



ACT
Government
Education


Red Hill
SCHOOL



Open hearts • Inquiring minds

Issue 7
17 May 2018

Coming Events

Friday 18 May to

Friday 25 May

NAPLAN Online

Friday 18 May

Adam Shipp at Preschool
RHIPP

Wednesday 23 May

Kindergarten Questacon
Excursion

Friday 25 May

Senior Assembly
RHIPP

Monday 28 May

Reconciliation Day

Tuesday 29 May

ICAS – Science

Lucas Proudfoot: Circular
Rhythm Performance

Wednesday 30 May

Red Hill School Cross
Country Carnival
Griffith Preschool at Red
Hill

Thursday 31 May

Year 2 Jerrabomberra
Wetlands Excursion
School Rostrum Finals –
Years 3 to 6
Newsletter



Red Hill School is a Nut Free Environment



Chinese Study Tour at Red Hill School 2018

Notes Home

Kindergarten Questacon Excursion

Lucas Proudfoot: Circular Rhythm Performance (Preschool to Year 6)

Year 2 Jerrabomberra Wetlands Excursion

RHIPP Malkara Drumming Term 2

RHIPP Carey Gardens Term 2

Science Fair

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IMPORTANT MESSAGE TO OUR COMMUNITY

NEW PHONE SYSTEM

The Education Directorate and Shared Services ICT are in the process of replacing the current analogue phone system in schools with the VoIP (Voice over Internet Protocol) system used by ACT Government.

Red Hill School's installation of the new system took place last term and we now have new phone numbers. Calls to the old numbers will be redirected for the next three months.

Our new reception phone number is 614 20960.

2019

ACT Public School Enrolments

Process

Initial Enrolment Consideration Period Opens– **Monday 30 April 2018**

Enrolment Applications should be lodged online at:

http://www.education.act.gov.au/school_education/enrolling_in_an_act_public_school

Initial Enrolment Consideration Period closes– **9.00am**

Monday 11 June 2018

Enrolments received after 9.00am on 11 June will be held and processed from 2 July onwards

Offers of Enrolment forwarded

Monday 2 July 2018

offers of enrolment are sent via email to the home email address listed on application forms – Please notify us if this email address changes

Acceptance and Confirmation

Monday 2 July 2018 onwards

Supporting documentation and acceptance letter to be brought to the school

Upon receipt of your child's offer of enrolment

Upon receipt of your offer of enrolment email parents/carers must visit the school with the required documentation (which will be outlined in the contents of your offer). All documentation must be in its original form – copies are not acceptable.

Our Next Assembly

Will be a **SENIOR ASSEMBLY** held on Friday 25 May at 9:25am

Hosted by: Year 4

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

**Parents are invited to attend croissants and coffee
in the parent hub at 9.00am**

Leadership Team Overview

Dear Parents and Carers,

As I write this article we have nearly made it through the bulk of our NAPLAN assessments. As always, it is hard to ignore the considerable media attention dedicated to NAPLAN. Each year the annual national standardised assessment for students in Years 3, 5, 7 and 9 in reading, writing, numeracy, spelling and grammar stirs conversation about education across the nation. I choose to look at this as a positive. The mere fact that NAPLAN invites people to think critically about the complexities of learning and the sheer diversity of learning styles is in my view, satisfying.

I would like to take this moment to acknowledge the exceptional management and organisation that Serena Wahome has made to ensure all of our children and teachers were able to complete the national testing in a timely and calm manner.

While some view NAPLAN as an opportunity to help drive student improvement and provide increased accountability for the community, others see it as narrowing the creativity of learning with an emphasis on the recall of knowledge. What is important however is for us to view the data that we receive from NAPLAN, as a mere snapshot of a child's learning profile from 45 minute experiences. It is also crucial, that we as adults give credit to the incredibly complex process of learning, unique to every child.

In the Primary Years Program (PYP) learning is viewed as ongoing or continuous. Therefore assessing for learning is also approached in this way. Through the provision of regular face-to-face feedback, questioning and shared reflections, it is believed that young children are more likely to improve their skills and understandings and foster a greater sense of enthusiasm and engagement towards learning. While the PYP does not encourage the use of achievement tests, they do recognise that there are national requirements concerning the use of such tests throughout the world. It is how these tests are approached by schools, parents and the wider community, and how the data is understood, that should be carefully considered.

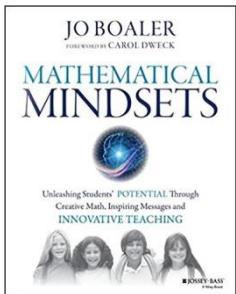
Current findings in neuroscience contribute to the PYP's and Red Hill's stance on teaching and learning. The emotional connection, prior knowledge and engagement that a child brings to a learning experience can impact their ability to exhibit their knowledge, understandings and skills. Take for example reading a newspaper. Which section of the paper do you read first? Which section would you not read at all? Do you scan the headlines then go ahead and read every single article each day? Chances are you read articles of personal significance or interest to you. Now how would you perform if a series of comprehension questions were posed on the article of least interest to you? What is the likelihood that the quality and detail of your comprehension responses present the most accurate picture of you as a reader? How may this differ if you answered questions about the article of greater interest?

