

RICHMOND PRIMARY SCHOOL

'Learning & Caring for Life'

Term 3 No. 4 September 6 2018



Government of South Australia
Department for Education and
Child Development

Principal: Tracey Davies

Dear families,

At Richmond Primary School we aim to create Powerful Learners who strive to be independent, high achieving confident 21st Century learners.

Powerful Learning helps to give all young people the knowledge, skills, dispositions and values they need to thrive and contribute to society, in the face of the challenges and opportunities they will meet.

Research shows that students who: love reading, enjoy challenge, ask questions, collaborate well, concentrate strongly, show initiative, take pride in their progress, use their imagination, design their own learning, give feedback, accept feedback graciously, tinker and improve and reflect effectively – are well equipped to navigate their way successfully through life.



Recently we asked some of our students to explain their understanding about our school's vision, mission and motto. Their replies were;

Dream the future. Don't wish it, do it. Try to make a positive change in other people's lives. Learn from mistakes and care about others. Learn to achieve.

It is important to listen to all of our school community in order to help us continue to improve our practice and we invite you to participate a parent survey by accessing the link;

<https://www.schoolsurvey.edu.au/s/uLWtNAgh>

We hope you will consider taking the time to contribute to this survey in the next few weeks.

Kind regards,

Ella and Tracey

Phone: 8293 1863

OSHC: 8351 0794



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Points of Interest

- **MONDAY 10/9/18**
BEHIND THE NEWS
episode
- **TUESDAY 11/9/18**
District Athletics Day
- **THURSDAY 13/9/18**
Year 3 Excursion
- **FRIDAY 14/9/18**
Year 4/5/6 Excursion
Assembly
- **SATURDAY 15/9/18**
Quiz Night
- **MONDAY 17/9/18**
Choir Workshop

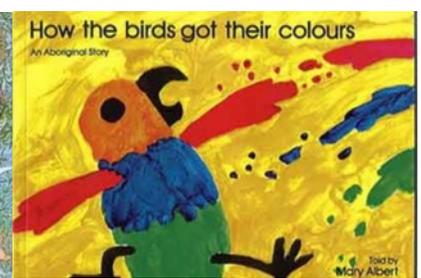
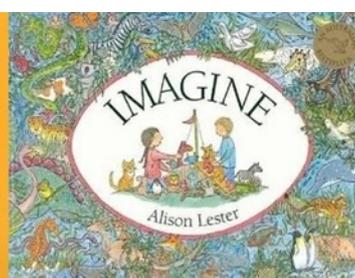
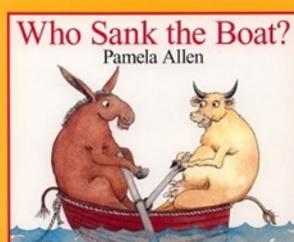
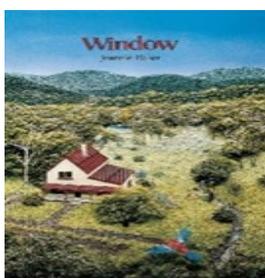
Illustrations in Picture Books

Please never, never cover the pictures when your child is reading a picture book, especially when he or she is beginning to learn how to read and needs the support of the pictures.

Illustrations in picture books are very important because:

- they help **tell the story** so we can better understand what the story is about - books for beginner readers have very little text and the pictures are needed to understand the details of the story
- they help **improve our vocabulary** as the pictures are a visual of the people, places and things in the story
- they **show the order of events** so we can be involved with the problem and the solving of the problem
- they **describe the characters** more than the writing does so we know exactly what they look like
- they **show the expressions** on the characters' faces so we can better share their emotions and feel empathy
- they **show us the setting** (where the characters are) so we know exactly where the story is taking place
- they **show us when the setting changes** so we can follow what is happening better
- they often **show changes in time** so we can follow the order of the story
- they often **show changes in weather and seasons** so we can understand how this affects the mood and gives us clues about what might happen next (predicting)
- they **show us different styles** for creating illustrations (for example paintings or collage)
- they **show us the different styles from different cultures** (for example Japanese Manga comics)

Carol Jones Literacy Coordinator



'PAT' Assessment Information



Your child may have mentioned they are completing online assessments recently.

During September all Department for Education schools will be involved in **Progressive Achievement Tests (PAT)**. These assessments provide objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas. Each PAT has its own proficiency scale with descriptors outlining the content and skills students are consolidating at any given point on that scale.

