

# Richmond Primary School Newsletter



8 Surrey Road Keswick 5035  
RPS Office: 8293 1863  
Absentee SMS: 0437 697 858  
OSHC: 8351 0794

*Learning and Caring for Life*



Government of South Australia  
Department for Education

E: Reception: [dl.0381.info@schools.sa.edu.au](mailto:dl.0381.info@schools.sa.edu.au)  
E: Finance: [dl.0381.finance@schools.sa.edu.au](mailto:dl.0381.finance@schools.sa.edu.au)  
E: OSHC: [dl.0381.info@schools.sa.edu.au](mailto:dl.0381.info@schools.sa.edu.au)  
Web: <https://www.richmondps.sa.edu.au/>

Term 2, Week 1 2021

Week ending Friday 30 April

Ella Blake  
Principal

Thuy Pham  
Deputy Principal

## WELCOME

Dear families,  
Welcome back to school, another successful term's learning awaits!  
Every year each Department for Education (DfE) school develops and enacts a School Improvement Plan (SIP) in order to seek continual and sustained teaching and learning progress. At Richmond Primary School our 2021 challenges of practice are:



If we have a consistent and evidence based approach to the explicit teaching of genre writing, we will **increase student's writing achievement**. Our classrooms now display "Bump it up Walls", helping to show how writing samples can progressively improve. Our students and teachers discuss and document what is needed to improve writing, such as the use of proper nouns, descriptive words, sentence structure etc. In this way, teachers have a clear understanding of learning intentions and success criteria, and students can understand next important steps for themselves.

If we implement the evidence based approach to teaching phonics and phonological awareness in a consistent and explicit manner then we will **increase the percentage of students achieving**

**reading benchmarks**. As an example, teachers collect many forms of evidence to determine sequential lessons, such as reading assessments conducted face-to-face or online. Our students are explicitly taught strategies to decode and comprehend text in order to read with fluency.

If we have a consistent, evidence-based approach to the teaching of number sense then we will **increase student achievement in the higher bands in numeracy**. Our teachers are providing multiple approaches and strategies to problem solve and our students are encouraged to think creatively, make connections and to visualise each mathematical concept.

Alongside our SIP, research tells us that expert teaching, quality leadership, resourcing, accountability, stronger connection to services and engaged communities are key levers to school improvement. I believe we all work to achieve high standards in these areas at all times.

Our school has achieved significant growth through a combination of strong community support, academic progress, diverse curriculum opportunities, strategic upgrades and much praise via word of mouth. Much has been achieved by many in our community, past and present. We are a sought after, progressive and prosperous school with an upward trajectory in school improvement. I hope you feel as proud as I, and many of our staff, do about Richmond PS.

*"Our learning improves when we try our best, practice, ask friends or teachers for help, and try different things to see if they work" Ariella, Yr.3 and Chinmayi Year 4.*

Kind regards, Ella



## DIARY DATES 2021

### TERM 2

#### May

- Mon 3<sup>rd</sup> Photo Catch Up  
Fri 7<sup>th</sup> Rec – Yr. 7 Assembly  
*(Limited parent seating available)*  
Tue 11<sup>th</sup> NAPLAN Testing begins for Yr. 3, 5 & 7  
Thu 13<sup>th</sup> EID Festival  
Mon 17<sup>th</sup> Governing Council Meeting @ 6pm  
Wed 19<sup>th</sup> Dream Big Excursion Yr. 6/7  
Fri 21<sup>st</sup> Last day for applications to secondary school to be submitted  
Wed 26<sup>th</sup> Principal Tour @ 9.15am  
Fri 28<sup>th</sup> Yr. 3/4 Maritime Museum Excursion  
Fri 28<sup>th</sup> Rec – Yr. 2 Assembly  
*(Limited parent seating available)*

#### June

- Thu 3<sup>rd</sup> Street Smart, Rec – Yr. 4  
Fri 4<sup>th</sup> Street Smart Rec – Yr. 4  
Fri 11<sup>th</sup> Yr. 3 – 7 Assembly  
*(Limited parent seating available)*  
Mon 14<sup>th</sup> Queen's Birthday Public Holiday  
Wed 16<sup>th</sup> Governing Council Meeting @ 6pm  
Thu 24<sup>th</sup> Yr. 5/6/7 Road Crossing Training

#### July

- Mon 1<sup>st</sup> Rec – Yr. 7 Assembly  
*(Limited parent seating available)*  
Fri 2<sup>nd</sup> Pupil Free Day

### 2021 TERM DATES

- Term 2 Tue 27<sup>th</sup> April - Fri 2<sup>nd</sup> July  
Term 3 Mon 19<sup>th</sup> July - Fri 24<sup>th</sup> September  
Term 4 Mon 11<sup>th</sup> October – Fri 10<sup>th</sup> December



Honesty

Inclusivity

Courage

## STAFFING NEWS

RPS Principal Selection process continues this term. We hope to announce our next tenured principal in coming weeks.

