

Issue 8

31<sup>st</sup> May 2019

# Red Hill School Newsletter

## Coming Events

### Monday 3 June

South Weston Cross Country  
Carnival

### Tuesday 4 June

Year 5/6 Choir – 8:30am

### Wednesday 5 June

Catch Up Photos – 9:00am  
Year 5 Combined Band  
Rehearsal at Mawson Primary

### Thursday 6 June

Year 3/4 Choir – 8:15am

### Friday 7 June

Junior Singing Group –  
8:30am  
Whole School Assembly  
Rostrum School Finals –  
11:30am to 12:30pm

### Thursday 6 June

Year 3/4 Choir – 8:15am

### Monday 10 June

Queen's Birthday

### Tuesday 11 June

Year 5/6 choir – 8:30am

### Thursday 13 June

Year 3/4 choir – 8:15am

### Friday 14 June

Junior Singing Group –  
8:30am  
RHIPP  
Newsletter

*Red Hill School is a Nut Free Environment*



*Medina Tabbouche (4S) and Ethan Hastings (4S) – Crate Climb at Birrigai Camp*

## Notes Home

Year 5 Combined Band Rehearsal at Mawson

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## Our Next Assembly

Will be a **WHOLE SCHOOL ASSEMBLY** held on Friday 7 June at 9:25am

*Hosted by: Executives*

All welcome, please be seated by 9:20am for a prompt start

## Leadership Team Overview

**Dear Parents and Carers,**

### **Year 4 Camp**

Looking out at the weather at the moment I am reflecting on how lucky our year 4 students were that their camp was last week. I attended the camp with the year 4 students and the weather last week was stunning. Congratulations and well done to these students, they represented the school and themselves in a very positive manner. We would like to thank staff members Karen Spence, Juliette O'Connor, Sammi Smith, Susan Edwards and Nicole Macpherson for giving up time away from their own families and their other personal commitments so our year 4 students could have this great opportunity. We would also like to thank our parent volunteers Sean Noble and Julian Ash for coming out to camp and helping. Your time and support made a great difference for the students and the staff, thank you. Camp activities like the big swing and the crate climb provided the students with opportunities to move outside their comfort zone and be real risk takers. It was a pleasure to be with the students as they supported, motivated and cheered each other on. Other activities involved high levels of teamwork and really tested students' perseverance. I am sure many of the students have memories that will last them a lifetime.

### **Calling for Recycled Materials**

We would really appreciate donations of recycled materials, especially old clothes, shawls, scarves, large pieces of material, foam pieces, old bike tyres, cardboard tubes, etc.

The materials will be used for our kindergarten Play Pod and new Maker Space.

### **The Play Pod**

The Play Pod provides resources for kindergarten students to play with during recess and lunch. It is not structured play but an opportunity for students to use objects to inspire their own creative play. It is based under the tree near the bike racks and the resources are stored in a room beside 'junior after school care'. Year 6 leaders support students in their play and help them to pack up the resources at the end of each break in order to ensure it is ready to be used again.

### **The Maker Space**

We have just purchased some new technology resources for a Maker Space. This space is intended to be a hub for student centred learning, creativity and innovation, designed to support STEM learning and to foster critical thinking and problem solving. We aim to challenge students' thinking by combining 'low tech' and 'high tech' solutions for everyday problems. The space will be accessed by students across all year levels to support inquiry learning and will also be used as part of our Red Hill Interests and Pursuits Program (RHIPP). Students will have the opportunity to explore hands on projects using a mixture of electronics, programming tools, craft and recycled materials.

### **Cold weather**

With the cold mornings at the moment it is really important that students come to school with plenty of warm layers. This ensures they are warm enough before school and during break sessions. Please ensure these items are

labelled as students will often need to remove some of these layers as the day warms up and we want to make sure clothing can be returned if misplaced.

If your child is feeling unwell please consider keeping them at home. Students find it very difficult to learn when they are feeling this way and coming to school when they are sick also means they may pass the illness on to others. We thank you for your support with this.

Finally, I would like to remind everyone that hats will not be required during the months of June and July.

**Nathan James**

**Deputy Principal**

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## SUNSMART MESSAGE: END OF MAY SPELLS HATS OFF DAY FOR CANBERRA SCHOOLS



Cancer Council ACT recommends Canberra primary schools and early childhood services (and the general public) adopt a combination of sensible sun protection behaviours when spending time outdoors when UV levels are 3 and above.

For this reason, sun protection behaviour like wearing a hat and applying sunscreen is not generally required around the June and July winter period in Canberra because daily UV levels drop and stay low (under 3).

However, sun protection may still be required if travelling North, spending time in Alpine regions or extended time outdoors during this period, i.e. all day school outdoor excursions and sport carnivals etc.

This "Hats Off" period may assist Canberra children with their winter vitamin D requirements. For more information on UV exposure and vitamin D [click here](#).

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## The School Photographer

The school Photographer will be returning to Red Hill School on Wednesday 5<sup>th</sup> June at 9:00am to take catch up photos. Any students who missed out on having their individual photo taken will have the opportunity to do so.

**Orders for the special group photos are due to be returned to school by Friday 7<sup>th</sup> June.** Order forms should have been given to your child when they had their photo taken. Extra order forms are available from the front office.

Any photo orders received after Friday 7<sup>th</sup> June will be returned home and you will need to make arrangements for ordering directly with The School Photographer at

[enquiries@theschoolphotographer.com.au](mailto:enquiries@theschoolphotographer.com.au)



## PROTECT YOURSELF AND YOUR FAMILY FROM THE FLU

Getting vaccinated is the best way to prevent your family getting the flu this winter. The flu vaccine can save a child's life.

