



**Renmark North
School**

Parent A – Z Information Booklet

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Welcome to Renmark North School

We hope that you will soon feel valued as a part of the whole school community, ready to give input and to support the school to continually improve the quality educational offerings.

This booklet contains information, which we hope will enable your family to get to know Renmark North School and thereby assist your introduction to our highly successful school, as well as to serve as a 'ready reference' for school policies and procedures.

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Renmark North School

SCHOOL STATEMENT

Renmark North School is located approximately 7 mins from the township of Renmark and is nestled amongst vineyards and fruit properties.

Our school occupies a large area which includes two ovals, playground areas, a swimming pool, netball/basketball courts, a gymnasium, Multi-purpose Room, Library and STEM Room. Our preschool is located on-site. Playgroup, for children aged four and under, takes place at the preschool site every Friday morning.

We instil our STARR values: Success, Teamwork, Acceptance, Respect and Responsibility; and pride ourselves on the diverse cultural and linguistic backgrounds of our school community.

Lessons are structured so that students have a minimum of 400 minutes a week for Literacy and 400 minutes for Numeracy. We follow the Initialit program in Junior Primary, while in Maths we use Big Ideas in Number. Targeted students receive specialised intervention.

Science/Health & P.E. and Aboriginal Perspectives are taught for a further 100 minutes per week. Other subjects include The Arts, HASS (Humanities and Social Sciences – including History and Geography), Health & P.E., Music and Technologies.

Extra curricula activities include Choir, SAPSASA, Instrumental Music and Children's University.

All students are expected to read at home daily and record this in their Reading Log. Year 3-6 students are also expected to practise (and record) their Times Tables at home, at least three times a week.

Each class has its own Flexible Learning Levels chart. Students achieve higher levels on the chart when displaying good learner qualities. Students who are operating at the top levels are able to negotiate with the teacher, when it comes to designing where and how they can work most effectively.

We have a focus on data collection which shows students' progress in the areas of Maths, Reading, Attendance rates, Well-being, and School and Community Engagement. Most of this data is easily accessed through the Education Dashboard, allowing us to monitor and track students' progress.

Our family and community involvement is strong, and students are at the centre of everything we do.

To teach positive mental health strategies to inspire happiness and change lives. The Resilience Project delivers an emotionally engaging program which provides practical, evidence-based mental health strategies to build resilience and happiness. The Wellbeing Journals and online presentations share the benefits of **Gratitude**, **Empathy** and **Mindfulness**, and easy ways to practise these in everyday life. **Emotional Literacy**, Connection and Physical Health are also incorporated as they are foundational contributors to positive mental health.

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HISTORY

The Founding of the Renmark North School

(Reprinted from the Jubilee Celebrations Booklet 11th - 13th October 1974)

It was in February 1924, that Mr. V.T. McLean became aware that the Director of Education, Mr. McCoy, was to pay a visit to the Renmark district. Realising that this would be an ideal opportunity to press the claims for a school at Renmark North, he convened a public meeting at the Methodist Hall in Barwon Street.

At this meeting, which was attended by about sixty people and their children in a picnic atmosphere, a Committee was formed to pursue the idea of establishing a school in the area. In March, Mr. McCoy was invited to attend a meeting of parents at which the principal speakers, Mr. McLean and Mr. Ash, outlined the need for a local school. Following this meeting the Director agreed to provide a teacher if use of the Block E hall (then in the course of erection) could be secured. After negotiations with the Church authorities concerned, this was arranged, and the school commenced in October 1924 with Mr. F. Jennings as Head Teacher.

Mention must also be made of Mr Ned Mitchell who served as an assistant at the school in the 1930s. He developed the school band, and by his enthusiastic leadership made it one of the finest in the State. He was also responsible for the school sporting teams becoming a force to be reckoned with in the district.

The school expanded in numbers and made steady progress in the following years, much of it under the guidance of Mr J.R. Barnes, who served as Head Teacher for a period of eleven years.

In 1961 Miss Bibby apparently decided that she had had enough and transferred to Darlington after a record term of thirty three years at this school.

A highlight in the history of the school was the establishment of a filtered swimming pool, which was opened by the director of Education (Mr Mander Jones) in 1962. The pool was completed at a cost of 1,300 (\$2,600) and a "considerable amount of voluntary labour." The swimming pool largely owes its existence to a great deal of effort by the Headmaster, Mr L. E. Baxter, the school committee chairperson Mr K. M. Edmonds and the parents of the school.

On completion of the new five teacher Open Space Unit, the staff and children moved in on February, 1973. This bright and attractive modern building is a far cry from the bough shed of the early days. At the same time the old stone building was upgraded and refurnished to provide an attractive location for other classes. A new gym was opened on the 7th of May, 2004, thanks to the huge effort of the then Principal Peter Hunter, who was supported by the Governing Council. A new library and pre-school followed in 2010, funded by the Federal Government.

There is a long history of fundraising activities, made possible by the tremendous support of the school and wider community. The school's annual Continental, which still takes place, began in 1957, while an annual Greek 'Taverna' began in 1977 and continued for over 30 years.

Walking around the school grounds today, there is no doubt that the Renmark North School has come a long way from its inception nearly 100 years ago.

