootpa High 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

- Co-curricular activities and community involvement are strongly encouraged (e.g. 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 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 e.g. Fame in 2007, Annie in 2009, Alice in 2011, Footloose in 2013 and Hair Spray in 2015 and High School Musical in 2017.

Nuriootpa regularly hosts exchange students and started its International Programme in 2006 with short-stay study tours from Japan and a small number of longer term enrolments from France and Germany.

Nuriootpa High School participates in Operation Flinders of which groups of students take part on an annual basis. Camps are offered to years 8 and 9 students. This includes an opportunity to visit Canberra bi-annually. Senior students are offered the opportunity to participate in an annual ski trip.

A number of subjects like Outdoor Education and P. E. also offer specialist subject based camps and outdoor programmes.

7. Staff (and their welfare)

- **Staff profile**

The school has a stable and experienced teaching staff with an increasing number of new 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 are employed by the school to ensure access to a wide range of instruments. The Barossa Region 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, 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 Learner Wellbeing and year 8 student management.

The second Assistant Principal is responsible for Daily Operations, year 10 student management, training and development and WHS.

The third Assistant Principal is responsible for the Learning support programme, including leadership of the Disability Unit for Students with 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/Enterprise, English/Literacy Across the Curriculum, Health/Physical Education, Languages/SACE, Mathematics/Numeracy Across the Curriculum, Science and Sustainability, The Arts, Citizenship/Society & Environment, Technology, Flexible Learning Programs/FLO Disability Unit, Digital Learning (Across the partnership) and VET Coordination. The two school counsellors are also coordinators.

Internal teacher-manager appointments include Year Level Managers from years 8 to 12, bus co-ordinator and sports manager.

A Manager for the Wine Education Program is also appointed.

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 until 5.00 pm for this program.

- **Staff support systems**

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

Many staff are also members of local clusters or networks for the purpose of Professional Development, sharing and enhancing delivery of effectiveness e.g. Secondary Principal Cluster, Ag teachers cluster, Numeracy cluster, Sustainability and NRM.

- **Performance Management**

An Induction Programme run by AST2 staff and AP is in place to support all staff new to the school

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

A comprehensive Performance Development Policy and handbook is used to support staff in the Professional Development based on the Professional Standards for Teachers (AITSL). Our Performance Development document includes role statements for staff, leadership, AST1 & 2.

- **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 is supportive of 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 special staff**

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

Instrumental Music Teachers and Hourly Paid Instructors are also accessed to provide specialised support/education for students.

8. Incentives, support and award conditions for Staff

- **Complexity placement points**

1.5

- **Isolation placement points**

1.5

- **Travelling time**

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

- **Housing assistance**

There is no government housing assistance for Nuriootpa High School.

- **Medical and dental treatment expenses**

Employees who reside outside the Adelaide metropolitan area by virtue of their employment may be eligible for reimbursement of certain travel and accommodation expenses incurred when obtaining appropriate medical or dental assistance. Time may also be allowed for necessary absence from duty.

All Staff Leave and entitlements are in accord with the DECD Leave Entitlements Policy and Procedures and is available on the DECD website.

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, language centre, Disability Unit, automotive workshop, hospitality centre, wine centre, home economics centres, change rooms and canteen. Memorial Hall and the double gymnasium/stadium 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 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 class room

expansion of the Disability Unit was completed and commissioned for the start of 2013 – value \$0.75m.

A \$2.2m Trade Training Centre was completed in 2014 and provides a new kitchen/catering facility adjacent to the Wine Centre, a doubling of Auto and new facilities for cattle in Ag.

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.

In 2017/18 a new STEM facility will be designed and constructed.

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. A new VDI structure to cater for a Bring Your Own Device system was installed in 2014. A BYOD program was initiated for Year 8 students in 2016.

Thanks to Digital Education Revolution funding the school has an effective wireless network across all areas of the school, laptops and increasing numbers of data projectors and interactive white boards. Teaching staff are issued with laptops and we use the Daymap System and Clickview.

The Disability Unit is two parts – a two class room unit is located in one of the main solid buildings and consists of purpose built classrooms with staff and storage areas – a new two classroom unit located adjacent to the new Languages Centre is a complete stand alone unit.

- **Heating and cooling**

All classrooms are air-conditioned.

- **Specialist facilities and equipment**

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 banks of computers are also available in other areas of the school to support general classroom studies. Staff have access to the administration computer network in their work areas.

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, Information, Book return and collection, access to DOC and counselling programs and various parent/caregiver enquiries.

A uniform shop operates on the school site.

Year 12s have a Year 12 Study Centre which includes a kitchen.

- **Staff facilities**

All teaching staff are allocated an office space in the vicinity of their teaching space with access to the Administration network via desktop computers situated in each office. There is a common staffroom area for congregating at break times, staff pigeon holes, morning notices and communication whiteboard are located in the staffroom.

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

Access ramps have been installed in many buildings. A lift enables access to upstairs teaching areas and designated parking is provided.

- **Access to bus transport**

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

10. School Operations

- **Decision making structures**

The Governing Council is made up of parents, community, staff and student representatives and meets monthly.

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

A detailed Decision Making Policy which details Decision Making procedures and responsibilities.

Key Decision Making groups include Governing Council, Executive Leadership, Leaders and Staff.

Other standing committees include Social, Learning Support, Grounds, Wine Education, Training and Development, WHS, Technology and PAC.

- **Regular publications**

Regular school to home communication includes the newsletter, which is produced three times per term, school website, Daymap messaging, annual curriculum guides for each year level and end of term student reports. A daily bulletin is published for staff and student information.

- **Other communication**

Staff also regularly check a communications white board in the staff room for current updates.

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

A student information brochure is distributed to all year 7 students in the region as part of the transition programme 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.

The school maintains a website at <http://www.nurihs.sa.edu.au>

- **School finances**

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.

The school's finances are overseen by the Governing Council and Nuriootpa High School remains in a stable financial position.

- **Special funding**

Every opportunity is taken to source additional funding for the school. Applications are regularly made for advertised grants and we are often successful. We have enjoyed considerable success in sourcing additional funding for curriculum projects in SACE on the Australian Curriculum Pilots, for Capital projects and reports, for Breakdown Maintenance, for Buildings e.g. TTC, Language Centre, Disability Unit and STEM.

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.

- **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 and end of year presentations.

- **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, Tanunda Lutheran and Truro.

Some students enrol from primary schools beyond the school district (e.g. Cambrai, Freeling, Gawler, 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. 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. These facilities and services are currently expanding.
- **Other local facilities**
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.
- **Accessibility**
Nuriootpa is accessible from Adelaide via Main North Road and the newly completed Northern Expressway which connects Main North Road at Gepps Cross. Both roads are newly completed and maintained to an excellent standard. A public bus system is available from Adelaide via LinkSA. Details of transport can be found on the LinkSA website.
www.adelaidemetro.com.au/. Adelaide Metro www.adelaidemetro.com.au/ provide 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 District Council.

12. Further Comments

- Nuriootpa High School is an outstanding educational facility located in the heart of the world renowned Barossa Valley. We have a history of excellent school retention to year 12 coupled with outstanding SACE results. We value equally the academic and vocational pathways for our students, promoting and encouraging students to follow their chosen career paths.