From the Principal

We are very much looking forward to the Richmond P&C quiz night on August 1. It is a few years since we had a quiz night and it will be a community effort to make it a success.

We are currently looking for small business owners - cafes, shops, services - to donate a voucher or small prize.

Lots of families at Richmond own such businesses – please do consider donating a voucher or prize – it doesn’t have to be huge. Donations of value $20-$100 would be appreciated! Please contact the front office or parent Yvette Bowyer via email admin@littlebentoworld.com with your donations.

We will sell quiz night tables from the office from Monday 30 June. It’s $160 for a table (seats up to 8). Please come to the office next week or phone us to secure a table as they are limited.

National curriculum – a few parents have asked about the national curriculum particularly in Maths following my comments about the new pre-primary curriculum standards in the last newsletter. I have described the national standard for each year group in Mathematics in this newsletter, for parent information. This is what a student would need to achieve to reach the standard for the year (C grade).

The website to download the entire national curriculum is the School Curriculum and Standards Authority site at http://k10outline.scsa.wa.edu.au/

Friendship workshops – we are going to run workshops every Thursday afternoon next term based around making and maintaining friendships. I am selecting students now and will have room for 10-15 per workshop. Please contact me if you would like your child to be considered. It’s four workshops over four weeks and is at no cost. The facilitator is from Anglicare (it’s not religious).

Lisa Dentith
P&C Road-wise Survey
A reminder to all families to please complete our online Roadwise survey which was distributed via email last week.

Thanks to everyone who has already completed the survey.

The incident form to record specific incidents is attached to this newsletter and is also available from the office.

All completed surveys will go into a draw to win a $75 Bounce trampolining voucher.

Nappies – please can I ask mums to wrap nappies in a plastic bag before disposing in the big blue sita bin on Coolgardie Ave. We have had a few unwrapped nappies in the green bins recently and it’s not very nice for students using the bins. Thanks! We have provided plastic bags in the pre-primary – just ask or grab one.

Lost property – thanks to Liane and Sandy for washing all the lost property. It’s all in a bag in the office til the end of term – please come to look through it to reclaim your property. It’s all un-named! Please label your child’s clothing in big letters. A good idea with hats is to embroider something on the brim so your child can easily recognise their hat.

Recycled clothing – we have boxes of free donated items. Please come to the office and take what you can use. No cost.

Shenton Park dogs’ home is urgently looking for blankets and towels to keep the dogs warm through winter – if you drop them at the office, I will take them to the dogs home. Thanks!

Year 1-3 playground – a reminder to PP parents that this playground is for year 1-3 students only and that no more than 3 children may go on the spinner at once. Children are not to hang off it to spin.

Voluntary contributions – lots of parents have paid this in the last couple of weeks – many thanks. It goes to classrooms and makes a big difference to us.

John Curtin College of the Arts
Contact the college on 9433 7200 to request a local enrolment form.

Disco
Helpers are required from 6.45pm to approx. 9.00pm on Friday 27th June 2014.

P&C would love to see some Year 6 and Year 7 parents help out!
Please contact Milly 0428 267 074

Enrolments 2015 – application forms are on our website. Please tell neighbours with kindy aged children to apply by August

Healthy eating
When children eat well they behave better, are able to listen well and concentrate for longer. Packing a healthy school lunchbox will help children to learn and play well and be happy at school.

PPP parenting workshops
This term our school nurse and psychologist ran a series of very popular free parenting workshops at school on Fridays. Due to a large number of requests we will run this again in term 4.

School Disco
Friday 27th June
Tricolore Hall, East Fremantle
Yr1–3 disco 5.30 to 6.30pm
Yr4–7 disco 7–8.30pm
Tickets $10
Return money and form to front office
Milly 0428 267 074

The next P&C meeting will be
7.30pm
19 August
at Tradewinds
all welcome
This really makes you realise how much they progress at primary school! - Lisa

**Foundation (PP) Year**
By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.

Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.

**Year 1 Achievement Standard**
By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.

Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions and draw simple data displays.

**Year 2 Achievement Standard**
By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.

Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect data from relevant questions to create lists, tables and picture graphs.

**Year 3 Achievement Standard**
By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays.

Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students
use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They carry out simple data investigations for categorical variables.

**Year 4 Achievement Standard**
By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness.

Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.

**Year 5 Achievement Standard**
By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and interpret different data sets.

Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.

**Year 6 Achievement Standard**
By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media.
Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.

**Year 7 Achievement Standard**

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines.

Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel lines. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

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**COMMUNITY NOTICEBOARD**

**The RSPCA WA July School Holiday Program**

The July school holidays are almost here. We have various themed sessions for ages 4 – 15 including our favourites Be a Volunteer Junior and Be a Vet.

Get your onesie out for Sleepover time! available for 9-15 year olds. All sessions have a tour included. [www.rspcawa.asn.au](http://www.rspcawa.asn.au) or 9209 9325. Bookings for the general public open 23rd June. get in fast as bookings are limited!

**School Holiday Movie Fundraiser**

**How to Train Your Dragon 2**

Hoyts Garden City, Wed July 9th

Open 9:30am for 10am start

Tickets $15 each

Entertain the kids
during the school holidays and help Beck James and Team BFF raise funds for the

**Harry Perkins Institute for Medical Research**

as part of their commitment
to walk 60kms again in 2015 for the **Weekend to End Women's Cancers**.

Contact Beck James - 0407 018 151 or beck.james@bigpond.com
to purchase tickets by 30 June
Not-for-profit ads are provided as a community service and are free. The School Council has decided to accept paid advertising from businesses at $30 per ad. This revenue will be spent on school resources. Businesses wishing to advertise should email a business card sized advert to the school. Services and programs on this page are not necessarily endorsed by the school.

Pre Derby Meet & Greet

Limited tickets available for either lunch or free-mingle meet & greet. This is a great opportunity to meet the lads and get their insights into what can be expected at the great Derby showdown!

Bookings are essential. Please call us on 9335 6688 or email: bookings@nationalhotelfremantle.com.au