Renmark North Head Teachers / Principals (Site Leaders)

1924	F. Jennings	1967-69	W.A. Lewis
1925	P. A. Read	1970	H. Donnelly
1926-28	R. Pfennig	1970 – 71	R.C. Slater
1928-36	A.W. Lott	1972 – 74	M.I. Cowan
1937-48	J.R. Barnes	1975 – 77	T. Denman
1948	R.P. Koehne	1978 – 80	T. Niemann
1949-51	A.W. Morris	1981	R. Kemp
1952-5	K.A.M. McCormick	1982 – 90	J. Simmons
1955-56	W.J. Kerslake	1990 – 94	M. Dunn
1956-57	W. Tucker	1995	J. Chase / V. Skelton
1958-59	H.A. Brokate	1996 – 2011	P. Hunter / (J. Trobbiani – 2011)
1960-63	L.E. Baxter	2012 - 2016	G. Platt
1964-66	B.B. Barclay	2017 –present	M.Shannon

1924* Jubilee Celebrations *1974

In October of 1999, the School Community joined together to celebrate 75 years of education at Renmark North School. Our 1999 Continental was part of the celebrations and over 1000 people attended on the Friday Night. Over the Saturday and Sunday, hundreds of past scholars and interested people attended our roll call, displays, tree plantings, the lowering of a time capsule and the highly successful formal dinner. Memorial plaques were also erected at the sites of the Chaffey and Block E schools.

A 140 page history book was produced with input from all decades of the school's life.

ABSENCE FROM SCHOOL / ATTENDANCE

Parents and students should make every endeavour to see that students attend school every day. This will enable each student's educational program to proceed smoothly and will not necessitate 'catching up' missed school work. It is preferable for parents to plan family holidays during the school holidays, but we understand if on rare occasions students are missing during the school term. If a student is to be away for 5 days or longer – for any reason - the school needs be informed and an exemption form will need to be completed, prior to the absence.

Although we encourage 100% attendance, children should not attend school if they are feeling unwell. Attention can be given to sick children at home as facilities for sick children are very limited at school, especially if there is a number of children feeling unwell.

When a child returns to school after being absent, either a note from parents explaining the absence needs be sent along to the class teacher, or verbal communication must be made - this is a vital part of our legal obligation for children enrolled at school. Extended absences due to sickness (3 days and over) require a doctor's certificate. Unexpected sickness or injury absences do not require a doctor's certificate.

Classroom doors open at 8:40 am and we encourage children to come into class and prepare for the school day. Our school day commences at 8:50 am and it is important that all students are at school before this time, ready to commence on time. A note or message is needed if a student is late, and students need to be taken by their parents/caregivers to sign in at the office. If parents/caregivers are not there, a note will be sent home.

A Renmark North School Attendance Policy brochure is available from the office.

ADMISSION OF CHILDREN TO SCHOOL

Enrolment of children - Parent Information

New parents will be shown around the school (preferably as a group) by the Principal, a parent representative or teacher. A time for this will be decided as a result of negotiation between the parents, Preschool and school. Following this, or as part of this session, parents will be invited to discuss the RNS Information Package, the enrolment form and procedures.

Age of child at entry to school.

In South Australia, children are not required to begin formal schooling until they are six, but may enter at Reception at the beginning of each school year provided that they turn 5 by the 30th of April and a mid-year intake after this date from 2024. Students who start in term 1 will complete 4 terms of reception and students who start in term 3 will complete 6 terms of Reception.

Preschool

We are fortunate to have a site based Preschool as part of our school. The Preschool follows the National Early Years Learning Framework in a play based environment.

The Preschool and School work together to provide seamless schooling for the children.

Children who have a fourth birthday prior to the 1st of May are able to begin Preschool on the first day of Term 1 of that year.

Children born on or before 30 th April	Commence preschool in term 1	Complete terms 1-4 (of same year)
Children born between 1 st May and 31 October	Commence preschool in term 3 (mid-year)	Complete terms 3 and 4 and terms 1 and 2 of following year

Mid year intakes commenced in preschools in 2023 and reception in 2024.

All children are eligible to attend two full day and one half day Preschool sessions for that year.

Playgroup

Playgroup is held at the Preschool each Friday for children under four years of age. A parent or guardian must accompany each child. The cost is only a gold coin donation, and participants are asked to bring a piece of fruit, a hat and a water bottle.

Non-Reception Children

New children in Year 1 - 6 may be enrolled at any time. A parent / guardian needs to come with the student at the time of enrolment to speak with school staff and to complete the required forms.

Class choice

Should there be more than one class of the same year level, placement will be made after consideration of class size, siblings, social mixture, physical and academic abilities, individual student needs, parent input, and availability of classroom space.

Transition from Preschool to Reception

As our Preschool is on site, the transition program is ongoing throughout the year. The Preschool and Junior Primary classes both have play-based learning as a part of their school day, and the Preschool access areas of the school as part of their weekly programme. In Term 4, the Preschool children have timetabled visits to their new classes to familiarise them and their parents with the classroom setting.

APPOINTMENTS WITH TEACHERS

Parents do not need to wait for the formal teacher-parent interviews to speak with teachers about matters concerning their children. Parents are encouraged to communicate with teachers regularly through Class Dojo or a phone call. (It is usually best to make an appointment.)

Office staff will pass on telephone messages to teachers and, if necessary, teachers will return telephone calls during breaks. Please do not take the teacher from a group of students after 8:50 am. Discussions need to be arranged for mutually agreed times.

If there are concerns which parents wish to see teachers about, we believe that it is best to attend to them promptly rather than let them continue.

The Principal is available for discussions about any aspect of education, and appointments can be made by telephoning the school.