Occasionally parents ask us why their child's results in NAPLAN are different to those on their school report. There are many answers to a question such as this, and of course, since each child is so vastly different, this is not surprising. The content of the previous paragraph may give you some picture of this. Also, it is often unknown by parents that the determination of a score in NAPLAN, with the exception of the writing test, is a computer based calculation, that is, there are multiple choice questions throughout.

When writing an end-of-semester report, a teacher uses their professional judgement and collaboration with other teachers against a range of achievement standards and criteria. They consider a range of diverse learning experiences from a period of two terms. They also take in to consideration the various ways children communicate their understandings and knowledge. Best practice in assessment suggests that conferencing, oral clarification, guidance, reflection and just-in-time teaching opportunities have greater impact on student learning, than a grade at the end of a learning experience. This is particularly relevant to the mindsets of primary school aged children. I make this comment to highlight the long term and sometimes deeply rooted impact that adults can have on children, usually unintentionally, when they entertain the idea that learning is a competition against others. When learning is seen as ongoing and curious, children experience greater enjoyment, growth and self-belief.

As mentioned earlier, the information that we receive on your child through NAPLAN can give us a good snapshot of their academic profile together with other data we have collected throughout the semester. With this in mind we thank you in advance for recognising and celebrating who your child is as a learner, and for keeping a ‘low-key’ approach to the NAPLAN assessment. We hope all of our Red Hill children see learning as ongoing and never-ending.

Beyond NAPLAN, the teachers at Red Hill have been engaging in a range of interesting professional learning opportunities. This term, a group of like-minded educators have formed their own professional learning community to critically analyse the way children engage with mathematics. There is a vast range of current research that would suggest schools revisit their approach to teaching mathematics to increase the open-endedness of tasks and decrease the emphasis of lock-step, linear, right and wrong answers. Year 6 teacher Tom O'Rourke has been leading



teachers from across the school in early morning workshops, exposing them to mathematical inquiries that challenge the status quo of teaching and learning of maths in a primary school setting. If this is something of interest to you, Jo Boaler's *Mathematical Mindsets* is a thought-provoking read that discusses the importance of creativity and growth mindset, for all types of mathematicians. We have started to gather data from teachers and students to consider their thoughts on the way maths is taught. We would be interested in hearing from parents too. If you have time we would be sincerely grateful if you could complete the survey below.

https://docs.google.com/forms/d/1275MmOywzfe1C1p7nDvNxPtG-NyNEcFRDi55vtgzqgw/viewform?ts=5afce621&edit_requested=true

[NyNEcFRDi55vtgzqgw/viewform?ts=5afce621&edit_requested=true](https://docs.google.com/forms/d/1275MmOywzfe1C1p7nDvNxPtG-NyNEcFRDi55vtgzqgw/viewform?ts=5afce621&edit_requested=true)

Earlier this week, we sent 6 teachers to the ACT's first ‘iPads in the Classroom’ professional learning workshop hosted by Apple. Our intention was to consider how iPads could enhance student engagement and learning. The workshop offered teachers the chance to develop skills in using the more creative apps including *Explain Everything*, *iMotion*, *Draw & Tell*, *GreenScreen*, *iMovie*, *Clips*, *Garageband*, *Pages*, *The Human Body*, *Scatch Junior*, *Popplet* and *PicCollage*. A common theme from the keynote speakers was the invitation for teachers and parents to consider whether their children were using technology for passive consumption (YouTube, social media and some gaming) or active creation by using some of the apps mentioned above. The group of 6 teachers who attended this workshop are excited to share their experience with the rest of our staff so that our children across the school can also benefit from their learning.

Finally we have a few friendly reminders. Could you kindly help us out by ensuring all of your child’s uniform and lunch containers are clearly labelled? Getting your child to take responsibility of these items by having them take them out of their bag at the end of each day is a great way for them to develop independence. Also, we have noticed that bayblades have made their way back onto our playground. These items, along with other toys from home, become the cause of much unsettlement on our playground. We would be thankful for your support by ensuring such toys remain at home. We thank you for your understanding.

Kind Regards

Belinda Reitstatter
Deputy Principal

VOLUNTEERS AND VISITORS IN SCHOOL

Nomination and Signing In

Our school values the partnerships we have with families and community organisations. Parent contributions to student learning are essential to the way the school runs. If you wish to volunteer in any way you should complete a nomination form each year (available from the front office, our enrolment packs and the Education Directorate parent website).

EVERYONE MUST SIGN IN AT THE FRONT OFFICE WHEN THEY ARRIVE AT THE SCHOOL. This is because:

- it is our responsibility to know who is in the school for the daily safety of the children and for your own safety in an evacuation, and
- we are expected to audit volunteer hours annually for our board report.

Working with Vulnerable People

All volunteers and other visitors are required to hold an appropriate Working with Vulnerable People registration with the Office of Regulatory Service to engage in activities involving contact with children (unless exempt). The registration is very simple and quick, can be completed at any Canberra Shop Front, is free for volunteers and only needs to be done every three years. Once you have received your WWVP card, please call in to the front office so we can record the registration number.

Where can I get more information?

The ACT Office of Regulatory Services: http://www.ors.act.gov.au/community/working_with_vulnerable_people.

Do I need to register?

Do you help the teacher every Monday with reading? **You will require registration** because:

- it is a regulated activity
- there is contact with vulnerable people
- contact is reasonably to be expected and is not incidental to engaging in the activity, and
- you are engaging more than 3 times per month/7 times per year.

