

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 4, Week 3 2020

Week ending Friday 30 October

Ella Blake
Principal

Stacey Eichenberger
Deputy Principal

Thuy Pham
IELP Assistant Principal

WELCOME

Dear families,

Did you know?

Richmond Primary School opened in 1898. Our original heritage building is 123 years old.

Our families represent 40 different countries and can communicate in 32 languages/dialects. Our school population is approximately 65% multicultural and this is something we celebrate every day.

With opportunities such as sport, choir, instrumental music program, specialist learning programs, academic competitions, learning support, excursions, camps and high quality teaching and learning we look forward to continued growth in the future.

Richmond Primary School's reputation and results continue to attract many new families who reside closest to our school. Presently we have 399 students enrolled, comprising of 13 mainstream and 5 IELP (Intensive English Learning Program) classes.

Have you noticed, we continue to grow?

Since 2016, we have experienced a 30% increase in student numbers (that is an additional 100 students). An increase such as this has required many infrastructure and facilities upgrades and repurposing, such as STEM and IT facilities/resources, Nature Play space, plant room conversion, student toilets, library upgrade etc. There remains a constant need to adapt to this growth and in 2021 we anticipate more classroom spaces will be required/refurbished. Stay tuned!

"It takes a village to raise a child" African proverb.

Pictured below is a part of our "Richmond Primary School Village" at Book Week Dress Up Day. Thank you to all of our dedicated staff who have helped our school to be so successful, in student learning progress, teacher collegiately and community spirit.

Happy World Teachers Day this Friday, 30 October!

Kind regards,
Ella



DIARY DATES

TERM 4

OCTOBER:

Fri 30th Pupil Free Day – OSHC available

NOVEMBER:

Mon 2nd Catch Up School Photos

Mon 2nd Governing Council Meeting – 6pm

Fri 6th Yr 5/6/7 Science Alive Excursion

Thu 12th RPS Choir Performance

Tues 17th '21 Receptions Transition Visit 1

Tues 24th '21 Receptions Transition Visit 2

DECEMBER:

Tues 1st '21 Receptions Transition Visit 3

Wed 9th Yr 5/6 Bounce Excursion

Thu 10th IELP Graduation - 9.00am

Thu 10th Yr 7 Graduation - 5.45pm

Fri 11th End Term 4 - Early dismissal 2pm.

2021

JANUARY: Wed 27th Term 1 commences

2021 CLASS PLACEMENTS

During mid Term 4, we commence planning for 2021 class placements.

If you believe there are any particular circumstances or considerations in regards to your children's learning needs that we are not already aware of you may wish to email; dl.0381.info@schools.sa.edu.au

This may include social, emotional, health or learning information relevant to class placement considerations. It is important that parents provide updated information each year if necessary. Please be reminded, this is not a request for specific teachers. Staffing changes and class structures may also look different. Please provide information in writing before Friday 13th November.

2021 CONSIDERATIONS

As a reminder at this time of the year, we begin to prepare for 2021 enrolments, possible class formations and staffing. It can be a real "numbers game" and the more accurate in terms of student enrolments we are the better. Are you moving? If you are moving and/or changing schools, please advise us as early as possible.

Honesty



Inclusivity



Courage



Empathy



The following is a small extract from a Parenting SA Parent Easy Guide, for the full article go to: <https://parenting.sa.gov.au/easy-guides/self-esteem-parent-easy-guide>

What is self-esteem?

Self-esteem relates to the inner feelings we have about ourselves and our worth.

- Children are not born with a sense of self-esteem. It is learned through how parents and other important people feel about them and treat them.
- Self-esteem also comes from feeling we have a place in the world, and are part of a family or community where we matter.
- It is about knowing where we come from and feeling positive about the future. This can be harder for children who have lost touch with their 'roots' through things like family break-up or moving to a new country or place.
- Self-esteem is different to self-confidence, but they are closely linked. Self-confidence comes from how we feel about our ability to do things. We can feel confident in some areas of life and not so confident in others.
- When children know they are good at something, their self-confidence grows and their inner self-esteem is likely to grow too. Healthy self-esteem helps children be more confident.

