

# SCHOOL CONTEXT STATEMENT

Updated: September 2025

**School number:** 0318

**School name:** Nuriootpa Primary School



## 1. General information

- Principal Ms Vicky Ireland
- Deputy Principal Mr Steve Cornish
- Wellbeing Coordinator Mr Alex Stokoe
- 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 – Adelaide Main GPO 69 kms.
- Telephone number: 08 8562 1040
- 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:

	2020	2021	2022	2023	2024	2025
Rec	29	18	19	21	23	23
1	27	27	21	20	20	16
2	26	27	29	26	20	22
3	27	23	26	32	30	20
4	35	27	29	32	33	30
5	35	34	31	36	40	33
6	33	35	31	33	36	40
7	57	31	-	-	-	-
	269	232	186	200	202	184

	2020	2021	2022	2023	2024	2025
School card	60	49	58			35
NESB	1	1				
Aboriginal	10	9	12	12		9

### • Student enrolment trends:

Due to the vast choice of Department primary schools within the Barossa Valley and the opening of private schools in Nuriootpa, Tanunda and Greater Gawler enrolment has declined.

### • Staffing numbers (as at February census):

Staffing numbers

Male – 9

Female –18

NIT

0.6 HPE

0.6 Performing Arts/LOTE

0.4 Science

- **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 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 2 mornings a week.

There is an out of school hours care (OSHC) service on site which provides a before and after school service as well as vacation care. Currently Happy Haven provide the service and all bookings are made via their website.

## 2. Students (and their welfare)

- **General characteristics**

R-6 comprising of 8 classes.

- **Student well-being programs**

The school has a 0.6 (3 days) Well-being Coordinator and a 0.6 SSO Wellbeing.

- **Student support offered**

The Wellbeing Team

- **Student Development**

The school takes a proactive and restorative approach to student behaviour development.

3 School Expectations underpin this approach alongside an explicit focus on individual and school values. The 3 expectations are:

- **Everyone has the right to learn**
- **Come to class prepared to learn**
- **Everyone has the right to feel and be safe**

There are clear and consistent consequences for inappropriate yard and classroom behaviour. In the classroom the starting point is a positive and proactive pedagogy, where high quality teaching practice leads to student engagement and reduced behaviour incidents. Students are supported to

engage in a differentiated curriculum to meet their needs and teachers work within the Berry Street Educational Model to support emotional regulation and ensure that students are 'Ready to Learn'.

- **Student Agency**

The Student Executive Group (SEG) is made up of a core group of student leaders supported by a number of sub-committees, all working together to strengthen student voice across the school. SEG provides opportunities for students to contribute ideas, take on leadership roles, and help shape school life through initiatives such as hosting assemblies, delivering SEG News, and leading student-driven projects. By working collaboratively, SEG ensures that students are actively involved in decision-making and play a key role in building a positive and inclusive school culture.

- **Specific Learning Needs**

We are committed to catering for the specific learning needs of each student by utilising a range of targeted strategies. We systematically collect and analyse student data to identify individual strengths, areas for development, and to inform tailored intervention plans. Our skilled School Services Officers (SSOs) provide in-class and small group support, ensuring that students receive personalised assistance aligned to their learning goals. Additionally, we hold regular Team Around the Child meetings, involving teachers, SSOs, specialist staff, and families, to collaboratively develop and monitor targeted support plans, ensuring every student's learning needs are met in a coordinated and inclusive manner.

- **Open Access/Distance Education provision:**  
NIL

## **Canteen**

A canteen currently operates for 2 days a week – Thursday & Friday. This is to provide a service to students and families at a low-cost. The canteen raises further funds to ensure its sustainability through catering for staff Professional Learnings days and extra-curricular events.

## **3. Key School Policies**

- **Site Learning Plan**

### **Our purpose**

We align with the DfE purpose statement which states:

*"Educators and staff work in partnership with families and communities to nurture, develop and empower all our Australian children and young people with the knowledge, skills and capabilities they need to become fulfilled individuals, active, compassionate citizens and lifelong learners".*

## **Areas of Impact**

### **Focus Area: Equity and Excellence:**

Knowledge, skills, competencies and capabilities - Learners develop foundational knowledge, capabilities - including literacy, numeracy and digital literacy skills and values. All learners have the opportunity to develop mastery in their chosen areas of interest.