Do you support the teacher on a very occasional basis, averaging once every two months?

You will not require registration, even though:

- it is a regulated activity
- there is contact with vulnerable people; and contact is expected and is not incidental
- BECAUSE you do not engage in the activity more than 3 times per month or 7 times per year.

Are you attending a concert, sports carnival or assembly? Are you on the School Board?

You will not require registration.

TIME FOR VOLUNTEERS AND VISITORS TO RENEW THEIR WWVP REGISTRATION

If your card is over three years old it has probably expired and you cannot lawfully have contact with children as a volunteer or visitor in a school-related activity. If you are uncertain, you should contact Access Canberra on 13 2281 or accesscanberra.act.gov.au, or in person at an ACT Government shopfront.

If you think you may be exempt under the Act, you should contact the school. Registration for (unpaid) volunteers is free. Registration for employees and paid visitors is \$76 for three years.

YEAR 6

Year 6 have been inquiring into the central idea - *"competing priorities influence consumer decisions"*.

Throughout this inquiry students have been encouraged to ask a variety of questions, particularly those that support them to explore the issue from different perspectives.

Throughout last week, we continued our investigation, and looked at the competing priorities of bottled water, fashion waste and milk. Conversations focussed around environmental, financial, ethical factors, as well as health and accessibility. These were the source of great debate, which lead our inquiry.

Please see below some snapshots of our learning.

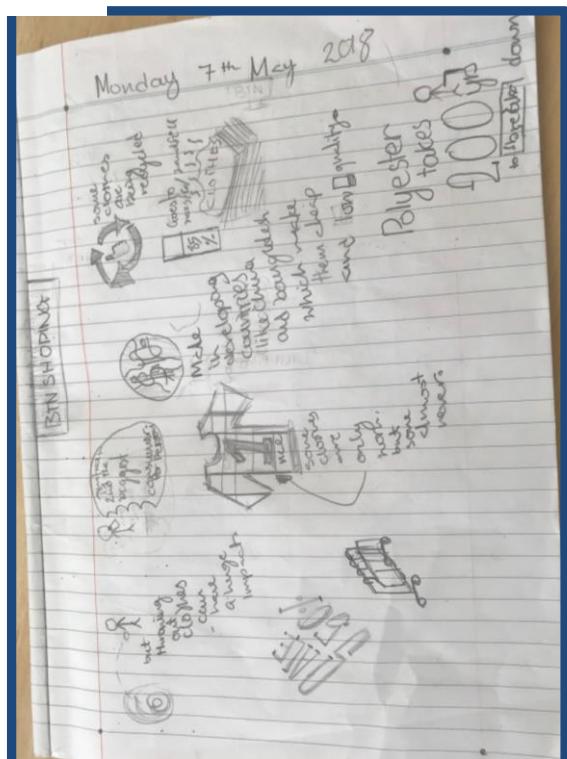
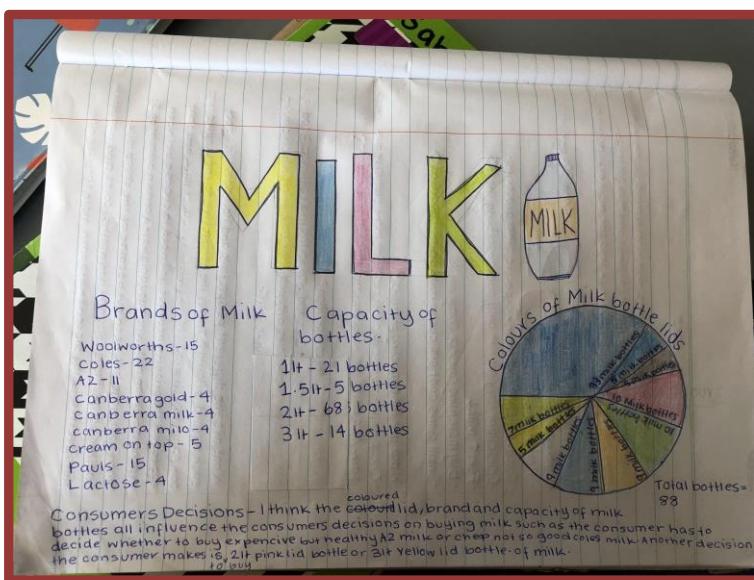


Students tasting a variety of different water samples in an investigation to identify how taste can impact consumer decisions.

*"If you buy
bottled water
consistently
the
manufactures
are likely to
raise their
price"*



“When you buy a product there are many things that can influence your decision”



"I learnt that there is lots of waste in the fashion industry and that's not good for the environment"

Year Five Historical Fiction Project in the community



As part of their unit of inquiry, *Where we are in place and time*, the Year Fives have been working on a project.