ASSEMBLY

The student run assembly is usually held two times during each term and parents are most welcome to join us and observe examples of student work. The dates and times for assemblies are advertised in the school newsletter which is uploaded to Class Dojo, Facebook and the schools website on a Wednesday three times per term.

BOOK CLUB

Children are able to purchase books from the Scholastic Book Club through the school. Approximately twice per term, brochures are sent home listing the items which are on offer to purchase. The booklets have an order form on the back page and money needs to be included with any orders, or payment can be made via the QKR! app.

The due date of orders is usually one week from the issue of the brochure. There is no obligation to purchase any of the offers. Book Club orders are also taken through the Preschool. Book Club orders benefit the school, as a small bonus is given to the school, based on purchases, which can be redeemed for resources for the school.

CAR PARKING

Parents visiting the school are asked to use the designated car parks on the road and at the front of the school. This will ensure students are not walking behind cars in the staff car park.

The bus zones are restricted to buses only. Motorists are reminded that there is a speed restriction of 25km/hour past the school. All drivers should exercise maximum caution near the school.

Please ensure that students use the school crossing and do not cross the road in another spot which may be closer to their parents' car. Parents need to lead by example and also cross at the crossing. Dangerous situations need to be avoided, and a little care will go a long way.

CODES OF PRACTICE

STAFF: In addition to specific role and responsibility statements, staff will strive to abide by our code of practice which ensures:

- Children are the central focus
- All members of the school community are treated with respect
- That the stated values of our school community are upheld in action
- That the learning needs of students are paramount
- Student voice in decision making is valued
- Learning programs are consistent with the Australian Curriculum
- School and departmental policies are enacted
- All members of the staff actively assume their rights and responsibilities as collaborative decision-makers within the learning community
- Skills and knowledge are continually expanded through self-reflection, seeking constructive feedback and participating in training and development
- A constructive contribution is made to whole school activities
- A constructive contribution is made to developing and sustaining a productive teaching and learning environment
- All members of the staff endeavour at all times to be part of the solution
- Open communication occurs, and the school's grievance procedures are followed
- Staff accept the democratic decision making process
- Successes are celebrated and time is taken to smell the roses.

PRINCIPAL:

The Principal is responsible for the leadership, management and development of the school and its programs. The Principal acts within the relevant Act, regulations, Department for Education policies and the roles and responsibilities for Principals. In providing effective leadership the Principal will abide by the code of practice identified for Staff and Leadership on our site. In addition he / she will:

- Lead and manage the implementation of the Partnerships Plan
- Provide leadership and accurate information and advice to the Governing Council, Staff and Students and ensure that the policies and programs developed in partnership with the community are implemented
- Support all staff to effectively implement DFE and school policies
- Support the development and maintenance of a challenging and purposeful learning environment that encourages, supports and celebrates student achievement
- Ensure an environment of critical collaboration is established where constructive feedback is expected as a tool for the continual review and development of our practices
- Create an environment where individual and team successes, milestones and effort are celebrated and acknowledged
- Ensure that the positive well-being of the staff is considered as critical to the success of the learning programs they provide
- Facilitate the use of innovative and creative learning and teaching strategies, structures and programs to maximize students' learning outcome
- Ensure a safe and harassment free environment, where student, staff and community voices are heard and acted upon with equal endeavour
- Ensure that principles of equity and merit are applied
- Manage the development and operation of the site's financial and administrative systems
- Actively seek opportunities to promote the school and to further enhance our own school community and the wider communities' perceptions of our learning programs
- Actively work to enhance links with all sectors of the educational and business community.

GOVERNING COUNCIL:

All members of the Governing Council:

- Will act honestly, in good faith, and in the best interests of the school as a whole

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- Have a duty to use care and diligence in fulfilling their role
- Must use the powers of office for a proper purpose, in the best interest of the school
- Understand that their main responsibility is to the school as a whole, and where appropriate have consideration for the interests of the whole school community
- Will not make improper use of information acquired as a council member
- Do not take advantage of their role in any way
- Do not allow personal interests, or the interests of any associated person, to conflict with the interests of the school
- Have an obligation to research issues thoroughly
- Have an obligation to be independent in their judgement and actions when making decisions
- Will not act in ways that discredit the school
- Will act in an absolutely confidential manner following legal principles of authorisation
- Will abide by the meeting procedures of the governing council
- Have an obligation to support and implement the decisions of the governing council in line with the principles of this code.

CURRICULUM

Renmark North's educational program is aligned to the Australian Curriculum with a major emphasis on Literacy and Numeracy, with STEM (Science, Technology, Engineering and Mathematics) being a major initiative.

All students at Renmark North School receive a minimum of 400 minutes of Literacy and Numeracy instruction per week.

Other subjects include:

Information Technology

Health & PE

HASS – Humanities and Social Sciences (Including Geography & History)

The Arts

Languages – Aboriginal Perspectives

Science

Music

The curriculum is supported through:

- Learning Assistance Program (Learning 'catch up' as well as talent extension)
- Student Intervention programs / EALD – English as an additional Language/Dialect
- Liaison with local Renmark Schools as well as other Riverland Schools, through the Renmark-Loxton Partnership and other local partnerships
- Student Leadership through an effective Student Representative Council
- Student Behaviour Management practices developed as a whole school, including Flexible Learning Levels
- Our STARR values and our five Learning Dispositions
- Effective parental involvement
- Cyclical review of policies, practices and programs
- Ongoing transition policy
- Students with disabilities being supported within and out of classroom settings
- Lunchtime Activities
- Visiting Artists / Presentation Programs
- Choir, SAPSASA and Instrumental Music
- Berry Street Model – Trauma aware practices
- The Resilience Project
- Constant use of the Education Dashboard, which allows us to monitor and track students' progress, and subsequently tailor intervention to students who need it most.

