



# Renmark Primary School



## Enrolment Information



**Government of South Australia**  
Department for Education



# Welcome to Renmark Primary School!

Dear Student,

You and your family are about to embark on a great learning adventure at Renmark Primary. We welcome you to our school and are here to support you throughout your learning journey.

This pack contains information regarding Renmark Primary's day to day processes but remember, if you are ever unsure or have any questions, please contact our friendly front office staff on 08 8586 5737.

# RENMARK PRIMARY SCHOOL

## General Information

### School routine

There is a teacher on duty from **8.30am** each day. For the safety of all children we ask parents to ensure their children arrive at school between 8.30am and 9.00am.

|                     |   |
|---------------------|---|
| Classrooms open at  | 8.40am  |
| School commences at | 9.00am  |
| Lunch Play          | 10.50am to 11.20am  |
| Lunch Eating        | 11.20am to 11.30pm  |
| Recess Play         | 1.15pm to 1.35pm  |
| Recess Eating       | 1.35pm to 1.45pm  |
| School Dismisses    | 3.30pm Monday, Tuesday, Wednesday and Friday<br>2.40pm Thursday |

### 2021 School year

|                               |                                   |
|-------------------------------|-----------------------------------|
| Term 1 – 27 January - 9 April | Term 3 – 19 July – 24 September   |
| Term 2 – 27 April – 2 July    | Term 4 – 11 October - 10 December |

### 2022 School year

|                                |                                   |
|--------------------------------|-----------------------------------|
| Term 1 – 31 January - 14 April | Term 3 – 25 July - 30 September   |
| Term 2 – 2 May - 8 July        | Term 4 – 17 October - 16 December |

### 2023 School year

|                                |                                   |
|--------------------------------|-----------------------------------|
| Term 1 – 30 January - 14 April | Term 3 – 24 July - 29 September   |
| Term 2 – 1 May - 7 July        | Term 4 – 16 October - 15 December |

### Accidents

If your child has a minor accident (e.g. grazed knee) they will be treated at school. If the accident is serious the child will be transported to hospital by ambulance and you will be telephoned as soon as possible. Families who do not have ambulance cover, can make a claim through the school for ambulance costs to be covered by the Department for Education.

### Medication

If children require medication, a medication consent form must be completed to allow staff to administer at school. All medication (even paracetamol) must be in original packaging and labelled with a pharmacy label detailing the child's name and dose. Detailed information and a medication consent form are included in this pack.

### Illness/Infectious diseases

Good health is vital to school progress. It is wise to ensure all vaccinations are up to date. If your child is unwell please keep them at home and inform the school of the reason for their absence. If your child becomes unwell at school, we will contact you to collect them. Exclusion periods apply for many infectious diseases:

**German Measles** - Stay at home until recovered or for at least 4 days after the appearance of the rash or until a Medical Certificate of recovery has been obtained.

**Measles** - Stay home for at least 4 days from the appearance of a rash

**Chicken Pox** - Stay at home until all blisters have dried

**Mumps** - Stay at home for 9 days after onset of swelling

**School Sores (Impetigo)** - Stay at home until treatment has commenced. Sores must be completely covered with a dressing until healed.

**Ringworms (Tinea)** - Stay at home until day after appropriate treatment has commenced. Keep covered until healed.

**Conjunctivitis** - Stay at home until discharge from eyes has stopped (unless doctor has diagnosed non-infectious conjunctivitis)

**Diarrhoea (no organism identified)** - Stay at home until no diarrhoea for 24 hours.

**Hepatitis A** - Stay at home until medical certificate of recovery received.

## Head lice

This can be a problem in all schools. Wherever children play together, this condition is likely to spread. If children become infected, they can return to school as soon as they have been treated (please see pamphlets enclosed). Please inform the school so we can remind all parents/caregivers to check their children's hair and help prevent breakouts.

## School Dental Clinic

Riverland Oral Health is located at 10 Maddern Street, Berri. Please contact them for an appointment on 08 8580 2700.



## Lost property

If you lose an item, please check the lost property cupboards. At the end of each term, all unclaimed items are taken to the Opportunity Shop.

## Lunch ordering

**Grab n Go Express** provide lunch orders on Thursdays. Information on how to set up the ordering app and a menu are included in this pack. Simply downloaded the app onto your phone/device, follow the very easy registration process and you will be ready to order your child's lunches anytime, anywhere. Payment is made online.

No need for lunch order bags, sending money to school and having to order well ahead of time.

Orders must be finalised by **8.00am on Thursday mornings**. Lunches are delivered to school just before lunch eating time each Thursday.

## Communications

Teachers are usually available to discuss areas of concern and interest with you, either before or after school. Appointments should be made with your child's teacher if you wish to discuss any issues or concerns in depth. The principal and/or deputy principal can also assist you in resolving an issue/concern you may have.

A school newsletter is produced every second Thursday, containing information about school and related community events. School newsletters and other information are available on the school Facebook page 'Renmark Primary School-Official' and the school webpage <http://www.renmark7.sa.edu.au>

Classes have their own newsletters and notice boards to keep parents informed of classroom matters.

## Hot/wet weather

When we experience wet weather or when the temperature is forecast for 36° C or above or the UV rating is greater than 10, students are kept indoors and under shade areas during breaks. Programmes are modified to ensure the children's safety and well-being.

## Parent involvement

We really appreciate parents volunteering at school. Parents or caregivers volunteering within their child's class do not require a 'Working with Children Check' however other family members or parents/caregivers volunteering with other groups of



children must have a current 'Working with Children Check'. This is easily arranged by Sarah or Rachel, the front office staff. 'Working with Children Checks' are paid for by the school.

All volunteers are also required to complete "Responding to Abuse and Neglect" training, this is available online and instructions on how to access this course is included in the volunteer packs available from the front office. All volunteers must complete the requirements before volunteering.

You may like to assist in some of the following areas:

- Classroom level - e.g. listening to reading, helping with an excursion or camp, instructing in a class elective programme
- Taking an active role in Governing Council (opportunities exist to be involved in a variety of Sub Committees including Finance & Grounds)
- Parent Group
- Special Programmes
- Resource Centre
- Parent Working Bees

## Mobile phones

Students are encouraged to leave their mobile phones at home. If they bring it to school, it must be turned off and handed in to the front office where it is stored until the end of the day. Students collect their phone from the front office after the 3.30pm bell, unless collected from school earlier. Parents will be contacted if their child disregards the mobile phone procedure.

## No hat, no play

All children are required to wear a broad brimmed or bucket hat throughout the year in accordance with the departments Sun Smart Policy. Bucket Hats are available for purchase at the school for a cost of \$5.00.

