

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 9, 2020 Week ending Friday 27 March 2020

Ella Blake
Principal

Stacey Eichenberger
Deputy Principal

Thuy Pham
IELP Assistant Principal

WELCOME

Dear families,

Thank you for your ongoing support. We have much to be grateful for and I wish to recognise our Richmond Primary School collective community effort and respect for others. COVID-19 has been a difficult and complex issue to deal with and I hope your family has felt informed of when and why changes have and may still need to take place.

Recent and continuing developments regarding Coronavirus have instigated so much change in so little time. All school-based decisions are in line with Federal and State advice and are made with our community's best interests in mind. We have experienced much absenteeism; respecting the fact that it is your family's decision to choose to attend school. Yesterday our Minister announced 4 Pupil Free Days before Easter (6, 7, 8 and 9 April) for all of our schools and preschools.

We continue to remind students and families to adhere to social distancing measures, to be vigilant and communicate any health concerns you may have, and to work together with us to deliver our students' learning in and outside of the classroom.

With this in mind, please appreciate our teachers are addressing face to face and at home learning simultaneously. At home learning will look different for different age levels and curriculum content and therefore comparisons can be misleading. We also have staff who are considered vulnerable due to their own personal health issues and staffing changes have recently occurred.

Lastly, may I ask you to assist us by accessing the new easy-to-use website [Our Learning SA](#), which supports continued learning between school and home.

It will allow students with opportunities to work independently, parents with resources and guidance to support learning at home and teachers with resources to support them teaching the curriculum.

This resource has been created by the Department for Education with some urgency to support school communities in this challenging time and will continue to be developed over the coming weeks and months. Please follow this advice whilst communicating with your child/children's class teacher. A terrific idea would be to document/journal all learning so as to share with others when appropriate.

Please stay safe,

"You are all doing a good job". Julian, RPS Reception student.
Kind regards,

Ella Blake



2020 DIARY DATES

TERM 1

April

Mon 6th Pupil Free Day

Tues 7th Pupil Free Day

Wed 8th Pupil Free Day

Thurs 9th Pupil Free Day

4 Pupil Free Days before Easter (6, 7, 8 and 9 April) for all of our schools and preschools.

TERM 2

May

Mon 11th RPS Pupil Free Day

TERM DATES:

Term 2 27th April - Fri July 3 July

Term 3 Mon 20th July - Fri 25th September

Term 4 Mon 12th Oct - Fri 11th December

ADAPTING TO CHANGES

At the beginning of this school year, and with very little idea of the significant impact COVID-19 would make to all of us, I spoke to staff about the equal importance of three quotients; IQ, Intelligence Quotient, EQ, Emotional Quotient and AQ, Adaptability Quotient

Loosely defined, AQ it is the ability to adapt in a fast-changing environment. These are presently the most valuable skills that we are all strengthening each day. With conscious changes in behaviour, we will adapt and adjust to our present conditions. Please feel confident our staff have the best interests of all students at the forefront of what we do. Ella



Honesty



Inclusivity



Courage



Empathy

IELP CONNECTION

To help children develop compassion, empathy and a positive mindset Ms Diana continues to work on the daily gratitude journals with her students.

See what IELC 2 is grateful for at the end of this newsletter.

CAMP UPDATE

Dear Year 6/7 students, staff and families,

Thank you for your understanding re Wallaroo Camp postponement this term. This decision was made in response to advice received from SA Health and Department for Education in regards to COVID-19 and student safety.

We are pleased to share with you that we have tentatively booked dates at **Wallaroo Camp for Term 4, Week 2, Monday to Wed 19-21 October, 2020**. We are very much looking forward to this experience and learning opportunity later in the year

STEM

We have had great start to our Science lessons in the STEM 1 room this term. Across the school we have learnt about the weather, designed water filters, learnt about polymers by making bioplastics and slime, buried different items around the school to measure decomposition, created star finders and worked out how high we can jump on other planets!



I am amazed at the breadth of knowledge and energy the students at RPS bring to the classroom. They are asking thoughtful questions and engaging in discussions with each other about the world around them. The activities the children participate in during class time help them explore scientific understandings in a meaningful way. They are developing a range of skills necessary to scientific inquiry such as observing, questioning, planning & conducting investigations, making predictions, communicating ideas and working collaboratively.

