Thursday 3rd September 2015

Richmond Hill State School Newsletter

Everyone Successful Every Day

Ph 47562222  Fax 47874646  www.richhillss.eq.edu.au

ART ROOM

KNITTING

FUN

Every Thursday

with Chappy

Lydia

Friday

4th September

Story Book

Character Dress Up Day

Sunday

6th September

Brisbane Trip

departs

SCHOOL BANKING

Every TUESDAY

EL@R EARLY LEARNING AT RICHIE

(Registered with QLD Playgroup)

WEDNESDAY

9.30-11.00

FRIDAY 9.30-11.00

PRINCIPAL’S MESSAGE

School Strategic Improvement Plan

Two weeks ago the school underwent a whole school review. This review will be shared with the community after the school holidays and will be the driving document towards improving our school (Quadrennial School Review - QSR) over the next 4 years when developing our Strategic Improvement Plan, 2016 – 2019. (4 Year Period) As a school, we are beginning our QSR by asking random families to complete a ‘Traffic Light Survey’. This survey is very simple and asks only 3 questions

1. What would you like the school to stop doing?
2. What would you like the school to continue doing?
3. What would you like the school to start doing?

Community members, staff and students at Richie will also be given the opportunity to have their say using the same survey. Once completed the survey results will be compiled and used to assist us in developing our Strategic Improvement Plan. If you receive a survey, please return it to the box on the office door by the end of this term. Your thoughts will give further information about the community’s perception of how we can improve Richie.

Parent Teacher Interviews

By now all parents should have received invitations to Parent Teacher Interviews to discuss your child’s progress for Term 3. All parents are strongly encouraged to take up these invitations to find out about their child’s progress and what areas need improvement. Interviews are being conducted over the next 2 weeks,

Free Dress Day

Last Friday, August 28th the school had a free dress day to support Cleo Brind, the sister of one of our students at Richie who is currently in hospital. Well done Richie community as we raised $600 for Cleo and her family. Your generosity towards one of our Richie families was overwhelming. Thank You.

National Numeracy and Literacy Week at Richie

National Numeracy and Literacy Week is being celebrated this week with a rolling range of fantastic activities for both students and parents. Many thanks to all community members who have participated and assisted with all activities. The number 1 highlight will be the Book Character Dress Up morning and the Reading Morning Tea which are both being held at the school tomorrow. Thank you to Mrs Ugarte and Mrs Crow for co-ordinating events in 2015.

2015 Year 6 Brisbane Excursion

Mr Turner and myself will be on the Year 6 Brisbane excursion next week. Miss Lisa and Mrs Ugarte will take great care of Richie in our absence.

Eating Healthy at Richie

Many students are coming to school with only pre-packaged foods like chips, biscuits and fruit wraps every day. Unfortunately processed foods like these do not give children the energy to sustain learning and physical activity during the school day, especially those in the younger grades. If this is all they are getting for lunch then it will affect their learning, concentration, energy levels and their behaviour. Healthy lunches and snacks are important for all school children. It is important to offer healthy lunch box choices like fresh fruit, crunchy vegetables and sandwiches which keep their energy levels up all day. Please consider this in future when packing your child’s lunch.

Spellathon

Thank you to all parents who have been supporting their children in the ‘Richie Spellathon’ fundraiser for our school. This is a participation event and all students undertook the spelling tests last Monday. Collected money can be handed into the school over the next 2 weeks please.

Cover for Adventure Playgrounds

We are currently getting quotations for permanent shade structures for our Prep and Senior adventure playgrounds. It is hoped these covered structures will be competed in the school holidays. The P&C Association has a grant that will assist in the costs of these essential shade covers.

Friday 4th September

Come dressed as your favourite story book character

Cover for Adventure Playgrounds

We are currently getting quotations for permanent shade structures for our Prep and Senior adventure playgrounds. It is hoped these covered structures will be competed in the school holidays. The P&C Association has a grant that will assist in the costs of these essential shade covers.
High School Transition Days
Year 4 students spent a fantastic morning at State High earlier this week. The children all came back with stories about how different the high school is to primary school. Year 5 transition is on next week.

