

# 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 5 2020

Week ending Friday 29 May

Ella Blake  
Principal

Stacey Eichenberger  
Deputy Principal

Thuy Pham  
IELP Assistant Principal

## WELCOME

Dear families,  
It has been wonderful to resume Richmond Primary School's high standards of teaching and learning in our classrooms. The vast majority of students are now attending school and we look forward to lessening restrictions in line with government requirements in the future.

Teaching and learning is our core business and the Australian Curriculum is designed to help all students to become successful learners, confident and creative individuals, and active and informed citizens. There are three main aspects of our national curriculum; learning areas, general capabilities and cross curricula priorities. These need to be considered by teachers and parents alike. Cross curricula priorities help to develop our knowledge, understanding and skills relating to; Asia and Australia's Engagement with Asia, Sustainability and Aboriginal and Torres Strait Islander Histories and Cultures. For more information please refer to <https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/>



In light of this we have recently recognised National Reconciliation Week. All classes have continued to learn more about the relationships between the broader Australian community and Aboriginal and Torres Strait Islander peoples. This year's theme is, **In this together**. Reconciliation is a journey for all Australians. We all have a role to play when it comes to reconciliation, and in playing our part, we collectively build relationships and communities that value Aboriginal and Torres Strait Islander peoples, histories, cultures, and futures.

*"Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen."* Winston Churchill

Kind regards, Ella

## LEADERSHIP NEWS

I am very happy to share the news that I will continue in the role as Richmond PS principal this year, a role I feel very grateful and extremely fortunate to have. Our previous principal, Tracey Davies, continues in her role as director, Primary Learners, DfE, and sends her best wishes to all of our community. RPS deputy principal, Stacey's role, will be advertised externally in the coming weeks. Stacey is keen to continue recent progress and success in terms of our Site Improvement Literacy goals.

I very much look forward to continued success, progress and engagement in teaching and learning at Richmond Primary School. New student toilets included!

Ella

## 2020 DIARY DATES

### TERM 2

#### June

Mon 8<sup>th</sup> Queen's Birthday Public Holiday  
Wed 17<sup>th</sup> Governing Council Meeting

#### 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

## LITTER BUSTERS

### Legendary Litter Busters Strike Again!

Hanif, Hana and Tia have spent time collecting rubbish in our yard. Thank you and congratulations for helping to reduce litter in our yard. To further reduce this our Litter Buster have a simple message ... "Please put your rubbish in the bins provided and continue to take pride in our school grounds! "



Honesty



Inclusivity



Courage



Empathy



Hello to all our parents and carers. In this newsletter I would also like to share an article by Wendy Russell. I hope you find it practically useful - more than food for thought.

Wendy Thomas Russell is a co-author of the book *ParentShift: Ten Universal Truths That Will Change the Way You Raise Your Kids*. The article was sourced from:

<https://www.pbs.org/newshour/nation/column-12-alternatives-to-timeouts-when-kids-are-at-their-worst>

### Twelve alternatives to timeouts when kids are at their worst

It's been almost six years since my husband and I went cold-turkey on punishments. One day we were trying to steer our daughter's behaviour by imposing timeouts and taking toys away and limiting TV time whenever she went astray. And the next, we weren't.

Did she start running roughshod over our house, our feelings and our rules? She did not. Did we discipline her? Absolutely. But our tool of choice was our words — and still is. Today, when problems arise, we talk things through. We have family meetings. We negotiate (a lot) and compromise (a lot). Sometimes we argue. Sometimes she wins.

It's not always smooth-sailing. My husband and I make lots of mistakes, and I have endless empathy for other parents trying their hardest to raise their children right. It isn't easy for any of us. On the best of days, it isn't easy. But I can report to you that while my daughter has all the markers of a 10-year-old (for better or worse!), she also has more self-esteem than I know what to do with. She is resilient, well-adjusted, kind, compassionate and happy. And she is the most honest person I've ever met.

On Thursday, I joined a growing chorus of voices calling for parents to stop punishing their children - particularly through the employment of timeouts. Today I'm going to tell you what to do instead.

First, let me reiterate that punishment is *not* the same as discipline.