Each PAT assessment provides data on student performance, making PAT ideal for understanding students' current strengths and weaknesses, informing teaching and learning, and monitoring progress over time. **PAT tests, Reading Comprehension (PAT R) and Mathematics (PAT M) are compulsory for Year 3-7 students.**

Richmond students may be completing the following PAT tests:

- Reading Comprehension (Year R-7)

- Mathematics (Year R-7)

- Possibility of Science and Vocabulary (Year 3-7)

At Richmond PS we see these PAT assessments as another indicator of student progress amongst a mix of ongoing assessments we use at school. Some of the additional information provided can inform the leadership team and teaching staff about areas of strength in the curriculum we deliver and those areas that might need improvement. If you have any questions please contact your child's class teacher.

More Scarecrow Success at the Show

On Monday 3rd September (week 7) all the IELP classes went to the ROYAL ADELAIDE SHOW. After we saw a great many animals, we went to check out our scarecrow entry that we made [IELP 4] with Miss Diana's class [IELP 2] from the storybook *Wombat Stew*. There were 60 scarecrows and we were very excited to see our entry because we won 1st prize in the storybook category and 2nd prize overall.

While we were there, we scanned the barcode next to our scarecrow and watched the video clip of our dingo and wombat characters. It was great hearing all the wonderful comments from people looking at our creation. We were extremely proud to see our scarecrow at the show. It was a beautiful day and we had lots of fun!

Poorna & Shubh

[IELP 4 / Ms Luda & Ms Kelly]



RICHMOND PRIMARY SCHOOL

“QUIZ



NIGHT”

Don't Miss Out..... ALL WELCOME!

Please come along and join in with our community.

*Help us celebrate Richmond Primary School's
120th Birthday*

Saturday 15th of September 2018. Doors open at 6:30pm for a 7:00pm start

Richmond Primary School Hall

Dress in your favourite decade. PRIZE for best dressed!

There will be groups of 8-10 per table. (BYO Drinks and Nibbles)

SO MANY PRIZES!!!!

Silent Auction, Games, Raffle and prizes for the winners!

\$5 per person. Tickets must be purchased from the office.

THANK YOU TO OUR LOCAL BUSINESSES FOR OUR FATHER'S DAY RAFFLE DONATIONS



What a wonderful achievement from the Year 5/6 students in SU2 with the Father's Day Raffle. A very admirable \$980 was fundraised for the Upper Primary Camp in Term 4. This of course could not of been possible without the generous and selfless donations provided by our local community businesses.

Thank you to the following businesses for their kindness and support.

RAA (Mile End)

Hilton Hotel Fedora's Restaurant (Hilton)

Woolworths (Thebarton)

Café Bravo (West Lakes)

Terry White Chemmart (Torrensville)

Arnott's (Marlestone)

Hotel Royal (Torrensville)

Haigh's (Parkside)

Ashford Hospital (Ashford)

Big Bucket Carwash (Kurralta Park)

Baker's Delight (Kurralta Park)

Samtass Bros Seafood (Richmond)

Rex Hotel (Marlestone)

Anaconda (Mile End)

Scissors by Janine (Flinders Park)

Richmond Chinese Restaurant (Marlestone)

Nonna and I (Kensington Park)

Flowers Everywhere (Richmond)

Sylvia's Deli (Keswick)

Stella Restaurant (Henley Beach)

Leonardo's Hair Studio (Arndale)

DigiMall



THANK YOU!

Congratulations to all of our scientists

Oliphant Science Awards

We were very pleased to see 13 Richmond Primary School student entries on display at the Oliphant Science Competition Open Day this year. It was a competitive year with hundreds of entries from hundreds of schools for each category and the standard was very high! Congratulations to Deeksha, Ayla, Naisha, Angel, Raji, Lakshita, Amullya, Tadhg, Maanvi, Priyal, Sarah, Jaagriti, Lemar, Thenuki, Amritha, Cassie, Shyla, Jasmine, Grace and Kiavash

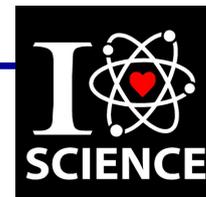
Their posters, photography, games and models/inventions are now on display around the school, helping to enrich our community's knowledge and understanding of science. We look forward to participating once again next year!

