



# RICHMOND PRIMARY SCHOOL

*'Learning & Caring for Life'*

Term 1 No. 5 March 29 2019

Principal: Ella Blake

D. Principal: Stacey Eichenberger



Government of South Australia  
Department for Education and  
Child Development

Phone: 8293 1863

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Dear families,

It was wonderful to recognise Australian multiculturalism and the success of migration last Friday at our Harmony Day Assembly. We were able to welcome our parents and special guests and some of us joined together to share lunches afterwards.

Every day we celebrate Australia's cultural diversity. Richmond Primary School is a vibrant and multicultural community— from the oldest continuous culture of our first Australians to the cultures of our newest arrivals from around the world. Our students proudly represent 40 different countries with a mix of 32 different languages or dialects.

We value a sense of belonging for everyone.

Our External Review processes are now complete. We acknowledge everyone's support in helping to provide information and perspectives from all school community members in order to refine our practices. We were provided with much positive feedback about our student learning outcomes, growth, success and our productive school culture. Our external reviewers were able to recognise so many positive attributes and we should all feel proud of our collective efforts.

We look forward to sharing a full report, including verified strengths, identified opportunities and possible directions at some stage next Term. It is exciting to think we will continue to improve from this process!

You may noticed we have included an information sheet for parents and caregivers in regards to pedestrian safety this week. We have once again recently been alerted to some unsafe behaviour on our roads and hope these guidelines will help reinforce safe practices for all road users.

Three Upper Primary classes will travel to Victor Harbour camp, Toc H, in Week 11 and we thank you for supporting their camp fundraising efforts in recent weeks. The camp will focus on coastal ecology with hands on learning, developing and building upon knowledge of sustainable living and environmental awareness. This another great example of parents, staff and students working together to provide additional opportunities for our Richmond Primary School community.

Saludos cordiales (Kind regards),

Ella and Stacey



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## Points of Interest

- **MONDAY 1/4/19**  
**IELP 3 Excursion**
- **WEDNESDAY 3/4/19**  
**Year 3/4 Excursion**
- **FRIDAY 5/4/19**  
**IELP 2 Excursion**  
**Assembly**
- **8/4/19—10/4/19**  
**Yrs 5/6/7 Camp**
- **THURSDAY 11/4/19**  
**IELP Graduation**
- **FRIDAY 12/4/19**
- **LAST DAY OF TERM**  
**2.00p.m. DISMISSAL**

The logo for ICAS, consisting of the letters 'ICAS' in a bold, black, sans-serif font, centered within a bright yellow square.

ICAS is changing in 2019. These academic tests will be held online and in September.

ICAS Assessments are online\* assessments, designed to recognise and reward academic excellence.

The assessments are based on the curricula for the relevant year and assess higher order thinking and problem-solving skills. Students are asked to demonstrate a deeper, integrated, and thorough level of learning.

To ensure an engaging and beneficial experience for all students, new ICAS assessments are developed annually for each subject in every year level.

ICAS tests (**Science, English and Mathematics**) will be held later than usual this year, in September, Term 3, Week 7 and 9. Each test has an admission/administration cost of \$14.50.

In 2019 our school will again take part in ICAS, a comprehensive skills-based program (Year 3 to 7) that

These tests can be used to measure the depth of student's knowledge if they are doing well in a particular subject area and are not compulsory. You may wish to speak to your child's class teacher to discuss whether these tests would be suitable for your child at this stage.

Your child's class teacher and front office staff will have ICAS permission/consent forms available on request. Any permission forms after May 10<sup>th</sup>, Term 2 Week 2, will not be processed.

For more information you may wish to access; [www.unswglobal.unsw.edu.au/assessments](http://www.unswglobal.unsw.edu.au/assessments)

Ella Blake  
Principal



## Lunchtime Clubs

**Narelle Schultz - Pastoral Care Worker (PCW)**

Lunchtimes have been getting busy at RPS! This term, we have been running three weekly lunchtime clubs, with the fourth due to start soon. Lunch clubs are an opportunity for students to engage in a group with an activity focus in a friendly, supportive, inclusive environment during lunch time break. Enthusiastic students of interest from students across three diverse clubs, a fourth starting soon.