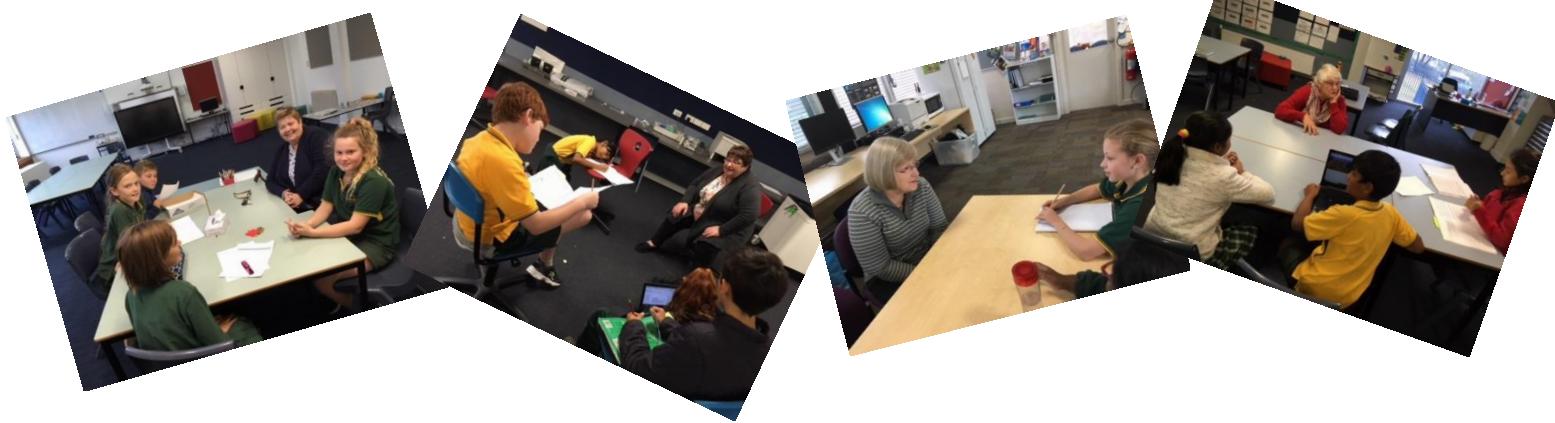


Following the interviews the students are creating an historical fiction inspired by their interview.

Comments from everyone involved provide just a little insight as to how special this project has been as well as some of the stories that are beginning to take shape.



Rita from Carey Gardens - *Thanks to Red Hill School for giving Carey Gardens the opportunity to meet these 'bright' young people. They are a credit to the school and, in particular, to the teachers. The experience was enjoyable and enlightening.*



What did the students think?

Royle – *I got a lot out of talking with Audrey because we got to share stories and laugh together and listen to each other.*

Oliver – *"I think it was a great experience and I would really like to go back and see her again. She was one of the nicest people I ever met."*



Reconciliation Week

Reconciliation Week begins on the 27th May and runs until the 3rd June. These dates commemorate two significant milestones in the reconciliation journey—the successful 1967 referendum, and the High Court Mabo decision respectively. The theme for Reconciliation week this year is ‘Don’t Keep History a Mystery’. Below is a quote taken from the Reconciliation Australia website, exploring what the theme means.



“This year during National Reconciliation Week, Reconciliation Australia invites all Australians to learn more about Aboriginal and Torres Strait Islander cultures and histories, to share that knowledge and help us grow as a nation.

“Don’t Keep History A Mystery: Learn. Share. Grow” explores history hidden just beneath the surface, ready and waiting to be uncovered.”

Our school has a strong community of Aboriginal and Torres Strait Islander students and families. The staff and student action group, The Deadly Boomerangs, work to celebrate, inform and share Aboriginal and Torres Strait Islander culture across the school to promote reconciliation.

Our school worked as a community, involving staff, students and families, to create our Reconciliation Action Plan (RAP) to continue on our journey towards reconciliation. We are continually looking for support from the community and are always excited to have families come in to share in our learning and share their cultural knowledge.

This year for Reconciliation Week, we have invited Lucas Proudfoot to perform for the whole school on Tuesday 29th May. He will also be providing a workshop for our Deadly Boomerang students.

There are a number of community events being held in Canberra throughout the week. These can be found on the Reconciliation Australia website under NRW Events.

If you would like more information on Reconciliation week please go to the Reconciliation Australia website.

<https://www.reconciliation.org.au/national-reconciliation-week/>

Defence Happenings

Defence Family Notice

This week we bid a fond farewell to Cathy Graham as she moves on to explore a new opportunity. We wish her all the best and in the interim Veronica Fischetti will be filling the DSTA position.

Veronica is excited to get to know the defence children and their families and is looking forward to hosting some Tuesday recess activities.

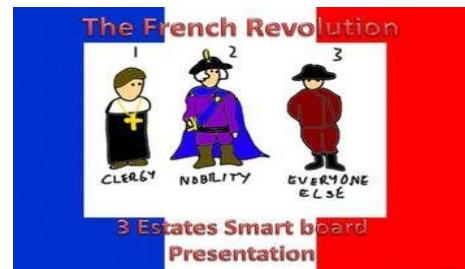
Just a reminder to all defence families that, If you are in need of advice, support or connection with your local community, please don't hesitate to contact the Defence Family Helpline on 1800 624 608.

Year 5 - Learning Intentions

The Year 5 will be linking the French leaning intentions with the central idea dealing with significant events through history which shape nation's identity. We will be looking at how:

- the French nation's identity has changed over time
- significant events are linked to the changes of the French nation
- individuals, events, movements have shaped the French society/ identity

To connect this inquiry with the French Language, we plan to cover the French unit of work on clothing. Students are going to pretend they are a crew member or a convict and need to decide which types of clothing they were going to bring with them. Therefore the unit of work is going to be divided in two parts; the first part is finding out the main historical events in the French Revolutions which had an impact on the French society and in other parts of the world. The second part of the inquiry is to learn about what convicts or crew members were wearing at that time.