The vaccine is safe, and everyone 6 months of age and over, including pregnant women and young children, should get the vaccination.

Children are more likely to contract the flu, spread it around, and are at a higher risk of serious complications if they get sick. The flu is highly contagious and is spread easily through childcare centres and schools.

The flu vaccine is free in the ACT for:

- children aged 6 months to under 5 years
- pregnant women
- people 65 years of age and older
- all Aboriginal and Torres Strait Islander people aged 6 months and older, and
- people aged 6 months and older with some medical conditions such as severe asthma, heart or lung disease, diabetes or weakened immune systems.

### Where to get your flu vaccination

Everyone can get a flu vaccine from their GP or immunisation provider.

People over 16 years of age can also get a vaccine at some pharmacies.

ACT Government Early Childhood Immunisation Clinics provide a free flu vaccination for children aged 6 months to under 5 years. To book an appointment, call Community Health Intake on 02 5124 9977.

Learn more about influenza and where to get your vaccination at [health.act.gov.au/flu](http://health.act.gov.au/flu)

## Walk Safely to School Day



### A challenge to all Australian Primary School students, families and teachers

Every year there is a "Walk Safely to School Day" campaign and event to encourage all primary school children, their parents and carers to walk and commute regularly and safely to school. Australian children are becoming less active. One substantial contributor is the decline in walking and/or taking public transport to school.

Children who are regularly physically active are healthier, perform better academically and are less likely to be obese or overweight. Sedentary behaviour can lead to long-term and costly risks of illnesses such as heart disease.

Walking regularly is the best exercise because you can build it into your daily routine.

The objectives of **National Walk Safely to School Day** are:

- to encourage parents and carers to walk to school with primary school age children
- to promote the health benefits of walking and create regular walking habits
- to help children develop vital road crossing skills and ensure children up to the age of 10 years hold an adult's hand when crossing the road
- to reduce car dependency and traffic congestion, and
- to reduce the level of air pollution created by motor vehicles

Although **National Walk Safely to School Day** was on Friday 17 May, our kit only arrived last week! If you do walk to or from school with your child, give yourself a "Hi 5" and call in to the front office because we have lots of special stickers to hand out. 😊

## Feedback requested – Active Streets



The Active Streets for Schools program is an infrastructure program – supported by educational resources – to make it safer and easier for children to walk or ride to school. Our school will be supported by the program over the next four years.

Active Streets helps to make school environments safer and more accessible by providing a range of tailored solutions depending on the school and local environment. Improvements may include new or improved footpath connections, more dedicated crossings or traffic calming (e.g. speed humps) to ensure the trip is safe and easy for children to navigate.

To commence the program, Transport Canberra and City Services (TCCS) would like to discover how children currently travel to and from school and find out where you think improvements can be made around the suburb and the school.

TCCS have set up a [survey](#) to gather this information. All the information collected will be de-identified and confidential. The final survey question asks about the type of infrastructure improvements our community would like considered through the program. To complete this question you can either:

- Provide an explanation in the text field in the survey, or
- Drop a pin on our [Ride or Walk to School map](#) and provide a comment

To drop a pin on the map, you will need to be signed in to a Google account, which is as simple as signing up if you don't already have one. More information about setting up an account and dropping a pin on the map is available in [these instructions](#).

TCCS will also welcome feedback about our Ride or Walk to School map, so please use the drop pin feature to comment on the highlighted routes. Alternatively you can print our map, write on the map and return it to [TCCS](#).

Thanks in advance for taking the time to complete the survey. Your response will help to influence how the program is delivered to suit our school community.

[Complete Survey](#)  
<http://bit.ly/AS-survey>



# 2020

## ACT Public School Enrolments Process

*Initial Enrolment Consideration Period Opens—* **Monday 29 April 2019**

**Enrolment Applications should be lodged online at:**

<https://www.education.act.gov.au/public-school-life/enrolling-in-a-public-school>

ACT public school enrolments for 2020 open at 6am on **Monday 29 April 2019**. This is for all enrolments from Preschool to Year 12.

For applications received by **7 June 2019**, offers will begin to be made from **29 July**.

You are encouraged to get your application in before 7 June, so your school can start planning for your child's education. However, every child from Kindergarten to Year 12 is guaranteed a place at their local public school, regardless of when you apply.

The Education Directorate (ED) enrolment process has been updated. To avoid disappointment, and before completing your enrolment form, please carefully read the information on the ED website so you can make the best decision for your family from the options available.

## Earn & Learn 2019



We are excited to be taking part in the 2019 Woolworths Earn & Learn program.

During the previous campaign, we were able to purchase some great resources with the points we earned, thanks to you.

From now until 25<sup>th</sup> June 2019, you can collect stickers at Woolworths that go towards Earn & Learn points. For every \$10 you spend at Woolworths (excluding the purchase of tobacco, liquor and gift cards), you will receive a sticker. These stickers can then be given to your children to collect on a special sticker sheet. Once it is completed, they can simply bring it back here to school or you can drop them into your local Woolworths collection box.

The more points we earn, the more we can redeem from a choice of over 10,000 educational resources including mathematics and English resources, art & crafts materials and much, much more!

We are grateful for your support and look forward to a successful program. If you have any questions, please ask at school.

Sticker sheets are available at the front office or you can print off the sheet on page 11 of this newsletter, get sticking and bring them in and drop the sheets off in the boxes in the breezeway or front office.