Year 5/6 High School transition Days are as follows –
Tuesday September 8th – Year 5
Tuesday September 15th – Year 6

Attendance
While the school understands that we are now in the cold and flu season and many students are absent from school due to these ailments, it is still disappointing to see the number of students who are not sick staying away from school. Over the past week we averaged 40 students per day absent with many of these absent students not sick. ‘Every Day Counts’ at Richie and we would like to see all children here every day if they are healthy enough to attend.

The Five Essential Components of Reading

Reading with children and helping them practice specific reading components can dramatically improve their ability to read. Scientific research shows that there are five essential components of reading that children must be taught in order to learn to read. Adults can help children learn to be good readers by systematically practicing these five components:

1. Recognizing and using individual sounds to create words, or phonemic awareness. Children need to be taught to hear sounds in words and that words are made up of the smallest parts of sound, or phonemes.

2. Understanding the relationships between written letters and spoken sounds, or phonics. Children need to be taught the sounds individual printed letters and groups of letters make. Knowing the relationships between letters and sounds helps children to recognize familiar words accurately and automatically, and “decode” new words.

3. Developing the ability to read a text accurately and quickly, or reading fluency. Children must learn to read words rapidly and accurately in order to understand what is read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of comprehending meaning.

4. Learning the meaning and pronunciation of words, or vocabulary development. Children need to actively build and expand their knowledge of written and spoken words, what they mean and how they are used.

Acquiring strategies to understand, remember and communicate what is read, or reading comprehension strategies. Children need to be taught comprehension strategies, or the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become purposeful, active readers.

WEEKLY SCHOOL WIDE BEHAVIOUR FOCUS ( Week 7 - 8 )

I AM RESPECTFUL - Speak truthfully at all times
I AM SAFE - Keep my hands and feet and objects to myself. Only touches are good touches.
I AM A LEARNER - Allow others to be learners and don’t disrupt their learning

Parenting Ideas – Let consequences do the teaching.

Behavioural consequences are a parent’s best friends. When consistently applied consequences will improve kids’ behaviour and increase personal responsibility.

Too often parents will over talk or repeat themselves to get cooperation from their kids. Too much talk and most modern kids tune out. Alternatively, parents who protect their kids from the consequences of poor or selfish behaviour aren’t doing them any favours as they are robbing them of terrific learning opportunities.

Experts love the notion of behavioural consequences as they teach kids to take responsibility for their lives and to make smarter choices. Parents can use two types of consequences – logical and natural consequences.

A logical consequence is used more frequently in family situations. They require adult intervention and are used when their behaviour disturbs other people. A child who makes a noise in the family room is asked to leave; children who refuse to clean their toys lose them for a period of time; and teenagers who come home late from a party lose the right to go out next time.

A natural consequence involves NO adult interference. For instance, a child who leaves an excursion note at home will miss the excursion; a child who spends all his pocket money on the first day will have nothing for the weekend and a child who oversleeps and misses the bus walks to school. In these examples, children learn from the direct consequences of their own decisions and thus they are not protected from negative outcomes from their parents.

Have a great fortnight everyone 😊
2015 SCHOOL PRIORITIES: Reading, Writing, Explicit Instruction, Differentiation

‘KNOW THE CURRICULUM-KNOW THE STUDENT-VARY THE PATHWAY’

ESTEDDFOD BLITZ

The work of Mrs Brooks, Mr Mossley students and parents we applaud!!! Whether Music, Visual Arts, Groups, Duo, Trio, Band, Solos, Dance-amazing success and encouragement for our kids.

WONDERFUL STUDENT HELPERS-

-yes students have worked with me to get these stickers onto sheets-

-thanks heaps students you were fabulous!

EARN & LEARN please keep on collecting stickers for us at Richie Hill up to the 8th September.

STUDENTS WITH A DISABILITY

School families who have been working with their family doctor of paediatrician in supporting their child with a disability diagnosis (such as ASD, Speech Language, Intellectual, Physical and Hearing impairments) has seen our school team working to lodge requests for Verification as part of DETE Education Adjustment Program. This is a lengthy process and we hope to have feedback on applications lodged later in Term 4.

DID YOU KNOW?