Glenn Hart has extended his leave. Glenn will return at the start of Week 5 and we thank Poppy Cumiskey and Sherie Redden for competently leading our Wellbeing practices in his absence.

We welcome Fortula Nikitopoulos to our school. She joins our JP Intensive English Language Program team for two days a week.

Joanne Megaw will take some leave to “fix her knees” starting midterm. We wish her a speedy recovery and hope to see her return late this term.

Congratulations to Maree Moore who is expecting her second child near the end of term. We are currently seeking a replacement to teach science across the school.

## ANZAC DAWN SERVICE

At this year’s ANZAC Day Dawn Service Tom, Phoebe and Mannat presented at wreath on behalf of our school community. Their recollection of the ceremony was;

*We felt nervous and happy to represent our school. It was tiring to get up early. We noticed people and soldiers wearing medals. ANZAC Day is about remembering the people and showing our respect who fought to defend our country.*

*Lest we forget.*



## JAY WALKING



We would appreciate everyone’s help in modelling how to cross the roads safely for our children. Please use the crossing instead of cutting across the traffic as it is an offence for a pedestrian to cross the road within 20 meters of a pedestrian crossing.

## LIBRARY NEWS

It's been a busy (and noisy!) start to the term. With the Junior Primary children, we have been wishing Mr Tickle, from the Mr Men series of books, a Happy Birthday as he is turning 50 this year. He was the first book in the series by Roger Hargreaves, first written in 1971.

On May 19th at 11.30, it is National Simultaneous Storytime. This is when families, schools and libraries all over Australia and New Zealand read the same book at the same time. The book this year is Give me some space by Philip Bunting. You can go online at this time and listen to Shannon Walker, an astronaut at the International Space Station, read the story to you. There will be some activities available for the children in the library that week based on the book.

You are welcome to pop into the library and say Hello anytime.

Joanne & Hidayah

## OLIPHANT SCIENCE AWARDS

The Oliphant Science Awards is an annual science competition held for students from Reception - 12 across South Australia. Last year we had an incredible number of entries from Richmond Primary students exploring their own scientific interests. We even had one prize winner! You can be creative with your entry, categories range from photography, to robotics, to written pieces. See Ms. Maree if you would like an information flyer, we will be having regular lunchtime meetings during Term 2 to support those students who decide to take part.

Check out the website in the meantime for more information to see if this is something you would be interested in:

[The Oliphant Science Awards | South Australian Science Teachers Association](https://www.southaustralianscience.com.au/)

## NUMERACY NORMS AT RPS

1. Everyone can learn maths to the highest levels. Encourage students to believe in themselves. There is no such thing as a “maths” person. Everyone can reach the highest levels they want to, with hard work.
2. Mistakes are valuable. Mistakes grow your brain! It is good to struggle and make mistakes.
3. Questions are really important. Always ask questions, always answer questions. Ask yourself: why does that make sense?
4. Maths is about creativity and making sense. Maths is a very creative subject that is, at its core, about visualizing patterns and creating solution paths that others can see, discuss and critique.
5. Maths is about connections and communicating. Maths is a connected subject, and a form of communication. Represent math in different forms e.g. words, a picture, a graph, an equation, and link them. Colour code!
6. Depth is much more important than speed. Top mathematicians, such as Laurent Schwartz, think slowly and deeply.
7. Maths class is about learning not performing. Maths is a growth subject, it takes time to learn and it is all about effort.

<https://www.youcubed.org/wp-content/uploads/2017/03/Norms-Poster-2015.pdf>

### What we need to know...

Children experiment with writing long before they start school. Their early squiggles and drawings are the beginning of writing.

Books provide a powerful model of what writing looks like. Books convey the understanding that squiggles on a page convey a message. Reading and writing with your children helps them to make sense of how written language works.