French Language content descriptors:

- to identify clothes, garments and common accessories
- to inform others what one wears.

Language Structures & Vocabulary	Language Structures & Vocabulary																																																																																																				
<p>Construction of sentences :</p> <p>Subject / Verb/ objects</p> <p>Subjects – refer to people, things, animals, proper nouns or personal pronouns.</p> <p>Model vers & Verbs –</p> <table> <tbody> <tr><td>il peut</td><td>-he can</td></tr> <tr><td>il doit</td><td>-he must / has to</td></tr> <tr><td>diminuer</td><td>-to decrease</td></tr> <tr><td>défendre</td><td>-to defend</td></tr> <tr><td>s'échapper</td><td>-to escape</td></tr> <tr><td>exécuter</td><td>-to execute</td></tr> <tr><td>fuir</td><td>-to flee</td></tr> <tr><td>augmenter</td><td>-to increase</td></tr> <tr><td>juger</td><td>-to judge</td></tr> <tr><td>il a l'air</td><td>-he looks...</td></tr> <tr><td>ils ont l'air</td><td>-they look...</td></tr> <tr><td>mentionner</td><td>-to mention</td></tr> <tr><td>il faut</td><td>-it is necessary</td></tr> <tr><td>payer</td><td>-to pay</td></tr> <tr><td>comploter</td><td>-to plot</td></tr> <tr><td>punir</td><td>-to punish</td></tr> <tr><td>réduire</td><td>-to reduce</td></tr> <tr><td>résoudre</td><td>-to solve (problem)</td></tr> <tr><td>penser</td><td>-to think</td></tr> <tr><td>essayer (de)</td><td>-to try (to)</td></tr> <tr><td>tenter (de)</td><td>-to try (to)</td></tr> <tr><td>travailler</td><td>-to work</td></tr> <tr><td>Present tense- Porter</td><td></td></tr> <tr><td>Que vas-tu porter? What are you going to wear?</td><td></td></tr> <tr><td>Que portez-vous? What are you wearing?</td><td></td></tr> <tr><td>Je porte / tu portes/il & elle porte</td><td></td></tr> <tr><td>Je met / tu mets/ il & elle met</td><td></td></tr> </tbody> </table>	il peut	-he can	il doit	-he must / has to	diminuer	-to decrease	défendre	-to defend	s'échapper	-to escape	exécuter	-to execute	fuir	-to flee	augmenter	-to increase	juger	-to judge	il a l'air	-he looks...	ils ont l'air	-they look...	mentionner	-to mention	il faut	-it is necessary	payer	-to pay	comploter	-to plot	punir	-to punish	réduire	-to reduce	résoudre	-to solve (problem)	penser	-to think	essayer (de)	-to try (to)	tenter (de)	-to try (to)	travailler	-to work	Present tense- Porter		Que vas-tu porter? What are you going to wear?		Que portez-vous? What are you wearing?		Je porte / tu portes/il & elle porte		Je met / tu mets/ il & elle met		<p>Objects</p> <table> <tbody> <tr><td>une bougie</td><td>-a candle</td></tr> <tr><td>une plainte</td><td>-a complaint</td></tr> <tr><td>le coût</td><td>-the cost</td></tr> <tr><td>la dette</td><td>-the debt</td></tr> <tr><td>Etats Généraux</td><td>-the Estate General</td></tr> <tr><td>les dépenses</td><td>-the expense</td></tr> <tr><td>les marchandises</td><td>-the goods</td></tr> <tr><td>la guillotine</td><td>-the guillotine</td></tr> <tr><td>la récolte</td><td>-the harvest</td></tr> <tr><td>le chauffage</td><td>-heating</td></tr> <tr><td>les recettes</td><td>-the income</td></tr> <tr><td>les intérêts</td><td>-the interest</td></tr> <tr><td>un métier</td><td>-a job</td></tr> <tr><td>un travail</td><td>-a job</td></tr> <tr><td>de l'argent</td><td>-money</td></tr> <tr><td>l'Ancien Régime</td><td>-the old regime</td></tr> <tr><td>le Parlement</td><td>-parliament</td></tr> <tr><td>un problème</td><td>-a problem</td></tr> <tr><td>la révolution</td><td>-the revolution</td></tr> <tr><td>une chambre</td><td>-a room</td></tr> <tr><td>du savon</td><td>-soap</td></tr> <tr><td>une taxe</td><td>-a tax</td></tr> <tr><td>la guerre</td><td>-the war</td></tr> </tbody> </table> <p>Interrogatives pronouns:</p> <p>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.</p> <p>First and second persons singular of -ER verbs (<i>Tu aimes?</i> <i>J'aime...etc..</i>)</p> <p>Second person plural of ER verbs (<i>Vous désirez?</i> / <i>vous préférez?</i>)</p>	une bougie	-a candle	une plainte	-a complaint	le coût	-the cost	la dette	-the debt	Etats Généraux	-the Estate General	les dépenses	-the expense	les marchandises	-the goods	la guillotine	-the guillotine	la récolte	-the harvest	le chauffage	-heating	les recettes	-the income	les intérêts	-the interest	un métier	-a job	un travail	-a job	de l'argent	-money	l'Ancien Régime	-the old regime	le Parlement	-parliament	un problème	-a problem	la révolution	-the revolution	une chambre	-a room	du savon	-soap	une taxe	-a tax	la guerre	-the war
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De quelle couleur est.....