**Discipline** is setting limits and teaching those limits to your child. For example:

- "You have to keep the safety vest on in case you fall in the water."
- "No, you can't draw on the walls. That ruins the walls."
- "It's time to do your chores. We all help out around the house."

**Punishment** is enforcing discipline by inflicting physical or emotional pain — often by withholding or seizing something of value.

- "If you don't keep your safety vest on, we're going home."
- "You drew on the walls again — timeout!"
- "If you don't do your chores, you can't go to the birthday party."

Disciplining our kids is the rent we pay for the privilege of being loved by a child; it's vital. The trick is to stay in the realm of empathetic discipline without crossing over into the land of painful punishment. Here are just 12 of many, many ways to manage discipline without punishment:

**Set your boundaries within reason.** There are things that you will not — cannot! should not! — allow your child to do. Just be sure your boundaries are fair and achievable. Saying "You can't scream because it's disruptive and hurts people's ears" is reasonable. Saying: "I'm not willing to be disrespected" or "I'm not willing to have you embarrass me" is ridiculous. These are kids; they will disrespect and embarrass you at times. Don't set them up for failure.

**Prevention, prevention, prevention.** You know your kid, so use that knowledge to your advantage. Your kid always begs for toys in the grocery store. So before you leave the car, explain that this is not a toy day, then stay in the car until she agrees to no toys. Or role play scenarios in which you say "No, you can't have that toy" and your daughter says, "Okay!" and you say: "Great job! I loved the way you said 'okay' and didn't get upset." Positive reinforcement goes a long way.

**Know what's developmentally appropriate.** There are things your kid is doing because it's developmentally necessary; he literally *can't* help it. In these cases, no amount of lecturing is going to stop it. So calmly remind your child of the rule and let it go. Parenting is hard enough without going to battle with Mother Nature.

**Let them cry.** So often we parents are triggered by our kids' emotions. I know I am. It's hard when they are full of rage and taking it out on us. But children can't just turn off their emotions; they need to be allowed to "feel their feels." Wait it out. Help them take deep breaths and calm their bodies. Don't lecture. Ride it out. You can talk later.

**Name that emotion — and empathise.** This one comes courtesy of Tracy Cutchlow, author of "Zero to Five." "Naming what our kid wants, thinks, says or feels — without judgment — is the most powerful step in positive parenting," she says. "'You want ice cream. You want ice cream *right now*. You want vanilla with sprinkles! And I said we must eat dinner instead. That is making you feel really sad. Aww, sweetie. It feels soooo disappointing.' We have to see our role as helping our kids have their emotions."

**Stay with them.** When you walk away or ignore children, you withhold your love. (Experts call this *emotional detachment*.) You send the message they are bad and don't deserve you. But they aren't "bad" — they have just made a mistake or reacted unwisely or acted out. (We parents do it all the time.) And, frankly, those are the times they need connection most of all.

**Discover what is really going on.** As Hatfield says, all behavior is communication. So what is your child trying to communicate? Is he tired? Hungry? Lonely? Bored? Jealous? Overstimulated? Disappointed? Hopped up on sugar? Only by helping to identify the underlying problem can you help your child to fix it. You can ask: "How could you/I/we do that better in the future?"

**Be willing to change your mind.** When your child disagrees with a limit you've set, talk about it. Consider why you have set that limit and whether it's necessary. Even if your child is not expressing herself appropriately — spoiler alert: she probably won't — be willing to change your mind. She may be dead-on right.

**Let there be consequences.** But try to let them be natural consequences, in which a child suffers the consequences of her own actions without intervention on your part. The child won't put on his coat = the child gets chilly. Unless safety is an issue (which it will be if it's 60 degrees below zero outside) or it's something that the child doesn't have the forethought to care about now (bad grades), it's perfectly appropriate to use natural consequences as a mode of discipline.

**Hold family meetings.** Schedule weekly family meetings where you can talk about what's going right and what's going wrong. Air grievances and celebrate victories. Reach agreements about rules. Getting buy-in from kids up front is key. Then, when it's time to affirm a rule, you can say, "Remember, this was your rule, too. We all agreed on this." Also, instead of escalating an already-stressful situation, you can say, "I'm putting this on the list for our family meeting." It's a great way to table the discussion, cool off and get perspective.