We learn to write by writing. Children love to write! In classrooms, children are encouraged to select topics that express their ideas and interests. It is difficult to write about unfamiliar topics or topics that are irrelevant to our life experiences. Before writing, talking about a topic is a good place to collect thoughts and ideas.

When children write and freely express their ideas, this is called draft writing. Children need many opportunities to express their thoughts and ideas in writing without being concerned about the mechanics of writing such as spelling, punctuation and grammar. At this stage, worrying about spelling, punctuation and grammar can hinder their styles, expressions and exploration of words that best communicate their ideas. In fact, this level of response often 'kills' off the writer who learns to write less and take fewer risks. Instead, respond to the ideas of the writer – for example, ask: *Where did you get your idea? Are you writing a factual text (poem, recipe, chapter book etc)? What is going to happen next? Read me your lead sentence again because that really had me interested in your story. What is going to happen to your main character?*

If the draft writing is to be shared with a wider audience, and has been edited for meaning, the next stage is to proofread for spelling, punctuation and grammatical mistakes. Not all writing needs to be edited. We do not edit our shopping lists, diaries or reminder notes! Children need to be encouraged to write for enjoyment and play with words.

In classrooms, children explore writing as a process from drafts to published pieces. Children are encouraged to write for real purposes and utilise a range of different text types such as recipes, factual texts, notes, report writing, narratives and poetry. They are also taught to consider how to appeal to different audiences.

Handwriting should not be confused with writing. Handwriting is a surface feature of writing and children who are self-conscious of their handwriting benefit from opportunities to write and draw with a variety of pens, textas, paint, magic boards, chalk and 'fancy' pencils. When it comes to publishing, children often publish on the computer, use voice to text recognition or publish in a variety of ways such as a poster, alphabet books, dioramas, or chapter books. The form the publishing takes is the best match for the type of story being told.

Work that comes home from school may not have every spelling error or grammatical mistake corrected or punctuation inserted. It is important to talk with your children about the purpose of the work and what they learned, rather than emphasise the errors. Ask 'tell me questions' such as: *'Tell me about this work ...'* *'Tell me how you did this ...'* *'Tell me what you liked about this activity.'*

Make writing irresistible!

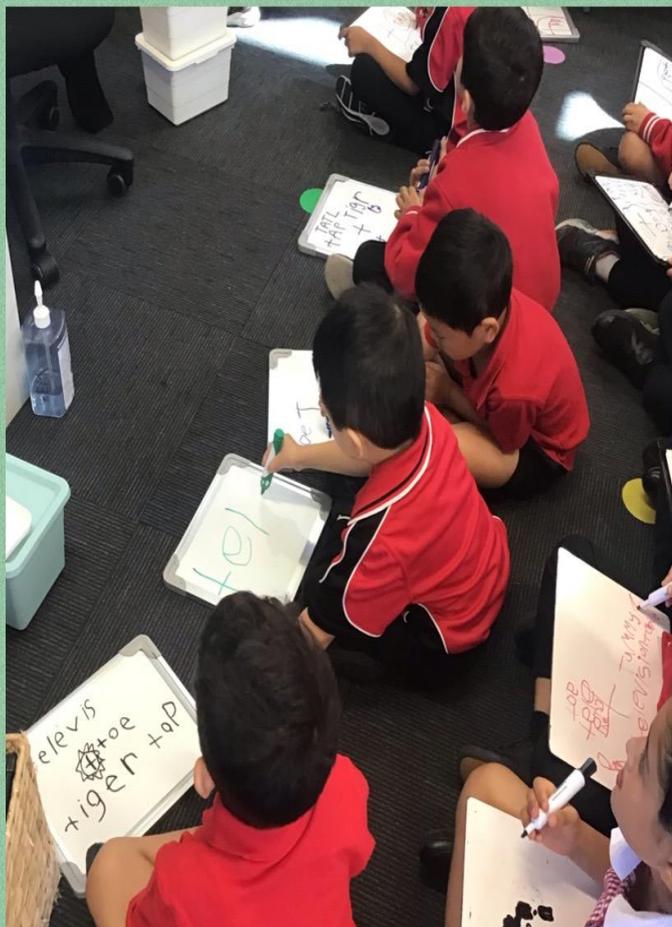
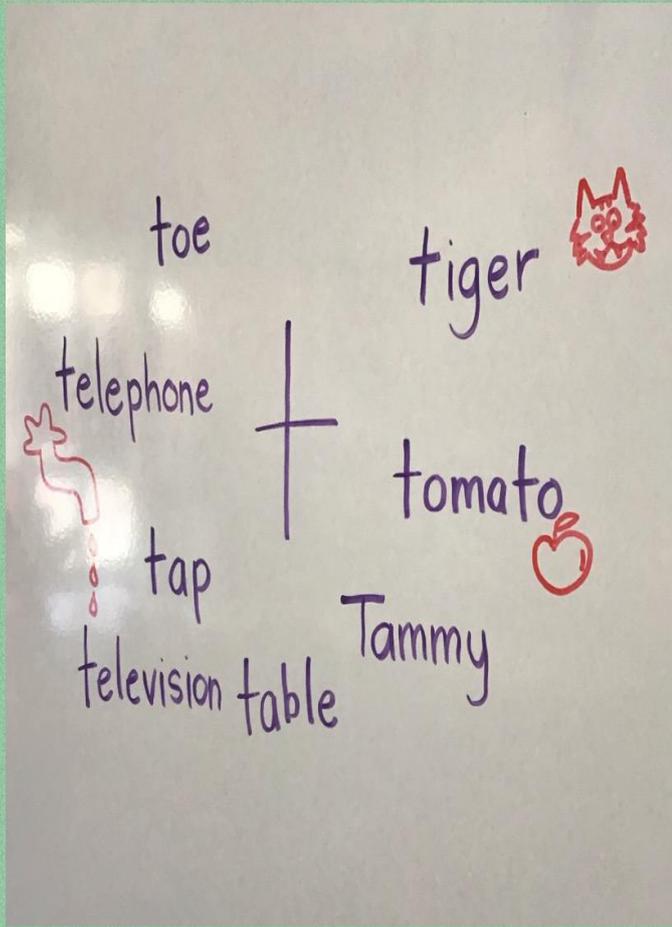
### What parents and carers can do...