Children's self-esteem develops over time. It comes from feeling loved, a sense of belonging, and feeling competent and able to do things.

Why is self-esteem important?

Healthy self-esteem is important for everyone. It:

- makes it easier to have a go at something new and feel we can develop skills and make a difference
- helps us be more resilient when there are setbacks
- supports better mental and physical health and wellbeing.

People with low self-esteem often don't feel they can do things for themselves or fully use their skills and abilities. Low self-esteem can also be linked with worse health outcomes such as stress and heart disease, and anti-social behaviours.

Cultural differences

Some people in some cultures believe that feeling good about your group or community is what's important. Feeling good about yourself is not as valued. In some cultures it is common for parents not to praise their children for fear it will cause them to be boastful, or create self-satisfaction that will prevent them from trying harder. However, having healthy self-esteem does not mean giving up cultural values. Children who feel good about themselves usually try harder and learn better than those who don't, and this can bring benefits to the group or community. Experiencing racism or discrimination may negatively impact children's self-esteem. Healthy self-esteem enables children to try new things without too much fear of failure, to reach out and make friends and deal with problems.

Parents can enhance children's self-esteem

Parents can enhance children's self-esteem through the interactions they have every day.

- **Show your love**
- **Help children feel they belong**
- **Nurture feelings of mastery and competence**
- **Support problem-solving**
- **See 'misbehaviour' as a chance for learning**

When children 'misbehave' it is usually because they have not fully developed the skills they need to do what you expect. This is a great opportunity to help children learn.

You could:

- help them calm down if they are upset
- help them name their feelings. Tell them all feelings are OK, even difficult ones
- see things from their point of view and show you understand
- help them work out solutions to the situation. Ask for their ideas and come to an agreement that works for both of you. Remind them of their strengths, for example kindness, fairness, creativity, persistence, bravery. How could they use them in this situation?
- support them to practise skills.

The more you do this, the better children will become at problem-solving and managing their emotions and behaviour. Their self-esteem will grow as they feel a sense of control.

- Use praise effectively

Your approval and praise is important to children. However, sometimes children can learn to do things for the praise or reward rather than the inner satisfaction that comes from doing something well. When children rely on others for approval they can avoid doing things they might not succeed at, and their self-esteem reduces.

Use praise effectively by focussing on children's efforts and what they did well. This works better than general or inflated praise.

Kind Regards, Glenn Hart – glenn.hart977@schools.sa.edu.au

SAPSASA Athletics 2020 team "sneak peek" photo. Report pending. Well done to all participants



RICHMOND PRIMARY SCHOOL LITTER BUSTERS

Thank you to these wonderful litter busters, pictured, who are helping to keep our school yard tidy. We value your positive actions and sense of school pride!



LITERACY

Best Practise in Literacy: Vocabulary

Words, words, words!

“The more words you know, the more clearly and powerfully you will think...and the more ideas you will invite into your mind’ (Wilfred Funk, 1986, p.2).”

Vocabulary is critical to success in reading and in broader academic achievement. The more words children have in their vocabulary, the easier it is to read and write. So not only do children benefit from knowing a variety of words across topics, but learning the meanings, synonyms and antonyms also adds **depth** to their knowledge base.

Word complexity:

Tier 1 words are basic and high frequency words used in everyday conversation, such as *mother, said* and *house*. Most children will learn these words relatively quickly through frequent exposure.

Tier 2 words are those used by mature users of a particular age group so will differ depending on the age of the children. These words appear more frequently in text than in oral language, so children are less likely to learn them without assistance. For middle primary students, words such as *persistent* and *frail* might be Tier 2 words. They are words that can be used across contexts to add clarity and/or descriptive power.