Junior Primary Literacy

We use a synthetic phonics program called Initialit in the Early Years classes.

DAILY TIMETABLE

The school day begins at 8.50 am. To ensure children are not rushed and are ready to begin the school day, it is advisable for children to be at school no earlier than 8.30 am as yard supervision does not commence until that time. It is important that students are at school and ready to start at 8:50 am so that rolls are marked, notices are given out and morning jobs are done before the first lesson commences at 9.00 am. **The timetable is as follows:**

8:50 am	Music for students to enter class
9:00 am	First Lesson commences
9:50 am	Second Lesson commences
10:40 am	Third Lesson commences
11:30 am	Children eat lunches in or near class area
11:40 pm	Lunch Playtime
12:20 pm	Fourth Lesson commences
1:10 pm	Fifth Lesson commences
2:00 pm	Afternoon recess
2:20 pm	Sixth Lesson commences
3:10 pm	Music. All students dismissed

DISCIPLINE / BULLYING

We have a very detailed Bullying & Harassment Policy developed with input from school staff, students and parents. The emphasis is on encouraging success and responsibility in children in order that discipline problems are minimised. As far as discipline is concerned, we focus on positive behaviour. Children respond very well to the reasonable levels of discipline used in the school, however, if there is a continuing problem parents may be called in to discuss possible courses of action.

The school seeks the best for each child and we want all children to feel positive about themselves; to be cooperative and to be able to create options to resolve issues so as not to adversely affect other children's learning.

DISPOSITIONS

Our school community has come up with five dispositions which we believe will help students become better, visible learners. The process included staff, students and parents choosing their top five dispositions from a field of over 20, and then the five most commonly selected ones were chosen. The dispositions go hand-in-hand with our involvement in the Corwin Visible Learning approach. Below are the five dispositions.

We are: Brave, Persistent, Resilient, Adaptable Communicators.

EMERGENCY CONTACT RECORD

We ask that all records concerning emergency telephone contacts be updated at the start of the school year and when any changes are to be made. In the case of child illness or injury it may well be necessary to contact parents. If neither the parent nor the additional emergency contacts can be reached by phone and there is need for medical treatment, the child will be taken to a doctor's surgery or to the Renmark Hospital - by ambulance if necessary.

Where family circumstances change (families change phone numbers, emails or addresses, or the phone number of emergency contacts has changed - especially mobile numbers), parents should contact us immediately so that our records can be kept up to date.

EXCURSIONS - CAMPS / SLEEP-INS

Our school acknowledges the importance of camps and excursions in providing a balanced, inclusive curriculum to rural students both in and outside of the local community. We believe that learning experiences from outside of the normal school environment, properly planned and linked with the classroom based curriculum, will have the best chance of meeting the needs of students. We will endeavour to offer this mix of experiences during each student's time with us, however a camp or excursion will not necessarily occur each year. It may be that in some years a number of day trips replace a camp or that a series of activities are held in the school to better meet the learning objectives.

We aim to maximise the benefits of camps and excursions by ensuring that:

Activity, location and the time away are appropriate for the child's level of development.

Junior Primary - Day trips and/or one night sleep-in only (local).

Middle Primary - Day trips, 1 or 2 nights away.

Upper Primary - Day trips, or up to 4 nights away.

The venue and activities are planned so that all students can participate. i.e. Access, toilet facilities, cultural or religious considerations.

The camp or excursion is an integral part of the year/term/block of work, with activities leading up to and following the camp/excursion. Activities may be around a central theme and may cover a number of curriculum areas.

The camp/excursions assists the child with their social skills, including coping with being away from home, sharing accommodation with a bigger group, and being more responsible for organising themselves in an ever widening variety of situations.

Costs are kept at a minimum, with notification to parents at least one term prior for an activity that exceeds \$30.00.

Appropriate student behaviour leading up to and during the camp/excursion is expected. A child will not be guaranteed a place in planned activities unless behaviour is acceptable and our school values are upheld.

Parents are often supportive of the planned activities and we try to make use of their skills. Should parents be invited to go on the camp/excursion as a helper, they may or may not be asked to contribute to the cost, depending on the activities, with arrangements being made prior to the activities. Parents asked to use their own car should expect remuneration for the cost of fuel.

FEES & CHARGES

(School Materials and Services Charge)

The school is **dependent** upon the prompt payment of fees by parents for the purchase of equipment and the maintenance of our school curriculum.

The amount charged is very low when it is spread across the whole year, and when it is considered that it covers the purchase of curriculum materials for areas such as art and craft, physical education, library, computing, stationery and photocopying.

The Department for Education also provide various grants and the school has a number of fundraisers during the year to assist with the purchase of resources for school.

All families will receive an invoice for each child's Materials and Services Charge prior to the commencement of the school year. The school will be open for two days prior to school resuming for the year for payment of school fees and collection of student's stationery. **All** families are to come into the school during these times to pay their child's fees either in full, or sign an instalment plan, apply for School Card or apply for alternative payment plans.