**Be prepared to do it all over again tomorrow.** Laying down a rule one time won't cement the thing in your kid's head. She may flat-out forget the rule; or she may be testing that boundary a little to see how serious you are about it. Both are totally normal! So, don't be surprised when you have to repeat a rule several times before it sticks.

One of the best things about freeing my daughter from punishment is that it provides endless opportunities to teach her skills she'll need as adult. She is learning to talk through problems, listen to others' points of view, speak out against injustice, negotiate for what she wants and find solutions. She is learning that her worth as a person is not dependent on whether she makes mistakes and that it's okay to show emotion. Best of all, she is learning that her parents love her unconditionally and will never turn their backs on her — even when she's at her worst. *Especially* when she's at her worst.

Kind regards

Glenn Hart, Student Wellbeing Leader.

[Glenn.Hart977@schools.sa.edu.au](mailto:Glenn.Hart977@schools.sa.edu.au)

### AUSTRALIAN MATHS COMPETITION (AMC)

Dear families,  
One of the world's largest

AUSTRALIAN MATHEMATICS TRUST



school-based mathematics competitions, AMC is to be held at school **on Thursday 30 July 2020**

The Australian Mathematics Competition (AMC) was introduced in Australia in 1978 as the first Australia-wide mathematics competition for students. It has since spread internationally, with students in more than 30 countries attempting the same problems. Students are asked to solve 30 problems in 60 minutes (Years 3–6) or 75 minutes (Year 7).



<https://www.amt.edu.au/australian-mathematics-competition>

The problems are designed to test mathematical thinking and questions are designed so that they can be answered just as quickly without a calculator as with one. **The problems get more difficult through the competition, so that at the end they are challenging to the most gifted students.**

If your child has shown a special interest/talent in maths you may wish to submit/register your child's name (below) and pay the \$6.50 entry fee to the front office staff. Our students will be sitting the paper version of this test.

**Closing date for entries is Friday 26 June 2020**

### LITERACY

The Big 6 in Reading: **Phonological Awareness – part 2**

Games to play and things to do at home to help play with words to help students learn to *hear* the sounds in words.

**Onset** (beginning sound) and **rime** (middle / end sound)

m	at
Spl	at
t	ap
cl	ap

At the moment in some reception reading groups we are focussing on rhyming. We are using **onset and rime** knowledge to help identify rhyming words in readers or words they can make or hear. **Try playing with words** with the same rime **-at, -an, -it** etc... by adding a sound at the start. Including and allowing nonsense words is also important as it helps reinforce the need to **hear** the rime and encourages children to try!

**I spy** is also a great game to help children hear sounds in words. You can make the game more challenging than *beginning with*, by saying;

~ it ends with... **t**

~ has an ...**a**... sound in it

~ rhymes with... **-at, -an, -it**

Another verbal game can be *I'm thinking of a word that's made of...*

~ **c and at** (cat)

~ **tr and ain** (train)

~ **spl and at** (splat)

If you are interested in more activities or have any feedback, please let me know: [Stacey.eichenberger535@schools.sa.edu.au](mailto:Stacey.eichenberger535@schools.sa.edu.au)  
Yours in learning,  
Stacey Eichenberger.

### NEW WAY TO MAKE SCHOOL PAYMENTS



Recently staff and Governing Council members endorsed an easier way for our community to make school payments. This new system is called Qkr!

We have introduced this app service as an easy and efficient way to

make any school payments.

Please refer to the fact sheet included in this newsletter. Our finance office will be happy to assist you if needed.

### PLEASE BE VIGILANT

Unpleasant and unwanted dog deposits (poo) have recently been discovered on our school site, often after the weekend. Possibly an issue/dilemma our school community is unable to solve, however, please be reminded dogs are not allowed on school grounds and that responsible dog ownership is an important trait!



## CULTURAL CONNECTIONS

### *Eid Celebrations with our friends*

Hi my name is Rayyan, I am in year 1. Today I am going to write about how I celebrated Eid. My brother Yahya and I have many friends at our school from different countries so we have invited some of them to join us. Eid morning is very special to us. We always wear new, colourful, traditional clothes. My friends came over to my place. They all were looking beautiful and were very excited.



