

# Richmond Primary School Newsletter



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*Learning and Caring for Life*

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Government of South Australia  
Department for Education

Term 1, Week 3, 2020      Week ending Friday 14 February

Ella Blake  
Principal

Stacey Eichenberger  
Deputy Principal

Thuy Pham  
IELP Assistant Principal

## WELCOME



Dear families,  
It was wonderful to see so many of our families attending last Wednesday's **Acquaintance Night**. Thank you to our teaching staff for preparing the evening's information in such a positive and welcoming manner.

Positive parent and teacher communication is a part of successful learning. Teachers and parents provide a vital support system to help students flourish. Both groups are important. When parents and teachers communicate and work together effectively, it can significantly influence each student's long-term success.

Parent Acquaintance Night was a chance to learn more about your child/children's teacher and classroom routines/expectations etc. Additionally you may wish to access the Australian curriculum year level overviews;

<https://www.australiancurriculum.edu.au/parent-information/>

During Weeks 6, 7 and 8 we will be conducting parent teacher interviews and during this time you will be able to discuss your child's individual learning progress with his/her class teacher. Bookings can be made online and this information/link will be provided to you via SkoolBag early next week and via our next school newsletter.

Our Governing Council Annual General Meeting was also well attended. GC Chairperson, Elliot Keane, and I were able to share a summary of 2019 Annual Report and encourage others to join RPS Governing Council for 2020. Our next meeting will be Monday 17th February at 6 pm, if you are interested and would like to attend prior to possibly committing.

Recently we have had numerous students who have arrived at school too early, prior to 8.30 am, which has concerned a number of staff. Please be reminded that teacher yard supervision commences at 8.30 am each morning. Students must arrive after this time to ensure that children are safe and supervised. Prior to 8.30 am students must be accompanied by a parent in asphalt/playground area of our school closest to South Road.

Similarly, in the afternoon, students are expected to be collected prior to 3.15 pm when staff supervision concludes or OSHC facilities and fees may be applicable. If you do have difficulty with time constraints as part of your regular morning or afternoon routine please access Richmond Primary School OSHC;

<https://www.richmondps.sa.edu.au/oshc>

Lastly, thank you to those of you who are abiding by our school drop off and pick up rules, driving in a safe and cautious manner, remaining vigilant of road crossing signs and signals and refraining from U-turns. **Our student safety is paramount.**

"No one cares how much you know, until they know how much you care." Theodore Roosevelt.

Kind regards,  
Ella

## 2020 DIARY DATES

### TERM 1

#### February

Mon 17<sup>th</sup> Governing Council Meeting 6 pm  
Fri 21<sup>st</sup> R-2 Assembly  
Thurs 27<sup>th</sup> Principal Tour 9.15am  
Fri 28<sup>th</sup> Newsletter

#### March

Mon 2<sup>nd</sup> – Fri 20<sup>th</sup> Parent Teacher Interviews  
Mon 5<sup>th</sup> O3T State Library Excursion  
Friday 6<sup>th</sup> Year 3-7 Assembly  
Mon 9<sup>th</sup> Adelaide Cup Public Holiday  
Tues 10<sup>th</sup> Pupil Free Day – OSHC open  
Fri 13<sup>th</sup> Newsletter  
Wed 18<sup>th</sup> Governing Council Meeting 6 pm  
Fri 20<sup>th</sup> Harmony Day Assembly  
Fri 27<sup>th</sup> Newsletter  
Mon 30<sup>th</sup>-Wed 1<sup>st</sup> April – Yr. 6/7 Camp

#### April

Fri 3<sup>rd</sup> Whole School Assembly  
Wed 8<sup>th</sup> IELP Graduation  
Thurs 9<sup>th</sup> End of Term 2pm dismissal

#### TERM DATES:

Term 2 27<sup>th</sup> April - Fri July 3 July  
Term 3 Mon 20<sup>th</sup> July - Fri 25<sup>th</sup> September  
Term 4 Mon 12<sup>th</sup> Oct - Fri 11<sup>th</sup> December

## HAVE YOU READ OUR 2019 ANNUAL REPORT ?

Follow the link to read:

[https://www.richmondps.sa.edu.au/app/uploads/2020/02/Annual-Report-2019\\_Richmond\\_Primary\\_School.pdf](https://www.richmondps.sa.edu.au/app/uploads/2020/02/Annual-Report-2019_Richmond_Primary_School.pdf)

## ABSENTEES

Please **SMS 0437 697 858** to notify the school if your child is absent.