## Banking

Children may bank at the school each Tuesday through services offered by BankSA. Application can be made by visiting your local branch or online <https://www.banksa.com.au/personal/bank-accounts/childrens-account>

## Bikes and scooters

***Students bring bikes, scooters and skateboards to school at their own risk. No responsibility is assumed by the school for loss or damage.***

Once students reach the school boundary they are to walk their bike, skateboard, scooter etc along the footpath into the school grounds. It must be parked in the designated bike areas.

- Students are **strongly encouraged** to bring a suitable lock to secure their equipment.
- Students are not to play near this area or touch any bike during school hours.
- Once bikes have been parked in the bike area they should not be ridden again until end of day dismissal or under approval of the principal.
- Only owners should ride bicycles, scooters etc.

Please remind your child that **riding without a helmet is illegal** and that riding on the footpath is illegal for children 12 years and older.

## Programs

### Instrumental music

Instrumental music instruction is available for students in years 5, 6 and 7 in the following instruments - woodwind, brass, percussion and guitar. The selection process for inclusion involves parent approval and an aptitude test. This process takes place each November for the following year.

### SRC/Little Leaders

Renmark Primary School's Student Representative Council (year 3 - 7) and Little Leaders (reception - year 2) provide a voice for the student body and are a vital link in the decision making process of the school. SRC/Little Leaders meet on a regular basis.

This elected group of students have 2 term tenures and:

- 1) Participate in the development and review of relevant school policies.
- 2) Organise school-based functions.
- 3) Consider school issues arising from class meetings.

Each class will choose an SRC/Little Leader representative and a deputy representative. The SRC/Little Leaders are supported by a member of the Leadership Team.

## STARTING SCHOOL WITH A SMILE

Helpful hints for Parents & Caregivers of new Reception Students

- Talk to your child about starting school, where he/she will meet new friends, play new games, sing and make things.
- Send your child to school on time.
- Give him/her little duties to perform around the house which require only one or two directions. This will give him/her confidence to complete tasks.
- Encourage your child by talking about the work they bring home from school.
- Give his/her paintings and work from school a place of honour for a few days at least.
- Encourage your child to bring things to school such as books, photos, and items of interest. **Please do not send valuable toys.** Having something from home gives the child confidence to talk about home, and helps the shy child to feel more accepted and at home when classmates admire his/her contributions.
- Select appropriate and enjoyable stories, picture books, computer, radio and TV programmes.
- Take your child to a relative or a friend's house to stay for a while, so that he/she will accept the fact that he/she cannot always be with his/her parents.
- If your child is finding it hard to settle in or is experiencing separation anxiety, talk to the class teacher about the best approach to use. Often once you have said your goodbyes and are ready to leave the classroom it is best to do so quickly so the class teacher is able to distract your child and successfully move on to an activity.



# Proof of birth and proof of residence

Under the Department for Education's Admission Procedure, July 2020; parents and caregivers are required to provide **evidence of their child's full legal name, date of birth and primary place of residence at the time of enrolment and any time these details change.**

## One of the following documents will be accepted for proof of birth:

- the child's official birth certificate or extract
- a passport or travel document such as a visa, citizenship certificate or ImmiCard
- Centrelink or other official government documentation stating the child's full name and date of birth.

## The following documents will be accepted as proof of residence:

### For parents **who own their residence:**

- a contract of sale or council rates notice **and**
- a recent gas or electricity bill.

### For parents **who rent their residence:**

- a rental agreement that covers the first 12 months at the school **and**
- a bond receipt **and**
- a recent gas or electricity bill for that property.

Parents unable to provide the above documentation must supply secondary documentation stating the child's primary residential address.

Secondary documents may include:

- Centrelink or other official documents
- a driver's licence
- a utility connection notice
- electoral commission documents
- a letter from a landlord or agent
- Phone, Wi-Fi, water rates bills

Refusal or failure to provide this information, without reasonable excuse, may be an offence subject to penalty.

**If you move residence, you must notify the school of your new address and provide documented evidence as soon as possible.**



## RENMARK PRIMARY SCHOOL BEHAVIOUR LEARNING SUPPORT PROCESS

### ***SUCCESS FOR EVERY CHILD***

This process document is based on the following principles:

- \* Families, society, peers, staff and significant adults influence the choices of young people; it's our collective responsibility to support every student
- \* DfE and school communities, services and agencies work together to create learning communities which are:
- \* optimistic,
- \* inclusive, equitable and conducive to learning,
- \* safe; free from harassment and bullying,
- \* equitable for all students, maximising their learning opportunities and outcomes; and
- \* supportive of students acknowledging their behaviour choices, understanding that all behaviour has an outcome and a consequence.

### STAFF RESPONSIBILITIES

- \* Embed Renmark Primary School values of **RESPECT, EXCELLENCE, SELF-BELIEF and TRUST**
- \* ***Establish and maintain positive relationships with students and parents/caregivers***; early personal contact is essential
- \* ***Establish and maintain a positive supportive class and whole school culture*** where every child can succeed, underpinned by democratic and negotiated strategies
- \* ***Establish an inspiring learning environment with students***; consider seating, visuals, space and student dynamics
- \* ***Ensure the teacher is mobile*** in the room/learning space, engaged ***in learning with every student***
- \* ***Provide a relevant, engaging and differentiated curriculum***, supporting learning ***for all students***
- \* ***Ensure consistent and developmentally appropriate expectations*** for all students
- \* ***Ensure individualised and supportive Behaviour Learning strategies*** underpinned by
  - **Restorative practices**: *How has this behaviour impacted others and the student? How can we fix it? What will be the consequence if it happens again?*
  - **SMART principles**: *the impact of trauma on student behaviour, learning and relationships*
  - **Student Voice** – *how do students learn, provide feedback to teachers about teaching and learning, where is student voice in curriculum design?*
- \* ***Ensure students understand the impact of inappropriate behaviour*** on teaching, learning, wellbeing and safety (are empathetic); ***Restorative practices*** used to minimise its recurrence
- \* ***Implement explicit positive behaviour strategies***; document plans with parent input
- \* ***Work in partnership with families, senior staff, and support staff*** to support at risk students

## BUILD AND MAINTAIN POSITIVE RELATIONSHIPS

### Teacher-Student

- \* Know each student personally and academically; plan for this and use explicit strategies, make time
- \* Continually reinforce and explicitly teach strategies underpinned by Emotional Intelligence and RPS Values
  - **RESPECT** – language, thought, feelings, actions
  - **EXCELLENCE** – in effort
  - **SELF-BELIEF** – optimistic, accepts challenge, learns from mistakes
  - **TRUST** – in relationships, making positive choices, in yourself
- \* Use positive and optimistic **GROWTH MINDSET** language to develop responsibility and self-awareness
- \* Distract the student from negative behaviour, with minimal fuss, using least intrusive strategies
- \* Consider possible reasons for student behaviour, question, listen, allow students to talk; reserve judgement and consequences until you have the whole story
- \* Use “Choice” language, make an “A” or “B” choice, allow time and space for reflection and re- engagement
- \* Use a calm voice, positive, encouraging and respectful body language and comments **at all times**
- \* Minimise power struggles while ensuring the safety and wellbeing of all parties
- \* Model positive, respectful relationships with all adults and students