- students with a confirmed disability (form a medical a specialist) can and should be registering with Disability Services Townsville on 4799 5250 and ask for an early intervention assessment – this assessment can be done at any stage or when a major change occurs anytime from Child to Adult life.

Parents / caregivers need to speak with someone on Intake and ask for an early intervention assessment, especially with the new NDIS starting. Parents can state information about their child / needs and inquire about support services for life.

SPEECH LANGUAGE THERAPY— I cannot stress the importance if you have a concern before your child starts Prep go chat with the Speech Team up at the Charters Towers Hospital or give NQ Talk a call. Early Intervention before school is the key to support transition to Prep as well as nurturing good communicators who can speak and use language to express themselves, ideas and feelings to help them grow. I

THE RED FLAGS— guide for early intervention before children begin as learners at Prep.

- have placed a helpful flyer given to me recently that families may find helpful in responding to ‘Red Flags’ things that may need further follow up to support your child. As always chat with your Family Doctor. It will also be placed on the Skoolbag as a separate document for easier viewing.

DEPUTY PRINCIPAL BRIEF

Miss Lisa Pitt
The “Red Flag” Early Intervention Referral Guide for children 0 – 5 years

How to use this resource:
This resource is a tool to help you determine whether a child may have developmental delays. It will allow you to refer early before the child begins to struggle to achieve tasks usually managed by children of the same age.

Step 1 - Find the child's age across the top of the table below.
Step 2 - Read through the list and identify if the child is demonstrating any of the Red Flags at their age level.
Step 3 - If the child is between age levels (e.g. 2 yrs 5 months) check the lower age level for Red Flags (i.e. 2 yrs)

When to be concerned?
One or more Red Flags (in any area) is a sign of delayed development.

Who to go to?
Parents:
If you have concerns about your child's development, please contact your Family Doctor or Child Health Nurse (1300 366 039).

Health Professionals:
If you have screened and identified any Red Flags, please contact your local Child Development Service.

Who helps with these Red Flags?
Children aged 0 – 5 years who have a developmental concern, may benefit from the services from any of the following:
- Paediatrician
- Speech Pathologist
- Occupational Therapist
- Physiotherapist
- Social Worker
- Psychologist.

Local Child Development Service
Child Development Program
Ph: 3335 8888 Fax: 3335 8869

Please note: Waiting times apply and can be indicated at Intake. Parents - It is advisable to call your Doctor or Child Health Nurse before calling this number.

Developed by
Child Development Program
Children’s Health Services
in conjunction with GPpartners