### Reporting Student Achievement in ACT Public Schools

The ACT public school system has a tradition of excellence in education and is a national leader in the implementation of the Australian Curriculum. The introduction of the Australian Curriculum and the use of common Achievement Standards to measure children's learning has improved the already high levels of parent confidence in our schools. Reporting using the Achievement Standards will build on the ACT's strong tradition of providing families with detailed information on the progress of their children.

Under ACT and Commonwealth legislation and regulations all schools are required to provide written reports of student achievement twice a year to parents of students in Preschool to Year 12. In the past there have been school-based formats for students in preschool – Year 10. All Year 1-12 students are required to receive grades using an A-E scale.

In 2019 the Education Directorate are introducing a common report format, for students in Kindergarten to Year 10, through the new Student Administration System (SAS). This change will occur via a staged implementation process, with some schools piloting the new report format in Semester 1, 2019.

#### What is the same?

All reports to students from Kindergarten to Year 10 have always included and will continue to include the following information:

- academic achievement in relation to the prescribed ACT curriculum and associated achievement standards for each subject studied
  - for students in Kindergarten, a five-point scale is used to indicate academic achievement
  - for students in Years 1 to 10, a five-point A-E scale is used to indicate academic achievement
- for students in Years 1 -6, student effort in each learning area
- for students in Years 7-10, work habits in each learning area
- personal and social capabilities

A college-based format remains in place for students in Years 11 and 12 and is governed by the Board of Senior Secondary Studies (BSSS).

Preschool reports will continue to be provided using a school-based report format.

#### What is different?

Previously school-based reports have allowed schools to make decisions regarding the detail included against a learning area. For example some schools reported against English using the different strands e.g. writing, reading, viewing, listening and speaking. Whilst some other schools reported against English using school generated outcome statements.

The new system report format uses information directly from the subject area Achievement Standards outlined in the Australian Curriculum. Achievement Standards set the goal for what all students should learn as they progress through their school life. From the first year of schooling to Year 10, students develop knowledge and skills in eight learning areas:

- |                                       |   |
|---------------------------------------|---|
| ➤ English                             | ➤ The Arts                              |
| ➤ Mathematics                         | ➤ Technologies                          |
| ➤ Science                             | ➤ Languages                             |
| ➤ Health and Physical Education (HPE) | ➤ Humanities and Social Sciences (HASS) |
|                                       | ➤                                       |

Each learning areas contains content descriptions accompanied by **Achievement Standards** that describe what students will know and will be able to do as a result of teaching and learning in the classroom. Schools will select when they report against different sentences in the **Achievement Standard**. The new SAS generated report format will help ACT public schools to provide greater consistency when reporting student achievement to families.

The Australian Curriculum is accessible to all students and there is parent friendly information available via the following link <https://www.australiancurriculum.edu.au/parent-information/>

In the ACT, student work at standard is considered a 'C' grade which indicates the student is on track and demonstrating achievement at the standard. A 'C' grade is to be celebrated.

Families will be provided with an opportunity to provide feedback in early term 3.



This is the template for the explanation page that appears at the beginning of all school reports. The contents and overall layout are part of the Directorate template which schools must use. Most of the wording is set in the template, except the areas indicated.

Schools write this section.

These sections are provided by the Directorate and detail how to read and understand different parts of the report.

This section provides information about the child's attendance and is filled based on school attendance records.

Schools may select to write this section to outline the work covered.

## About this report

**EXAMPLE** - This report is designed to give a clear picture of your child's development and achievement in relation to play-based learning and the Australian Curriculum. Every student is unique, with different needs and interests. Teachers use the curriculum to plan in ways that respond to those needs and interests. The Australian Curriculum is flexible, allowing schools and teachers to personalise student learning.

## Scale Overview

Your child's achievement for each subject is reported against the Australian Achievement Standards using the following five point scale:

A - Outstanding:	Demonstrating outstanding achievement of the standard
B - High:	Demonstrating a high achievement of the standard
C - At Standard:	Demonstrating achievement at the standard
D - Partial:	Demonstrating partial achievement of the standard
E - Limited:	Demonstrating limited achievement of the standard
S - Status:	Indicates that circumstances have prevented the student from being assessed against the individual achievement standard sentence, or there is insufficient evidence to award an overall grade

## Comparison of student achievement in subject key learning areas

The school's front office can provide you with a separate report containing A-E comparative data. This report will show the number of students in each of the achievement levels from A-E. This report will only be provided for cohort groups of greater than 10 students.

## Plan (PI) reference

A 'P' indicates that the student has been assessed against an adjusted curriculum based on their learning needs. Their learning sits outside the learning described in their equivalent year level achievement standards.

## Personal and Social Capabilities and Habits

Your child's capabilities for social awareness and social management, self awareness and self management as well as work habits are reported using the following 4 point scale:

C - Consistently:	Consistently demonstrates the habit/capability
U - Usually:	Usually demonstrates the habit/capability
S - Sometimes:	Sometimes demonstrates the habit/capability
R - Rarely:	Rarely demonstrates the habit/capability

## Attendance for 04/02/2019 - 05/07/2019

Whole Days Absent	0	Partial Days Absent	0
Explained Whole Days Absent	0	Explained Partial Days Absent	0
Unexplained Whole Days Absent	0	Unexplained Partial Days Absent	0

**Mathematics**
**Grade: B**

Schools can choose to include a short description of the course or work covered in the learning area. This is optional.