Keep an eye on our windows to see some displays documenting our activities this term.

If you would like to build on what your child is learning at school, the following websites are great resources you can access at home.

<https://sciencebob.com/>

<http://www.sciencefun.org/kidszone/experiments/>

<https://www.sciencebuddies.org/>

<https://talkstem.org/>

<https://www.coolaustralia.org/>

<https://spaceplace.nasa.gov/>

Thanks, Maree

MATHS MADNESS

Nice work AJ, the answer from last newsletter is 5 hours.

Here is AJ's question;

There are 73 red, blue and green marbles in ajar. There are twice as many red marbles as there are blue marbles. There are 19 more blue marbles than green marbles. How many green marbles are there?

O3T – OUR VISIT TO THE STATE LIBRARY WEEK 6

Our trip to the State library was fun, informative and educational. The children learnt about being a citizen that can influence and change the community to make our world a better place to live. The students were very involved they asked many great questions and produced some very good work. Please read the two informative recounts from our class



Visit to the State Library

Yesterday our class went to the State Library we got on the bus and the bus driver took us to the library. It was a great ride there, we had lots of fun sitting with our partner and talking about it. Then we got off the bus.

First we met Sharon and she told us all about the library and how the Aboriginals wrote a welcome on the front of the library with stone. Then Sharon took us to the left side of the library when we got to the art and craft room we put down our school bags.

Then we headed to the right side of the library to see all the olden day toys, wars, world, old state library and we layed down on the floor so we can hear the underground library we got into our groups and explored the space.

Next we went to the art and craft room to make some art pictures I used all the processed and natural materials to make it. We then had lunch. We came back to finish art and when we finished we packed all of it up. We went to school.

In the end I wanted another excursion and felt amazing.

By Seerat Kaur

Yesterday morning my class and I went to the state library. First our teacher booked a private bus. Then we got on the big black bus and all sat with are partners, Seerat was my partner. When we arrived we all got off the bus and said thank you to the bus driver. We met a lady called Sharon who took us on tour in the library we saw lots of things from the past.

Then we made some miniature frames and decorated them with beads and paint, it was a lot of fun.

Last we went to a little park and ate our lunch, then the bus arrived and we went back to school.

Our trip to the state library was very fun and interesting.

By Dishita Atri.

Ms Tina's and Mr Rob's class



Hello please feel welcome to contact me to discuss any matters of concern 'no matter how great or small'. Simply, contact the office to arrange a suitable time or email me at: glenn.hart977@schools.sa.edu.au

COVID - 19 virus

There are many online resources available to learn more about the COVID - 19 virus. In addition to reliable sources there are also sources of misinformation. The following web pages can be trusted as reliable sources:

<https://www.redcross.org.au/coronavirus>
<https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-ncov-health-alert>
<https://www.psychology.org.au/COVID-19-Australians>
<https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

Many of these pages have information translated to languages other than English.

Managing Stress and looking after your mental health

It is normal to feel some stress about an uncertain situation. Knowing how to do this and actively managing anxiety and stress is important. The following web pages may be useful if you would to know more.

<https://www.lifeline.org.au/get-help/topics/mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>
<https://www.psychology.org.au/COVID-19-Australians>

Looking after your mental health and wellbeing

Looking after your mental health and wellbeing is just as important as looking after your physical health, even when you are in self isolation.

It's normal and understandable to feel concerned about the Coronavirus; maintaining a regular routine each day helps.

Looking after your mental health enables you to function well and be able to cope when things aren't going so well. Some little things you can do include:



think
MENTAL HEALTH

Kids Helpline is an Australian free, private and confidential, telephone and online counselling service specifically for young people aged between 5 and 25. Counsellors respond to more than 6,000 calls each week about issues ranging from relationship breakdown and bullying to sexual abuse, homelessness, suicidal thoughts, depression and drug and alcohol usage.

If you need to speak to a counsellor, call [1800 55 1800](tel:1800551800). Talking helps! We're here for you. No problem is too big or too small. We're here 24 hours a day, 7 days a week.

<https://kidshelpline.com.au/about/contact-us>

Kind regards

Glenn Hart, Student Wellbeing Leader.

