



RICHMOND PRIMARY SCHOOL

'Learning & Caring for Life'

Term 4 No. 3 15 November 2019

Principal: Ella Blake

D. Principal: Stacey Eichenberger



Government of South Australia
Department for Education and
Child Development

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Dear families,

Have you noticed our newly renovated room located adjacent to our Year 7 classroom? It was a disused "plant room" housing decades of school documents, soccer gear, performing arts resources and other assorted school paraphernalia. It had a large concrete plinth on the floor; no ceiling and most items were covered in a heavy film of dust. It certainly has been a wonderful transformation. This new learning space will offer small groups of students a place to further develop EALD skills, English as an additional language or dialect, from next year onwards.

Thank you to our Governing Council members for approving and providing a healthy portion of funding to help make this room transformation happen.

Governing Council (GC) meetings are held twice a term and led by Elliot Keane, our Governing Council chairperson. As of next year, Elliot, and Sarah, will have three children attending RPS. He has been a wonderfully supportive and positive member of our community in recent years. Currently we have a large number of helpful GC members who help to monitor and review school finances and budgets, approve school closures and special events, help with decisions involving policymaking, facilities and short and long-term planning. Our GC members are also great fundraisers! All members aim to consult with our school community and make sure their views are represented. Their support is very much appreciated and valued.

At our most recent meeting, we discussed;

- Our relationship with the National Servicemen's League (NSL) and the creation of the Richmond Primary Children's Garden at the end of Surrey Road.
- The Year 7 Economics and Business learning and pending event.
- Student Wellbeing overview and recent developments.

- Behaviour proformas to help consistency between staff when managing behaviour/restorative justice and Richmond's recent value process
- Student Support and a new referral process, One Plan.
- Staffing 2020 and classroom movements. An additional 12th class commencing.
- Current enrolments, attendance data, Reception transition visits.
- Pupil Free Days for 2020
- Recent adjustment to our school index and future implications.
- RPS website/ newsletter possible changes.
- Acknowledged fundraising effort on Sports Day.
- Staff parking issues, 2020 Surrey Road upgrade, proposed nearby housing developments.
- Safety concerns re pick up and drop off times.
- Academy – new process of sign in/out, absences and automated text messages.
- Friday Week 8 Assembly farewell for Speech and Language class.
- Finance 2020 M&S charges (school fees)
- Recent OSHC assessment
- Further community fundraising

In any school community, there is always something to plan, implement or review and I once again thank our Governing Council members and teacher representatives for their efforts, considered points of view and unwavering support.

敬具 Kind regards,

Ella

Ps. we hope two columns may make it easier to read on your phone. Newsletters are also available on our website. Feedback welcome!



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Points of Interest

- **WEDNESDAY 20/11/19**
Bike Ed Yrs.5/6/7 & IELP 4
- **THURSDAY 21/11/19**
IELP 3 Excursion
- **FRIDAY 22/11/19**
J.P. Assembly
- **THURSDAY 28/11/19**
Christian Options
Whole School

LIBRARY NEWS

The end of the term is coming fast. All books from the library will be due back on November 29th. Please check your home for any readers and library books and return them to the school as soon as you can. Overdue notices will be sent out in the next few weeks. Anyone who hasn't returned their library books by the 29th will have to pay for the cost of the book.

Children will not be able to borrow from the school library from December, but I encourage you to visit your local public library during the school holidays. Not only can you borrow, books, DVDs, magazines and toys for free, the libraries often have activities for children during the holidays that are free or low cost. Reading is a great skill to encourage so make sure your children get the opportunity to do some reading in the holidays.

Ms. Megaw.



Academic Success at Richmond Primary School

Congratulations to the many Year 3 to 7 students who were awarded certificates at our most recent assembly. It was a proud moment for these children to receive recognition for their academic success.

ICAS assessments are designed to recognise and reward academic excellence. Every year over a million students participate around the world. ICAS is designed to assess students' ability to use higher-order thinking and problem-solving skills. Recently these tests have become available on line and are administered at school on certain dates and under exam conditions. These tests cost approximately \$15 each and are designed to extend children who are ready to be extended. As a rule, children who are achieving optimum scores for NAPLAN may be encouraged to participate.

