



RICHMOND PRIMARY SCHOOL

'Learning & Caring for Life'

Term 2 No. 4 June 14 2019

Principal: Ella Blake

D. Principal: Stacey Eichenberger



Government of South Australia
Department for Education and
Child Development

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Dear families,

I hope you enjoyed the 4-day weekend winter break recently. Tuesday's Pupil Free Day was a great opportunity for our staff to focus on school values, wellbeing, STEM learning and critical and creative thinking.

Our staff regularly engage in professional learning on and off site. As one example of this, a number of staff have committed to a series of six workshops on Thursday evenings at Hindmarsh; Twilight Masterclass Series: Big Ideas in Number, led by Professor Di Siemon. The BIG IDEAS are Trusting the Count, Place Value, Multiplicative Thinking, Partitioning, Proportional Reasoning and Generalisation. These ideas develop a strong number sense, understanding and skills; underpinning sound mathematical thinking and supporting students' development of numeracy.

Other recent professional learning examples are Literacy moderation sessions, phonics training, functional grammar training, Autism SA workshops, STEM focus days, numeracy work with Primary Maths Association staff and Learning Design and Moderation tasks.

Our staff also commit to performance development plans throughout the year. This helps us to focus and set goals in regards to professional knowledge, practice and engagement. We are all learners too.



Congratulations to our Choir! Our overall assessment was described as "better than expected, B++". Our external assessor noted we have a lovely sounding choir with good energy and that we are well on the way to being awesome at Festival Theatre. Congratulations to Ayla, who has been chosen as part of orchestra and best of luck to Christina and James who are both trying out for the challenging role of soloist.

pā Kind

Ella and Stacey



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Points of Interest

- **THURSDAY 20/6/19**
Yoga Awareness Sessions
- **FRIDAY 21/6/19**
Year 3/4 Excursion
- **WEDNESDAY 3/7/19**
School Photos
- **THURSDAY 4/7/19**
IELP Graduation
- **FRIDAY 5/7/19**
S&L Class Excursion
LAST DAY OF TERM
2.00P.M. DISMISSAL

JP and MP stretch groups have started.

I'm excited to use this time to get to know students better, and challenge and extend their thinking. Both sessions started with a brain warm up that built on foundational & prior knowledge providing a safe environment to accept a challenge.

The Junior Primary students were a small but targeted group. Using subitizing (classroom learning) to warm up numerals represented as concrete materials. Students built on base 10 knowledge to work with 12. Learning new terminology that represents a collection (dozen & half a dozen) students worked individually, in pairs & whole group to solve a problem for an egg farmer. Students were given the problem and tasked with determining how many different combinations of eggs the farmer could make in his cartons to help sell both types of eggs.



Through giving explicit information and targeted questions students were guided through the problem and supported to check and recheck their possible solutions. Students were happy to report that there were 11 different ways to make a combination of egg colours for the farmer to sell. I could see when challenge occurred as many students resorted back to safe (basic) counting strategies to solve the problem.

This term the Middle Primary (3 & 4) group is a much larger group at the moment, with over 20 students. In terms 3 and 4 this group will be refined to a smaller and more targeted group.

The middle primary students were presented with the same core problem however the difference in delivery was where the challenge was presented. This difference saw students questioning, clarifying information and thinking critically to decipher what the problem actually was based on the information given. Using strategies (from transforming tasks resources) helped ensure there was healthy challenge. This proved challenging for many students!

I'm excited to be able to revisit and further experiment with task design to support students at various levels to think critically and be entrepreneurs in solving real world problems. At times I will also be explicitly teaching problem solving strategies and supporting students to apply this learning, however stretch really happens when students work with open tasks, work to define and apply their understanding, asking questions (and being asked questions instead of always being told information) and applying existing knowledge and procedures to solve problems in another context.

Here's what a few students had to say about the MP session.

"I found it challenging when we had to express and prove my thinking to another person who didn't understand what a numeral was." Bailey

"It was useful to have one class brainstorming a lot of questions to work out what the problem was". Stanley

"I thought the problem solving was challenging". Mervil

"It was useful for learning because I learnt how to find out how a word problem can be solved." Maanvi

Stacey Eichenberger.

LANGUAGES ALIVE!

As part of the government's Languages in Schools initiative, the School of Languages has expanded the across-sector R-7 Languages Alive! Program. The July 2019 program will provide students interactive language learning opportunities in a range of languages, including Adnyamathanha, Auslan Chinese German Hindi, Korean Ngarrindjeri and Spanish.