RED FLAG REFERRAL GUIDELINES

<table>
<thead>
<tr>
<th>6 MONTHS</th>
<th>9 MONTHS</th>
<th>12 MONTHS</th>
<th>18 MONTHS</th>
<th>2 YEARS</th>
<th>3 YEARS</th>
<th>4 YEARS</th>
<th>5 YEARS</th>
<th>RED FLAGS AT ANY AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>🚩 Does not smile or laugh or respond to people</td>
<td>🚩 Not sharing engagement with others using eye contact or facial expression</td>
<td>🚩 Does not notice someone new</td>
<td>🚩 Looks interested in playing and interacting with others</td>
<td>🚩 When playing with toys tends to bang, drop, or throw them rather than use them for their purpose (e.g. build blocks)</td>
<td>🚩 No interest in pretend play or other children</td>
<td>🚩 Unwilling to play cooperatively</td>
<td>🚩 They are different from their friends</td>
<td></td>
</tr>
<tr>
<td>🚩 Not staying close to mother when worn/soothed</td>
<td>🚩 Not following sounds intently</td>
<td>🚩 Does not have at least 10 words</td>
<td>🚩 Express difficulty understanding</td>
<td>🚩 Difficulty telling a current event is wrong</td>
<td>🚩 Strong parent concerns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🚩 Not using 1 or 2 word sentences</td>
<td>🚩 Not using 2 or 3 word sentences</td>
<td>🚩 Does not use words in conversation</td>
<td>🚩 Express difficulty understanding</td>
<td>🚩 Difficulty telling a current event is wrong</td>
<td>🚩 Significant loss of skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🚩 Not rolling towards objects</td>
<td>🚩 Not walking without support</td>
<td>🚩 Not attempting to walk without support</td>
<td>🚩 Difficulty handling small objects e.g. feeding, dressing</td>
<td>🚩 Difficulty handling small objects e.g. feeding, dressing</td>
<td>🚩 Lack of response to visual stimuli</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🚩 Not turning</td>
<td>🚩 Does not create a strong bond with people</td>
<td>🚩 Unable to throw a ball</td>
<td>🚩 Difficulty handling small objects e.g. feeding, dressing</td>
<td>🚩 Difficulty handling small objects e.g. feeding, dressing</td>
<td>🚩 Poor interaction with adults or other children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🚩 Not smiling</td>
<td>🚩 Not talking to others</td>
<td>🚩 Unable to throw a ball</td>
<td>🚩 Difficulty handling small objects e.g. feeding, dressing</td>
<td>🚩 Difficulty handling small objects e.g. feeding, dressing</td>
<td>🚩 Difference between right and left sides of body in strength, movement and tone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🚩 Not reacting to specific sounds</td>
<td>🚩 Not speaking</td>
<td>🚩 Unable to throw a ball</td>
<td>🚩 Difficulty handling small objects e.g. feeding, dressing</td>
<td>🚩 Difficulty handling small objects e.g. feeding, dressing</td>
<td>🚩 Loose and floppy movements (low tone) of limbs and torso</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🚩 Not looking at eyes when spoken to</td>
<td>🚩 Not speaking</td>
<td>🚩 Unable to throw a ball</td>
<td>🚩 Difficulty handling small objects e.g. feeding, dressing</td>
<td>🚩 Difficulty handling small objects e.g. feeding, dressing</td>
<td>🚩 Difference between right and left sides of body in strength, movement and tone</td>
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<td>🚩 Difference between right and left sides of body in strength, movement and tone</td>
<td></td>
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</tbody>
</table>

Parents - If there are Red Flags call your Family Doctor or Child Health Nurse
Professionals - REFER EARLY – DO NOT WAIT
Our very successful Pre-Prep Program continues- a lot of time goes in to making these sessions great for your child to participate in so it is great to have you come join in the fun.

DATE: We have 5 FRIDAY VISITS remaining-to get to know us at Richie Hill & us to get to know you! (Parents stay with child/ren)

- Sept 11th - Technology Fun/Behaviour Expectations
- Sept 18th - Prep Indoors with Prep Staff
- Oct 16th - Prep Outdoors with Prep Staff
- October 30th - Red Day (Adopt-a-cop)
- November 21st - Games with Principal/Deputy/Tour of School/Morning Nibbles

TIME: 9.30am-10.30am
WHERE: COMMUNITY ROOM MPC/BASKETBALL AREA
WHO IS THIS OPEN TO?: Our 2016 Prep enrolments

NEXT FRIDAY IS TECHNOLOGY FUN/BEHAVIOUR EXPECTATIONS
**Ball Games**

Students had a great time competing in their school houses for Richie’s annual **BALL GAMES**, then finishing the morning session with the Tug-of-War! Nice work demonstrating for the Prep students, so they could see how it’s done!

**Charters Towers Eisteddfod!**

We would like to congratulate all students that entered work in the recent Charters Towers Eisteddfod! Students from Year 3 entered handwriting, Science Poster Design, Junior Choir, singing, painting and instrumental sections. **Congratulations to the Junior Choir participants for a top effort winning the category** - Georgia Gostelow, Bella Kavanagh, April Kitchen, Misha Bretz, Amy Brooks and Sally Gossage.

**Chappy Chat**

Hello everyone, on Thursday at first lunch in the art room, we have a knitting group started with some enthusiastic adventurous young people learning to cast on stitches and knit. A huge thank you for people helping with this and also to Julie Hunt who donated some wool for the students to use. So if you have wanted to learn, pop into the art room and join our natty knitters!

Have a great fortnight, love and God bless, Lydia.