We then offered Eid prayer



After prayer we wished each other Eid Mubarak  
Then we exchanged gifts and presents and had a great time altogether.



We are very lucky that our school is very multicultural and we get to learn about each other.  
We wish you all EID MUBARAK!!!!  
By Rayyan Dalwood

## LIBRARY NEWS



There was a lot of glitter and sequins around the school on Wednesday when we participated in the **2020 National Simultaneous Storytime**. At 11.30. Mrs Megaw read 'Whitney and Brittany Chicken Divas' to IELC 3, who had previously made microphones, tiaras and fox masks. This was happening all over Australia and New Zealand at the same time. Other classes have already read the book and have been busy doing colouring as well. Ms Diana's whole classroom transformed into Club Sparkles for the day and they did chicken craft all day! They also made papier mache Whitney and Britney too - they were two gorgeous chooks! There are multiple copies of the book available from the library if you want to see what it is all about.



A big thank you from the Library to the Governing Council for their willingness to buy new picture book shelving to better display all our lovely picture books. It should be coming into the library in the next couple of weeks. This is hopefully the start of gradually replacing our old tired shelving to make the library a more welcoming place to visit.

Kind regards, Joanne Megaw

## 2020 NATIONAL RECONCILIATION WEEK



## HAIKU COMPETITION 2020

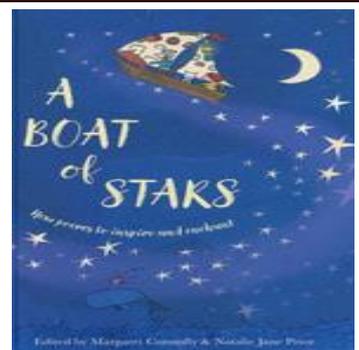
Write a haiku for a chance to win a book about poetry!  
A haiku is a Japanese poem of 17 syllables, written in 3 lines.  
The theme this year is **Nature**. For example::

- *Up above my head  
An arch of graceful colours  
In a sunshower*

You can include pictures with your haiku, but this won't affect the judging.  
DON'T write your name on your entry.

When you're done, scan or take a photo or screenshot of your haiku and upload it [here](#)

Entries close 19 June 2020





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For quicker, hassle-free school payments, try Qkr! today

Introducing Qkr! (pronounced 'quicker') by Mastercard, the secure and easy way to order and pay for school items from your phone at a time and place that suits you.

With Qkr you can:

- Pay for a variety of school items;
- See your receipts on the app and get them sent by email if required.



## Getting started is easy - try it yourself today

### Step 1 Download Qkr!

on your Android phone or iPhone. iPad users can download iPhone app



### Step 2 Register

Select your Country of Residence as 'Australia' and follow the steps to register

### Step 3 Find our school

Our school will appear in 'Nearby Locations' if you're within 10kms of the school, or search for our school by name.