### Teacher-Parents/Caregivers

- \* Contact parents/caregivers within the first two weeks of term 1, phone or face to face. Introduce yourself, convey care for each student, availability and approachability. Listen well, without judgement.
- \* Establish communication – phone, email, text, diary note, face to face
- \* Ensure regular, prompt communication, share successes and discuss issues as they arise
- \* Involve parents/caregivers in their child’s learning, support plans, goal setting

### Student-Student

- \* Expect and explicitly teach/model behaviours aligned to our school values and the students’ developing Emotional Intelligence; expect students to demonstrate these towards each other

## RESOURCES/Frameworks

- \* Natural Justice principles and Restorative Practice
- \* Growth Mindset
- \* SMART principles
- \* Child Protection Curriculum
- \* Australian Curriculum Personal and Social Capability
- \* AITSL Professional Standards for Teachers, DECD Code of Ethics
- \* RPS Anti-Bullying Guidelines
- \* Behaviour Learning Support tools: Student Support Plans, 5 point scale, Google Classrooms resources, SMaRT Room when all other strategies have been implemented

## BEHAVIOUR GUIDELINES and CONSEQUENCES

Inappropriate behaviour: ongoing behaviour that disrupts teaching, learning and play

Unacceptable behaviour: intentional violence, abuse, bullying including electronic, illegal activity

**Natural Justice Principles**: consequences directly related to the impact of negative behaviour on the student and others i.e. a child playing unsafely in the playground could walk and talk with the duty teacher, watch others playing safely, and then try again.

A child upsetting another in class could work elsewhere so others can learn without disruption, then return to class when ready. A follow up discussion will occur **when the child is ready** about their behaviour, its impact, the goal/plan and the consequence of recurrence.

### **CONSEQUENCES:** (consider all perspectives and factors then implement the most effective strategies)

**Take Home**: continuing disruptive behaviour after various strategies and leadership intervention, **SMaRT ROOM** have been tried. The teacher will call the parent. Ensure accurate documentation. Complete Take Home slip.

**Suspension**: unprovoked, intentional, opportunistic violence; significant deliberate property damage; extreme disregard for RPS school values. Relevant factors considered, not always clear cut. Suspension signals unacceptable behaviour to the school community and allows for planning time.

**Exclusion**: after the provision of high level support, previous suspensions and where the safety and well-being of others are at high risk. Support Services involved. **Re-entry meetings held following Suspensions and Exclusions.**

## SENIOR STAFF CAN BE INVOLVED AT ANY STAGE OF THE BEHAVIOUR LEARNING SUPPORT PROCESS

### Stage 1 PROACTIVE STRATEGIES

#### Relationships and strategies - classroom and learning area teacher/s

- \* Be explicit about behaviour and its impact on the student and others, developing empathy and assisting them to make positive choices. Have high expectations aligned to RPS School Values
- \* Use positive language and strategies, not punitive, to elicit positive behaviour. Language like “Reminder, Warning, Class Sit Out” ... can escalate student behaviour. Encourage students to think and reflect on behaviour and make positive choices, give them time and space ....in your room, a quiet area elsewhere, depending on the child and their need
- \* Document ongoing behaviour concerns and strategies used to support behaviour change; it will be required for referrals, meetings etc. Can be ***Behaviour Record book, specific template.***
- \* Leadership support includes a range of strategies as per the SMaRT Room slips the goal being successful re-engagement. ***Our goal is to keep every student at school and in class where possible, which may look different for every student and may take considerable time.***
- \* On Call senior staff and/or the teacher/s will determine appropriate strategies and consequences
- \* ***All students will be welcomed back into the classroom to try again. A Restorative conversation between the student and teacher will then occur as soon as practically possible.***

### Stage 2 - STUDENT SUPPORT PLAN

#### Student Support Plan developed – teacher/s, student, school counsellor, parent/caregiver

If student behaviour continues to disrupt teaching and learning over time, after Stage 1 support:

- \* Teacher, parent/s/caregiver/s and student will meet to discuss the behaviour, its impact, possible factors, and support strategies implemented to date
- \* A behaviour change support plan including SMART targets will be developed together. The plan will include a range of strategies, involving senior staff if required
- \* Teacher/s, Student Wellbeing Leader, Parent/s/Caregiver/s and student monitor and communicate progress as per the Student Support Plan
- \* The student is expected to re-engage positively in all aspects of school, with positive support from staff.

### Stage 3 - BEHAVIOUR LEARNING SUPPORT PLAN

#### Student Support Plan reviewed and adjusted - teacher/s, student, parent/s/caregiver/s, senior staff

If the Stage 2 plan is not effectively supporting behaviour change

- \* The Student Wellbeing Leader and teacher will refer the student to the Principal/Deputy Principal, sharing relevant information, plans
- \* Deputy Principal will discuss behaviour issues with parents / caregivers, teacher/s and student
- \* A Behaviour Learning Support Plan including SMART targets, and clear consequences for ongoing behaviour, will be developed with all stakeholders, monitored and reviewed regularly
- \* Referral to Behaviour Support Coach and/or support services, if required
- \* Teacher/s, SWL, DP and relevant personnel will monitor progress and adjust plan as required
- \* With positive support, the student is expected to re-engage successfully in all aspects of school

### Stage 4 - FURTHER SUPPORT REQUIRED

#### Further Action - principal, student, teacher/s, parent/s/caregiver/s, support services

- \* Deputy Principal to refer student to Principal
- \* Principal to meet with all stakeholders to review and adjust the plan as required
- \* Consequence for ongoing unacceptable behaviour may be Suspension, Exclusion, part-time attendance

## WHAT DOES THIS LOOK LIKE IN PRACTICE?

- Our personal values and beliefs can be very different to those of our students and parents.
- Our role is to encourage and influence positive choices based on our School Values and Learner Dispositions and use the resources and tools readily available.
- We work together to ensure our school community understands that our school values are enacted in what we say and do, directly and indirectly.