De la couleur

Il avait votre nom sur l'étiquette?

Quelle est votre/ ta taille? What size are you?

Ma taille est de 44 My size is 44

Year 6 - Learning Intentions

In French, the year 6 students are undertaking an inquiry unit of work dealing with the central idea of how digital technologies can ignite creativity and personal learning. To meet the leaning intentions, students are going to create a digital book by adapting the story of: "The Hungry Caterpillar" –(" La chenille qui fait les trous").

Students have the opportunity to:

- express hunger or thirst
- say that one is hungry or thirsty
- ask people what they like to eat or drink
- order food or drinks
- inquire what others are doing
- respond to what others are doing
- identify insects and animals
- recognise what animals eat
- express what one is eating



Language Structures & Vocabulary

Text - La chenille qui fait des trous

Qu'est-ce que mange la Chenille?

What does the Hungry Caterpillar eat?

Qu'est-ce qu'elle mange lundi?

What does she eat on Monday?

Que mange-t-elle mardi?

Qu'est-ce qu'elle mange tous les mercredis ?

Une Chenille a caterpillar

Des feuilles a few leaves

Un oeuf an egg

Un cocon a cocoon

Un papillon a butterfly

Une tranche a slice

La ventre the tummy

Elle a faim she is hungry

Que désirez – vous? What would you like

Je désire

Je voudrais

I like/ I would like

Language Structures & Vocabulary

Que mange-t-on le

What does one/ we eat on

On mange

One/ we eat

Elle mange des / de la / du/ de l'

- de la pomme some apple
- des poires some pear
- des prunes some plums
- des fraises some strawberries
- de l'orange some oranges
- du gâteau some cake
- de la brioche some brioche
- du fromage some cheese
- du cornichon some cucumber
- du saucisson some salami
- de la saucisse some sausage
- de la glace some ice cream
- de la sucette some lollipop
- de la pastèque some watermelon
- de la tarte à la cerise some cherry pie
- des trous a number of/ many holes



20 May WORLD BEE DAY

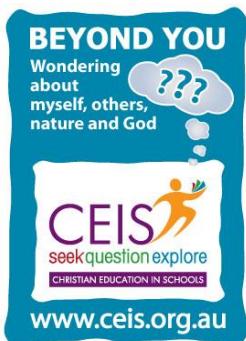
Sunday 20 May 2018 is the inaugural celebration of #WorldBeeDay in Canberra.

World Bee Day was declared by the UN General Assembly in December last year to raise awareness of the importance of bees and apicultural products. It plays an important role in protecting bees and the beekeeping sector, in contributing to poverty alleviation and hunger eradication as well as preserving a healthy environment and biodiversity. The first World Bee Day will be celebrated around the world and here in Canberra. More information can be found at this website: http://www.mkgp.gov.si/en/world_bee_day_initiative/.

World Bee Day in Canberra is being prepared by the Embassies of Slovenia, Switzerland and Sweden ("Triple S for Bees") together with ACT Beekeepers Association, Parliament of Australia, and non-government organisations. The day will be officially launched by Mick Gentleman MLA, Minister for the Environment and Heritage, in the presence of Shane Rattenbury MLA, Minister for Climate Change and Sustainability, and the Head of UN Information Office in Canberra.

The organisers have planned a wide range of activities, catering to all ages, and these will be taking place at different locations around Canberra. (See the attached program for more details.)

Please make Sunday, 20 May, your Bee Day and 'be' with us throughout the day



CHRISTIAN EDUCATION IN SCHOOLS

Term 2 – Beyond You

This term students will be using some creative inquiry skills to discover what the Bible tells us God is like.

Only students with permission will attend.

Christian Education In Schools (CEIS) occurs because parents request it for their children, under ACT legislation. Sessions are coordinated by the CEIS project, using approved resources and volunteers. If you would like to add your child to the existing attendance list print off the section below and return it to the school or go to

www.ceis.org.au/yes

PLEASE RETURN THIS SECTION TO THE SCHOOL TO ADD YOUR CHILD TO THE EXISTING LIST

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

Child: _____ Class _____ Parent name: _____

Child: _____ Class _____ Parent signature: _____

Child: _____ Class _____ Date: _____

HELP OUR SCHOOL WIN A COMMUNITY GARDEN!



Our school is competing in the **Colgate Community Garden Challenge**!

By recycling oral care waste, we're in the running to win
a recycled community garden set!

DROP YOUR ORAL CARE WASTE HERE TO HELP US WIN

We accept any brand of used:

Toothpaste tubes and packaging, Non-electric toothbrushes and packaging,
Floss containers and packaging, Interdental brushes and packaging.



You can also vote for us online at
www.terracycle.com.au/colgategardenvoting

To find out more about the Colgate Community Garden Challenge and
for full terms and conditions, please visit: www.terracycle.com.au/colgategaden.
If you have any further questions, call TerraCycle on 1800 983 324



Authorised under [NSW Permit No LTPS/18/71692], [SA No T18/172] and [ACT Permit No TP18/00284]



Driving safely around schools

School opening and closing times are busy times for pedestrian and vehicular traffic outside the school. Drivers have a responsibility to ensure the safety of all children.