Tier 3 words are those that relate to specific fields of knowledge, such as the sciences. Words such as *mesa, xylem* and *annulus* would be classified as Tier 3 words. These words are a key focus in upper primary but also taught through curriculum specific topics.

What can you do at home?

Read books, *talk* about the words in the books and explain the meaning of the words!

You can do this verbally too. Eg. ‘Don’t procrastinate on your project: that means don’t keep putting it off.’

Have conversations or play word games or challenges.

“Children who acquire reading skills early and engage in reading regularly will continue to add to their vocabularies exponentially, which will further advantage them.”

YEAR 7 IS MOVING TO HIGH SCHOOL IN 2022

Year 7 public school students will be taught in high school from Term 1, 2022. This means that from 2022, year 6 will be the last year of primary school and year 7 will be the first year of high school.

Year 7 is already part of high school across the country so this move will bring South Australia in line with other states and territories, as well as other education systems in our state.

At Richmond Primary School we have been planning a “Senior Year” in 2021 inclusive of all of our Year 6/7 students. This has involved consulting our senior primary school students in regard to senior tops/jumpers, Sports Day captains, senior responsibilities such as student action team, assembly leaders etc. graduation ceremony and school camp (planned for late Term 1, Aldinga).

For more information please refer to;

<https://www.education.sa.gov.au/sites-and-facilities/year-7-high-school/year-7-high-school-information-parents>

LIBRARY NEWS

Children’s Book Week finished on Monday with an impressive Dress up Day. Lots of Curious Creatures, story book characters and crayons were busy around the school. Everyone looked great. We also announced our winners of the Colouring Competition, Daisy and Damon! Congratulations to these students and the 4 Runners Up.

Book Club closed Wednesday and books should be available in about 2 weeks.

Premiers Reading Challenge medals have arrived and should be sorted and distributed by next week. We are waiting for the Certificates.

As we draw closer to the end of the year, we ask that parents check for library books and readers that may have escaped school bags and are hiding in your homes. Please return them to the library or classroom as soon as you can. All books and resources are due back on December 4th.

Joanne Megaw

RPS 2021 MATERIALS & SERVICES CHARGES NOTICES

Dear families, please see below our material and services charge for 2021. This remains the same amount as 2020. **All parents/caregivers are invited to attend our next governing council meeting, Monday Nov 2nd at 6 pm**, where the charge is to be discussed prior to final approval being sought.

In lieu of attendance at the meeting, parents/caregivers may wish to express their views in writing to the Chairperson of the Governing Council, Elliot Keane, prior to the meeting. elliott@richmond.org.au

In addition, RPS Governing Council will poll the school community to gain majority support to approve the school’s proposed Materials and Services Charge.



Richmond Primary School - 0381		
Notice of Materials and Services Charges for 2021		
Notice of Charges for Reception - Year 7		
HEADING	ITEMS AND SERVICES	COST (\$)
Printed and electronic materials related to the educational program and which are provided for the student	Workbooks	\$82.00
	Text Book Hire / E-Book Access	\$0.00
	Photocopied Material	\$0.00
	SUBTOTAL (ZPREM)	\$82.00
Stationery items that are provided for the student	Stationery Items	\$62.00
	Other (please Specify)	\$0.00
	Other (please Specify)	\$0.00
	SUBTOTAL (ZSTAT)	\$62.00
Materials and Services that are provided by the school for the student to consume or use the materials or take ownership of a finished article produced by the student with the materials	Access to Student Information Technology	\$76.00
	Access to Machinery	\$0.00
	Access to Equipment	\$0.00
	Curriculum/Subject Supplies and Services	\$54.00
	Other (please Specify)	\$0.00
	Other (please Specify)	\$0.00
SUBTOTAL (ZACMS)	\$130.00	
Materials for inclusion in the school library and to enable use by the student	Library resources including access to borrowing library resources	\$66.00
	SUBTOTAL (ZACLI)	\$66.00
Total Materials and Services Charge (excluding Subject Charges)		\$340.00

These subject charges are in addition to the Materials and Services Charge above for those students undertaking the following subjects.