Centrepay is a voluntary bill-paying service that is free for Centrelink customers. Use Centrepay to arrange regular Deductions from your Centrelink payment.

FIRST AID

Staff members will, as a part of our duty of care, administer minor first aid to students. Should an incident occur, we will send home a brief note explaining the treatment that was administered. Generally, children will not be sent to stay in a sick room (apart from a short rest period). Any child not well enough to be in a classroom setting will have one of their emergency contacts called so

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that the child can be given proper attention, either at home or under the supervision of the emergency contact.

There are different types of situations that may require students to have medication at school.

1. Severe allergy, ADHD, Diabetes etc. - medication for these are securely stored in the front office **with a Health Care Plan and Medication Authority completed by student's doctor.**

2. Asthma – An **Asthma Care Plan and Medication Authority** must be completed by Doctor and updated yearly, and will be stored in Office. Puffers are kept in the lockable First Aid cupboard in the office. A generic spare Ventolin is kept in the Office for emergencies.

3. Long term medication – needs to be accompanied with a **doctor's letter** giving instructions on administration and side effects, and taken to the office where the information will be recorded and medication stored.

4. Short term medication – none will be administered at school. Parent to see Office if concerned. All medication is to be supplied to school in a Webster Pack, with the **pharmacy label attached**, showing dose, name of child and valid expiry date. Asthma medications are to have the pharmacy label attached to the medicine chamber. We are unable to store ANY out of date medicines or medication that does not have the above details. We also require a **medication authority either from the pharmacy or the doctor**, even for taking medications on a camp. We are not permitted to give children any Panadol or painkillers

FLEXIBLE LEARNING LEVELS

Our Flexible Learning Levels are focused on positive behaviours, which are rewarded by more choice in the classroom. We avoid rewarding with gifts and have the expectation that students will demonstrate good learner qualities, adherence to our school's values and dispositions, plus excellent behaviour, without expecting a tangible reward. Our students know that being a great learner is so much more than just being compliant or well behaved.

Students can go up the levels, by showing that they **are effective learners (visible learners)**, with a growth mindset. They are encouraged to question, think, contribute and show a passion for learning. Teachers can choose any amount of levels and are free to design their own, depending on the year level. Likewise, they can start all of their students at a certain level on a weekly basis or less frequently.

If the student's attitude towards learning slips, they will go down the levels; if they are consistently in the low levels this will have implications. They may be sent to Leadership or to a buddy class, and furthermore, they may miss out on camps, excursions, sporting events or other school functions.

Here is one example of the Flexible Learning Levels, which are prominently displayed in the classrooms:

Level 1

Teacher chooses where I sit, who I work with and what I will do.

Level 2

Teacher chooses where I sit, who I work with. I pick what I will do.

Level 3

I choose where I sit, who I work with and what I do, inside only.

Level 4

I choose where I sit, who I work with and what I do, outside or inside.

FUNDRAISERS

Money from fundraising is assigned to particular projects and this is promoted at the time of the event. A range of fundraisers may be held during each year, at different levels (e.g. SRC, class and whole school) in consultation with the Principal, staff and Governing Council.

GOVERNING COUNCIL

The Governing Council is a very important body within the school. It is a representative body of the parents and staff and works for the welfare of the whole school community.

The Governing Council:

- Generally oversees the wellbeing of the school
- Advises the Principal on the needs of the school as seen by the parents and the community
- Notes the facilities and equipment within the school and advises the Principal of changes it considers necessary
- Gives consideration to the school's general education policy, and advises the Principal on the school community's considered view of developments within the school.
- Advises the Principal on the distribution of Government grants
- Is actively involved in fundraising
- Is an integral part of the decision making process within the school
- Has a committee structure to carefully investigate and implement change (i.e. Grounds, Finance, Fundraising, Sports).

The Annual General Meeting of the Governing Council is held at the beginning of each year. All parents are invited to attend. Governing Council meets approximately twice a term. The Governing Council represents the parent point of view. If you have anything you want raised, please advise a member of Governing Council or the Principal.

GRIEVANCE ISSUES / FEEDBACK

We want to hear from you when:

- you think we're doing something well - **a compliment**
- you want to know something - **a question**
- you think we could do things differently - **a concern**
- you're unhappy about something - **a complaint**

If a parent of our school has a concern about a student who is not their child, the parent must not approach that particular student but talk to a staff member or Principal about their concerns.

Parents must not directly approach other students

We understand that people with a concern or complaint may feel angry, frustrated and upset. So that we can work together to fix the problem, we need to:

- Stay calm
- Focus on the problem, not the person
- Look for answers to suit everyone
- Be prepared to try suggestions

Principles of our Policy

- ❖ Everyone is to be treated with respect.
- ❖ All communication is respectful and individuals are not to be spoken about unkindly or unjustly through rumour or innuendo (this includes in the use of social media).
- ❖ Meetings to discuss grievances will be suspended if any person(s) behave in an insulting or offensive manner.

Grievance Procedure

❖ Good relationships within the school community give children a greater chance of success. However in the event of a grievance, the following guidelines should be used.

STUDENTS With grievance should...	PARENTS/CAREGIVERS With grievance should...
STEPS: 1. If you feel okay to do so talk to the person about the problem, or ask a friend to help 2. Talk to the teacher or SSO about the problem at an appropriate time 3. If you feel uncomfortable, speak to someone, "with whom you feel comfortable with." 4. If issue is unresolved, speak to your parent(s) / caregivers	STEPS: 1. Arrange a time to speak to the relevant teacher(s) about the problem. 2. Let the teacher know what you consider to be the unjust or unfair action. 3. Allow reasonable timeframe for issue to be addressed. 4. If the grievance is not addressed arrange a time to speak with the Principal or Student Wellbeing Leader. 5. A <i>Parent Guide to Raising a Concern or Complaint</i> given to every parent who raises a concern or complaint.