In our Behaviour Learning framework, there must be whole school consistency in the following:

- \* Establish reflection/calming/quiet spots in and out of the classroom/learning area, where students can work away from others for a reasonable time i.e. a nearby class, specific corridor space; negotiate with each other. Students on plans may have designated break spaces i.e. SMaRT Room.
- \* Use language that conveys the non-punitive purpose of a break which is to allow the student time to reflect, calm, re-focus and make an “A” choice. At RPS we will not use punitive language in reference to breaks i.e. Warning/Reminder, Class Sit Out, Buddy Class. Ask students instead to “HAVE A BREAK” to Reflect, Calm, Re-focus and make an “A” choice so they can continue their learning, successfully. We will all use this language, choosing the most appropriate term/s at the time.
- \* The Break – students think and reflect on their behaviour, think about a plan/goal for change, identify support they may need, and articulate the consequence if the behaviour recurs. This is the basis of a Restorative conversation, held on the student’s return to the class, when they are ready.
- \* Be proactive and responsive, not reactive. We will not use a rigid linear “step” process, each student is different and different strategies are required for individual students to achieve success
- \* Make explicit the behaviour expectations and implement explicit natural consequences.
- \* Speak calmly, be encouraging, listen well, be firm and fair, explicit and supportive.
- \* Be mindful of entering into a power struggle – don’t!
- \* Always be welcoming, interested in each student, conversational. Use humour and patience!
- \* Class teachers will communicate significant behaviour issues to Specialist teachers however behaviour issues in one class may not be so in another. Students on plans may be the exception.  
\*\* A child may start a specialist lesson with a negative mindset if they are almost at a Take Home beforehand. Have fresh starts and specifically encourage that student.
- \* Document behaviour issues in the Behaviour Record book. Teachers establish BR books to meet their needs. Documentation must include the student name, date, time and notes about the behaviour. Also strategies and action taken. Please contact parents/caregivers for significant and/or ongoing issues.

### REMEMBER...

- \* Consider any needs not being met – food, water, sleep. We may assist and work with the family
- \* Use strategies/tools to develop students’ intrinsic motivation to succeed, reducing extrinsic motivation
- \* Students may need time away from the class to avoid escalation of behaviour
- \* Leadership will support at any stage
- \* Call a Take Home if necessary and all other strategies have been tried– not based on a number of steps, but on behaviour, strategies used and outcomes. Complete the Take Home slip for parents and office.
- \* Behaviour Support Plans, SMaRT Room Slips, diary notes, prompt parent communication, parent meetings, share successful strategies with other staff – support each other.

Suspension, Exclusion if all other strategies have been unsuccessful and behaviour is significantly impacting the teaching, learning, safety and wellbeing of others.

***What will you do differently to re-engage that student – if nothing changes, we keep getting the same result!***

# RENMARK PRIMARY SCHOOL

## Uniform Policy

All Renmark Primary School students are expected to wear a school uniform each day.

### RATIONALE

- **Safety and Security** – Students are easily recognisable in uniform both at school and on excursions. It is also much easier to notice unauthorised students in the school grounds.
- **Economy** – school uniforms are generally cost effective.
- **Peer Group Pressure** – there can be a lot of pressure amongst students to wear particular brand names etc. Wearing a uniform takes away this pressure and often reduces tension in families.
- **Dressing Appropriately** – school uniform is appropriate for all student activities.
- **School Pride** – wearing a uniform helps to build a sense of belonging, pride and “team’ in the school.
- **Student Health and Safety** – the school uniform is safe in all aspects e.g. sun safe (hats), appropriate footwear.

### UNIFORM - *Clothing is navy blue and white, our school colours*

A variety of school uniform options can be purchased from Yates Menswear and Tri State Graphics. Clothing options in the school colours but without the school logo are also acceptable.

Broad-brimmed or bucket hats are worn by students when they are outside at all times of the year.

#### Clothing Items Within Our Uniform Policy

- T-shirt, polo shirt (navy, navy/white, logo or no logo), skivvy, long sleeved t-shirt
- Wind-cheaters, jackets
- Shorts, skorts, school dress, skirt
- Tracksuit pants, long pants – **no denim jeans/shorts**
- Socks
- Suitable footwear for active play, i.e. sports shoes, school shoes, closed sandals

**Accessories:**

- No make-up
- No bulky jewellery
- No coloured finger-nail polish

#### **For personal safety:**

- Long hair should be tied back or secured off the face (clips, head bands)
- Studs or sleepers (ear piercings) are the only acceptable piercings – all others removed or covered

### MONITORING OF POLICY

The Uniform Policy will be discussed regularly with students to ensure they are aware of what it is and why we have it. This will be publicised regularly in the newsletter.

**Parents are expected to send their children to school in school uniform and will be advised if this changes for particular school activities i.e. camps, fun days.**

*Please see senior staff if assistance is required to provide a uniform for your child/ren.*

## RENMARK PRIMARY SCHOOL

### Attendance information for parents

#### IS YOUR CHILD AT SCHOOL?

- ❖ Lesson times are 9.00am to 3.30pm.
- ❖ A teacher is on duty from 8.30am for students to begin arriving at school.
- ❖ If a student is going to be away, please ring the school to let us know or send a written note when the student returns.
- ❖ If the student is late; please remind your child to report to the front office.
- ❖ The school will contact you if any absence is unexplained or when regular absences occur.

#### IMPACT OF BEING LATE OR AWAY FOR YOUR CHILD BY YEAR 10:

- ❖ 5 days a term away equals up to more than 1 year missed, 220 days.
- ❖ 1 day a week equals up to 2 years and 1 term missed.
- ❖ ½ hour late equals up to 1 year and 1½ term's away.

#### COMPULSORY ENROLMENT AND ATTENDANCE AT SCHOOL

**Under the Education Act of South Australia, parents or caregivers are held responsible for regular attendance of all children in their care.**

#### IS ATTENDANCE IMPORTANT?

**YES:** Too much school missed means children fall behind in their learning and are at risk of not forming strong friendships with other students.

#### SHOULD MY CHILD BE ON TIME?

**YES:** Arriving late can make children feel embarrassed. Entering a class late disrupts the class and distracts other children from their learning.

#### MUST I SEND MY CHILD TO SCHOOL?

**YES:** Parents/Caregivers are legally obliged to ensure their child/ren's attendance and punctuality at school until they are 17 years of age.





## MUST I SEND MY CHILD EVERYDAY?

**YES:** Unless your child:

- ❖ is sick.
- ❖ has an infectious disease (like chicken pox); is vomiting or has diarrhoea.
- ❖ is incapacitated by injury preventing movement.
- ❖ is accompanying the family on a holiday, that cannot be arranged in school vacations.

The school must be provided with an acceptable reason for the child's non-attendance.

**EXEMPTIONS:** Any absences of 3 days or longer require the completion of an Exemption form (ED175). The principal can approve temporary exemptions for family or overseas travel for up to 12 months. Applications for family travel greater than 12 months must be sent to the Central Delegate for approval.