A special mention to Sarah, Year 4, who received a Highly Commended Award for her game, Taxonomy Guess Who? Taxonomy is the science of the classification of living things.

Sarah wrote; my game is to guess your opponent's animal by asking questions about taxonomy. For example, if you were to lose the game you would have to keep guessing. If you give up the other player has to tell you the animal that they were thinking of. Just as the slogan says, not only for learning, but also for fun.

ICAS Science

ICAS tests are an independent, skills-based assessment which recognises and rewards student's academic achievement. This year 24 students decided to test their scientific knowledge and take part in this challenging assessment. We received 13 participation, 2 merit, 6 credit and 3 distinction certificates. Chris, Poppy, Tharuki, Kiara, Jiyanna, Stanly, Shamonti, Amullya, Hamish, Jaagriti and Falak's achievements were recognised at our last assembly.





PICCOLLAGE



PICCOLLAGE

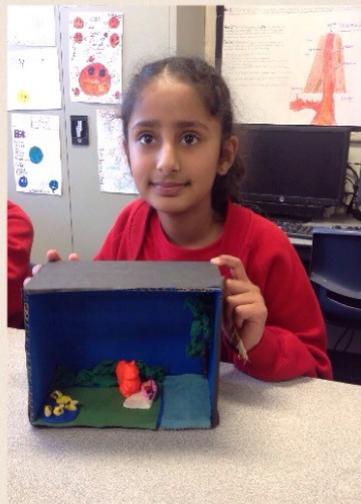
This term we made collages in art, copying our ideas from the author Jeannie Baker. We also designed a piece using the Makers Empire programme and using the new 3D printer in the STEM room.

Year 3 Class



PICCOLLAGE

PICCOLLAGE



PICCOLLAGE

PICCOLLAGE

PICCOLLAGE

STEM Really Does Matter!

Term 3 Week 7



1. What is your favourite ride at the Royal Adelaide Show? Is it the Tea Cups, Dragon Wagon, Ali Baba or Crazy Spinning Coaster? If you were to engineer a ride what would it be? Please draw your design with labels and a title.



2. Time to problem solve. All of the questions below may be answered by a letter of the alphabet. For example An insect? B (bee)



- a. A body of water
- b. A hot drink
- c. A vegetable
- d. A body part
- e. A plural
- f. A verb

3. If A=\$1, B=\$2, C=\$3, D=\$4 and so on... Can you find a \$100 word?

Here's a winner. ELEPHANTS=
 $\$5+\$12+\$5+\$16+\$8+\$1+\$14+\$20+\$19=\$100!$

How many can you find?



4. Try seeking this pattern. Can you make another one of your own? Mrs B.



Attendance Matters!

Have you ever wondered how many days off per term is too many?
At what point will the school start to worry about your child's attendance?

Last week, teachers were analysing the school's attendance data and discussing these very questions. The Department For Education and Richmond Primary School staff believe every day matters. Research indicates that students who attend school regularly achieve at higher levels than students who do not have regular attendance patterns. The school has set a target of 95% attendance for all students; approximately 2 or 3 days off per term. We understand that attendance patterns vary due to the unpredictability of life. Illness, medical appointments and culturally significant occasions may result in children being away from school, but anything less than 95% begins to impact student learning.

Here is what our attendance looks like across all our classes for the year so far...



Year to Date (2018)
93% attendance for all students
Year to Date (2018) attendance data is available on the school website at www.rps.sa.edu.au



Promoted Month
95% attendance for all students
Promoted Month attendance data is available on the school website at www.rps.sa.edu.au

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
89.3	93.3	92.0	92.9	92.8	94.8	91.8	92.8

Children absent for 5 or more days per term are students that we are concerned about. Poor attendance is a strong indicator of lower levels of achievement, the potential for problematic social skills and difficulties in forming and maintaining relationships.

So how can parents and guardians help?

- Promote the importance of education and create an expectation that your child will attend everyday.
- Talk positively about school and show a keen interest in your child's learning.
- Set up a positive morning routine, provide clear expectations and teach your child how to get ready for school.
- Ensure your child arrives on time. Don't underestimate the importance of the first 10 minutes of the day where students are learning to be organised, independent learners, setting themselves up for the day.
- Talk to your child's teacher or a member of leadership if you need support to help your child attend regularly.

Working Together

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