

# 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 2, Week 3 2020

Week ending Friday 15 May

Ella Blake  
Principal

Stacey Eichenberger  
Deputy Principal

Thuy Pham  
IELP Assistant Principal

## WELCOME

Dear families,

This week we have experienced high levels of attendance which is wonderful news for our school community. At the same time we are also experiencing the easing of numerous restrictions in our daily lives.

Earlier this week I wrote, via skool bag, to explain that our challenge will be to continue to adhere to COVID-19 adjustments at this time in regards to at home/at school learning, child hygiene and adult social distancing. Please continue to support our community in these respects.

In general, our students are happy to be back at school!



*"It feels good being back, I like being with my friends" Dhhruv, Year 5*

*"There is so much more at school to do, it's fun and much easier to learn English", Palash, Year 4 and Ahnaf, Year 6*

*"At home there were less distractions, and we did get a lot done..." Olive and Leilani, Year 6*

*"I like being at school, with my wonderful teacher and doing my favourite subject, maths!" Ranvir, Year 2*

*"At school there are new things, interesting activities and we can talk to our friends" Manjot, Year 2*

Other good news to share is that Richmond Primary School will soon be undergoing another upgrade, this time to our student toilets. Thank you to our Governing Council members in assisting with a refurbishment request to the Department for Education. We were successful and these improvements will most likely occur during our next school holidays.

Lastly, you may have noticed the new 1-100 number grid on our asphalt. A popular addition, for play time and lessons, appropriately completed on our Numeracy Pupil Free Day. As one student said, *"It's a wonderful tourist attraction!"*

*"You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose". Dr Seuss*

Kind regards, Ella.

## 2020 DIARY DATES

### TERM 2

#### June

Mon 8<sup>th</sup> Queen's Birthday Public Holiday

#### PUPIL FREE DAYS (OSHC AVAILABLE)

Fri 4<sup>th</sup> September- School Closure (Show Day)

Mon 7<sup>th</sup> September

Fri 30<sup>th</sup> October

#### 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



## KEEP WELL KEEP CONNECTED

During this pandemic, SA Health is reminding families to keep well and keep connected with their GP to manage their health.

Parents can find tips and advice on the SA Health website

[www.sahealth.sa.gov.au/keepingwell](http://www.sahealth.sa.gov.au/keepingwell)



Honesty



Inclusivity



Courage



Empathy

## The Big 6 in Reading: Phonological Awareness

The second aspect of the Big 6 in reading is Phonological awareness. This broad term refers to the ability to focus on the sounds of speech as distinct from its meaning: on its intonation or rhythm; on the fact that certain words rhyme; and on the separate sounds. High levels of oral language helps children develop these aural (hearing) skills before they start school (preschool years).

Children love playing with words and listening to stories that rhyme. Last term Mrs Megaw read Hairy Maclary books to classes in Library time and **wow** was there a sudden love for those rhyming stories!

You may notice your child expressing their understanding through: **Rhythm** - children become aware of syllables in words. They may **chunk** the sounds when speaking or show by clapping the beats when speaking (*cat = 1 beat, rabbit = 2 beats, kangaroo = 3 beats*).

### Some things to try at home

*\*Ask your child how many beats/claps in their own name, other people's names or things around the house*

**Rhyming** - recognising that words sound the same at the end (*pan, man, fan; or ring, sing, king*).

### Some things to try at home



**Rhyme detection** *\*Ask if words sound the same (pin, din) ~ they can be nonsense words.*

**Rhyme production** *\*Ask if they can add a 3<sup>rd</sup> word that matched the rhyme (you say pin, din – can they add a rhyming word?)*

**Phonemic awareness** is the ability to tune into the separate sounds in words (phonemes & graphemes).

**Sounds in isolation.** Children need to identify sounds in

words (phonemes & graphemes). First hearing the first sounds, then the last sounds, then the middle sounds. A real quick summary;

*\*Can they hear the first sound in mmmm/a/n? = m. Use other words.*

*Once children can tell you the first sound move onto the last*

*\*Can they hear the last sound in m/a/nnnn? = n. Use other words.*

*Once children can tell you the last sound move onto the middle*

*\*Can they hear the middle sound in m/aaa/n? = a. Use other words*

**Blending sounds** they hear together to make a word.

*\*Ask if they can say the word from separate sounds .eg. d...o...g...= dog; t...r...ee = tree*

These are just a few examples of skills students need to read!

**For a video explaining sounds in words in much more detail see <https://vimeo.com/412603116/65eab513a7>.** This clip demonstrates some of the teaching we use.

**Our reception students have started taking home their decodable readers this week. For a video explaining how to help your child read their book watch this video.**

<https://vimeo.com/412622117/f759d1322c>.

Yours in learning, Stacey Eichenberger

## Festival of Music now Festival SING!

Usually by now we would have had our Choir assessment. Due to COVID19 the Festival of Music has regrettably been cancelled, however the great team at Festival of Music have been working hard to create an avenue for students to perform - welcome



### Festival SING!

Choir students at Richmond have continued practising - thanks to class teachers already connecting students to a home learning platforms TEAMS. Rehearsals have continued virtually if not face to face, with our Choir teacher Kelly and myself having taken safe measures to ensure Choir learning continues as best possible - on and off site! Creating a Choir TEAM I connected Kelly, students and class teachers so we can all communicate directly, share links and dial in to lessons.