## MUST I NOTIFY THE SCHOOL IF MY CHILD HAS BEEN AWAY?

**YES:** You are required to notify the school of any absences on the day or as soon as possible. A phone call to the Front Office or a note in the student's diary is acceptable.

## WHAT SHOULD I DO IF MY CHILD NEEDS TO LEAVE SCHOOL DURING THE DAY?

Where children are required to leave school during the day; a note, phone call or personal message from the Parent/Caregiver is required. The child must be signed in and out of the Front Office as they leave and return.

**WHENEVER POSSIBLE, DENTAL AND MEDICAL APPOINTMENTS SHOULD BE MADE OUT OF SCHOOL HOURS**

## SHOULD I NOTIFY THE SCHOOL IF MY CHILD REFUSES TO GO TO SCHOOL?

**YES:** Contact your child's teacher, the student wellbeing leader or the principal. We will work together to assist attendance. It is best to let us know sooner rather than later.

## WHAT ASSISTANCE IS AVAILABLE IF STUDENTS REFUSE TO ATTEND SCHOOL?

The student wellbeing leader will make a referral to the DECD student attendance and engagement officers if necessary. Student attendance and engagement officers are members of professional teams providing services to students, parents, caregivers and school staff to help resolve issues that may prevent children from attending successfully.

## WHAT IS THE ROLE OF AN ATTENDANCE AND ENGAGEMENT OFFICER?

Officers assist by:

- ❖ Visiting parents and students at home and consulting with parents or caregivers.
- ❖ Identifying reasons for non-attendance and making appropriate referrals.
- ❖ Monitoring student attendance and reviewing progress as necessary

# RENMARK PRIMARY SCHOOL SUNSMART POLICY

This policy applies to all school events on and off-site.

## Rationale

A balance of ultraviolet (UV) radiation exposure is important for health. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Sun exposure in the first ten years of life is a major factor in determining future skin cancer risk.

Too little UV radiation from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles, and for general health.

## Objectives



This SunSmart policy has been developed to:

- encourage the entire school community to use a combination of sun protection measures whenever UV Index levels reach 3 and above
- ensure a safe school environment that provides shade for students, staff and the school community at appropriate times
- ensure all students and staff have some UV radiation exposure for vitamin D
- assist students to be responsible for their own sun protection
- ensure families and new staff are informed of the school's SunSmart policy

## Scheduling

Staff are encouraged to access the daily sun protection times to assist with the implementation of this policy to avoid scheduling activities in peak UV radiation times.

Students remain inside when the temperature reaches 36 degrees and above. All learning areas have excellent air conditioning and cold water is readily available to all students.

A combination of skin protection measures are considered when planning outdoor events e.g. camps, excursions, sporting activities and swimming carnivals

The school uses a combination of sun protection measures for all outdoor activities during terms 1, 3 and 4, and whenever UV levels reach 3 and above at other times.

## Clothing



Sun protective clothing is included in the school uniform/dress code and sports uniform. The clothing is cool, loose fitting and made of closely woven fabric. It includes shirts with collars and elbow length sleeves, longer style dresses with a

collar and elbow length sleeves, shorts no shorter than half way between the thigh and knee, rash vests or t-shirts for outdoor swimming.

## Sunscreen

- Each classroom has sunscreen available for all students. Students may provide their own SPF 30 or higher broad spectrum, water resistant sunscreen and/or the school supplies SPF 30 or higher broad spectrum, water resistant sunscreen for staff and student's use.
- Sunscreen is applied at least twenty minutes before going outdoors and



reapplied every two hours if outdoors for an extended period.

- Strategies are in place to remind students to apply sunscreen before going outdoors.
- With parental consent, students with naturally very dark skin are not required to wear sunscreen to help with vitamin D requirements. Families with children who have naturally very dark skin are encouraged to discuss their vitamin D requirements with their GP or paediatrician.

## Hats

All students and staff are required to wear hats that protect their face, neck and ears e.g. legionnaire, broad brimmed or bucket hats, whenever they are outside. Baseball or peak caps are not acceptable. Cords must be removed from hats. Bucket hats are available for sale at school.



## Shade

- A shade audit is conducted regularly to determine the current availability and quality of shade.
- The school ensures there is a sufficient shade in the school grounds, particularly in areas where students congregate.
- The availability of shade is considered when planning excursions and all other outdoor activities.
- Outdoor activities are scheduled outside the peak UV radiation times or in the shade where possible.
- In consultation with the school council, shade provision is considered in plans for future buildings and grounds.
- Students are encouraged to use available areas of shade when outside.
- Students who do not have appropriate hats or clothing are asked to play in the shade or a suitable area protected from the sun.



## Sunglasses [optional]

Students and staff are encouraged to wear close fitting wraparound sunglasses that meet the Australian Standard AS/NZS 1067:1:2016 (Sunglasses: lens category 2, 3 or 4) and cover as much of the eye area as possible.

## Curriculum

Programs on skin cancer prevention are included in the curriculum for all year levels.

## Staff WHS, role modelling & policy promotion

As part of WHS UV risk controls and role modelling, when the UV radiation level is 3 and above staff will:

- wear sun protective hats, clothing and sunglasses when outside
- apply SPF 30 or higher broad spectrum, water resistant sunscreen
- seek shade whenever possible.

Families and visitors are encouraged to use a combination of sun protection measures e.g. sun protective clothing and hats, sunglasses, sunscreen and shade, when participating in and attending outdoor school activities.

SunSmart behaviour is regularly reinforced and promoted to the whole school community via the school's usual communication channels.

This policy will be reviewed in Term 4, 2023

# RENMARK PRIMARY SCHOOL

## Protocols for taking photographs/videos at RPS organised events

### Rationale:

There are some legal issues around photographing some students. To protect these students and the rights of parents/carers to record significant events in their own child's lives we have developed the following protocols for our school.

### Protocols:

#### Students who are not to be photographed:

- Parents/carers must notify the school if students are not to be photographed.
- Students will be asked to sit in designated areas at assemblies/whole school gatherings so that there is minimal likelihood of them being photographed/videoed.
- Parents understand that at whole school functions where students are mobile such as sports days, swimming carnivals, camps and excursions, special groups performing or attending community functions, the school will not be able to ensure that your child will not be photographed as part of the day's activities. If this is likely to cause a problem, then parents/carers will need to be with their child to monitor this.

#### Events on the school site or organised by the school:

(eg assembly, excursions, SAPSASA)

- Parents/carers are able to photograph/video their own child in the activities or events that they are participating in.
- We request that parents/carers do not pan the students behind the activities.

#### Events at Chaffey Theatre:

- Parents/Carers **are not to take** any photography/video equipment to the theatre. It is theatre policy and there are notices in the foyer.
- For some events the school is granted permission for **school staff only** to photograph/video events. On these occasions we will be able to organise copies for parents/carers.