Glenn.Hart977@schools.sa.edu.au

Reading

With Reading being the focus in past, especially comprehension, this week will be short and sweet. With teachers working diligently to teach at school and organise work for those at home, teachers are much busier than normal! Teachers have started online learning or sending work home to support continued education at this time.



For Junior Primary students, learning without explicit instruction from their teacher makes expected learning much more difficult. Please follow the information given to you by teachers for student work. You may notice learning on sound knowledge, sound awareness (eg. rhyme, syllables) or vocabulary building

(more information on these in future newsletters). The following link is specifically for parents to help explain how you can help when reading with your child.

<https://fivefromfive.com.au/parent-resources>

Writing

The Upper Primary classes have been working on learning *Seven Steps to Writing Success*. "These steps break down writing into key techniques that professional Authors use." Teachers focus on 1 step at a time giving students multiple opportunities to practise and master each skill.

The 7 Steps are;

1. Plan for success
2. Sizzling Starts
3. Tightening Tension
4. Dynamic Dialogue
5. Show, Don't Tell
6. Ban the Boring
7. Exciting Endings or Endings with Impact

Step 1: Plan for success

As with everything, planning is key and writing is no different! Students learn about the framework needed, which changes depending on the text type. For example the Narrative framework is different to Persuasive and Informational as the purpose of each differs. As thinking is different for each purpose, the planning framework also changes. Students have found the planning step crucial in helping with their writing!

Step 2: Sizzling Starts

In this step students learn that it is crucial to hook readers in from the start. Authors have a small window to make a good impression and make the reader want to continue reading. Some techniques involve starting with action, a moment of change, using dialogue, a question, something to make the reader curious or even using humour. Students submitted examples of their *Sizzling Starts* for the community to read. Can you tell which techniques students have used?

The Cave – Written by Sneha Pathuri 5/6J

"Where is Dad?!" I ask my mum strictly. She stands there speechless and doesn't give an answer. I wait for her to say something patiently that she finally said something. "Y – Y – Your Dad hasn't returned Sam," she told me. I stood there like a freak not knowing what my ears were hearing. I was completely shocked. "Was this during the cave exploration?" I asked her. I felt tears in my eyes slowly coming down to my chin.

A swing of a sword – Lilly Palmer 5/6J

Drip, drip, drip my sweat fell into the clear water as the fish hurried around in a frenzy from the calm environment changing from the water being battered with tiny sweat droplets. With a huff I walked back wanting to calm down from the disturbance of the small creatures. One day small thing like that won't let me get distracted I just need to concentrate and manage my breathing that way it will be way harder to be distracted .

The underwater cave – Mason 5/6J

Splash! Want the scuba diver going down in the water very deep. He has heard that there is a mysterious cave down in the very deep water so now he is trying to find the underwater cave.

THE DEEP – Bailey Lanio 5/6J

Splash! All the preparation that had happened up until now developing the greatest diving suit in history had led up to this...

CONGRATULATIONS TO HUGO

Recently one of our Year 7 students, Hugo, was selected to represent SAPSASA Tennis, Airport District. Many players tried out and he was successful in being selected, along with another 6 girls and 5 boys in our region, to be a part of this team.

Hugo and his teammates played four games a day, doubles and singles format, placing second in the carnival. Hugo was able to defeat some opponents, 6:0 with his strong forehand skills. Hugo's reflections include; *I enjoyed playing tennis and meeting new people and I coped with some dodgy line calls.*

Hugo has been playing tennis since he was seven and currently plays for Peak Gardens Riverside. Tennis is Hugo's sport as it is both a physical and mental game. Congratulations Hugo! Richmond PS Community is proud of your achievements.



SKOOLBAG

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.](#)



SOCCKER UPDATE

The North West Junior Soccer Association Board has decided to **defer season 2020 football (soccer). At this stage we expect the season will resume in term 3 until further notice.** This decision was not taken lightly when the season is due to commence soon, and circumstances can change on a weekly basis. We have taken advice from SA Health, Sport SA and consulted with numerous government & non-government member schools.

We are tentatively planning for a season that will commence in Term 3 on Saturday 25th July 2020, provided the current situation improves. We will make a decision for Term 3 on Monday 15th June 2020 and will provide further advice after that meeting.