### PREFERRED ABSENTEE NOTIFICATION:

Please SMS:

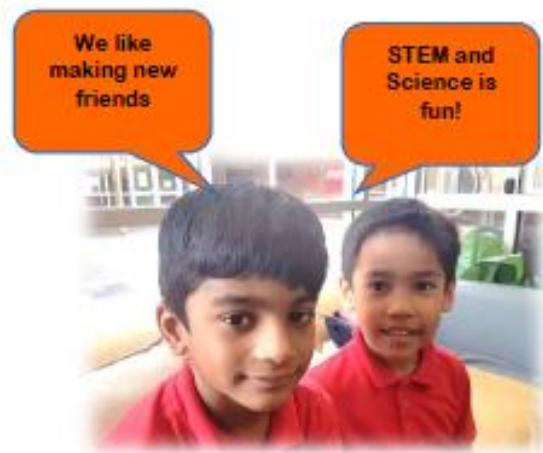
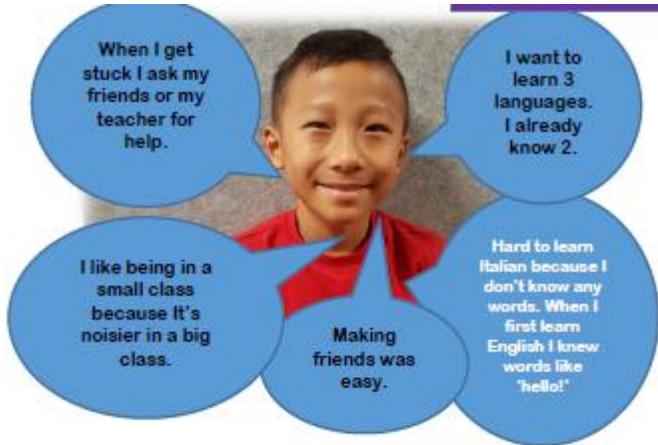
**0437 697 858**

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



## IELP CONNECTIONS

Throughout the year many of our students finish learning English and transition from the Intensive English Language Program into mainstream classes. At the end of last year we had 26 students leaving in total with 12 continuing at Richmond Primary. Here are some thoughts from our students as they find their feet in their first mainstream classes when asked what stood out? easy? challenging? or helpful?



## NUMERACY NEWS

One part of our School Improvement Plan is to increase and maintain student achievement in the higher achievement range in numeracy. To do this we plan to have a consistent approach to providing Big 6 components of numeracy; utilising a range of high yield strategies, then we will increase the percentage of students maintaining and achieving in the high bands in numeracy benchmarks.

### What is the Big 6 briefly? (Sometimes named Big Ideas in Number)

Trusting the Count • developing flexible mental objects for the numbers 0 to 10

Place value • moving beyond counting by ones, the structure of the base 10-numeration system

Additive to Multiplicative thinking • moving from a count of equal groups (eg, 1 six, 2 sixes, 3 sixes, 4 sixes, ...) to a constant number of groups (e.g., 6 ones, 6 twos, 6 threes, 6 fours, 6 fives ...), the key to understanding rational number and developing efficient mental and written computation strategies in later years

Partitioning • the missing link in building common fraction and decimal knowledge, understanding and confidence

Proportional reasoning • extending what is known about multiplication and division beyond rule-based procedures to solve problems involving fractions, decimals, per cent, ratio, rate and proportion

Generalising • skills and strategies to support equivalence, recognition of number properties and patterns, and the use of algebraic expressions

**What are high yield strategies?** These are techniques proven to assist quality teaching and learning.

- Targeted differentiation teaching
- Clear Learning Intentions
- Logical and intentional sequencing of the learning
- Explicit teaching
- Multiple approaches
- Ongoing feedback

## LITERACY NEWS

Richmond's ongoing Literacy focus aims to lift Writing and Reading results.

### Writing

Across the state, writing results need improvement and although Richmond PS performs slightly higher than the state average in some areas, this is an ongoing area for improvement.

Building on 2019 Site Improvement Plans, we are aiming to increase student achievement in writing through explicit teaching of "7 steps" program, combined with functional grammar/genre approach.

Briefly, staff at Richmond integrate subjects to ensure knowledge and skills in reading can be transferred into other subject areas. Targeted functional grammar lessons, different writing genres, and writing for purpose is key. Consistency in this process has been well supported with intensive support for staff. Having built staff capacity in this writing approach, it is now time to build on and further refine practice. This will happen through 7 steps, initially in the Upper Primary years.

## Reading

Department Standards of Educational Achievement expect that 90% of R-2 students meet set benchmarks by September of each year. Teachers currently use Running Records data to plan for student learning, develop reading strategies and teach comprehension skills.



To build on and increase student achievement in reading, we are working towards a consistent approach to the Big 6 components of reading R-2, utilising a range of text types and high quality literature.

All R-2 staff (including IELP teachers) are attending Big 6 training throughout the year to support a consistent approach. Further to this, using current best practice in teaching reading means Reception classes are trialling a highly successful and evidenced based program called Initial Lit. This program embeds the Big 6 into Literacy learning.