# Raising a complaint with the Department for Education

We recognise that sometimes things go wrong and you may feel that your expectations are not being met. If you have an unresolved complaint or want to provide feedback, we would like to hear from you. It's important to work together, talk, listen and find solutions in a courteous and respectful manner, so we can improve our services.

## Before making a complaint

Before making a complaint you should:

- clearly identify issues and the resolution you are after
- provide complete and factual information
- cooperate with any requests for more information
- not include deliberately false or misleading information
- treat staff handling the complaint with courtesy and respect.

## Types of concerns and complaints

You may choose to make a complaint if you believe that the school, preschool or corporate office has:

- done something incorrect
- failed to do something they should have done
- acted unfairly or impolitely.

Your complaint or feedback may be about:

- the type, level or quality of service
- the behaviour and decisions of staff
- a policy, procedure or practice.

Complaints and feedback may be about something we have to do because of state or federal law. We will talk to you and help you understand the requirements and why they exist.

## Where to get help to make a complaint

Accessibility and support to making a complaint – if you have special needs or require additional assistance in making a complaint.

Tips to make a complaint or give feedback to the department.

## Making a complaint

### Step 1 – frontline complaint handling and early resolution

Talk to the school, preschool, area or the person that made the original decision. We encourage a process where the original decision maker is given the opportunity to resolve the concern or complaint wherever possible. In a school setting this might be a Teacher or a Year Level Coordinator. In a corporate office it might be an officer or Team Leader.

If you're still not satisfied that your complaint has been addressed, you can contact that person's line manager. This might be a Principal or Preschool Director in a school setting or a Manager or Director in a corporate office. Ask to make a time to contact

them to discuss your concerns. You may want to put your concerns in an email.

Find the school or preschool contact details.

Most complaints are resolved quickly, but some complex matters may take more time. We will advise you if this is the case.

## Step 2 – central complaint resolution

If you're not satisfied that your complaint has been addressed at the local level, you can get help from our Customer Feedback Unit (CFU).

Contact the CFU:

- online complaint form
- feedback and complaints about a school or preschool
- phone 1800 677 435 (toll free).

We can help you in relation to preschool and school complaints by:

- giving advice about the issues behind the complaint
- liaising with schools and preschools to ensure all options for resolution have been explored
- objectively reviewing complaints that have not been resolved at the local level, including through a review.

Refer to internal and external reviews for complaints for more information.

We can support you in relation to corporate office complaints by:

- connecting you to the correct person or area to address your complaint
- referring your matter if unable to be resolved, to the relevant Manager or Executive.

## Step 3 – external complaint resolution

If we haven't been able to resolve your complaint through steps 1 and 2, you may choose to seek independent advice from the Ombudsman SA. The circumstances of your complaint will determine if they can help.

External agency contact:

Ombudsman SA (OSA)

Free call: 1800 182 150

Email: [ombudsman@ombudsman.sa.gov.au](mailto:ombudsman@ombudsman.sa.gov.au)

Depending on the nature of the matter, the OSA will usually ask if you have taken your complaint to the school, preschool or the CFU before approaching the Ombudsman.

## Overview - steps for raising your complaint





# How to Crunch&Sip<sup>®</sup>: a guide for parents



Crunch&Sip<sup>®</sup> is an easy and practical way of getting kids to eat more vegetables and fruit.

**To Crunch&Sip<sup>®</sup> every day, send your child to school with:**

- A clean, clear bottle filled with water
- An extra serve of easy to eat vegetables or fruit

**Preparing and storing Crunch&Sip<sup>®</sup>**

- **Wash** all fruit and vegies. Get the kids involved in this!
- **Cut** fruit and veg into easy-to-eat pieces
- **Store** fruit and veg in a sealed container
- **Chill** in an insulated lunch bag for extra crunchiness
- **Include** a spoon or fork for juicy fruit and veg like mango, avocado and melon. This will stop sticky fingers in the classroom.
- **Time saving tips**
  - Prepare vegie sticks in advance! They will stay fresh in the fridge for several days if kept in an airtight container with a wet paper towel.
  - A whole carrot, apple or celery stick is perfect for older kids – no chopping required! Sugar snap peas, cherry tomatoes and grapes are good for little ones.



**Crunch&Sip<sup>®</sup> inspiration**

Are your kids tired of the same carrot sticks and apple for Crunch&Sip<sup>®</sup> each day? Choosing different coloured vegetables and fruits keeps it interesting and is good for you too!



Different coloured vegetables and fruit provide different vitamins, minerals and phytonutrients. This will help give your children the right balance of nutrients for good health. Eat a rainbow!



## GRAB & GO FOOD EXPRESS CANTEEN MENU



**Grab n Go Express** provide lunch orders to Renmark Primary School on Thursdays.

Simply follow the instructions provided to download the app onto your phone/device. Once you have completed the registration process, you will be ready to order your child's lunches anytime, anywhere. Payment is made online.

Orders must be finalised by **8.00am on Thursday mornings**.

Lunches are delivered to school just before lunch eating time each Thursday.

### SANDWICHES

|  |        |
|--|--------|
| Chicken                                      | \$3.00 |
| Ham  | \$3.00 |
| Egg  | \$3.00 |
| Vegemite                                     | \$2.50 |
| Add Salad                                    | \$1.50 |
| tomato, lettuce, cucumber<br>carrot & cheese |        |
| Gluten Free bread                            | \$1    |

### WRAPS

|   |     |
|---|-----|
| Ham                                     | \$5 |
| Chicken                                 | \$5 |
| Tuna                                    | \$5 |
| Includes lettuce, cheese, carrot & mayo |     |

### SALAD PACKS

|  |        |
|--|--------|
| Ham  | \$5.50 |
| Roast Chicken Tenderloin   | \$5.50 |
| Tuna   | \$5.50 |
| Salad packs include lettuce, cheese, carrot,<br>tomato, cucumber & salad dressing. |        |

|  |        |
|--|--------|
| Chicken Caesar salad   | \$6.50 |
| Chicken Tandoori salad, tomato,<br>Cucumber, onion & yoghurt | \$6.50 |
| Tangy Tomato Pasta salad                                     | \$6    |

### SNACKS

|                      |        |
|----------------------|--------|
| Muffins              | \$2.50 |
| Fresh Fruit in a cup | \$2.50 |
| Banana Chips         | \$2.50 |
| Popcorn              | \$2.00 |
| Cheese & Biscuits    | \$3.00 |
| Yoghurt              | \$3.00 |