	Series	Limited	Partial	At Standard	High	Outstanding
Solves problems involving the comparison, addition and subtraction of integers				✓		
Makes the connections between whole numbers and index notation and the relationship between perfect squares and square roots					✓	
Solves problems involving percentages and all four operations with fractions and decimals					✓	
Compares the cost of items to make financial decisions						✓

Work Habits	R	S	U	C
Effort in Learning Area			✓	
Is punctual to class				✓
Works cooperatively		✓		
Completes and submits work on time			✓	
Respects others' right to learn				✓
Is appropriately prepared for lessons			✓	
Works independently			✓	

R = Rarely, S = Sometimes, U = Usually, C = Consistently

**Teacher Comment**

Lorem ipsum is simply dummy text of the printing and typesetting industry. Lorem ipsum has been the industry's standard dummy text ever since the 1500s, when an unknown printer took a galley of type and scrambled it to make a type specimen book. It has survived not only five centuries, but also the leap into electronic typesetting, remaining essentially unchanged. It was popularised in the 1960s with the release of Letraset sheets containing Lorem ipsum passages and more recently with desktop publishing software like Aldus PageMaker including versions of Lorem ipsum.

Teacher: William Sheppard

This is the template for a learning area page. The overall layout is set in a Directorate template and includes a grade, description of the course or work covered, performance, an indication of student effort and teacher comment.

These descriptions of learning, Achievement Standards, come from the Australian Curriculum and must be reported against.

The Work Habits are set in the template. For high schools this is provided for each subject; in primary schools this is represented as effort in learning area per subject.

Teachers write this section.

On the final page of the report is the Personal and Social Capability table which is drawn from the General Capabilities in the Australian Curriculum.

**Personal and Social Capability:**

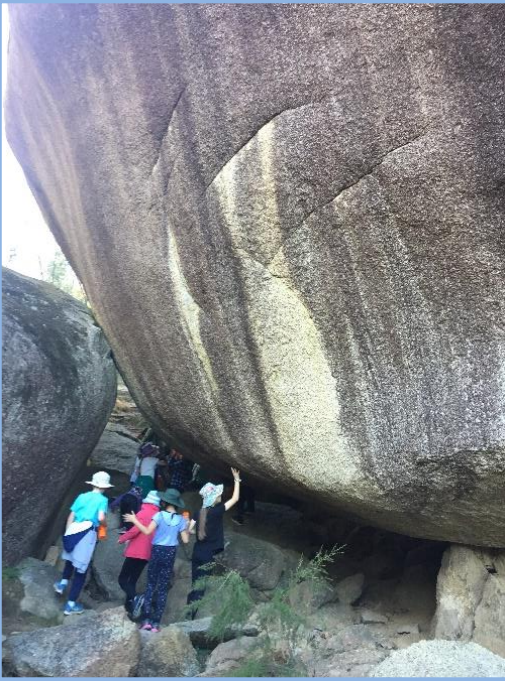
Social Awareness and Social Management	R	S	U	C
Demonstrates respect for others			✓	
Appreciates different points of view			✓	
Develops respectful relationships		✓		
Collaborates with peers	✓			

Self-Awareness and Self-Management	R	S	U	C
Recognises and expresses emotions appropriately			✓	
Seeks assistance when required			✓	
Works towards learning goals			✓	
Manages time effectively			✓	
Works independently and shows initiative			✓	

R = Rarely, S = Sometimes, U = Usually, C = Consistently

# Year 4 Camp at Birrigai

We had a most wonderful 3-day camp at Birrigai!  
We explored ecosystems and the web of life.

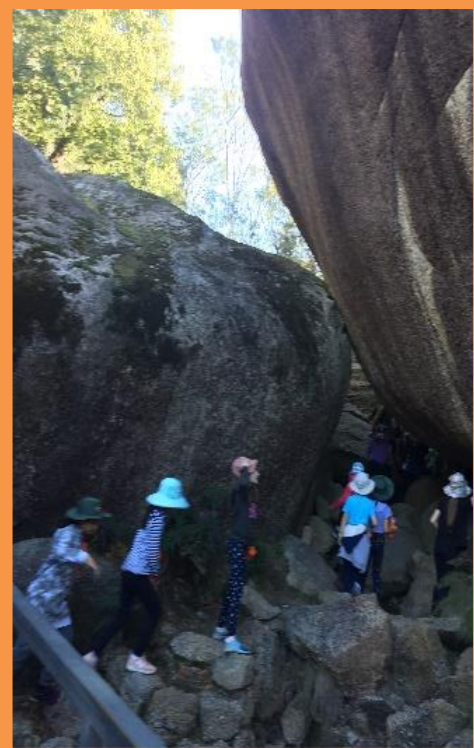


An Omnivore eats both plant and animal - *Edward*

Natural disasters are neither fair or unfair - *Anousha*

An ecosystem could collapse following fires, floods or when a system is no longer balanced - *Sebastian*

When the bottom of a food-chain collapses, no food = animal loss - *Lola*



Heard from a parent on arrival back at Red Hill Primary School on Friday afternoon, "*Can we please go back to Birrigai now?*"



# Year 3 Inquiry: Sharing the planet

Biodiversity relies on an interconnected balance to maintain ecosystems.