Through explicit teaching and repetition, Initial Lit builds students' oral language, phonological awareness (*awareness of the sounds of language - rhythm, rhymes and syllables*), phonics (*the relationships between sounds and letters*), vocabulary, fluency and comprehension.

Phonics and phonological awareness are foundational to learning to read. The Initial-Lit program supports students to develop knowledge and skills to *decode* words, meaning levelled readers will only go home once students are ready. Comprehension continually develops throughout all levels of schooling as texts differ and become increasingly complex.

How can you help your child? I invite you to read with your child and to use the Library in the mornings or after school. Talk about books before or after reading, ask who / what / where / when / why questions. Perhaps get your child to retell a story or use **any** opportunity to learn new words in conversation!



Keep an eye out for more information in newsletters or on our website.

Yours in learning,  
Stacey Eichenberger .

## STUDENT WELLBEING LEADER – Glenn Hart



Hello to all our parents and carers. Again, I would like to invite you to feel welcome to contact me to discuss any matters of concern ‘no matter how great or small’. Working together with parents and carers is important in our shared role of raising our children.

In this newsletter I would also like to flag and share some excellent *easy-to-read* freely downloadable parenting resources from The Australian Childhood Foundation. Connected Parenting and Mindful Parenting. The Australian Childhood Foundation (ACF). Simply go to:

<https://professionals.childhood.org.au/resources/>

to find them and other resources.

Although the ACF is focused on vulnerable children, their knowledge and understanding of child development and the important role of adults in child development is recognised globally. Do not be deterred by the emphasis on neuroscience, if you find these elements challenging. There is a lot of other valuable intuitive and practical information. The neuroscience base of the ACF is an important component of their work in improving the knowledge base of parents and carers in understanding themselves and their children. Basically the neuroscience (knowledge of the brain and its functions) provides a deeper understanding of ourselves and others. Here are some extracts from: **Connected Parenting – A Bringing Up Great Kids Resource**, as an appetiser:

- Being a parent is the most important job you can do.

Children need you to help them develop and grow. Make sure that children feel listened to. Children need to feel you respect them in order to feel good about themselves.

What things did your parent say and do that were important to you?

What would you have liked your parents to have said or done?

What experiences do you want your child to remember?

- Parenting myths.

I should know all the answers

Parenting comes naturally

Raising my children is my job. Historically, extended families and communities shared the responsibility of caring for children. Today parents, more than ever before, are viewed as solely responsible for raising their children...Asking for support is a positive thing you can do for you and your child. Seek support from family, friends, community and family support services. Look after yourself as well as your children.

- Children and parents learn together

There is no such thing as a perfect parent. There is no such thing as a perfect child.

Children of all ages are constantly watching, listening and learning from their parents. They watch how you do things, how you express your feelings and how you relate to others.

- Awareness of yourself and your child

Children challenge us to remain flexible and in control of our feelings and behaviour. We can lose our ability to respond flexibly if we are stressed, tired, angry or frustrated.

Through self-reflection we can become more aware of why we think, feel and behave the way we do. Through self-reflection and self-awareness we can be flexible and adaptive as parents.

- The importance of parenting to children’s brain development

Understanding how children’s brains develop gives us insight into the questions parents often ask. Why do they do that? Why don’t they listen? Why do I have to say the same thing over and over?

Here are *some* of the other valuable headings in this short (31 page) resource.

- Child’s play is a parent’s business
- Tuning into your child
- Understanding your child’s emotional development
- Have I told you lately that I love you
- Listening to children
- Children are listening
- Shaping children’s behaviour
- Why do children misbehave?
- Brothers and sisters
- Every child is different
- Feeling confident that you are on the right track
- Helping children cope with stressful events
- Enjoy your child
- Keeping children safe from harm

## 2020 YEAR SEVEN STUDENT ACTION TEAM

Each year a group of Year Seven students are selected as leaders to contribute to ‘student voice,’ facilitate a range of student led projects across the school and be available to greet guests and assist with Principal tours. Interested students write an application outlining why they are interested in the role, plans they have and their suitability for the role based on a job description that outlines: responsibilities, knowledge, skills and attitudes. In addition to the student’s applications there is also a discussion with Ms Blake and their previous year’s teachers to determine the most suitable students for the limited positions available. This year we had many applications.

I would like to congratulate the following successful applicants: Angel, Georgia, Millie, Arinjay, Amuluya, Sandro, James and Chitraksh.

Below are some extracts from their applications that will give you some sense of their enthusiasm for the role and their love of our school.

“The things this school has given me are priceless, so I strive to give back as much as I can in my last year at Richmond PS”.

“I am passionate to work with younger kids and make Richmond PS a better place.”

“I want to make a valuable contribution to the culture of Richmond Primary School. I am keen to listen to everyone’s opinion.”