### HOT FOODS

|  |        |
|--|--------|
| Cauliflower Burger, tomato, lettuce cheese &<br>yoghurt  | \$6.80 |
| Freshly crumbed chicken schnitzel parmigiana<br>burger.  | \$6.80 |
| Chicken Yiros with lettuce, cheese, tomato<br>& Yoghurt  | \$6.80 |
| Grilled chicken burger with lettuce,<br>tomato & cheese. | \$6.80 |
| Handmade burger with cheese & sauce                      | \$6.80 |
| Bolognese with pasta packed with hidden<br>vegetables    | \$6.80 |
| Lasagne  | \$6.80 |
| Chicken Nuggets  | \$0.80 |
| Baked Potato with Bolognese sauce                        | \$6.80 |
| Pizza  | \$5    |
| Nachos with mild salsa & cheese                          | \$6.80 |
| Grilled Sausages with gravy & roll                       | \$6.80 |
| Ham & Cheese Croissant                                   | \$4.50 |
| Hot Dog  | \$5.20 |
| Gluten Free Burger Bun                                   | \$1    |

|       |        |
|-------|--------|
| Sushi | \$4.50 |
|-------|--------|

### DRINKS

|   |        |
|---|--------|
| Water   | \$2.20 |
| Nippy Flavoured Milks,<br>Chocolate, Strawberry & Honeycomb | \$3.20 |
| Fruit Juices<br>Apple, orange & apple/ blackcurrant         | \$2.30 |
| Up & Go<br>Vanilla, Strawberry or Chocolate                 | \$3    |



\*Prices subject to change



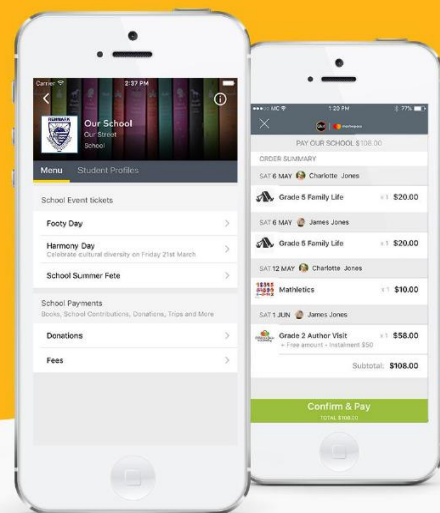


For quicker, hassle-free school payments, try Qkr! today

Introducing Qkr! (pronounced 'quicker') by Mastercard, the secure and easy way to order and pay for school items from your phone at a time and place that suits you.

With Qkr you can:

- Order and pay for your child's lunches, reducing the need to bring cash to school;
- Pay for a variety of school items;
- See your receipts on the app and get them sent by email if required.



Getting started is easy - try it yourself today

### Step 1 Download Qkr!

on your Android phone or iPhone. iPad users can download iPhone app



### Step 2 Register

Select your Country of Residence as 'Australia' and follow the steps to register

### Step 3 Find our school

Our school will appear in 'Nearby Locations' if you're within 10kms of the school, or search for our school by name.

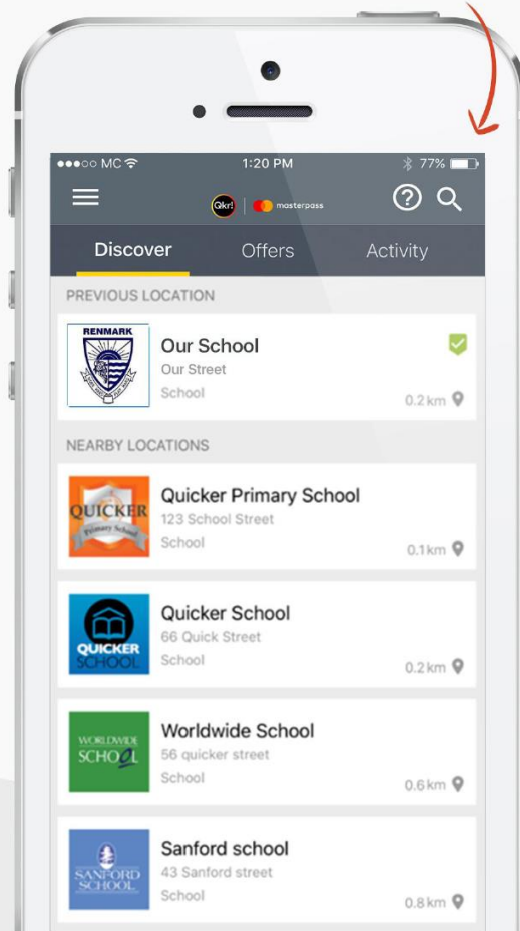
### Step 4 Register your children

When first accessing our school you will be prompted to add a student profile for your child. This allows you to make orders and payments for them.

If you have made a purchase you can select our school from 'Previous Location'

If you're within 10 kms of the school, you can select our school from 'Nearby Locations'

Search for our school name





masterpass

### Add your children's details in Student Profiles

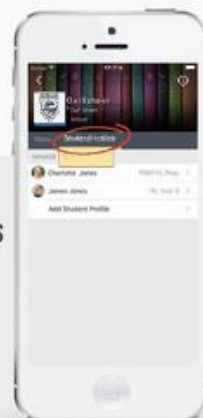
Select 'Add student profile'



Add each child's details



Manage each child's details in Student Profiles



### Order meals

Select a menu from our canteen



Tap the green box to view your receipt or to cancel an order



Select a date for a child and order a meal

Tap 'Repeat order' to copy all paid orders from one week to the next



Tap to change the date you are ordering for

Tap to change the child you are ordering for

Tap 'Checkout' then confirm and pay

### Making payments

Add up to 5 cards to your wallet



At checkout select which card to pay with.

Pay with any cards accepted by the school.

Once your payment is approved you can continue to the home page, or view your receipt.



## Health Protection Programs

# Head lice Prevention and treatment



### What are head lice?

Head lice are small parasitic insects that live close to the human scalp. Head lice are pests but rarely pose a threat to health.

Outbreaks can be minimised if parents and guardians regularly check children for head lice and follow the recommended treatment methods if active lice are found.

- > Adults are called lice and their eggs are called nits.
- > Head lice do not fly, jump, hop or swim – they spread by head-to-head contact by crawling.
- > Lice don't care about hair colour or hair type, and they love both clean and dirty hair.
- > Head lice do not prefer a particular blood group.

### Responsibility

Parents and guardians are responsible for checking and treating children for head lice. Pre-schools, schools and child care centres are not.

School and child care centre staff are responsible for informing parents and guardians of cases or suspected cases of head lice.

### Checking for head lice and nits

Check everyone in the household for head lice weekly, or daily during an outbreak.

The wet combing technique is a reliable method of checking for head lice, as the conditioner makes lice easier to detect.

If head lice are detected, start treatment using the preferred method. If only nits are found, chemical treatment is not required but wet combing may be done.