- Always take extra care in 40km/h school zones, which operate on each gazetted school day.
- Park safely even if it means walking further to the school gate.
- Observe all parking signs – they are planned with children's safety in mind.
- NEVER double park – it puts children at risk.
- Model safe and considerate behaviour for your child – they will learn from you.
- Slow down near the school crossing.
- Allocate enough time to get your child to the school gate safely and without rushing.



Never park illegally:

- In the school driveway.
- On or near the school crossing.
- In the school bus bay.
- In the 'No parking' zone.

Never double park:

- It blocks the vision of other drivers.
- It forces children onto the road.
- It obstructs the flow of traffic.



School drop-off/pick-up zones

A school 'drop-off and pick-up' zone is a kerbside area always on the school side of the road which is designated by 'NO PARKING' signs. It provides an appropriate environment for parents and carers when dropping off and collecting their children from school by car. Drivers may drop-off and pick-up passengers legally within a two minute timeframe.

Safety tips for drivers using a 'Drop-off and Pick-up' area

- Always drop-off or pick-up your child from the designated area, following the school's procedures.
- Drivers should remain in their vehicles at all times in the 'Drop-off and Pick-up' area.
- Make sure children use the footpath-side door when getting in and out of a car.
- Make sure the hand brake is applied when the vehicle is stationary.
- Never double park.

- Never park across a pedestrian crossing.
- Never undertake a U-turn in close proximity to the school.

Safety tips for students

- Stay buckled up until the vehicle has stopped in the 'Drop-off and Pick-up' area.
- Make sure your school bag and other items are in a safe position, eg on the floor.
- Be ready to get out of the car with your belongings when the car has stopped and you have unbuckled your seatbelt.
- Always get in and out of the backseat of the vehicle through the safety door – the rear footpath-side door.

- Assist students to exit and enter each vehicle in turn in the 'Drop-off and Pick-up' area, while remaining on the footpath.
- Do not attempt to direct traffic and do not enter the road environment



Safety tips for volunteer supervisors

- Wear a conspicuous, identifying safety item such as a fluoro vest, sash and/or hat.



Red Hill School Uniform Shop

Item	Price
Hat Surf	\$10.00
Hat Bucket	\$12.00
Hat Slouch	\$10.00
Dress Summer	\$45.00
Polo Shirt Short Sleeve (green)	\$22.50
Polo Shirt Short Sleeve (yellow)	\$22.50
Polo Shirt - Long Sleeve	\$22.50
Jacket Waterproof flying	\$41.00
Jacket Microfibre	\$41.00
Polar Fleece Vest	\$18.00
Polar Fleece Zip Top	\$28.00
Skorts Girls Pleated	\$21.50
Skorts Girls Gabardine	\$21.50
Shorts Boys Gabardine	\$21.50
Shorts Unisex Knit	\$16.50
Pants Long Gabardine Double Knee	\$26.00
Pants Long Girls Stretch Boot Leg Heavy	\$36.50
Track Pants Microfibre	\$31.50
Track Pants Straight Leg Fleece	\$21.00
Socks Ankle Green	\$5.50
Tights Bottle Green	\$12.00
School Back Pack (M)	\$45.00
School Back Pack (L)	\$48.00



Our uniform shop is fully stocked for winter.

Opening hours:

TUESDAY 8.30am – 9.00am

FRIDAY 2.30pm – 3.30pm

Purchase Options Flexischools Flexischools is an online ordering and cashless system created for use by schools which streamlines payment, ordering and processing of purchases and events. The system is quick and easy to use, can be accessed 24/7 from your PC or mobile App on iPhone/iPad or Android. Some fees apply. The Red Hill School P&C Association uses Flexischools for uniform shop sales and will deliver orders to your child's classroom. Flexischool Orders placed by 3.40pm on Wednesday will be delivered to classrooms by Friday of that week. For further information and to register please visit: www.flexischools.com.au * Payments by Credit Card or Bank transfer * 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) Purchase in Person at Uniform Shop at Red Hill School

The uniform shop would like to thank the volunteers for coming in and helping. But we are always after help. If you can spare anytime at all please email Cherie at rhp.uniformshop@gmail.com. All volunteers are welcomed to second hand uniforms for their help

School Banking

School Banking day – Friday



Leave banking at Front Office by 9.00am on Friday Morning **CommonwealthBank**

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

School Banking News

School Banking continues in Term 2 with 2 new rewards available to redeem:

Glow Light Released Term 2 2018



1 x AAA
battery included

Name: _____

Class: _____

Student ID: _____

Sparkle Glitter Pens Released Term 2 2018



Name: _____

Class: _____

Student ID: _____

If you have 10 or more tokens please choose a reward and return your reward selection with your bank book on banking day. If you are unsure how many tokens you have pop us a note and we will let you know.