## **4. Curriculum**

- **Literacy**

The school has a very strong systematic synthetic phonics program. We follow the scope and sequence developed by the Department for Education's Literacy Guarantee Unit. This work is built upon in years 3 to 6 with a systematic and consistent spelling and morphology program.

- **Numeracy**

There is a coordinated approach to the teaching of mathematics. A specific mathematics routine is in place across the school which incorporates Number Skills - using the Big Ideas in Number program, Explicit Teaching, Problem Solving and Reflection. There is a strong focus on using high quality teaching strategies to ensure pedagogical best practice.

- **Specialist Areas**

Languages Other Than English (LOTE), Health and Physical Education and Science are offered as a specialist subjects. Auslan and German have been taught in 2025.

- **Other subject Areas:**

The school follows the South Australian curriculum in all subject areas, providing students with a diverse and engaging learning program which includes the Humanities and Digital & Design technology.

- **Special curriculum features:**

There is a School Choir for Year 4-6 students. Each year our choir participates in the Primary Schools Festival of Music.

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

We have whole school assemblies three times 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.

## 5. Sporting Activities

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

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

An R-6 Sportsday 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. 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 Coordinator.

- **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.

## **7. 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

## **8. School Facilities**

### **• Buildings and grounds**

The design of the school building is unique. The main building is circular and contains a library in the centre with a mezzanine. Classes are enveloped around the library so that there are 4 classrooms on one side and 4 on the other. Each classroom has glass doors which open up into an adjoining class or into the open STEM (Science, Technology, English & Mathematics) spaces. This allows teachers to work individually with doors closed as necessary, collaboratively with the adjoining class or spread to the large open areas for hands-on and individualised teaching and learning. Additionally, there are 4 class smaller 'break-out' rooms attached to classes which are used for intervention work with SSO staff or as regulation/calming spaces for students who require it. All areas are air-conditioned with state-of-the-art lighting, noise-control ceiling features and ICT facilities, making our areas bright, welcoming and conducive to high quality learning.

## 9. School Operations

- Decision making structures

The Governing Council meets twice a term. To join the Governing Council parents can self-nominate or be nominated by another parent, with their approval. Elections are held at the AGM in Term 1. Where needed Governing Councillors also belong to a committee i.e. Finance, Grounds, or Fundraising.

- Regular publications

An electronic school newsletter is published three times a term and is made available on the school's Audiri app and via the schools official Facebook page. A term planner is published each term with known events.

- Other communication

The Facebook page is used to inform and remind parents of daily / weekly events.

The school uses EMS and sends emails and/or SMS where necessary. Most noticeably, absences are followed up daily via an SMS messaging service.

Class Dojo is used by class teachers to enhance communication with the parent community.

- School financial position

The school is in a sound financial position.

## 10. 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 of Tanunda, Angaston or Nuriootpa. 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 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.

- Feeder sites

Nuriootpa Community Children's Centre (NCCC) is very close (within 500m) of the school and the two sites enjoy a very good working relationship whereby kindy children visit the school for a variety of events. There is a good transition program for children moving from NCCC to the school.

The school also works with GoodStart in Nuriootpa which also feeds into the school.

Most of our Year 6 students continue their education at Nuriootpa High School. There is also the option of attending a regional private schools. A small number of Yr 6's take this option.

- Other local care and educational facilities

Nuriootpa High School is also very nearby (within 500m). A strong transition program between the schools exists. This commences in Term 4.

- Commercial/industrial and shopping facilities

Good local shopping and within 30 – 40 minutes travelling distance to major shopping centres of Gawler, Munno PArA and Elizabeth.

- Other local facilities

The school connects with several local sporting clubs and several use the school gymnasium for trainings and events.

There is a wide variety of Performing Arts and cultural opportunities across the Barossa.

The Biannual Vintage Festival is a major highlight and Nuriootpa PS participates in a number of events throughout the Festival, namely the Vintage Parade where they put a float in and travel from one township to another. In 2022 Nuriootpa PS took out the 'Best School Float' award.

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

- Local Government body.

Barossa District Council

## **11. Further Comments**