### **Monday Card Games Club:**

Students from years 3-5 have been enjoying the laughs and fun that come with playing cards with new and old friends. Our favourite so far has been UNO. We're keen to start some new ones next week!

### **Wednesday Yarn Club:**

Students from years 3-6 have been bravely venturing into the world of learning how to knit. At the moment we are enjoying the art of finger knitting, making bracelets and hair pieces. This club is becoming a true collaboration of ideas and skills!

### **Friday Music Club:**

Students from year 2-5 have been coming along to enjoy singing and grooving together. The instrumentalists among the group have begun to work on some rhythmic accompaniments. We are looking forward to the progress!

### **Mandala Club:**

The Mandala Club will soon be starting, an opportunity for students to hone their creative and mindful skills and colour and create beautiful mandalas.

Please see Narelle or Miss Emma for more information.

Warm regards

Narelle Schultz

Pastoral Care Worker (PCW)

*Mondays: 12-3pm*

*Wednesdays: 11:30am-3pm*

*Friday: 11am-3pm*

*School: (08) 8293 1863*

## Have your say on the Parent Engagement framework

The Parent Engagement framework seeks to deliver the department's vision of parent engagement in education.

The framework recognises:

- The key role parents play in their child's education
- That it is important for our education system to build strong partnerships with parents and engage them in their children's education
- That parent engagement is key component of effective teaching.

Comments on the draft Parent Engagement framework are welcome via a short survey, which will close on 12 April 2019.

<https://www.surveymoz.com/s/PEFrameworkConsult/>



**Pupil Free Days/Closure Day 2019**

**Richmond Primary School**

**Term 2**

Pupil Free Day, Tuesday 11th June (Week 7)

Following on from Queen's Birthday Mon (long weekend)

**Term 3**

School Closure Day, Friday 30th August (Week 6)

Pupil Free Day, Monday 2nd September (Week 7)

(These dates are during Adelaide Show 30 August - 8 September 2019).

The Australian Council on Children and the Media (ACCM) presents

**Dr Susan Linn: The Hostile takeover of childhood - protecting children from hidden online marketing**

A great opportunity for parents and teachers to engage with a leading expert on the commercialisation of childhood

Tuesday 7th May, 2019 7:15pm - 8:45pm

FREE event (but audience must register)

**BOOK** through <https://www.trybooking.com/book/event?eid=470061&>



One of the most pervasive and troubling problems associated with children's screen time is that most of the platforms and media aimed at kids incorporate overt and covert advertising. In this seminar, Dr. Susan Linn, founder of the Campaign for Commercial-Free Childhood and author of Consuming Kids will talk about how apps, games and digital devices benefit marketers at the expense of children.

In addition, Susan will discuss:

the ways in which children are developmentally vulnerable to advertising

the sophisticated data collection and marketing techniques corporations routinely use to target kids on digital devices

why children need us to create better policies to protect them from corporate marketing

practical steps families can take to limit the harmful effects of commercialism on their children

**Venue:**

Concordia College Chapel

24 Winchester St

Highgate

Adelaide, SA 5063

**This event is proudly supported by MGM Wireless and Concordia College**



# Pedestrian safety

Information for parents and caregivers

Children killed or injured whilst walking on roads, footpaths, driveways, or shopping centre car parks, are a significant safety problem in Australia. Every week a child pedestrian is killed. For each child who dies from injuries they received from being knocked over by a car, 25 children are admitted to hospital. Head and internal injuries are common amongst children hit by cars. Because of this, many children have long term health problems, or lifelong disabilities.