## How to do #1

Taking a sample of river water and testing it

1. Go get a flask
2. Go to the river
3. Put some water into the flask
4. Find a microscope
5. Look at what water bugs are in the water through the microscope (different bugs can cope with different dirty levels of water)
6. Take action according to what the tests show

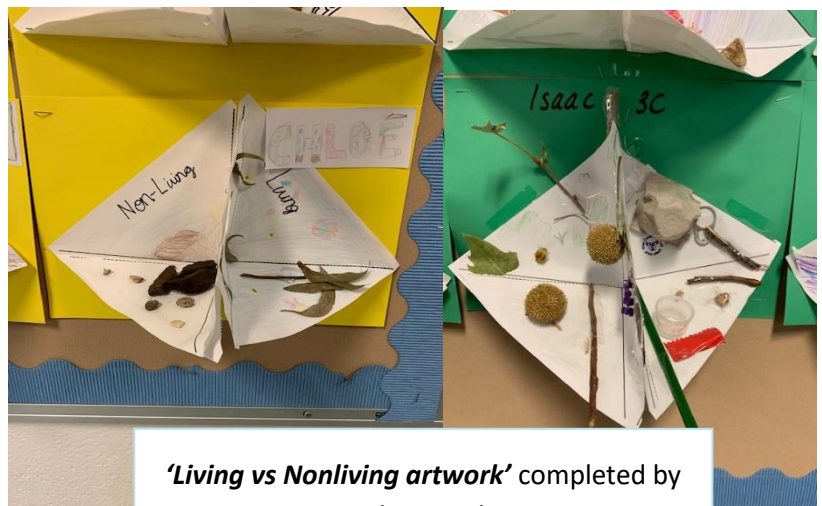


**Responsibility:** How to care for a river ecosystem (*Bridget 3K*)

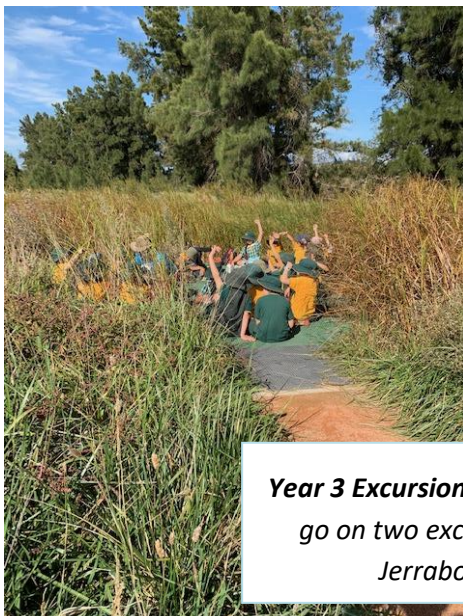
**Food chains:** Students were asked to demonstrate their understanding of a food chain within an ecosystem (*Iram 3P*)

"I think we should take action by making sure there are more nature reserves for endangered species"

-  
**Kai 3S**



**'Living vs Nonliving artwork'** completed by 3C and 3N students.



**Year 3 Excursions:** We were lucky enough to go on two excursions to Tidbinbilla and Jerrabomberra Wetlands.



# Library News

## Library Trust Fund

Our library is funded by the *Red Hill Primary School Library Trust Fund*. We use these funds to purchase resources and equipment to support our PYP units of inquiry, as well as our school subscription to Storybox Library, and our monthly order of picture books, novels and non-fiction from Lamont Books.

In recent years we have also used funds from the Library Trust Fund to buy “big ticket items” to improve the physical space and make the library easier and more enjoyable to use. In 2017 and 2018 we purchased new shelving for the non-fiction and picture books and earlier this year we purchased a range of soft furnishings. The furniture has been positively received by our students and it is wonderful to see so many students using our library space during lessons and lunch time.

This year’s focus is to update and improve our non-fiction collection, particularly resources in the areas of positive education and mindfulness, science, technology, engineering, the arts and mathematics.

All contributions to the Library Trust Fund are tax deductible and can be made to the front office. Thank you for your continued support.



**Year 4:** The year four inquiry connects to how colonisations or discoveries have an impact on communities in different ways.

### Main learning intentions

- students will frame focus questions for investigation about who discovered Australia and to explore what 'discover' means.
- students are introduced to the concepts of evidence and timelines and learn that conventional ways of recording time.
- sequences and timelines about Australian changes and continuities, specifically historical events associated with the 'discovery' of Australia, are developed.
- expressing the type of clothing one would bring with him /her when travelling.
- describing clothes by using colours and other adjectives
- recall what he/ she is wearing to reflect the weather conditions.

