

School Context Statement - 2025

School Name - Renmark High School

School Number - 0794

1. General Information

Part A

School name: RENMARK HIGH SCHOOL

School No: 0794

Courier: R28/1

Principal: Mr Mat Evans

Postal Address: 170-174 Thurk Street, Renmark 5341

Location Address: 170-174 Thurk Street, Renmark 5341

District: Riverland

Road distance from GPO: 250kms

Phone: 08 8586 6974

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CPC attached: NO

Overview

Renmark High School was established in 1925 and has a proud history of serving the local Renmark and Paringa community. In 1980 the school moved from its original site to the current site on Thurk Street in the town of Renmark. The school draws students from three public primary schools and one Catholic primary school.

Enrolments

In 2025 there is a total enrolment of 440 FTE students. Approximately 5% of the student profile is from a non-English speaking background and 30% are on school card, some of who present with significant socio-economic complexity. Renmark High School is a Department of Education (DfE) Internationally Education Services accredited school and has a small number of International enrolments.

Part B

Assistant Principals

- Director of Inclusion: Danielle Weeks
- Director of Learning: Jess Farrelly
- Director of Operations: Marina Pater

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Staffing Numbers

- A6: 1.0 FTE
- B3: 3.0 FTE
- B2: 2.0 FTE
- B1: 3.0 FTE
- Ancillary hours per week 644.25

Leadership Positions

- Principal
- AP - Director of Inclusion
- AP - Director of Learning
- AP - Director of Operations
- Business Manager

Senior Leaders

- Literacy and Global Perspectives
- Numeracy and Scientific Innovation

Coordinators

- HPE & Sports
- Student Support
- Creative Technologies
- Wellbeing

Pastoral Care Support

- Wellbeing Support Officer

OSHC

- Not at the school, but available at Renmark Primary School (adjacent to the high school).

Enrolment Trends

- Enrolment is anticipated to remain steady for the foreseeable future.

Year of Opening

- Renmark High School's original site was opened in 1925 and was completely re-built on a new site in 1980.

Public Transport Access

- There is limited public transport within the Riverland. Renmark is served by daily Stateliner Bus services to and from Adelaide.

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2. Students and their welfare

General characteristics

Many ethnic groups are represented in the district, with the largest numbers of students from non-English speaking backgrounds being of Greek or Turkish descent. The ethnic profile of the school has changed significantly with large numbers of Indian students arriving over the last five years. The school has an increasing number of Aboriginal and Torres Strait Islander students and a diverse range of cultures represented as well as some students with English as an Additional Language or Dialect. The student enrolment spans a very wide range of socio-economic groups and family structures.

Support offered

Pastoral care is provided by care group teachers via morning Care Group and through a comprehensive pastoral care program 'Beyond Tomorrow'.

Support management

The school has a comprehensive Student Development Policy, which is detailed in the staff handbook issued to every staff member. There is a strong support structure in place for positive relationships between staff and students to flourish that is underpinned by a restorative practices approach.

Student government

There is an active Student Representative Council with representation from all year levels and led by elected year 12 student leaders.

Special programs

There is an Inclusive Education program for students with disabilities and additional needs. A New Arrivals Program caters to students who require intensive oral and written language instruction.

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3. Key school policies

Contextual influences

Renmark High School is a medium sized, country secondary school. It provides schooling throughout the normal South Australian secondary range, years 7-12.

The school serves a culturally and economically diverse community. The community also encompasses the entire socio-economic range. This diverse community results in a wide range of parental support for students and the school.

Core business

Teaching programs in all years 7-10 subjects are based on the Australian Curriculum. Middle schooling and 21st century learning methodologies are incorporated into the learning program through integrated units that assess learning from across several learning areas and address the general capabilities. The year 11 and 12 curriculum is based on the SACE, the South Australian Certificate of Education. The school offers all of the compulsory subjects for the SACE and strives to provide its students with a wide choice of subjects, within available resources, in each area of the SACE curriculum pattern. There is a heavy focus on VET learning with the number of students completing the SACE with a VET component regularly, being twice that of the state average.

Our vision

"A thriving learning community where we all belong, grow, achieve, and contribute to an evolving world"

Our values

Respect | Connect | Achieve

2022-2024 SIP priorities

As documented in the schools Site Improvement Plan:

Goal 1: To improve student achievement in reading

Goal 2: To improve students' number sense and increase the number of students thinking multiplicatively

Goal 3: To improve student achievement in writing

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4. Curriculum

Vocational Education & Training program

As part of the Riverland Trade Training Centre Cooperative, over 20 vocational learning programs are offered to students of Renmark High School. As part of this cooperative, Doorways to Construction and Production Horticulture are delivered at Renmark High School.

5. Sporting activities

Sport has a significant place in the school and in the Riverland as a whole. The school participates in three swimming and three athletics carnivals in the first term each year (inter-house, Riverland inter-school and SASSSA). It enters Knockout Cup competitions in a wide range of sports and has achieved significant success in volleyball at the national level. The school has extensive sporting facilities, which include a football and hockey oval, an indoor gymnasium and a covered outdoor learning area (COLA). The school also takes advantage of the many existing sporting and recreational facilities available in the community.