Note: Parents with a grievance towards a Renmark North School staff member can:

- Arrange a meeting time with the Principal / Student Wellbeing Leader to discuss their concern.
- Allow a reasonable time frame for the issue to be addressed.

If the issue has not been resolved after meeting with Principal or Student Wellbeing Leader, parents are able to contact the **Parent Complaint Hotline** on **1800 677 435**

It is important that these concerns are dealt with in a confidential manner.

When the matter is discussed in the student's hearing, it is important that the student understands you have confidence the issue will be resolved confidently at the school level.

The school can only deal with the issues that are raised in the ways outlined above.

If we do not receive information then we assume all is well.

Confidentiality

You will not be discriminated against if you make a complaint. All staff are bound by the Code of Ethics for the South Australian Public Sector, which requires staff to act impartially, fairly and equitably.

You can ask for your identity to be confidential when making a complaint. However, keep in mind:

- This may limit options for investigating and negotiating a resolution
- While every effort will be made to comply with your request, freedom of information requirements may result in your identity becoming known.

Positive Parent Relationships

Respect between parents and staff helps build good relationships and encourages positive outcomes.

HAT / SUN SMART POLICY

Our school has developed a hat policy after much consultation with our school community. With all the factual information about the damage sun can do, (even leading to life-threatening situations in later life), we should ensure there is adequate protection for students. Children **must** wear wide-brimmed hats at all times when they go outside the school buildings with the



exception of during the winter months of June, July and August. Children not wearing hats must go to a shade area. Shaded areas are located in the sand pit and Junior Primary veranda. Hats must be Royal Blue or Navy Blue. No additional logos / words / pictures or other adornment, excluding the school logo, are allowed on the main body of the hat.

These measures have been taken to protect the children's skin which often seems to show the after effects of over-exposure to the sun many years later. Parents are also advised that children should not wear sleeveless tops and that sunscreen is recommended for days of high UV penetration.

INCLEMENT WEATHER

High Temperature, Exposure to UV, Rain, Hail, High Winds, Severe Dust or Electrical Storm, High Humidity, Snow

Depending on the previous night's weather forecast, the Principal (or a nominated person) may decide on inside or outside play. Staff will regularly monitor the weather for that day.

E.g. High Temperature/UV - Days 38 degrees and above and a UV reading of 6 and above will be declared as hot weather, hence students will remain inside during play time.

If the hot weather siren rings:

Junior Primary yard duty teacher – is responsible for Unit 2 area.

Upper Primary yard duty teacher – is responsible for Unit 1 area.

If the weather changes to enable children to play outside then the rostered yard duty teacher/s will ring the siren.

NB: the above steps are the same regarding rain, hail, high wind, Severe Dust or Electrical Storm, High Humidity, Snow

In addition to this:

There will be no sport lessons held outside.

This should be read in conjunction with our No Hat No Play Policy, which covers other aspects of keeping students safe.

While our school is well air-conditioned, it does not always function as effectively as we would like particularly on extremely hot days. It is a parent's decision about whether a child stays home in extreme hot weather.

The only time the school would close early would be in the event of a series of hot days where the air-conditioning was not functioning for this occur.

LIBRARY

Our library is well stocked for a school our size. Reception and Year One children can borrow two books for one week while older children can borrow three books for two weeks.

Books can be very expensive to purchase and it is essential that when books are borrowed, the children do their best to ensure they are not damaged, and the life of books is not shortened. We recommend that children use their Library bag to help protect the books that they have borrowed. If books are lost or damaged beyond repair, parents are asked to help meet the replacement cost of the books.

LOST PROPERTY

Parents are asked to label their children's clothing, lunch boxes and water bottles. Students or parents who want to see if lost clothing has been handed in should inquire at the front office or visit the lost property area, located under the Junior Primary veranda.

A collection of items found around the school is displayed each term (usually at the last assembly of the term) and we encourage parents to view the items.

We accumulate a very sizeable stock of lost property each year. Any items not claimed are eventually disposed of or distributed to families in need.

LUNCHES

Children are required to bring a packed lunch from home. Each class has access to a refrigerator for the safe storage of food. Individual classes have monitors appointed to deliver / collect items for 'cold' storage. Each class has a 'Crunch and Sip' break around 10:30 am and children are asked to bring a healthy snack (fruit, cheese and crackers, vegetable sticks). Some classes have a separate food storage box for the fridge, so this can be packed separately from the lunch box.

We offer Special Lunches on Mondays and Fridays. These can be purchased through Grab and Go Food Express using the QKR app. This can be downloaded from any app store. Orders must be placed prior to 8:00 am of the day of delivery. For more information please see Front Office.

Please note... We are a **NUT AWARE SCHOOL**. Some students are highly allergic, so where possible we ask for nut products not to be included in any part of your child's food at school.

Due to WHS regulations, we do not need to heat up student's food.