### Treatment

The two most common methods used for the treatment of head lice are chemical treatment and wet combing method:

- > Chemical treatments use pediculicides, which kill head lice and some nits.
- > Wet combing involves saturating the hair and scalp with a conditioner to stun the lice, making it easier to comb the lice and nits out of the hair.

#### Chemical treatment

There are four main categories of head lice products currently available in Australia: pyrethrins, synthetic pyrethroids (permethrin, bioallethrin), organophosphates (maldison or malathion), and herbal products with or without pyrethrins.

No treatment kills all nits, so the hair must be re-treated after 7 to 10 days to kill any head lice that may have hatched from nits that survived the first treatment.

Only use treatments made specifically for removing head lice.

Do not use a hair dryer after applying a treatment, as the heat can destroy the active ingredient.

#### Wet combing treatment

Wet combing can be used to check for and treat head lice. Conditioner stuns head lice for around 20 minutes and also makes hair slippery, making them easier to remove. You will need hair conditioner, a head lice comb and paper towel.

Wet combing using conditioner should be avoided for at least one day before and after chemical treatment, or as per the manufacturer's directions.

Wet combing instructions are available at [www.sahealth.sa.gov.au/headlice](http://www.sahealth.sa.gov.au/headlice)

## Head lice – Prevention and treatment

### Removing nits

Many people interpret the presence of nits as an indication of an active head lice infestation. However, if the nits are more than 1 to 2 cm from the scalp they may be already hatched or dead. It is not necessary to remove all nits if they are dead, although some people may prefer that the nits are removed.

### Treatment failure

Reports of failed head lice treatment are not uncommon. Failure can be due to:

- > inadequate application of product
- > lice being resistant to the treatment used
- > failure to re-treat to kill nymphs newly hatched from nits
- > re-infestation

Re-infestation should not be suspected until all the other potential causes have been ruled out.

### If the treatment appears to have failed

If a chemical treatment was used, check the instructions and, if they have not been correctly followed (especially the need to repeat in 7 to 10 days), repeat the treatment.

Try an alternative treatment. Check with your chemist to make sure you are choosing a preparation with a different active ingredient.

Try the wet combing method instead of, or as well as, a chemical treatment. Do not use the wet combing method for at least one day before and after chemical treatment or as per the manufacturer's directions.

Using the wet combing method check the heads of all household members and treat all who have head lice.

### Preventing the spread

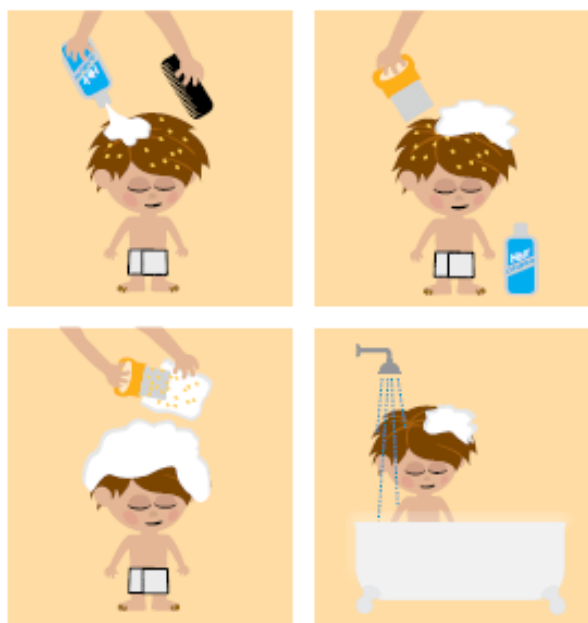
- > check for head lice weekly – daily during head lice outbreaks
- > treat head lice as soon as they are detected
- > avoid direct head-to-head contact
- > keep long hair firmly plaited or braided and slick down stray hairs with hairspray or gel
- > avoid sharing brushes, combs, hats and helmets

### Further information

If you are concerned about head lice or want more information contact:

- > your local pharmacist or GP
- > the Child and Youth Health Parent Helpline: 1300 364 100 or online at [www.cyh.com](http://www.cyh.com)
- > your local council Environmental Health Officer

Look for other SA Health resources about head lice at [www.sahealth.sa.gov.au/headlice](http://www.sahealth.sa.gov.au/headlice)



### For more information

Health Protection Programs - SA Health  
 Telephone: 08 8226 7100  
 Facsimile: 08 8226 7102  
 Email: [HealthProtectionPrograms@health.sa.gov.au](mailto:HealthProtectionPrograms@health.sa.gov.au)  
 Website: [www.sahealth.sa.gov.au/headlice](http://www.sahealth.sa.gov.au/headlice)



This document has been reviewed and endorsed by SQCAG\* for consumers and the community January 2016.

© Department for Health and Ageing, Government of South Australia.  
 \*SA Health Safety and Quality Community Advisory Group. All rights reserved. FIS: 15076.6 January 2016.

Public - I1 - A1



[www.ausgoal.gov.au/creative-commons](http://www.ausgoal.gov.au/creative-commons)



SA Health





# How to get rid of head lice using the wet combing technique

Use this method to check for and treat head lice

**5** things you will need:

- hair conditioner
- a wide toothed comb
- a fine long toothed head lice comb
- bright light or sunlight
- tissues or paper towel.



## 20 Minutes

Conditioner stuns head lice for around 20 minutes and makes hair slippery, making it easier to remove lice from the head.



## 7 steps to remove head lice:

Work quickly as the effect of the conditioner starts to wear off after about 20 minutes.

### Step 1

Generously apply conditioner to dry hair to cover the scalp and the full length of the hair.

### Step 2

Untangle the hair with a wide-toothed comb.

### Step 3

Put the fine-toothed head lice comb flat against the scalp and draw the comb through each section of hair from the roots to the ends.

### Step 4

Wipe the comb after each stroke onto white tissue or paper towel, checking each time for head lice and nits.

### Step 5

Comb each section of hair at least 5 times.

### Step 6

Wash the hair as normal.

### Step 7

Scrub the comb with an old toothbrush to remove any eggs or lice that may be present.

**REPEAT.** If you find live head lice, repeat steps 1-7 every 2 days until no lice have been found for 10 days.

*Wet combing using conditioner should be avoided for at least one day before and after chemical treatment, or as per the manufacturer's directions.*

[www.sahealth.sa.gov.au/headlice](http://www.sahealth.sa.gov.au/headlice)

Public - I1 - A1



This document has been reviewed and endorsed by SQCAG\* for consumers and the community January 2016.

\*SA Health Safety and Quality Community Advisory Group. © Department for Health and Ageing, Government of South Australia. All rights reserved. ID: 15076.2 January 2016.



Government  
of South Australia  
SA Health



# RENMARK