As a result, there will be no soccer in Term 2 and we will restructure soccer payments, reducing the \$70 fee to \$35. Once confirmed we will arrange reimbursements.

HEARTFELT THANKYOU

Thank you to our community members, your kind words, thoughts and the occasional cake deliveries have been most appreciated. In return we hope your families are feeling supported by our staff in terms of your child's education.

Please stay safe



SCHOOL PHOTOS

Please note change of date for school photos to Thursday 15 October 2020. A reminder will be sent closer to the date.

PASTORAL CARE WORKER



PASTORAL CARE WORKER

(Previously known as "School Chaplain")

Richmond Primary School

Schools Ministry Group along with South West Inter Church Council (Support Group) are seeking applications for this 10.7 hour per week position, commencing Term 2, 2020. The position exists to offer Chaplaincy Services to students, staff and the school community.

A Job and Person Specification, including details on "How to apply" is available by visiting SMG website www.smg.asn.au/chaplaincy-vacancies

Closing date: 9am, Monday May 18th

Interested? For more info, attend the next SMG Information Session. For details, go to: www.smg.asn.au or call 8378 6800

Today I am grateful
for rainy bow because
is but cool.



Today I am grateful
for (regret) Bric
Fun to of dress



Today I am grateful for
myer handie me. it
is a nice



**MS DIANA and IELC 2
BELIEVE....**

Today I am grateful
for doctors



Today I am grateful
for books.



**GRATITUDE IS THE
BEST ATTITUDE.**

Today I am grateful
for books because they
are full to read.



Today I am grateful for
shoes because they cover our feet.



Today I am grateful for
shoes because they cover our feet.



Today I am
grateful for School



Today I am grateful
named



sun
my
Dear's
Baby
wears
AUGUSTO
WATER



MS DIANA and IELC 2 BELIEVE...

Today I am grateful
for sound system, because my
mom and the music
and I am dance.



Today I am grateful for
my sister because she
played with me.



GRATITUDE IS THE
BEST ATTITUDE.



Today I am
grateful for Play



Today I grateful my
grandpa



Today I am grateful for rain
because the plants can grow.





Home-School Connection

What is reading?

Reading is making meaning from the squiggles on the page. Research into reading development suggests reading can be described as a multiplicative equation:

$$\text{Decoding} \times \text{Language Comprehension} = \text{Reading Comprehension}$$

There are 2 pathways that are developing for children who are learning how to read. The first is called decoding. Decoding is the child's ability to turn the squiggles on the page into speech. The second is language comprehension. Language comprehension describes the child's ability to understand the meaning of the words and comprehend language (language comprehension).

How to Help Your Child in Reading

Decoding

To help your child build their decoding skills, have them read simple books with words they can sound out.

When your child comes to an unknown word, encourage them to sound it out.

If they say a sound incorrectly or don't know a sound, provide the sound(s) for them and ask them to blend the word together and pronounce it as a whole word.

You can also do activities to build their awareness of these important, tiny speech sounds:

- Say a whole word and have your child say one sound each time they take a step or a hop (cat=/k/, /a/, /t/; wish=/w/ /i/ /sh/)
- Say a word like a robot, one speech sound at a time, and have your child guess what you are saying (It's time for /d/, /i/, /n/, /er/ (dinner)!
- Encourage your child to sound out words to spell them. Research suggests this "invented spelling" builds their awareness of speech sounds in words!

Language Comprehension

To help your child build their language comprehension skills, read books to them above the level they could read to themselves.

Content-rich nonfiction texts that build their knowledge and vocabulary will assist children in understanding more content area texts (like science and social studies) in the future. Some examples of nonfiction texts include:

- National Geographic Kids: Sharks!
- Martin's Big Words by Doreen Rappaport
- The Street Beneath my Feet by Charlotte Guillain

Narrative texts with rich vocabulary will help children to build their understanding of new words and the complex grammar in written language. Some examples of narrative texts include:

- Last Stop on Market Street by Matt de la Peña
- Those Shoes by Maribeth Boelts
- Creepy Carrots by Aaron Reynolds

Whatever you choose to read, ask your child questions and point out the parts you like and what you are thinking as you read particularly exciting or confusing parts!