Renmark Primary School is located 254 km north-east of Adelaide on the River Murray. At the 2011 census, its population was 7,491. Renmark is mainly a horticultural community; citrus, stone fruit and grape growing. The drought in recent years has impacted significantly on these industries and local business. The community has noticed an overall downturn in many associated aspects but remains very supportive of its schools and community events i.e. Rose Week, Riverland Field Days, visiting productions and shows at the Renmark Chaffey Theatre.

Renmark Primary School amalgamated with the Renmark Junior Primary School from the beginning of 2013. It was a smooth amalgamation and many aspects are still developing as a new school. The benefits and opportunities to the school community of being R-7 are numerous.

Our school community and partners work closely together to ensure the highest quality education and care possible for every student. This remains a priority for our school and community.

**RENMARK PRIMARY SCHOOL VISION**

Renmark Primary School in partnership with its community provides a supportive and challenging learning environment where students can strive for personal excellence and are equipped to succeed in our ever changing world.”

**RENMARK PRIMARY SCHOOL VALUES**

Our school values, developed from the students first then filtered through parents and staff are

*RESPECT, EXCELLENCE, SELF-BELIEF and TRUST.*

They underpin every aspect of teaching and learning in our school and community.

Renmark Primary School’s IoED is Category 2. We have an average enrolment of 355 students which has remained steady over recent years. The Renmark Primary School community is very multicultural represented by 17 different cultures and provides a rich and valuable education environment and community.

Families reside in the town and outlying areas. Buses provide free transport to and from school for those living 5 km or more away from Renmark Primary, their closest DECD school. This is managed through the school in conjunction with Townsend’s Buses, the local bus company servicing our schools.

Many students’ are significantly impacted by poverty and disadvantage. Our student cohort comprises 12% aboriginal students, 25% from non-English speaking backgrounds, 52% School Card and 12% students with a disability.

Renmark Primary School staff comprises a Principal, Deputy Principal, School Counsellor, Early Years Literacy Coordinator, 23 teachers (full time and part-time), 17 SSOs, a Christian Pastoral Support Worker and an Aboriginal Community Education Officer. A CentaCare case manager supports our 10 FLO (Flexible Learning Option) students.

Renmark Primary School comprises 15 classes, OSHC and a Dental Clinic. We are co-located with the Renmark Children’s Centre and Renmark High School. The strong and strengthening connections B-18 are very beneficial to our whole community.

Together we strive to ensure every child realizes their potential and achieves success in learning and being part of a vibrant community. Regular partnership meetings with site leaders from the Renmark Children’s Centre and local support providers and our local EC partnership (Renmark’s pre-schools, three primary schools and high school) ensure we are considering our whole community’s needs and working together to meet them.

Restorative Justice and our school values frame our whole school behaviour learning framework and is successful with all students. Whole school practice and processes ensure students understand that behavior must be respectful and inclusive; behavior not reflecting our values has natural consequences; the goal is to always understand how behavior impacts others and to restore relationships damaged by inappropriate and unacceptable behavior.

A New Arrivals Program is provided for students who have been in Australia less than a year. SSOs and the EALD teacher support these students who come from countries including India and Afghanistan. Our bilingual support teachers provide Turkish and Punjabi lessons for all Turkish and Punjabi students.
Students with disabilities, social and emotional wellbeing issues and English as a Second Language or Dialect are supported in a number of ways; School Counsellor programs and case management, EALD teacher, AET, ACEO and SSO programs aligned with NEPs and ILPs.

Our Christian Pastoral Support Worker and School Counsellor support staff, students and families and various programs incorporating community members such as Wood Work group, Master’s Commission Mentors and LAP. We have a strong volunteer involvement and their support is given at school events, in classrooms, on Governing Council and incidentally.

Aboriginal students and families are supported by the ACEO and AET through home visits, lunch time activities, curriculum support and they work to strengthen links with the aboriginal community. Identified ASTI students also receive extra literacy tuition, funded by DECD.

Our Parent Group is very committed and plans special events and activities for the students throughout the year.

Students are involved in numerous SAPSASA sports, instrumental music, choir, Greek dance and Performance Arts programs delivered on site by Riverland Youth Theatre. We promote healthy eating and have an established vegetable garden. Students cook using the produce grown at school.

SRC/Little Leaders provide a strong forum for student voice, led by our School Counsellor. Student leadership development is a major focus. Students are involved in school and community programs to develop their leadership skills (i.e. Natural Resources Management forums, Riverland Youth Theatre)

Strong, successful partnerships with the co-located preschool, high school and Riverland Special School enable us to share and develop common best practice which supports students in a seamless transition from one education setting to the next.

Our focus is on high quality teaching and learning, developing whole school understandings and pedagogy so that students can move between teachers and classes knowing the language of learning and understanding our high expectations.

Various policies and guidelines supporting our ethos include - Attendance Policy, Anti-Bullying Policy, Uniform Policy, Behaviour Learning Policy, our Site Improvement Plan, Australian Curriculum and Teaching for Effective Learning Framework.

We are currently transitioning from the South Australian Curriculum Standards and Accountability (SACSA) Framework to the Australian Curriculum (AC) – Maths, Science, English and History are AC, all other curriculum areas are guided by SACSA. R-2 teachers are still incorporating aspects of the Early Years Framework with a focus on play for learning and oral language.

Whole school literacy learning uses the scaffolded literacy model. The Renmark Primary Literacy Statement, developed by teachers, ensures an alignment of content and pedagogy. Recent feedback from Renmark High School and another local primary school has been that students from our school display an outstanding understanding and knowledge of Literacy (what to choose and use).

We are currently developing a Renmark Primary School Numeracy Statement. Our Numeracy focus remains on Number.

The Language other than English (LOTE) is Greek and all students participate in Greek lessons. Specialist areas are PE, Science, Greek and History.

Our Site Improvement Plan identifies Literacy (Oral Language, Play and Reading strategies), Numeracy (Number and problem solving) and Social and Emotional Wellbeing as our improvement priorities. The constant focus on high quality teaching and learning, developing whole school pedagogy and understanding our students as 21st Century learners is critical to achieving high standards and student learning outcomes.

Renmark Primary School is undergoing significant upgrading to its facilities. The 2009-2010 BER refurbishments provided a new Resource Centre, Hall and refurbishment to 10 Primary classrooms.

To support the amalgamation we are undergoing a $2.25m facelift – a new administration office, senior staff offices, SSO work areas, staff lounge, car park, 6 classrooms returned from areas no longer required and landscaping to several areas in the school.
The BER funding also provided a fully equipped student kitchen, a specialist Science/Tech teaching and learning area and a large Art room. Renmark Primary School is very well resourced and has outstanding facilities for students and community use.

The Renmark Primary School Governing Council supports the parent community and school leadership in many ways including decision making, policy development, finance, school events impacting students and families and parent issues. It is the employing body for OSHC and the Grounds person. We do not have a canteen but outsource lunch orders every Friday to a local café.

Regular communication between school and families is through fortnightly newsletters, daily notices to staff and students, regular assemblies run by SRC/Little Leaders, class newsletters home at the start of each term, parent-teacher-student discussions twice a year (more as requested), students reports are given at the end of term 2 and term 4, and Parent and Student Noticeboards in the administration area.

Renmark Primary School provides high quality education for all students. Staff are committed and passionate, our community is supportive and engages with us to provide a range of experiences and learning opportunities for every student.