6. Other co-curricular activities

Instrumental tuition is provided by DfE instrumental music teachers.

7. Staff (and their welfare)

Staff profile

The teaching staff comprises a blend of early career and experienced teachers. A small number of teachers have been at the school in excess of 20 years.

Staff support systems

Staff are recognised as being very supportive of one another on an informal basis. More formally, all teaching staff are assigned to Learning Areas under the leadership and management of a senior leader/coordinator. The senior leader/coordinator is responsible for providing guidance, support and feedback to each member of the Learning Area.

In addition there is a comprehensive induction program for staff new to the school. The Assistant Principal manages this program, with input from many other staff.

Staff utilisation policies

Staff are given the opportunity to request particular teaching assignments each year and these requests are accommodated where appropriate. Staff are encouraged and supported to extend the scope of their teaching expertise so that they can offer additional subjects or take classes at higher year levels.

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8. Incentives, support and award conditions for staff

Housing assistance

Teaching staff automatically receive a rental subsidy if they occupy Government housing.

Staff appointed to the school are eligible for the Country Conditions allowance as specified in the current Industrial Agreement.

- Relocation assistance
- Permanent and contract teachers eligible

9. School facilities

Buildings and grounds

The school was completely re-built on a new site in 1980. All the buildings are of brick construction. Recent developments have focussed on the development of middle school and senior school learning spaces conducive to 21st century pedagogies and learning styles.

Our facilities have undergone significant enhancements, with over \$8 million invested in the last five years. The grounds are beautifully landscaped, featuring abundant trees and well-maintained grassy areas, providing a welcoming and modern environment for our students and staff.

Cooling

All school buildings are cooled except the gymnasium.

Specialist facilities

Specialist facilities include five laboratories, gymnasium, COLA, music suite, drama suite (located in the Chaffey Theatre, the regional performing arts centre which is adjacent to the school), art, home economics and technology studies areas and resource centre. Every classroom has access to a data show or an interactive whiteboard.

The school also has an extensive Farm Management Centre situated approximately four kilometres from the school planted with almonds, grapes and various stone fruits. This is supported by a small agriculture block located adjacent to the main site. A number of animals are kept at these facilities.

All learning areas are supported with wireless Wi-Fi and trolleys of netbooks and/or laptops for student use. There remains a small number of specialist computer rooms. Students are encouraged and supported to bring their own device. This is supported by a progressive mobile devices policy.

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Staff facilities

Each classroom and specialist facility building contains staff work rooms, in which every member of the teaching staff has a 'base'. The staffroom has recently undergone an extensive renovation to enhance comfort and functionality. This building also includes staff showers and toilets, providing comprehensive amenities for our staff.

All staff are issued a laptop for their professional use.

Access for students and staff with disabilities

All buildings are single storey, on a level site. There is wheel chair access to every building in the school.

Transport

The school is served by seven department bus routes. The school has recently purchased a 27 seater bus which is used for excursions and sporting trips, in addition to hiring buses from local school bus contractors.

10. School operations

The school uses Daymap software to manage attendance, communication, record keeping and reporting. Daymap also has a learning management system that is used extensively by teachers and students in their learning.

Decision making structures

School decision-making is committee based

Many of the committees have governing council, staff and student membership. They include Policy Review, Professional Development, WHS, Student Review Team and Finance.

Regular Publications

Publications include daily staff and student bulletin via Daymap, a staff handbook, newsletters (3 weekly), information booklet and curriculum booklets, which outline subject offerings and course requirements.

School financial position

The school is in a sound financial position. Materials and Services Charges are set at the enforceable level.

Special funding

The school receives funding under the Rural & Isolated Index. This is used to offset the cost to students accessing educational programs and excursions.

Social media

The school promotes events and student learning through a Facebook page.

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11. Local community

General characteristics

The main economic base for the community is horticulture and viticulture in the irrigation areas surrounding the town. Tourism is an important supplementary activity. The town is also the service centre for surrounding dry land farming areas.

Parent and community involvement

Many parents take a strong interest in the school progress of their own children but in many cases this does not extend to participation in school affairs. A small proportion of parents are heavily involved in the school.

In general the wider community very generously supports the school. This is most notable in respect of VET in SACE work placements (mentioned above under Curriculum), work experience placements, Australian Business Week and sports provision but also extends to support in many other ways.

Feeder schools

There are four feeder primary schools, three government and one Catholic. Renmark Primary School is immediately adjacent to the high school.

Other local care and educational facilities

Renmark West Primary School and Renmark North School both have Preschools. There is also a pre-school kindergarten very close to the high school. OSHC is provided at Renmark Primary School, which is adjacent to the high school.

The Renmark-Paringa Public Library has a good selection of books; titles held in other public libraries can be obtained using their internal system.

Commercial/industrial and shopping facilities

Renmark is well served by a wide range of businesses.

Other local facilities

Renmark and the Riverland generally provide a wide range of social, arts and sports activities and organisations. Medical and dental services are available in Renmark with the nearest fully operating hospital located in Berri.

Government housing is available

In addition, housing is available for private rental. Many staff members live in the Renmark Paringa Council district.

Local government body

Renmark-Paringa District Council. For information contact 8580 3000.