It is pleasing to note our results continue to improve. A summary below;

ICAS English. Distinctions 3, Credits 10, Merits 3. 67% of RPS students recognised with awards.

ICAS Science. High Distinction 1, Distinctions 7, Credits

4, Merits 3. 48% of RPS students recognised with awards

ICAS Maths. High Distinctions 2, Distinctions 3, Credits 7, Merits 6. 45% of RPS students recognised with awards

The Australian Maths Competition are also held annually and are similar in concept to ICAS. Our 2019 school results were;

Prize 1, High Distinction 3, Distinction 11, Credit 13. 73% of RPS students recognised with awards

Based on their outstanding result, three students from our school have been invited to attend the upcoming 2019 AMT awards ceremony in Adelaide. Congratulations to PRIYAL, Year 3, SAMIK, Year 3 and AMULLYA, Year 6.

When asked about their achievement their responses were;

"I like doing maths, I loved how hard the questions were and I like to work things out" Priyal

"I like to challenge myself and I was very happy with my result. I will do it again next year because I enjoy it!" Samik.

"I like to problem solve and spend time to work it out" Amullya

Our school staff are extremely proud of every learner who participated in these competitions.



New Absentee Notification System at RPS

Please SMS:

0437 697 858

to notify the school if your child is absent for the day



Working Together

Parenting behaviours even the best parents need to stop

POSITIVE PARENTING



As a parenting educator for more than 25 years, I've had many opportunities to observe and listen to parents in action. During this time I've learned some valuable lessons about raising children and managing families.

Usually, my advice is positive. However, it helps sometimes to be reminded of some of the behaviours we should stop or do less of, if we are to raise autonomous, emotionally-smart citizens of the future.

Here are some parenting behaviours you may consider stopping or doing less of, together with replacement behaviour as well:

Doing too much

Kids need to learn to fend for themselves and stand on their own two feet. Independence is the aim for parents. Learn to delegate.

Winning arguments

The need to win arguments and prove that you are right harms relationships and creates fertile ground for conflict. Focus on the things that matter.

Expecting too little

Expectations are tricky. Too high and kids can give up. Too low and kids will meet them. Pitch them at their own abilities and their developmental age.

Speaking when angry

Speaking tends to be a default mechanism regardless of your emotional state. When you're angry kids don't listen. They pick up your venom but not

your words. Choose the time and the place to speak to kids.

Failing to give proper recognition

It's easy to take children's good behaviour and their contributions to the family for granted. The behaviours you focus on expand so catch kids doing the right thing.

Playing favourites

Children usually know who's the favoured or preferred child in their family. Your discipline and expectations give this away. Share the parenting with others so you share the favouritism.

Letting kids drop out of the family

In small families most children have their own bedroom, which means isolation is easy to achieve. Teenagers, in particular, tend to prefer their own company rather than the company of peers and parents. Put rituals in place and make sure everyone turns up to meal-time.

Taking the easy way out

It's a quirk of modern life that as parents get busier with work and other things there is a tremendous temptation to avoid arguments by giving into kids. Hang in there when you know it's the right thing to do.

Judging yourself too harshly

Parents are generally hard markers of themselves. Kids are more forgiving of their parents' blunders than their parents. Parent your family as if it's a large one.

Solving too many problems

It's tempting to try to solve our children's problems rather than leave some for them to solve. A forgotten school lunch is a child's problem not a parent's problem. Pose problems for kids rather than solve them.

Confusing helping for responsibility

We all love it when our children help at home, but this shouldn't be confused with taking responsibility.

Working Together

A child who gets himself up in the morning is learning to take responsibility. If you want a child to be responsible give him real responsibility.

Telling kids everything will be ok when they are anxious

It's human nature to reassure your children when they are worried or anxious that everything will be ok. This however is not always true and also reassurance leads to dependence. Validate your child's worries so that they feel understood. Kids need to hear "I get it" rather than "Get over it".

Taking yourself too seriously

There is a lot of pressures placed on parents' behaviours and on modelling that can weigh you down and take the joy from being a parent. Take time to enjoy the little things in family life.

Parenting the individual

Small family parenting is almost always an individual endeavour. It's worth remembering that sibling relationships, (if children have siblings), can be just as influential as the parent-child relationship. It will almost certainly outlast the parent-child relationship. Lead the group, manage the child.