MEDICATIONS

It is vital that parents record all known medical conditions on the forms included with the enrolment pack. Schools **cannot** administer medications without written approval and in some cases we require written directions from a medical practitioner. **Please do not send medications assuming that we will be able to administer them.** The legal ramifications around incorrect administration of medications are incredible and we must not administer any medicine without the express permission of parents - this includes Panadol. Often, however, arrangements can be made for children to self-administer asthma medications - but we need to be kept informed.

Should your child's medical needs change, it is vital that the school is notified so that we can take the best possible care of your children.

MUSIC

Music is an important part of the general school curriculum, and is taught to all students as they move through their schooling. Some students, however, wish to extend their musical abilities through specialised tuition, in a more specific area than what the general curriculum can offer.

Offers to learn an orchestral instrument are made to students at the end of the school year, ready for the next year. This is generally only available for Year 4 to Year 6 students, and may involve a commitment by parents to travel to Renmark, as well as the costs to purchase or hire an instrument and purchase music sheets.

NEWSLETTER

The school newsletter is published and uploaded to Class Dojo, Facebook and the school's website on Wednesdays three times per term. The newsletter provides a ready form of communication to the school community (and beyond) of events within the school and our area. If you have any news you would like included, please contact the front office.

PARENT INVOLVEMENT

We welcome parents being involved in our school. It is most important that we all work closely together for the benefit of our school and especially for the benefit of the students within it. We invite parents to share in the school education of their children and at the same time, to become acquainted with the curriculum and educational methods. All people have knowledge and skills and a lot of these may be both interesting and educational for all of our students.

Some ways in which parents and other adults may consider becoming involved are:

- Helping on special days
- Assistance with fundraising
- Volunteering to hear reading or working with small groups in different curriculum areas (Our Learning Assistance Program is regularly looking for volunteers)
- Assistance with school camps
- Join the Governing Council

- Supporting special occasions when parents are invited to school for educational or social reasons

Remember, Renmark North School belongs to all of us - students, parents, staff members and the wider community. We all need to be working for its well-being and to be proud of it. It is an important part of our community.

PHOTOGRAPHS

School photographs are taken each year and these provide a good reminder of the earlier school years as well as being excellent gifts for relatives.

Photographs are taken on a class, individual and family basis.

There is no obligation to purchase any of the photographs.

RECYCLING

Our school has a recycling station in each unit. There are separate bins for paper and cardboard, recycling and general waste.

REPORTING STUDENT PROGRESS

Student work is often on displayed in classrooms as well as around the school (i.e. the front office). We encourage parents to visit and view students' work at any time.

Term 1

Early in Term 1 we hold a Welcome Night. This provides an opportunity for staff, parents and students to meet on an informal basis. Student Led interviews (3 – way conversations with the student, parents and teacher/s) are also held, later in Term 1; this is a get together to hear and discuss the progress of the student at school. Several nights are set aside and parents can choose one of these to come along to. If there are areas that the teacher and/or parents believe need some extra attention, a plan of action is worked out so that parents, student and teacher, together, can work towards the best educational outcome.

Term 2

A formal mid-year report is sent home at the end of the term.

Term 3

Towards the end of Term 3, a block of time is set aside so that a child's teacher and/or parent can request an interview. A mutually convenient time is arranged so that progress, and any necessary action, can be further discussed.

Term 4

A detailed written report is sent home in the last week of term. It provides an overview of progress in all areas of school life throughout the year.

SCHOOL BUSES

Our school is served by two bus runs. Details as to where these buses run will be available during the transition meetings or can be discussed directly with the front office / school Principal.

To be eligible to catch the bus, you must reside more than 5 kilometres from the school by the most direct route and not bypass another government school. You are able to check your eligibility with the bus manager.

Everyone is asked to give maximum cooperation in seeing the buses keep to their schedules by being at the bus stop five minutes before the bus is due to arrive.

Students will be reminded about the importance of cooperating with the school bus driver. Drivers have a very responsible job and their attention must not be diverted. Parents are asked to back up the school's efforts in seeing that responsible behaviour is shown by students.

Students not following the school bus rules may receive a verbal warning, a written warning or a suspension from the school buses depending on the nature of the infringement.

A copy of the rules for students travelling on buses is enclosed in this package.

SCHOOL CARD

School Card is a scheme to provide financial assistance for educational expenses for full time students of low income families. The allowance covers the full school fee, if approved.

Families are eligible if a Centrelink Customer Reference Number is provided from a Health Care Card or Pension Concession Card, and combined gross family income is within the School Card income limits. Financial Hardship application forms are also available. Further information can be obtained from the front office.

SCHOOL DENTIST

A Government dental service is based in Berri, at the Riverland Oral Health Centre, co-located at the Riverland General Hospital. The check-ups and treatment are free of cost, up to a limit. Parents who want their children to receive check-ups and treatment can contact the Riverland Oral Health Centre on 8580 2700.

SOCIAL MEDIA

In addition to our website, our school has an official Facebook page. Details of upcoming events, the newsletter and any other news from the school will be uploaded on a regular basis.

The school will also send out information through Class Dojo regarding upcoming events, happenings or reminders. Please ensure that you have downloaded the app and accepted the invitation from your child's teacher.

STUDENT & FUTURE LEADERS

We have 2 Student Leader Groups within the school that represents all students. Leaders are voted by their peers and which meet regularly with the Wellbeing Leader. Each class also holds meetings at which ideas are raised. These are then taken to the student or future leaders meetings and discussed. The Wellbeing Leader oversee the meetings.