The following rewards are also still available to redeem while stocks last:

Secret Scratch Notepad Released Term 1 2018



Name: _____
Class: _____
Student ID: _____

Twister Power Handball Released Term 1 2018



Name: _____
Class: _____
Student ID: _____

Smiley Emoji Keyring Released in Term 3, 2017



Name: _____
Class: _____
Student ID: _____

Pencil + Tech Case Released in Term 4, 2017



Name: _____
Class: _____
Student ID: _____

Colour Change Markers Released in Term 1, 2017



Name: _____
Class: _____
Student ID: _____

Tablet Case Released in Term 2, 2017



Name: _____
Class: _____
Student ID: _____

Volt Handball Released in Term 3, 2017



Name: _____
Class: _____
Student ID: _____

Epic Earphones Released in Term 4, 2017



Name: _____
Class: _____
Student ID: _____

School Bankers still have time to complete 15 deposits and make it into the draw for the National School Banking competition.

Keep saving for a chance to win a family trip to Hawaii.

This year, School Banking is running a Super Savers Grand Prize competition that will take one lucky School Banker and their family of two adults and up to three children to Hawaii.

The trip includes:

- Return economy flights to Honolulu, Hawaii plus airport transfers
- 7 nights accommodation at the Sheraton Waikiki Hotel & Resort staying in a Luxury Ocean Room, with beach views and breakfast included
- AUS\$2,000 spending money.

How to enter

Simply make 15 or more School Banking deposits before the end of Term 3 2018 to automatically receive an entry into the competition for a chance to win.

Find out more at commbank.com.au/schoolbanking

Things you should know: The 'Super Savers Grand Prize Competition' (Promotion) is conducted by the Commonwealth Bank of Australia (ABN 48 123 123 124) of Level 3c, 11 Harbour Street, Sydney NSW 2000. The Promotion starts at 9am AEDT on 22/07/18 and ends at 11:59pm AEDT on 28/09/18. Entries open to Australian residents aged 4–17 years old who have made 15 or more School Banking deposits before the end of Term 3 2018. Eligible entries will be automatically entered into the competition. The first eligible entry will carry through to the draw. The draw will be held on 10/10/18 at the address above. The winner will be notified by telephone and email, and will be published online at commbank.com.au/schoolbanking and in The Australian on 17/10/18. Winner must claim the prize by 5pm AEDT on 15/11/18 or the prize will be redrawn. The prize will be awarded to the winner's nominated parent or guardian. Conditions apply to accepting the prize. Full terms and conditions available from commbank.com.au/schoolbanking. Authorised under NSW Permit No. LTPS/17/1838, ACT Permit No. ACT/TP/17/01089 and SA Permit No. T17/1878. ADV145-010118



More information on School Banking can be found at commbank.com.au/school-banking or contact Jo Whatman on 0475821274.

Red Hill School Calendar 2018 - Term 2					Mon 30 Apr - Fri 6 July
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Apr 30 - May 4			Year 5 & 6 ThinkUKnow Presentation- Year 5 – 11am to 12:55pm Year 6 – 9:10am to 10:55am	Newsletter	
Week 2 May 7 - 11	Year 4 Camp			ICAS – Digital Technologies (Year 4 Students Only)	Whole School Assembly – Executives to Host RHIPP
Week 3 May 14 - 18		School Board Meeting 5:45pm P&C Meeting 7.30pm Staff Room Adam Shipp at Preschool		Newsletter	RHIPP Adam Shipp at Preschool
		NAPLAN Online			
Week 4 May 21 - 25	NAPLAN Online				
			Kindergarten Questacon Excursion		Senior Assembly – Year 4 to Host RHIPP
Week 5 May 28 - Jun 1	28 May Reconciliation Day	ICAS - Science Lucas Proudfoot: Circular Rhythm performance	Red Hill School Cross Country Griffith Preschool at Red Hill	School Rostrum Finals – Years 3 to 6 Year 2 Jerrabomberra Wetlands Newsletter	RHIPP
Week 6 Jun 4 - 8	South Weston Cross Country	Preschool Museum Excursion			Whole School Assembly Preschool Museum Excursion RHIPP
Week 7 Jun 11 - 15	11 June Queen's Birthday	Year 1 Royal Australian Mint Excursion	ICAS - Spelling	Newsletter ICAS - Writing	RHIPP
Week 8 Jun 18 - 22		The Mathy Matt Show – Year 3 School Board Meeting 5:45pm P&C Meeting 7.30pm Staff Room			Junior Assembly RHIPP
Week 9 Jun 25 - 29	School Photos	Preschool Photos	Christian Education	Preschool Photos Newsletter	Catch up/Sibling/Special Group School Photos RHIPP
Week 10 Jul 2 - 6			Year 5 Learning Journey		Whole School Assembly



ACT Bilingual
Education Alliance

ACT Bilingual Education Alliance

<http://actbilingual.weebly.com/>



**Come and meet others with a love
of languages and language learning**

A Celebration of Languages

- Explore story-telling and poetry in other languages
- Exchange information about raising children in more than one language
- Join in fun activities for all ages

WHEN: **Sunday 20 May 2pm – 4pm**

WHERE: **Latin American Cultural Centre**
28 Astrolabe Street, Red Hill ACT 2603

FREE EVENT AND ALL WELCOME

But please book to assist catering by 16 May 2018

Via Eventbrite (preferred) or
canberrabilingual@gmail.com or 0408 089 235 (m)

**REFRESHMENTS PROVIDED BUT FEEL FREE TO BRING
SOMETHING TO SHARE FOR AFTERNOON TEA!**

Organised with support from an ACT Government Participation
(Multicultural) Grant 2017/18

ACTBEA is affiliated with Canberra Multicultural Community Forum Inc.



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