### Vocabulary and Language Structures

Year 4	Lexicon
<b>Les Vêtements</b> <i>Clothes</i> <b>La valise</b> <i>the suit case</i> <b>La robe</b> <i>the dress</i> <b>Le pantalon</b> <i>the pants</i> <b>La chemise</b> <i>the shirt</i> <b>Le pull</b> <i>the jumper</i> <b>La veste</b> <i>the jacket</i> <b>le chapeau</b> <i>the hat</i> <b>Les chaussettes</b> <i>the socks</i> <b>Le short</b> <i>the shorts</i> <b>La jupe</b> <i>the skirts</i> <b>L'imperméable</b> <i>the raincoat</i> <b>Le manteau</b> <i>the coat</i> <b>Quand il pleut, je met/porte....</b> <i>When it rains I wear ....</i> <b>J'ai mis dans ma valise...</b> <i>In my suit case I packed .....</i> <b>Le temps</b> <i>Weather phrases</i> <ul style="list-style-type: none"> <li>• five weather phrases begin with 'il fait' followed by an adjective.  <i>Il fait beau/mauvais/froid/chaud/gris</i> <ul style="list-style-type: none"> <li>• two begin with 'il y a du' followed by a masculine noun.  <i>Il y a du vent/soleil</i> <ul style="list-style-type: none"> <li>• two begin with 'il' followed by a verb.  <i>Il pleut/neige</i></li> </ul> </li> </ul> </li> </ul>	<b>Revision : The indefinite articles: - a / an...</b> - un (masc.) - Une (fem.) Plural Form: <b>des</b> <b>The - the definite article</b> <ul style="list-style-type: none"> <li>• 'le' for masculine noun.</li> <li>• 'la' for a feminine noun.</li> <li>• 'l'' before a noun beginning with a vowel or vowel sound</li> <li>• 'les' for plural nouns.</li> </ul> <b>Interrogatives pronouns:</b> Qu'est-ce que c'est ? / ça ? Où est/ sont...?/ Comment...? / Combien de.....? / Ça fait combien ?/ Quelle taille êtes-vous?/ Je suis de la taille 40. First and second persons singular of -ER verbs ( <i>Tu aimes? J'aime...etc..</i> ) Second person plural of ER verbs ( <i>Vous désirez?</i> ) / vous préférez? <b>Present tense- Porter</b> Que vas-tu porter? <i>What are you going to wear?</i> Informal Que portez-vous? <i>What are you wearing?</i> Formal Je porte / tu portes/il & elle porte Je mets / tu mets/ il & elle met



**Year 3:** The Year three learners are undertaking a unit of work dealing with the everyday rights and responsibilities that each individual needs to carry out to fulfil their role as being human.

**Main learning intentions**

- say what I'm going to do
- say what I like to do
- express sports that learners like or practice
- express the time of the day
- become familiar of how to use the verb: Aller, jouer and faire
- become aware of how to ask and answer simple questions

**Vocabulary and language structures**

Year 3	Lexicon
<p><b>Qu'est-ce que tu fais? / tu aimes faire?</b>  <i>What do you do? / like to do?</i></p> <p><b>Qu'est-ce que tu fais après l'école?</b>  <i>What does he/she do after school?</i></p> <p><b>Tu aimes regarder la télévision?</b>  <i>Do you like watching television?</i></p> <p><b>J'aime le foot mais je préfère le basket</b>  <i>le foot - football I like football but I prefer basketball.</i></p> <p><b>le basket</b> <i>basketball</i></p> <p><b>le volley</b> <i>volleyball</i></p> <p><b>le roller</b> <i>roller blading</i></p> <p><b>le yoga</b> <i>yoga</i></p> <p><b>le vélo</b> <i>cycling</i></p> <p><b>le ski</b> <i>skiing</i></p> <p><b>la danse classique</b> <i>dancing</i></p> <p><b>la gymnastique</b> <i>gymnastics</i></p> <p><b>la natation</b> <i>swimming</i></p> <p><b>l'équitation</b> <i>horse riding</i></p>	<p><b>regarder la télévision?</b> <i>watching television?</i></p> <p><b>jouer sur l'ordinateur?</b> <i>playing on the computer?</i></p> <p><b>écouter de la musique?</b> <i>listening to music?</i></p> <p><b>lire un livre?</b> <i>reading a book?</i></p> <p><b>faire du sport?</b> <i>playing/doing a sport?</i></p> <p><b>Oui, j'aime/j'adore</b> <i>Yes, I like/I love</i></p> <p><b>Non, je n'aime pas/je déteste/je préfère</b>  <i>No, I don't like it / I hate it/ I prefer</i></p> <p><b>fantastique/extra/formidable</b> <i>It is fantastic/great/terrific</i></p> <p><b>Tu aimes le yoga?</b> <i>Do you like yoga?</i></p> <p><b>C'est nul</b> <i>It is rubbish</i></p> <p><b>Oui, j'aime le yoga.</b> <i>Yes, I like yoga.</i></p> <p><b>Oui, j'adore le yoga.</b> <i>Yes, I love yoga.</i></p> <p><b>Non, je n'aime pas</b> <i>No, I do not like</i></p> <p><b>Non, je déteste le yoga.</b> <i>No, I hate yoga.</i></p> <p><b>Tu préfères le foot ou le basket?</b>  <i>Do you prefer football or basketball?</i></p>



**Do you remember when the French Club is on?**

**It's every Thursday at lunchtime, in the junior hall.**

**Don't miss it!**



## Christian Education In Schools

Christian Education is available as a curriculum option at your child's school because parents have requested it. This is based on provisions in the Education Act 2004. The Christian Education In Schools (CEIS) project provides a coordinated service to fulfil such requests. This service includes four modern and interactive sessions each year (one per term and varied each year), prepared professionally and delivered by trained and endorsed volunteers. The one-hour sessions are designed for groups of students to discuss and explore the topics outlined in the image.

Parent permission is essential for children to participate in CEIS. Please use the section below if you would like to request this for your child or you can request online:

<https://www.ceis.org.au/connect/parents/>

Requests remain in effect while your child is at their school, but can be changed by contacting the front office. Each CEIS session will be advertised in the school newsletter. For further information please contact your school or visit [www.ceis.org.au](http://www.ceis.org.au)

**Christian Education in Schools**

Each school year the ACT Churches' Council presents the values and beliefs of Christianity in 4 modern, interactive and engaging sessions!

- EASTER EXTRAVAGANZA**  
Exploring what this world-wide festival really means.
- BEYOND YOU**  
Wondering about myself, others, nature and God.
- BIBLE BONANZA**  
Discovering the world's biggest selling book!
- CHRISTMAS CELEBRATIONS**  
Responding to the traditional Christmas story.