**Year 6 Parents/Guardians:**

* **Transition Notes:** please sign and return asap

* **Graduation Bear/Memory Ball:** orders close 14th September

  (money and order to office on/before this date)

  **no late orders accepted**
CHARTERS TOWERS EISTEDDFOD SUCCESS

Congratulations to all of the Richie students who competed in the recent Charters Towers Eisteddfod. It has been a very busy two weeks of competition, and our students have acquitted themselves very well. Unfortunately we can’t all take home a trophy or a medal, but every student who competed should feel very proud of his or her performance. Well done everyone!

Special congratulations go out to the following students:

**Visual Arts**

<table>
<thead>
<tr>
<th>Painting Grade 4 &amp; Under</th>
<th>Black &amp; White Drawing Grade 4 &amp; Under</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Place</td>
<td>Elektra Noordijk</td>
</tr>
<tr>
<td>Third Place</td>
<td>Zhayne Noordijk</td>
</tr>
<tr>
<td>HC</td>
<td>Fletcher Brook</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Painting Grade 5-6</th>
<th>First Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Place</td>
<td>Maranda Pugh</td>
</tr>
<tr>
<td>Third Place</td>
<td>Jordan Brook</td>
</tr>
<tr>
<td>HC</td>
<td>Ella-Beth Stretton</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3D Art - Primary School</th>
<th>Second Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Robert Simpson</td>
</tr>
</tbody>
</table>

**Dance:**

<table>
<thead>
<tr>
<th>Set Verse Grade 6</th>
<th>Classical Solo 11 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC</td>
<td>Olivia Miller</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classical Improvisation 11 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC</td>
</tr>
</tbody>
</table>

**Speech and Drama:**

<table>
<thead>
<tr>
<th>Classical Solo 11 Years</th>
<th>Classical Improvisation 11 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC</td>
<td>Olivia Miller</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modern Improvisation 10 Years &amp; Under</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Modern Improvisation 11 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC</td>
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</tbody>
</table>

**Music:**

**Special Awards:**

- Most Promising Instrumentalist - Primary: Kathryne Squair
- Rotary Club Award for Primary School Band: Richmond Hill Berlioz Band
- Alf Madsen Perpetual Shield for Primary School Choir: Richmond Hill State School Choir
- Most Promising Vocalist - Primary: Maranda Pugh

**Brass Solo Grade 4 & Under**

<table>
<thead>
<tr>
<th>Percussion Solo Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Place</td>
</tr>
<tr>
<td>HC</td>
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</tbody>
</table>

| First Place                    |
| Cohen Williams-Power          |

| Third Place                   |
| Trae Ross                     |

**Brass Solo Grade 5-6**

<table>
<thead>
<tr>
<th>Instrumental Duet Grade 5 &amp; Under</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Place</td>
</tr>
<tr>
<td>Amanda Forward</td>
</tr>
<tr>
<td>HC</td>
</tr>
</tbody>
</table>

| HC                               |
| Farah Caddy & Amber Miller       |

**Woodwind Solo Grade 5 & Under**

<table>
<thead>
<tr>
<th>Instrumental Duet Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Place</td>
</tr>
<tr>
<td>Kathryne Squair</td>
</tr>
</tbody>
</table>

| Third Place                      |
| Natalee Olver & Catalin Rafter   |

| HC                               |
| Chelsea Wheeler & Maranda Pugh   |

| Kacey Musk & Holly Kitchen       |

**Woodwind Solo Grade 6**

<table>
<thead>
<tr>
<th>Set Piece Vocal Solo Grade 3 &amp; Under</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Place</td>
</tr>
<tr>
<td>Holly Kitchen</td>
</tr>
</tbody>
</table>

| Third Place                          |
| Sarah Milton                         |

<table>
<thead>
<tr>
<th>Set Piece Vocal Solo Grade 6 &amp; 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Place</td>
</tr>
<tr>
<td>Maranda Pugh</td>
</tr>
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</table>

**Concert Band Primary School**

<table>
<thead>
<tr>
<th>Choir Year 4 &amp; Under</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Place</td>
</tr>
<tr>
<td>Olivia Miller, Sarah Milton &amp; Holly Kitchen</td>
</tr>
</tbody>
</table>

| HC                                  |
| Chelsea Wheeler, Natalee Olver & Jonathan Nicholls |

**Set Piece Vocal Solo Grade 6 & 7**

| First Place                         |
| Richmond Hill State School Choir    |

**Concert Band Primary School**

| First Place                         |
| Richmond Hill SS Berlioz Band       |

| HC                                  |
| Richmond Hill SS Grieg Band         |
This term in Prep we have been learning about rhyming words. We have read lots of rhyming books, explored rhyming songs and have even had a go at writing our own rhymes. We have really enjoyed the Dr Seuss books. Below are some our awesome writing pieces.