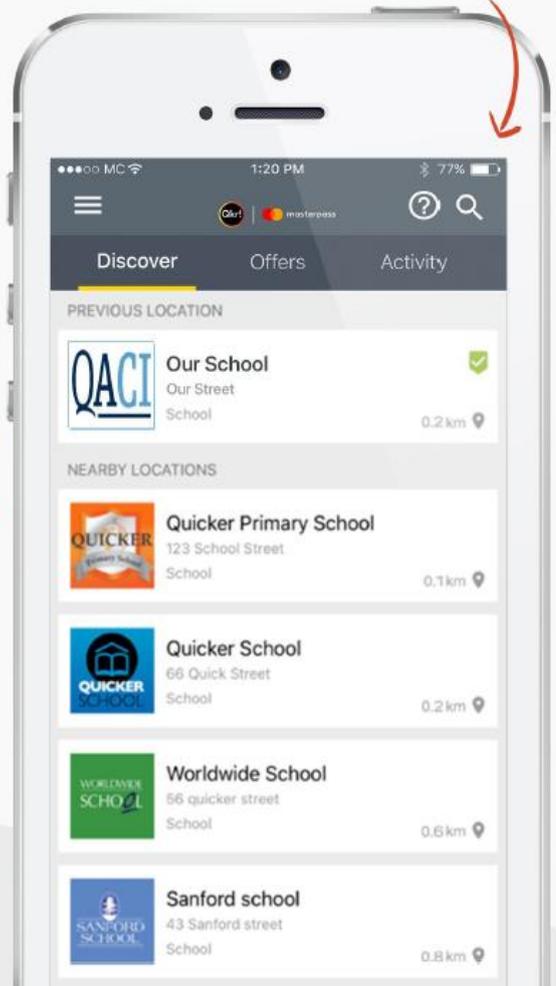
### Step 4 Register your children

When first accessing our school you will be prompted to add a student profile for your child. This allows you to make orders and payments for them.

If you have made a purchase you can select our school from 'Previous Location'

If you're within 10 kms of the school, you can select our school from 'Nearby Locations'

Search for our school name





masterpass

## Add your children's details in Student Profiles

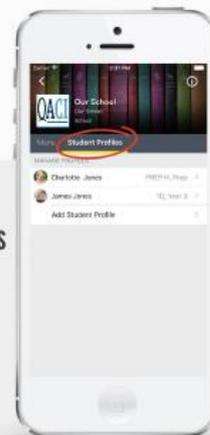
Select  
'Add student profile'



Add each  
child's details



Manage each  
child's details in  
Student Profiles



## Purchase school items

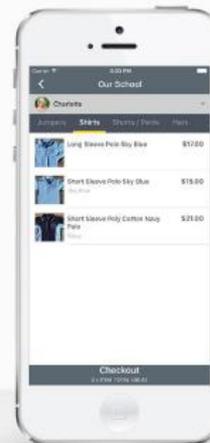
Select a menu  
from our school



Select child  
you are  
ordering for



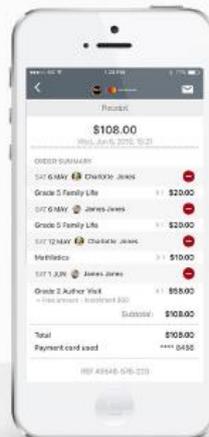
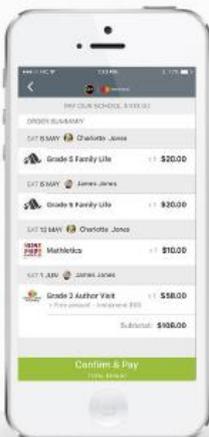
Select your items



Tap 'Checkout'  
then confirm and pay

## Making payments

Add up to 5 cards to your wallet



At checkout select which card to pay with.

Pay with any cards accepted by the school.

Once your payment is approved you can continue to the home page, or view your receipt.

# Year 4 Science Experiment

The year 4 class buried four samples of plastic in soil.

Each week the students checked to see if there were any changes.

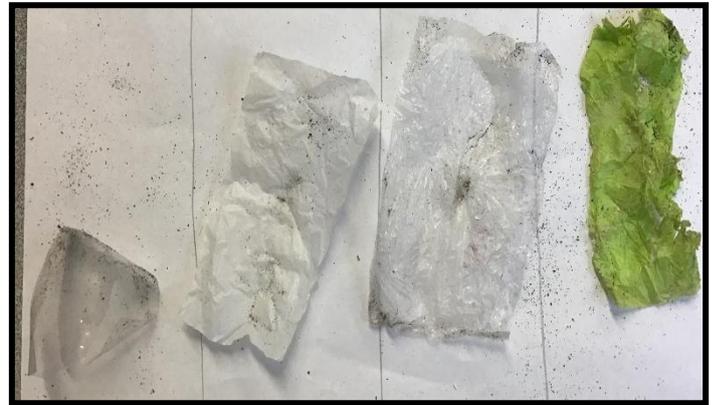
## Does plastic decompose in soil?

**Hypothesis:** The green and white bags will decompose.

**Results:** My hypothesis proved to be correct. The green bag decomposed and parts of the white bag decomposed. The compostable green bag decomposed because it was made from natural plant starch but the white bag was 40% plastic. Siddhanta

### Week 7

Plastic samples after 2 weeks in soil.



### Week 14

Plastic samples after 9 weeks in soil.