## Why children are most at risk

Children grow up quickly, and constantly surprise parents with what they can do and how responsible they are becoming. However, children are not ready to be left alone around traffic until they are at least 10 years old. This is because they:

- Do not fully understand the dangers and risks involved.
- Have not fully developed their peripheral vision.
- Can be impulsive and unpredictable.
- Have not yet developed the ability to judge how far away a car is, and how quickly it is approaching.
- Can be difficult for drivers to see, due to their size.
- Think about things that are important to them at the time, and can forget about looking out for cars.
- Imitate adult's and older children's behaviour.
- Children may behave differently when they are with other children.
- Children may 'freeze' if they find themselves in the path of a car, rather than jumping out of the way.

Whilst we can teach children about road safety, and being careful around cars, parents need to be cautious about expecting a child less than 10 years old to use safe behaviour consistently.

## Priorities for pedestrian safety

### Tips to keep your child safe

#### Hold hands

- Children need to be actively supervised in and around traffic. Hold hands with your child when crossing the road until they are at least 10 years old.
- If your hands are full, make sure your child holds on to a trolley or pram, your bag, or even your arm or sleeve.

#### Set a good example

- Children are always watching – they want to be grown up and be just like older children and adults. Make sure you always set a good example for your child around traffic.

#### Talk with children about traffic and road safety

- As you are walking, talk with your child about why you are stopping, and what you are looking and listening for. Explain to your child where it is safer to cross the road and why.

## Guidelines for children of different ages

### Up to 5 years of age

#### At home

Whilst most child pedestrians are injured in traffic, many young children up to the age of 2 years are run over in driveways, mostly by reversing cars driven by family or friends.

- Always supervise your child near cars or traffic.
- Never leave a young child alone to play, especially near parked or moving cars.
- If possible, fence your child's play area off from driveways and the street. If this is not possible, help your child choose a safe place to play away from cars and driveways.
- You need to be able to see a young child constantly when a car is being moved, or to have a second adult hold their hand to ensure there is a clear passage for the car to move.
- If there is only one adult at home, and there is a need to move the car, even for a short distance, place your child securely in the car when the car is being moved.
- Get into the habit of walking right around your car before backing out. Have everyone else using your driveway do the same.

#### In traffic situations

- Always be with your child. They are too young to cope in the traffic alone.
- Hold your child's hand when you are near traffic.
- Set a good example for them to copy. Begin teaching them to 'STOP, LOOK, LISTEN and THINK' when they are about to cross a road.
- Make sure they get in and out of the car on the footpath side.

### From 5 to 9 years

- Supervise your child at all times near traffic, particularly when crossing roads.
- Teach your child how to cross roads safely. Children must first stop at the kerb, then look and listen for traffic, and then decide whether it is safe to cross. ('STOP, LOOK, LISTEN and THINK').
- Make the trip to school together along the safest footpaths, and use safe crossing places as a safe example for your child to follow.
- If you are picking your child up from school, have a safe meeting place, then cross the street with them. Never call your child over from the opposite side of the street.
- Continue to make sure your child gets in and out of the car on the footpath side.
- Explain words like 'fast', 'slow', 'near', and 'far'. Talk about signs and traffic lights and the safe places to cross roads. Point out dangerous places and where not to cross the road (for example, near curves or bends in the road, and where objects might hide children from the view of drivers).
- Make sure your child wears bright clothes when outside playing so that they are easier to see.

Pedestrian Safety Programs Research has found that children respond well to being taught pedestrian safety from a young age. Ask your child's preschool or school about the road and pedestrian safety programs being taught.

### For more information, contact:

Kidsafe SA Inc.  
Women's and Children's Hospital  
72 King William Rd,  
North Adelaide SA 5006  
Phone: (08) 8161 6318  
Email: sa@kidsafe.org.au  
Website: www.kidsafesa.com.au

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For more information about the range of road and pedestrian safety programs available go to:

[www.roadsafety.sa.edu.au/content.asp?group=Home](http://www.roadsafety.sa.edu.au/content.asp?group=Home)

# Harmony Day Assembly



Thank you to all who attended our Harmony Day Assembly! What a great day it was, with the amazing cultures we celebrate at Richmond.



We are very thankful for the time, effort and coordination from Mrs T and Mrs for the successful day.