**CEIS** seek question explore  
CHRISTIAN EDUCATION IN SCHOOLS

[www.ceis.org.au](http://www.ceis.org.au)

Kind regards,  
Karen Baron  
CEIS Coordinator



### PLEASE RETURN THIS SECTION TO THE SCHOOL FRONT OFFICE

☐ YES, I request that my child/ren listed below participate in the CEIS sessions offered at school.

CHILD: \_\_\_\_\_ Class: \_\_\_\_\_

CHILD: \_\_\_\_\_ Class: \_\_\_\_\_

CHILD: \_\_\_\_\_ Class: \_\_\_\_\_

Parent/Carer signature \_\_\_\_\_ Date \_\_\_\_\_



## Please return your Raffle Ticket money!

The 2019 Mega raffle is the P&C's major fundraiser for 2019. Please support the improvement of the Oval and its facilities for our children by selling as many tickets as you can.

The class who sells the most tickets wins a pizza party. In order to provide students with an accurate tally, we need tickets and money returned ASAP.

There are amazing prizes to be won, please sell all your tickets this weekend and return your raffle ticket money and books next week. You can collect more books of tickets from the front office.



**RAFFLE WILL  
BE DRAWN  
9.30 AM  
FRIDAY, 21 JUNE**

**RED HILL SCHOOL P&C**

# MEGA RAFFLE 2019

**"Raising funds for our school oval"**

**WIN ONE OF SEVEN  
FANTASTIC PRIZE PACKAGES**

**Total prize pool of \$5,000**

**MAJOR PRIZE: WINNERS CHOICE OF  
\$2,000 Bunnings or Westfield  
vouchers, or a Thermomix**

**Winners notified by phone  
and/or email**

## BE IN IT TO WIN IT!



# UNIFORM SHOP

Hat Surf \$10.00  
Hat Bucket \$12.00  
Hat Slouch \$10.00  
Hat Microfibre Bucket \$12.00  
Dress Summer \$45.00  
Polo Shirt Short Sleeve (green) \$22.50  
Polo Shirt Short Sleeve (gold) \$22.50  
Polo Shirt - Long Sleeve (green) \$22.50  
Jacket Waterproof Flying \$41.00  
Jacket Microfibre \$41.00  
Polar Fleece Jumper \$28.00  
Skorts Pleated \$21.50  
Skorts Gabardine \$21.50  
Shorts Knit \$16.50  
Short Gabardine \$21.50  
Pants Long Gabardine Double Knee \$26.00  
Pants Long Stretch Boot Leg \$36.50  
Track Pants Microfibre \$31.50  
Track Pants Straight Leg Fleece \$21.00  
Socks Ankle Green \$5.50  
Tights Bootle Green \$12.00  
Headband Green \$2.00  
Hair Tie Scrunchie \$2.00  
School Back Pack (M) \$45.00  
School Back Pack (L) \$48.00



## Purchase Options

Cash, EFTPOS, credit cards (no American Express)

## Ordering In-person

Opening Hours - Wednesday 8:30-9:00am and Friday 2:30-3:30pm

## Ordering Online

The Red Hill School P&C Association uses Flexischools for uniform shop sales. It is a cashless, online ordering system which streamlines payment, ordering and processing of purchases and events. Quick and easy it can be accessed 24/7 on PC or mobile app. Some fees may apply. These orders will be delivered to your child's classroom. Please note the following:

- payments by credit card or bank transfer
- some fees may apply
- orders placed by 3.40pm on Wednesday are filled and delivered to your child's classroom by Friday of the same week
- details on sizing, including height, chest and waist are noted with each garment listing
- you will need to include your child's name and class (for families new to the school and not yet been allocated a class) please enter "New Student" and orders will be held at the front office for collection
- For further information and to register please visit: [www.flexischools.com.au](http://www.flexischools.com.au)

**The Red Hill Uniform shop is staffed by volunteers from our parent community who kindly donate their time to help. If you have some time, please email [rhps.uniformshop@gmail.com](mailto:rhps.uniformshop@gmail.com)**



# School Banking

## School Banking day – Friday



Leave banking at Front Office by 9.00am on Friday Morning

Collect after 3.15pm on Friday Afternoon

Open a Dollarmite account at any Commonwealth Bank branch and start banking today  
every \$ you bank raises money for the school