The student and future leaders groups encourage close liaison between students and staff. Students have the chance to develop skills in meeting procedure, speaking, listening and negotiating. Children are able to exercise responsibility and develop a deeper commitment to the development of the school.

SWIMMING

All children have the opportunity to participate in lessons run by trained instructors. The aim of these lessons is to develop both confidence and safety. Formal lessons are held at the Renmark town pool in Term 4, or at our school pool. Classes are able to use our school pool during the warmer months, as part of our Physical Education program.

TERM DATES

2024

Term 1	29 th January – 12 th April
Term 2	29 th April – 5 th July
Term 3	22 nd July – 27 th September
Term 4	14 th October – 13 th December

2025

Term 1	28 th January – 11 th April
Term 2	28 th April – 4 th July
Term 3	21 st July – 26 th September
Term 4	13 th October – 12 th December

TRANSITION

Before starting school, there is a program for children (and parents) to gradually become more familiar with school. Through preschool, each child develops a 'feel' for school by taking part in some combined lessons with the Junior Primary classes before actually starting school.

This transition policy is detailed under the section "Admission of Children to School"

The Transition from Year 6 to Year 7 (high school) is planned each year and input from parents is most welcome. This transition process will be published in the school newsletter and sent to parents of Year 6 students.

UNIFORM - DRESS CODE

Our school, with the support of the School Governing Council, actively promotes and expects children to wear the school colours - **navy blue and gold / yellow**. It helps to enhance pride in the school and develops a spirit of unity within the school.

Suggestions: Navy blue – tops, shorts (no short denim shorts), skirts, skorts or tracksuit pants. Gold/yellow as alternate top - No sleeveless tops, Plain single colours, No badges / labels / stripes on main body of garment (excluding school logo), Jeans permitted – but they need to be neat and tidy – not ripped or with ragged edges.

The School Dress Code will also be expected in the following activities:

Excursions, SAPSASA Sports Representation, School Representative functions/activities, i.e. Remembrance Day, Local Media, School Photographs, Camps – where the organisers of the camp will make clear when School Dress Code is required (i.e. trip to Rundle Mall –, but not necessarily for on-site camp activities).

Hats – in school colours with the emblem, available for purchase from the front office or Tri-State Graphics.

A supply of pre-used clothes is available from the front office for a gold coin donation.

Parents are able to purchase the school tops from Tri-State Graphics or Yates Menswear in Renmark.

VALUES

STARR VALUES

Success

'Have-A-Go' - Persisting - Setting Achievable Goals - Being and Doing your Best

Team Work

Working with Others - Listening - Cooperating

Acceptance

Being different is OK - Being Flexible and Open Minded - Understanding and Appreciating Others

Respect

Yourself - Others - People's Property - Treat others as you want to be treated

Responsibility

Being Responsible for your Actions - Caring and Sharing - Being a Good Role Model

VISION

At Renmark North we are brave, persistent, adaptable, resilient communicators. We strive to do our best and are ready to learn.

WE BELIEVE:

<p>Our school should be a place where CHILDREN:</p> <ul style="list-style-type: none">• Feel safe.• Are happy and enjoy being here.• Are responsible for their behaviour.• Learn to the best of their ability.• Learn without interruption from others.• Strive to do their best.• Receive support and encouragement as they face challenges.• Are involved in decisions which affect them.• Feel comfortable in their dealings with staff.	<p>Our school should be a place where PARENTS:</p> <ul style="list-style-type: none">• Feel welcome and comfortable in discussing their children's development.• Feel part of a team helping their children.• Are informed of student and school activities on a regular basis.• Know teachers are giving their children a high quality education.• Feel confident in expressing their opinions in the knowledge that their opinions are valued and will be fully considered.• Are able to contribute their skills and knowledge for the well-being of the school.• Are encouraged by staff and children to be effective participants.• Are able to make use of school facilities.
<p>Our school should be a place where STAFF:</p> <ul style="list-style-type: none">• Help all children learn to the best of their abilities, taking into account the different needs of boys and girls, varying economic backgrounds, cultural differences and varying intellectual and physical disabilities.• Provide an environment that is conducive to learning.• Help all children to feel safe.• Support each other.• Enjoy their work.• Communicate positively with parents.• Are approachable by students and parents.• Are trusted by students and parents.• Care for and respect their students and their students' parents.• Are good, positive examples to their students.• Are loyal to the school community.• Are at ease in their work environment.• Are committed to their professional learning	<p>Our school should be a place where the CURRICULUM:</p> <ul style="list-style-type: none">• Promotes a feeling of self-worth among students.• Promotes a respect for and appreciation of differences in people.• Allows for development of negotiation and decision making skills among students.• Is interesting, relevant and challenging.• Provides a variety of learning experiences among children.• Provides for the academic, physical and social development of all children.• Provides each child with a core of factual knowledge on which later knowledge and skills can be built.• Helps children understand technology.• Helps children to prepare for the future in terms of work, leisure, rights and responsibilities.• Provides for learning experiences outside the school.
<p>Our school should be a place where FACILITIES:</p> <ul style="list-style-type: none">• Are safe, clean and well-maintained within a pleasant learning environment.• Enhance the learning of children.• Complement the school curriculum.• Provide children with fun, while being practical and purposeful.• Are treated with respect by all users.• Are adequate for use by all children.• Are adequately supervised when used.• Are available for community use.	

WEBSITE

Our website is: www.rennorth.sa.edu.au

On it you will find a wealth of information about our school, including hyperlinks to Department for Education policies.