“I want to contribute ideas that will make the school a better place.” I want to encourage more reading around the school by having quizzes on general knowledge. I want to start a reading session by reading books to children in the library.”

“I think of myself as a friendly outgoing person who is not afraid to express my opinion, to stand up for others or to identify that something is wrong... If I think that someone is upset or not feeling great, I will happily talk to them and listen, giving them an opportunity to discuss their feelings.”

“Leadership I think is not only about being in charge of something, it’s about listening to people (students and teachers) and helping make our school the



best it can be. Helping show the younger students what is right and wrong. It's... about feeling what people think not just bossing them around."

"I would like to give back to the Richmond Primary School Community."

"I am passionate about our school community. I have many ideas for lunchtime activities like: Friendly competitions, fun maths activities to grow students love of maths, I'd like to bring back the music that we had in 2015 so kids can dance and sing".

*Watch this space!* To learn about the Student Action Team's initiatives and projects!

Kind regards,  
Glenn Hart, Student Wellbeing Leader. 8293 1863  
[Glenn.Hart977@schools.sa.edu.au](mailto:Glenn.Hart977@schools.sa.edu.au)

## Congratulations Samik



Last year, when Samik was in Year 3, he won a prize in the Australian Maths Competition. Samik was also awarded "Best in State". Our school community is very proud of Samik and other Richmond Primary School students who represent our school and receive recognition for any number of reasons, art, sport, academics etc. Samik has chosen a maths

dilemma from the Zoo to share with us;

*We discovered that a lion weighs 90 kgs more than a leopard, and a tiger weighs 50 kgs less than a lion. Altogether the three animals weigh 310 kgs. How much does the lion weigh?*

Please bring your answers (and working out), including your name and class teacher to the front office!

## CHOIR 2020

With our first choir rehearsal on Wednesday we said *Thank you and farewell* to Ms Dianne Howes and welcomed Mr Kelly Doddridge, our new Choir teacher. We were also lucky enough to have the Festival Of Music Concert Manager Robyn lead our first rehearsal. With 12 songs this year we expect Choir to be *out of this world* this year!



## LUNCH ORDERS

A new lunch order price list is available on SkoolBag as of today (see Parent Information in SkoolBag). Please note the new prices will take effect from 01 March 2020. Any incorrect payments after this date may result in students not receiving the products they have ordered.

## Congratulations to our Year 3/4 Rockets Basketball Team

A winning start to the season and an outstanding team effort. Noel - awesome defence. Callum- amazing passing. Banjo- shooting and defensive running. Tyler- rebounding, shooting and great sportsmanship. Noah and Rashaad-reading the play and creating space. Jevi and Aiden- ran and ran, great energy. Fletch -stopping opposition plays.

Thank you to coaches Mr N and Brad Polling! We are looking forward to another wonderful season of basketball. Go Richmond Rockets!

## FINANCE

Thank you to all families who have paid their M&S Fees this year. Please note these are due by February 28<sup>th</sup> – if you need to organise a payment plan, please pop in to the Finance Office to make arrangements.

Should you wish to apply for School Card, please see information below.

## APPLYING FOR A SCHOOL CARD



All types of School Card applications are now online.

You can access the online forms from any device that gets internet, including mobile devices, such as tablets and smart phones, as well as laptops and computers.

Applying online is easy! Simply follow the steps below.

**STEP 1** Visit [sa.gov.au/education/schoolcard](http://sa.gov.au/education/schoolcard)

**STEP 2** Select the type of School Card you would like to apply for (for example 'Type A') and follow the prompts.

**STEP 3** Complete all mandatory fields.

Please note: you cannot submit your application unless all mandatory fields are complete.

**STEP 4** Once you have completed a page click on the 'NEXT' button.

**STEP 5** Once you have filled out all pages click the 'SUBMIT' button.

Please note: if you exit the form without clicking 'SUBMIT' your details will be lost.

You can save the form, and return to complete it at another time, by clicking on the 'SAVE' button.



[sa.gov.au/education/schoolcard](http://sa.gov.au/education/schoolcard)



## SCHOOL COMMUNICATION

SkoolBag is our whole school communication tool. To stay involved in all of our schools' information and events it is important to access our Skoolbag app. Skoolbag is a simple and central communication app that streamlines all aspects of organising school life, from newsletters and events to student attendance and documentation. [Click here for help installing Skoolbag.](#)

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In Ms. Jodi's class, we went in 5 different groups and painted wooden words and designed what relates to the words. We first made the design in our STEAM books, and agreed which design we should do. Then we started painting the wooden words with our own imaginative mind. We hope you enjoy our work!!



# Ms Jodi's



## BRAIN BUSTERS



Our class has been learning about the meaning of our new school values and what they might look like or feel like.

**Be Brave – Take Risks**