Red Hill School Calendar 2019 – Term 2					Mon 29 Apr - Fri 5 Jul	
	Monday	Tuesday		Wednesday	Thursday	Friday
Week 1 Apr 29 – May 3		Year 5/6 Choir – 8:30am			Year 3/4 Choir - 8:15am	Newsletter Junior Singing Group 8:30am ANZAC Assembly
Week 2 May 6 - 10	ACT Swimming Carnival	<b>Preschool Photos</b> Year 5/6 Choir – 8:30am 5MN & 5FT National Museum Excursion		Ridiculous Rhyme Show – Whole School	<b>Preschool Photos</b> School Cross Country Carnival Year 3/4 Choir - 8:15am	Junior Singing Group 8:30am Whole School Assembly Hosts - Executive Team RHIPP
Week 3 May 13 - 17	NAPLAN ONLINE NAPLAN 5F & 5N National Museum Excursion P&C Meeting 6.30pm Staff Room	NAPLAN Years 3 & 5	Year 5/6 Choir – 8:30am School Board Meeting 5:45pm	Year 5 ANZAC Parade & Reconciliation Place Excursion Year 3/4 Choir - 8:15am INFORMATION EVENING FOR NEW ENROLMENTS.	Year 2 Questacon and Boundless Playground Excursion  Newsletter	Junior Singing Group 8:30am RHIPP
Week 4 May 20 - 24	<b>School Photos</b> <i>Year 4 Sibling Photos</i> Preschool Botanical Gardens Excursion			Year 4 Camp		
Week 5 May 27 – 31	<b>27 May Reconciliation Day</b>	Year 5/6 Choir – 8:30am		Year 1 Questacon and NGA Excursion	Year 3/4 Choir - 8:15am	Newsletter RHIPP Cross Country Awards Assembly 9.30am P&C BBQ Lunch
Week 6 Jun 3 - 7	South Weston Cross Country Carnival	Year 5/6 Choir – 8:30am		<b>School Photos –Catch Up</b> Year 5 Combined Band Rehearsal at Mawson Primary School	Year 3/4 Choir - 8:15am	Junior Singing Group 8:30am Whole School Assembly Hosts - Executive Team Rostrum School Final 11:30am-12:30pm RHIPP
Week 7 Jun 10 - 14	<b>10 June Queen’s Birthday</b>	Year 5/6 Choir – 8:30am			Year 3/4 Choir - 8:15am	Newsletter Junior Singing Group 8:30am RHIPP
Week 8 Jun 17- 21		Year 5/6 Choir – 8:30am School Board Meeting 5:45pm			Year 3/4 Choir - 8:15am	Junior Singing Group 8:30am Junior Assembly Hosts - Year 1 RHIPP
Week 9 Jun 24- 28	P&C Meeting 6.30pm Staff Room	Year 5/6 Choir – 8:30am		Christian Education	Year 3/4 Choir - 8:15am	Newsletter Junior Singing Group 8:30am
Week 10 Jul 1- 5		Year 5/6 Choir – 8:30am			Year 3/4 Choir - 8:15am	Whole School Assembly Hosts – Executive Team

# My Woolworths Earn & Learn stickers



Stick your Woolworths Earn & Learn stickers in the squares below.  
Give them to your local school or Early Learning Centre, or drop them  
into a collection box in store by 25 June 2019.



My name: \_\_\_\_\_

Collecting for: \_\_\_\_\_


Entry to the promotion is open to primary and secondary schools, and eligible Early Learning Centres (ELC) in Australia. Promotion runs 1 May 2019 until 25 June 2019. Speak to your school or ELC to ensure they are registered, or visit [woolworths.com.au/earnandlearn](http://woolworths.com.au/earnandlearn) and check online. Participants must be registered by 25 June 2019. One Woolworths Earn & Learn sticker is given for every \$10 spent in a single transaction at Woolworths Supermarkets, Woolworths Metro and online, excluding liquor, tobacco, gift cards and other specified purchases. While stocks last. Stickers must be counted and submitted by 7 July 2019. Stickers must be redeemed for equipment by 21 July 2019. Retain stickers for validation. For full terms and conditions, please visit [woolworths.com.au/earnandlearn](http://woolworths.com.au/earnandlearn)





## PRIDE & PREJUDICE

THE JANE AUSTEN CLASSIC  
YOUTH EDITION! | IDEAL FAMILY  
ENTERTAINMENT!

INSPIRING & ENTERTAINING  
FOR CHILDREN AND TEENS

YOUTH PRODUCTION FEATURES  
RED HILL STUDENT HARPER SCOTT  
SPECIAL DISCOUNT: ENTER 'REDHILL'  
CODE AT CHECKOUT FOR \$10 OFF!

June 20, 21 & 22 at 6pm & noon Saturday  
Belconnen Theatre. Book online...



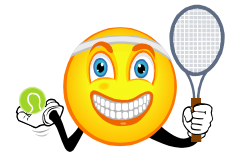
**WWW.BUDDINGTHEATRE.COM**

QUALITY THEATRE | DRAMA CLASSES | HOLIDAY PROGRAMS



## McDonald School of Tennis Winter School Holiday Tennis Clinic

Kindergarten to 17 Years  
All standards



Red Hill Tennis Club, Astrolabe St, RED HILL

8<sup>th</sup> July to 12<sup>th</sup> July

Monday to Friday 8:00am to 1:00pm (Half Day) or

Monday to Friday 8:00am to 5:30pm (Full Day)

100% Refund after Monday if not continuing

👍 LESS THAN \$5/HR FOR FULL DAY PUPILS 👍

🎾 Full Stroke Development (1<sup>st</sup> timers/beginners will be serving over-arm by end of the clinic!)

🎾 Well trained and well credentialed coaching staff

🎾 Trophy Singles Tournament –Friday 🏆

🎾 Afternoon Doubles Training and Tournaments

🎾 McDonald's lunch on Friday ( Full Day Pupils)

🎾 Great range of lunchtime activities

– Games, heaps of fun, new friends and prizes galore!

**Enrolment Forms at School Front Office or**

Phone Matt McDonald, Professionally Qualified Level 2 Tennis Coach 0412565137



6287 3833

***Being a parent is the hardest job we'll ever have. All parents at some time experience difficulties and stress.***

### **Parentline ACT**

is a confidential and free telephone and face-to-face counselling and information service.

Phone Parentline if you would you like:

- To talk with someone about those parenting issues.
- Help with some ideas on raising children.
- Support in the important job you are doing.
- To know what is available for parents, teenagers and children.
- To build better relationships in your family.
- Help to understand your child or teenager's behaviour.
- Make an appointment for a counselling session.

**Parentline ACT.**

**Monday to Friday (except on public holidays), 9am to 5pm.**

**Phone: 6287 3833**