**Down By the Bay**

<table>
<thead>
<tr>
<th>Did you ever see a deer?</th>
<th>Did you ever see a sheep?</th>
<th>Did you ever see a duck?</th>
<th>Did you ever see a kitten?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darius</td>
<td>Carson</td>
<td>Shakyrrah</td>
<td>Rhani</td>
</tr>
<tr>
<td></td>
<td>Driving a jeep?</td>
<td>Riding a truck?</td>
<td>Wearing a mitten?</td>
</tr>
</tbody>
</table>

Children read the book Fox in socks. They created & decorated their own socks and wrote whether or not they would let the fox wear their socks......

*No I would not let the fox wear my socks, because he will put holes in my beautiful, pink pom pom socks.*

Adalei

This term in Prep Science we have been learning about the effects of the weather on the activities we choose and the clothes that we wear. We have explored ALL kinds of weather including; sunny, rainy, stormy, snowy and windy. We have really enjoyed learning about the different kinds of weather and the activities you can do for each. Below are some of our responses from the assessment task.

**What can you do on a sunny day?**

* Swim at the pool and put sunscreen on.
* Play football and soccer

**What can you do on a rainy day?**

⇒ Jump in muddy puddles
⇒ Stay in bed or jump in the puddles

**What can you do on a windy day?**

◊ Go sailing on my sailing ship
◊ Fly my kites

**What can’t you do on a sunny day?**

* Make a snowman cause he will melt.
* Jump on the trampoline cause it hurts your hands and feet when the mat gets hot.
* Make an igloo cause it will melt

**What can’t you do on a rainy day?**

⇒ Wear normal clothes cause you will get wet
⇒ Go on a picnic cause the food will get wet

**What can’t you do on a windy day?**

◊ Rake the leaves cause they blow back to the start
◊ Draw outside cause the paper blows away

In Maths, we’ve been learning about collecting data and the different ways we can show our results. For our assessment, we made play doh cupcakes, asked our group questions about the cupcakes, and then graphed the results. Check out our awesome play doh cup cakes!

We have lots of students who are nearly ready for their 100 nights reading certificates. This is a fantastic effort! Keep up your nightly reading and sight word practise and as always, if you have any questions or queries, feel free to stop by for a chat or send us an email.
In Week 6, students in Year 2 and 2/3 attended Reef HQ in Townsville. The students had a wonderful day full of great learning opportunities. We thank both parents and the school P&C for your contributions. The students are currently working on their draft copies of an information report about loggerhead turtles. It has been great to read detailed information and vocabulary that the students’ gained while on the excursion. Enjoy some examples!

**Loggerhead Turtle**

*By Curtis Edwick*

Loggerhead Turtles are reptiles that are endangered and may soon be extinct. They are found worldwide in tropical and subtropical waters.

Loggerhead Turtles have a shell that measures 100cm and have sharp beaks that crack shells anytime. They weigh 100kg and when they are babies they weigh 850g.

These turtles eat crabs, jellyfish, sea snails and sea urchins.

Mother turtles use their hind flippers to dig a hole and lay up to 125 eggs. The eggs start to hatch and babies make their way to the sea but danger is always nearby. Some of the dangers include dingoes, goannas and seagulls.

People need to not litter in the ocean because turtles may die. People must protect turtles.

**Loggerhead Turtles**

*By Cate Trevor*

Loggerhead Turtles are reptiles. This means they need to come to the surface to breathe. They live in coral reefs and deep down in the sea.

Their shells are brown with light brown, reddish brown and black markings. They have four flippers, two for swimming and two for digging. Their heads are very heavy.

Loggerhead Turtles eat sea snails, crabs, sea urchins and jellyfish.

The mother turtle climbs up onto the sand and digs a deep, steep hole. She then lays 100-125 eggs. The baby turtles face dangers ahead of them. There are dingoes, goannas and seagulls.