Refusal to express regret

Sometimes parents can work themselves into a tight corner after they've said something out of anger or desperation. One parent I know cancelled Christmas out of desperation, and refused to admit she was wrong. Sometimes you need to acknowledge your mistakes and start over again.

Failing to use communication processes

Establish communication processes and communication places well in advance of when you really need them. For example, if you are about to talk to your children about sexuality and relationships, what process do you use? Where will you hold that conversation?

Neglecting your own wellbeing

Many families operate under a child-first mentality, which places a lot of pressure

and stress on parents. We happily drive kids to their leisure activities at the expense of our own. Carve out some time for your own interests and leisure pursuits.

Giving feedback at the wrong time

Timing is everything when you give kids feedback. If you give negative feedback immediately after an event or action, you risk discouraging them. Use 'just in time prompts' to remind them how to do something. Pick your timing when you give feedback.

Clinging to the past

The ghosts from the past are strong indeed causing us to put some of our problems onto our children. The problems we may have experienced growing up won't necessarily be shared by our children. Re-tune your parenting antennae to your child's life and away from yours.

Believing everything your children say

As loving parents, we want to trust our children and believe everything they tell us. Children are faulty observers and frequently only see one side of an issue. Help children process what happens to them and see issues from every side.

After reviewing this list, for those of you who still aren't sure what to stop, there is one habit that I've seen take precedence over all of the others. You may be part of the majority of people who partake in this bad habit. What is the number one problem of the successful parents I've worked with over the years? *It is doing too much for their kids.*

For more great ideas to raise independent kids read Michael's book, [Spoonfed Generation: How to raise independent children.](#)



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators.

STEM – Rainbow Lorikeet Habitat: 3D Model

In STEM, the students of year 3T have been planning, designing and creating a 3D model of the rainbow lorikeet's natural habitat, which is the rainforest.

This is linked to their learning in literacy, as the children have jointly constructed an information report on rainbow lorikeets.





The students demonstrated the ability to select appropriate materials and skilfully explore ways of joining, connecting and assembling components together to aim for success with their 3D models.



Richmond Primary Music Program



“Playing music has been found to increase the volume and activity in the brain’s corpus callosum. This may allow musicians to solve problems more effectively and creatively, in both academic and social settings” Dr Anita Collins (featured in the ABC TV program Don't Stop The Music.)

In music at Richmond students are lucky to participate in:

Formal learning – Instrumental /class lessons.

In these lessons’ students build a ‘toolkit’ of skills and knowledge to support their musical journey. They are:

Learning maths basics including complex counting, patterning, rhythm, speed and cause and effect.

Using their body to create

Learning to read and interact in the language of music.

Informal Learning – practice.

When students are on their own playing an instrument, they are:

developing problem solving skill

listening and creating

engaging in physical, mental and emotional activity, all mixed together

counting and patterning, while reading a different language

Teamwork Learning – Band or Ensemble.

In Band sessions students use the musical ‘toolkit’ to make music. They are:

watching the conductor to create timing and expression

counting and ‘feeling’ the beat while reading and playing rhythms,

listening to and supporting each other musically

When these three types of learning are happening, they support student learning of literacy and numeracy in a way that is physical, emotional and very different to other learning activities. Students at Richmond are creating pathways in their brain which help to speed the intake and deepen the understanding and ability to solve problems.



To recognise Remembrance Day we went to the National Servicemen's Association, at the end of Surrey Road. Juno and Samridhi unveiled the plaque for the Richmond Primary School's Childrens' Rose Garden. We sprinkled water on the roses to help them grow.

Ms Pennys Year 3/4 class



Thank you to our Governing Council members 2019 for their time, effort and support.

It's part of why our school is so successful.

Elliot Keane, Ricky Gulati, , Brad Polling, Michael Farnden, Ricki Anand, Shafiq Rahman, Adele Scuteri, Katrin Treloar, Kourosh

Tabandeh Tehrani, Belinda Spry, Lara Richardson, Louise Ryan, Huda Kharrufa, Leonie Carlson, Sukhmeet Kaur

And staff representatives. Poppy Cumiskey, Alana Dales, Penny Sarah, Emma Voigt, Stacey Eichenberger, Ella Blake