Subject Description	Cost (\$)
	\$0.00
	\$0.00
	\$0.00
	\$0.00
	\$0.00

English

1 high distinctions, 2 distinctions, 4 credits, 2 merits and 6 participation certificates.

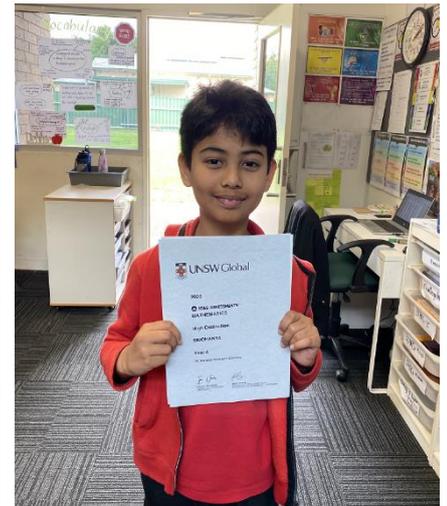
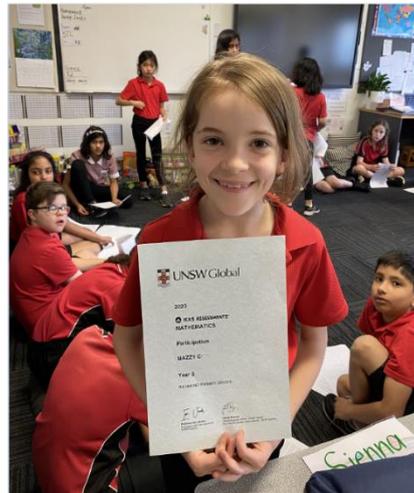
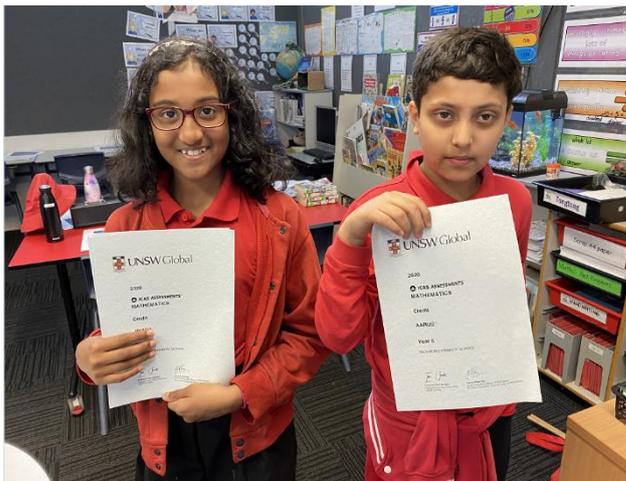
Science

1 high distinctions, 2 distinctions, 6 credits, 2 merits and 7 participation certificates.

Mathematics

2 high distinctions, 3 distinctions, 6 credits, 2 merits and 5 participation certificates.

Congratulations to high distinctions and distinction award winners; Shreyansh, Samik, Siddhanta, Priyal, Dhruv, Shamonti, Amullya



RICHMOND PRIMARY SCHOOL FUN RUN 2020



Swimming Week with Miss



We talked about the red and yellow flags at the beach.



We learnt the rules, then we learnt the safety of getting in the pool.



We learnt about the rules of the beach and how to be careful at the beach.



We did an obstacle course. First we went through the hoops, we picked up toys from a cone. Then we dropped the pool rings into the seaweed. We had lots of fun.



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We did an obstacle course. First we went through the hoops, we picked up toys from a cone. Then we dropped the pool rings into the seaweed. We had lots of fun.

Angela's Year 2 Class

We used a kick board to do some tricks, like a starfish float.

We heard the emergency whistle and then we got out of the pool.

On Thursday we did rescues throwing the pool noodle.

We pretended that a boat was on fire so we tried to keep our head above the water as long as possible.