People must not litter in the ocean and need to be careful driving their boats and must learn more about turtles to protect them.
Ready for our Adventure! Look out Townsville—Here we come! Numerous games of ‘I Spy’ were played and a couple of “I feel sick” were heard.

An amazing recovery was made by some after lunch and we all posed for a photo before heading into the aquarium.

We then split into three groups and explored Reef HQ. We went to the puppet show, the turtle hospital and toured the aquarium. Then we investigated different types of sea turtles.

It was a very busy day and the bus trip home was a lot quieter.
Year 1 News

Another term has just about passed us by. It is sad to think that in only 1 more term, we will have to say good-bye to a wonderful group of children who have worked so very hard for us in the past year.

Letters for parent teacher interviews went out last week. It is extremely important that you make a time to see your child’s teacher so that you can find out areas that your child may need to work on before the final term commences. It will also give you an opportunity to see some of the fabulous work your child has been completing lately.

Since our last newsletter went out, the students have completed their science and technology assessments and are in the process of completing their final history, mathematics, English and Drama assessments for the term, so it is vital that they attend school everyday.

Homework Heroes In the next week or so, students will discover whether they are a Year One Homework Hero for Term 3. Students must have completed all of their homework throughout the term, with their homework being handed in on time to be eligible to receive the award.

Don’t forget that Friday is Book Character Dress up day. We are looking forward to seeing the students dressed up. We would like to take the opportunity to thank all of our wonderful parents who have volunteered this term and look forward to having you assist in our classrooms again after the holidays.

Below is a small collage of photos based on activities that the students have been participating in over the last term.
New Safety and Waiting Expectations Admin Gate Area

Due to continuing behaviour and safety issues in this area the following information must be followed by the Richie Hill community at the end of school each day.

- Admin parking gates will be closed over. (not locked) Parents and students can still exit through the gate by foot.
- No vehicle access to this area between 2:45pm and 3:15pm.
- Students are not to run in this area under any circumstances. Running consequences will apply from now on in this area.
- Children are to remain in the seated area to wait for parents.
- Garden area is out of bounds
- No playing games – students must sit, chat and wait
- Parents are asked if possible to come and collect students from the seated area (especially for little ones)
- Please use paths where possible
- Children not collected promptly will be taken to office to wait to be collected.

Congratulations Richmond Hill State School Community!

Our Free Dress Fundraiser for Cleo raised an incredible $600

Thank you so much for your generosity.

SCHOOL DAY ATTENDANCE WEEKLY AWARD

Week 6: Year 3 - 94% Attendance
Week 7: Year 5 - 94% Attendance

EVERY DAY COUNTS AT RICHIE HILL

Junior Cricket Sign-On

Friday 4th September
Mosman Park
5pm-6.30pm

$90 registration Fee
$5 per game on turf wicket
$2 per game on other wickets

Under 9’s Under 11’s Under 13’s Under 15’s Colts

The age of your child at the 1st September determines what age group they will play in.
Parade Awards

Prep Class Awards

Year 1 Reading Awards

Year 2 Reading & Class Awards

Year 3 Class & Reading Awards

Year 5 Class Awards

Year 5 Reading Awards

Year 5 Spelling Award Winners

Year 6 Class Awards

Year 1 Class Awards

Year 4 Class Awards
Hi there! Just recently Richie Hill Tuckshop was visited by Charlotte Morrison who is a Food Smart Schools Nutritionist. Charlotte was here to review and report on our Tuckshop menu. Good news is that our menu is predominately green (whoo hoo)! Great job Mrs Lamb! There are some recommendations Charlotte has suggested to improve our menu even more. So with your help, we will be asking you to take part in an online survey about Richie Tuckshop. We will let you know when it’s ready to go. Thanks to everyone who supports Mrs Lamb and our tuckshop!

There are still plenty of gifts available at the Father’s Day Stall.
Last day tomorrow in the MPC.
Happy Father’s Day to all our Richie Dads!

Save the date: 14th November 2015
RICHIE HILL XMAS FETE!
4-8PM

Next P & C Meeting: 17th September, 6pm
Richie Staff Room
All welcome!