Last week I added Robyn Filmer (Director of Music) for our virtual *Choir connection* session where Robyn heard us sing and gave us feedback on what we know so far as well as what we need to work on next. Angel did a beautiful solo to one of the chosen songs and our Choir received great feedback on our behaviour, reaching high notes and expression when singing.

We also found out Festival SING! will have a movie we can use if we perform. What any performance looks like is yet to be confirmed, but students are keen to continue learning and excited to perform in some way. To support choir continuing we have decided to meet fortnightly (instead of weekly) to help ongoing support so we know the songs until a *possible* performance later in the year.

## LIBRARY NEWS

### Scholastic Reading Competition

Our school came Runner up in a Reading Competition organised by Scholastic, counting the number of words our students in Year 3 to 7 read through the program Literacy Pro. We won a \$30 voucher to buy books for the library. Kashvi, Year 6 in Ms Jodi's class, (pictured her with Ms. Joanne) was one of our top readers and she received an extra prize of a book, bookmark and pencil sharpener.

Congratulations, Kashvi

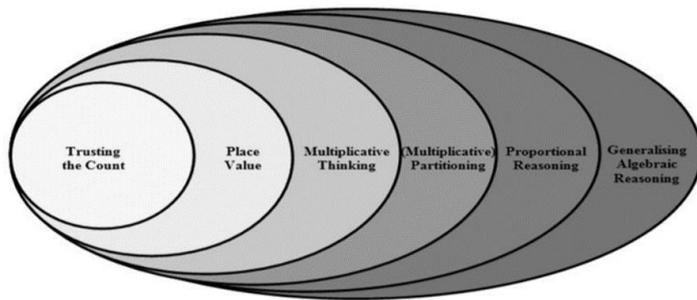


## LAST MONDAY'S PUPIL FREE DAY

Pupil Free Days are a great opportunity to review and refine our practice and last Monday's foci were Numeracy, Wellbeing, and Term 2 collaborative planning. A lot to pack into one day. Allow me to briefly explain each one;

Our **School Improvement Plan numeracy goal** has a number of components, such

- A consistent approach, RPS whole school numeracy agreement
- High Yield teaching strategies, Targeted differentiation teaching, Clear Learning Intentions, Logical and intentional sequencing of the learning, Explicit teaching, Multiple approached, Ongoing feedback
- Big 6 components of numeracy, please refer to diagram overview. We have engaged a mentor from Primary Maths Association, Mike Chartres, to assist our learning 2019/2020.
- Use of DfE Guidebooks, best practice and resources.
- PAT M (standardised assessment Year 1-7) and online resources such as Maths Seeds, Maths online etc.



There is much to consider when looking for continuous improvement in numeracy!

We also spent time addressing student wellbeing/social and emotional learning, Learning Design Assessment and Moderation (LDAM) and worked collaboratively in our Professional Learning Communities (PLC)

Just another example of how lucky we are to have such incredibly conscientious, collegiate and hardworking staff at Richmond PS. Ella



## IELP CONNECTION

Looking for ways to help your child **hear the sounds of the English alphabet**?

Here a 3 short youtube clips from a leading synthetic phonics expert - Debbie Hepplewhite that you may find useful.

**Phonics - Sounds of the English Alphabetic Code**

<https://www.youtube.com/watch?v=oZc4l0e7FCE#action>

**English Phonics - Sounds and Spelling Alternatives - Part 1 of 2**

<https://www.youtube.com/watch?v=ZfPd0KQBzWY#action>

**English Phonics - Sounds and Spelling Alternatives - Part 2 of 2**

<https://www.youtube.com/watch?v=3A-tb2dZgw#action>



## JENGA TOURNAMENT

Last term the Year 7 Student Action Team organised our school's first ever Jenga Tournament! There are three different divisions. Division 1: Years 1 & 2, Division 2: Years 3 & 4 and Division 3: Years 5 & 6. The tournament is played at lunchtimes on Mondays, Tuesdays and Wednesdays in the Junior Primary STEM Room.

The primary aim of the tournament is to provide an additional (optional) lunchtime activity for students and also a *Service Learning* opportunity for older students (who provide support as judges/coordinators). Jenga is also a great game to teach cooperation, turn-taking, concentration, strategic thinking and the management of the emotions associated with winning and losing. As students from many classes combine to play the tournament, it also facilitates the development of student-student relationships beyond their classroom peers.

The tournament utilises a double-elimination process whereby each student plays a different student until they have lost two games. The top ten players then continue playing each other until they can be ranked from first through to tenth position. How popular has the tournament been with students? Division 1 has students from nine classes with a total 92 players. So far we have played 126 games! Students that have been eliminated are already asking if we will be doing it again next year and Year 5 and 6 students are asking when their tournament will start! Thank you to many Year 6 and 7 students from Ms Dales, Ms Jodi's and Ms T's classes who have volunteered to be judges. We could not run the tournament without your support!

Kind regards

Glenn Hart, Student Wellbeing Leader.

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JENGA TOURNAMENT – PHOTOGRAPHS FROM DIVISION ONE





Reception, Year 1's,  
working on their  
daily literacy  
program. Practising  
their handwriting  
and working in their  
guided reading  
groups.



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InitialLit is our new literacy program currently used in our two reception classes, it ensures the essential early reading and spelling skills are taught with confidence within a rich language environment. Students are practising their tricky words and words they have learnt over the term in a variety of ways.



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