WHERE AND WHEN?

School of Languages: Thursday 11 July 2019 and Friday 12 July 2019

Lockleys Primary School: Tuesday 16 July 2019

HOW MUCH?

\$10 per student per day; School Card/Health Care Card Holders: FREE

For tickets go to: <https://www.ticketebo.com.au/languagesalive/>

If you have any queries please contact Maribel Coffey, Assistant Principal, School of Languages on 0427270559.

Intervention at Richmond Primary

Richmond offers intervention in literacy and numeracy across the school.

Students who require intervention in literacy are identified through assessments such as running records and SPAT and through collaborative planning with class teachers, the literacy co-ordinator and the learning support teacher.

The literacy co-ordinator, learning support teacher and a trained SSO deliver the reading intervention program. The program is based on LLI (levelled literacy intervention) which focuses on reading and discussing levelled books in a small group three lessons per week. Students who are not yet at a level of reading where they could benefit from the LLI program work with the learning support teacher on a targeted intervention program. These students are systematically and explicitly taught the skills required for reading. Part of this targeted intervention is the use of decodable readers- high interest, low level.

Students in Years 1,2 and 3 identified through assessment can be part of the Too Smart numeracy intervention program for three 30 minute lessons per week. The program focuses on consolidating number facts from 5 to 10. A trained SSO delivers the program. PATM data and teacher assessments are used to identify students from Years 4 to 7 for Quicksmart. Students work on their automatic recall of the basic number facts for three 30 minute lessons per week with a trained SSO.

Debbie Linke

DISABILITY POLICY AND PROGRAMS PARENT FORUM

You are invited to a Parent Forum for parents or carers of a child or young person with a disability on Friday 21st June 2019 hosted by the Department for Education.

Theme for the day: "Parents as driver of change"

WHEN: Friday 21st June 2019 9.30—10.00 a.m. Register/tea/coffee

10.00—2.00 p.m. Parent Forum

Register for this forum at <https://register.eventarc.net/e/42874>

For any queries contact Special Education Unit on (08) 82352871

Parent Online Contract

Working Together

As a parent of a teen and tween who both have mobile devices, I struggled with the decision to purchase their first phone because of the enormous responsibility I was giving them at such a young age. I potentially gave them a device that could ruin their reputation, lure them to harm and expose them to images and language way beyond their years. But like many parents, keeping my children safe whilst commuting independently between school and home put me between a rock and a hard place.

One of the first decisions I made when they received their phones was to establish device contracts and set boundaries and rules to be followed. I wanted my children to understand they had a responsibility to keep themselves safe! So I found it very amusing when I stumbled upon a parent contract on the internet. I didn't once write myself out a contract. I was so focused on managing their actions, I forgot to set my own expectations and rules. Keeping our children safe online is a shared responsibility between parent and child. We are both accountable.

Would you pass the Parent Pledge? I know I have a few areas to improve!

I have attached a copy of the SafeKids' Parent Pledge and Carly Ryan Foundation Online Contract and web links to provide more information. Knowing the apps our children use, safety tips and age restrictions is extremely important. Over the coming weeks, I will share fact sheets and provide the community with information about the most commonly used social media apps our children use. Working together we can educate our children to be socially responsible and keep themselves safe online.

<http://www.safekids.com/family-contract-for-online-safety/>

<https://www.thinkuknow.org.au/resources/factsheets-for-parents>

Emma Voigt
Wellbeing Leader
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**THINK
UP
KNOW**



Carly
the Ryan foundation.

Family Online Safety Contract

This contract helps us stay safe when it comes to what we SEE, SAY and DO online.

I _____, will:
(Child)