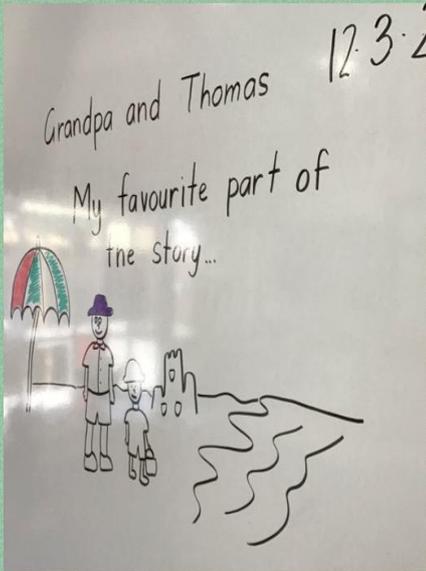
- Encourage children to write, write, write! Provide many opportunities such as writing the shopping list, sending letters and cards to friends and relations, writing emails, keeping a diary, publishing personal stories, labelling photos in the family album, and leaving notes. Locating writing apps such as Book Creator. Writing should be relevant and meaningful rather than writing for the sake of writing.
- Give children opportunities to read their stories aloud (while you sit back and listen). Listen with a focus on the message they express. Comment on what they have done well, for example: 'I enjoyed how you used interesting words such as X, Y, Z.' 'The character you created seems so real. I can imagine how he looks.' Leave comments about spelling, punctuation, and grammar to another time — they are important if and when it is to be published.



- Draw children's attention to how writing is presented, for example, on brochures, billboards, books, and electronic media — these are models of writing for real purposes.

- Create a community of writers. Provide a quiet place for writing with lots of writing materials. Leave notes for each other, write poems for your children, and send messages in lunch containers. Play writing games, for example, one person writes the beginning, another the middle and the other the end of a family story. Write together.





The reception students in Ms. Mikhaela's and Ms. Baohm's class have been learning lots of literacy during their InitialLit lessons. InitialLit lessons involve storybook discussions, phonological awareness and phonics. They have been doing lots of interactive, hands-on and play-based activities to enrich their learning.



# NAPLAN testing 2021

## Information for parents and carers

### NAPLAN testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life.

Students in Years 3, 5, 7 and 9 may participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

The assessment provides parents/carers and schools with an understanding of how individual students are performing at the time of the tests.

This year, the NAPLAN Online test window is 11 to 21 May. Most schools in South Australia will undertake testing online, however all Year 3 students will complete the writing test on paper. There are contingency measures to revert to paper testing if required.

### Supporting your child

On its own, NAPLAN is not a test that can be studied for and students are not expected to do so. You can reassure your child that NAPLAN is just one part of their school program and remind them on the day to simply do their best.

It is not recommended that students use services by coaching providers or excessively prepare for NAPLAN testing.

Teachers will ensure students are familiar with the types of questions in the tests and provide appropriate support and guidance.

### NAPLAN reporting

Individual student performance is shown on a national achievement scale, and a NAPLAN individual student report will be issued by your child's school later in the year.

Students and parents may use individual results to discuss progress with teachers, while teachers use results to better identify students who would benefit from greater challenges or extra support.

### Participation in NAPLAN

Students in Years 3, 5, 7 and 9 may participate in NAPLAN testing. If a child is absent on a testing day, the school may arrange for them to complete the missed test/s another time during the school's test schedule.

If a student has a disability, they may qualify for adjustments to their tests. Students with a disability that severely limits their capacity to participate, or students who have recently arrived in Australia with a non-English speaking background, may be granted a formal exemption.

There are provisions for parents/carers to withdraw their child from NAPLAN testing. Schools are familiar with this process and a decision should be made with your child's school. Speak to your principal in the first instance.

### More information

For queries about NAPLAN, speak to your child's school. You can also find information about NAPLAN testing at [www.nap.edu.au](http://www.nap.edu.au).

# YEAR 7 TO HIGH SCHOOL IN 2022



## Parent Update

### Week 1, Term 2 – 2021

#### Where to find information on moving to high school

Starting high school is a big and exciting step for any student. For our current year 6s, it will also be historic, as they will be part of the first class to begin year 7 in South Australia's public high schools in 2022.

We know families have a lot of questions about the year 7 to high school move, regardless of what year their child is in, as it will involve some change for primary and high school communities across the state. This Parent Update will direct you on where to go for answers.

#### Have a look online

The Department for Education website provides information and advice on the year 7 to high school move for families, students and school staff. Visit [education.sa.gov.au](http://education.sa.gov.au) and click on the 'Year 7 to High School' icon on the website's home page, or search [education.sa.gov.au/7toHS](http://education.sa.gov.au/7toHS). Read about how the move will work, regional considerations, support for students with additional needs, school sport competitions and much more.

Families can also watch videos featuring year 7 students who have already made the move to high school sharing their experiences. If you are interested in research that has gone into the year 7 to high school move, you can also download the full findings from our pilot program review on the website. The pilot has involved three public high schools that started welcoming year 7s in 2019 to provide early insights on the move.

#### Ask your local schools

Our primary and high schools are working together to ensure the move is successful for families. Schools are a great starting point for anyone wanting to know more about the move at their local level and they can also assist you with transition, registration and enrolment advice.

In metropolitan Adelaide families can use the 'find a school' tool on the Department's website at [education.sa.gov.au/findaschool](http://education.sa.gov.au/findaschool). It provides details of your local zoned high school and other public schools nearby.

Visit your high school website, find them on Facebook or phone their front office for information on curriculum, extra curricula activities and specialist programs they offer, as well as upcoming open days or tours.

#### Register your interest for secondary school in 2022

Registrations of interest are open for families to apply for their year 6 or 7 child to start secondary school in 2022.

All public primary school families will shortly receive a unique link by email or letter to access their child's online registration of interest form. On this form you will be able to nominate the public secondary school/s you would like your child to attend for 2022. Paper forms are also available to families if you cannot access the internet.

Registrations will close Friday 21 May 2021. Families will receive an enrolment offer from their allocated secondary school by Friday 13 August 2021.

Families currently attending a non-government school can also apply to attend a public secondary school in 2022. They can get further information and a registration form from their local secondary school, education office or through the Department's website at [education.sa.gov.au/enrolment](http://education.sa.gov.au/enrolment)

If you have any questions you should talk to your primary school or you can email the statewide transition team at: [education.startingsecondaryschool@sa.gov.au](mailto:education.startingsecondaryschool@sa.gov.au).

#### Where to find out more

Stay informed through your school and the Department for Education's website: [www.education.sa.gov.au/7toHS](http://www.education.sa.gov.au/7toHS)

Or share your feedback with the project team by emailing: [Year7toHS@sa.gov.au](mailto:Year7toHS@sa.gov.au)