- 
- 
- Tell my parents or carer if I see something that makes me feel upset, uncomfortable or scares me.
 - Be aware that people online are not always who they say they are, and do not always tell the truth.
 - Let my parents supervise where I go online as I understand they do this to help keep me safe.
 - Tell my parents or carer if someone sends me rude or naked pictures, or links that I did not ask for.
 - Not give out personal information about myself, my family, my friends, or others online, including full names, addresses, phone numbers or schools.
 - Not share my passwords or usernames with anyone but a parent or carer and I understand they will only use it if they are worried about me or my safety.
 - Treat others the way I want to be treated online and with the same respect as I would offline.
 - Never use the internet or a mobile device to cyberbully someone.
 - Make sure all of my accounts are always set to private.
 - Not talk to anyone online, or add anyone on my social networks, if I don't know them offline.
 - Never agree to meet someone in person that I have only met online, and I will tell my parents if someone asks to meet me.
 - Accept my parents or carer as a 'Friend' on social media providing they ask for my permission before posting or commenting on my content, and they speak to me first if they see something they don't agree with on my profiles.
 - Not respond to emails, instant messages, messages or friend requests from people I don't know.
 - Never send someone a photo of myself online without checking with my parents or carer first.
 - Learn how to block and report people online and tell my parents or carer immediately if doing this.
 - Ask for permission before downloading any apps, games or software, so my parents or carer can check these are appropriate for my age and won't harm the device.
 - Teach my parents or carer about the internet, apps, games and websites I enjoy.
 - Agree to the online time limits set by my parents or carer and put my devices to bed at night to help me get a restful sleep.

Signed:
(Child)

Signed:
(Parent/carer)



Family Online Safety Contract

_____ (Parent, carer)

am providing and paying for your internet service and device. Along with this privilege comes the responsibility to protect our family and our private information.

This contract is a requirement of having this service provided to you.

*If you see or hear anything online that makes you feel unsafe or worried for yourself or someone else, please know that you can come to me at any time with this concern, and we will work together to find a solution. **NOTHING IS EVER SO BAD YOU CAN'T TELL A TRUSTED ADULT.***

If I am unable to help you, we will contact the appropriate authorities for advice.

This contract has been created to protect you. It is my responsibility as your parent/ carer to keep you safe, so that you have a positive experience online.





Family Contract for Online Safety

Parents' Pledge

1. I will get to know the services and web sites my child uses. If I don't know how to use them, I'll get my child to show me how.
2. I will set reasonable rules and guidelines for computer use by my children and will discuss these rules and post them near the computer as a reminder. I'll remember to monitor their compliance with these rules, especially when it comes to the amount of time they spend on the computer.
3. I will not overreact if my child tells me about a problem he or she is having on the Internet. Instead, we'll work together to try to solve the problem and prevent it from happening again.
4. I promise not to use a computer or the Internet as an electronic babysitter.
5. I will help make the Internet a family activity and ask my child to help plan family events using the Internet.
6. I will try to get to know my child's "online friends" just as I try get to know his or her other friends.

I agree to the above

Parent(s)

I understand that my parent(s) agreed to these rules and I will help my parent(s) explore the Internet with me.

Child sign here

(c) 2000-2004 SafeKids.Com



UNITING
SA for **100**
years

FREE EVENT

For and by young people

URBAN YOUTH FEST

Take part in activities, watch live performances, connect with other young people and get creative! Say hello to players from the 36er's basketball team and stay for a free lunch thanks to the Rapid Relief Team. All welcome, including school groups.

WHEN Thursday 20 June 2019, 12pm to 5pm

WHERE Thebarton Community Centre, Corner of Ashwin Parade and South Road, Torrensville

COST Free

RSVP Please register your attendance on Eventbrite: urbanyouthfest.eventbrite.com.au

INFO Contact Leah Heath, by calling (08) 8440 2268 or emailing lheath@unitingsa.com.au

*This initiative is funded by the SA Government Department of Human Services and delivered in collaboration with the City of Port Adelaide Enfield, the City of Charles Sturt and the City of West Torrens.
Thank you to all of our generous sponsors.*



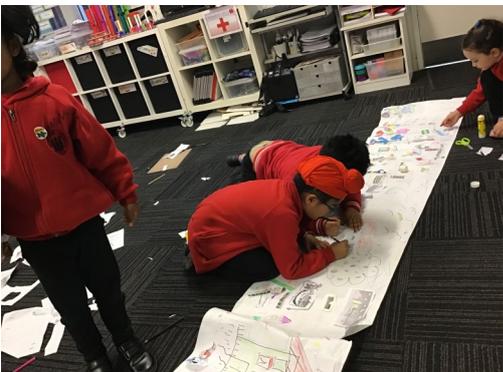
Italian - Term 2

Ciao!

Andiamo in Italia (Let's Travel to Italy)

Our Reception / Year 1 Classes

The construction of Via Pinocchio (Pinocchio Road)



We learn about Italian Culture

We learn about famous Italian landmarks

We learn to speak in Italian – Ciao!

We learn about well known Italian children's stories – Pinocchio!



We collaborate and work together as a team
We problem solve together
We have fun while we learn
We learn the foundations of the Italian language: Grazie!
Colours – numbers from zero to twenty – greetings