



## From Barb ...

This term was full of fun and hard work.

We all practised the art of 'hard fun', with adults and children learning new ways to learn and breathe life into our school vision; "BPS is a dynamic learning community".

We want all learners in our community, children and adults to experience the pleasure, pride and sense of achievement that comes from sticking at learning, especially when it is hard.

Learning happens best when we engage our minds and our emotions. We need the right amount of challenge; too easy and we get bored, too hard and we give up. When learning

is at the right level of challenge for each of us, we slip into

'The Zone', lose track of time and persist until we are satisfied with the outcome.

Teachers love those moments where children are so intellectually engaged in a

challenge, wonder or problem that they can't be distracted and are intently focussed; their **Executive**

**Function** kicks in and the very best learning happens. Designing learning programs with and for children that help this happen for more children, more of the time, has been the focus of teacher's professional learning this term.

We have been very fortunate to continue our work with **Val Westwell**, learning more about the new **Maths Proficiencies** and their role in teaching and assessing learning. (See article on Page 3)

Teachers have had a couple of fantastic days with **Rosie Clarkson**, (Lottie's Nanna, S8) learning how to help children mediate the problems they encounter and take positive control of their relationships, learning, life and wellbeing. This will be ongoing work, with Studio teachers bedding down the learning program for every child that will support the successful introduction of **Peer Mediators** into

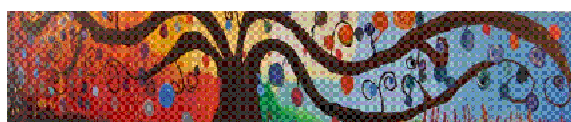
our play times later this year.

Stay tuned ...

**Thank you, Rosie!**

**Have a great holiday ...**

**Muck about and have a good time!**



*Hard fun means to "harness the passion of the learner to the hard work needed to master difficult material and acquire habits of self-discipline".*

*Professor Seymour Papert, Article for the Bangor Daily News (Bangor, Maine) 2002.*

"Man had always assumed that he was more intelligent than dolphins because he had achieved so much—the wheel, New York, wars and so on—whilst all the dolphins had ever done was muck about in the water having a good time.



But conversely, the dolphins had always believed that they were far more intelligent than man—for precisely the same reasons."  
— Douglas Adams,



## Mother's Day Stall

**Profit \$783.85**

Thanks Heather V.K.  
for all the **extra** work at home -  
making cushions and quilts, etc.

Proceeds to the Tech Room Art program

## Mother's Day Raffle

**Profit \$330.00**

Thanks Ali Dunbar (Toby's mum)  
for your organisation.

Proceeds to the playground upgrade



Harmony Day is about everyone  
belonging, being harmonious and  
working as a team. It is being respectful  
and caring about people around you.

The Harmony Day assembly had  
drumming, speeches, singing, playing  
piano, iMovies, poems and pictures.  
The youngest students bought a tear  
to the eye with  
'Light the candle for peace'  
By Tayah and Frida (S4)



## RECONCILIATION DAY

On Friday, Studio 4 went to Reconciliation Day.  
We got there and we sat down on the floor waiting for it to  
begin. We met a guy called Ivan Copley (Peramongk Elder) and  
gave him a birthday card because it was his birthday.



Nancy Gates came next and sang really loud, her song was  
called 'Old Black Women'. We went to the awesome Mujik  
which was great. We learnt a dance. The disco was epic and  
we had so much fun. There was also about 60 balloons in the  
room. They were in aboriginal flag colours. Then we did  
cupoweta (capoeira). It was a brilliant day!

By Rowan (S4)

On one cold Friday, a dance troupe called Skip came to our school to do a performance. It was a funny play about shoes that came to life when they touched them. After the performance, Beck and Emma (the performers) ran a workshop where we made our own shoes come to life and could make them anything we wanted them to be.

By Millie (S4)





## Assessment with the Maths Proficiencies

### Maths Proficiencies

The new (2012) Australian Curriculum for mathematics has a component that we refer to as '**The Proficiencies**'. There are four proficiencies: **Fluency, Understanding, Problem Solving and Reasoning**. These proficiencies describe the ways in which mathematics content should be explored.

This term we have worked with Val Westwell to learn more about these Maths Proficiencies.

Teachers use the four proficiencies to design learning for children and make determinations about how well children are doing in mathematics. Teachers then work with children to plan for improvement. You may have noticed changes to your child's Maths report as teachers incorporate the skills described in the Proficiencies.

Traditionally, children were mostly assessed on their **Fluency** - the ability to answer maths questions accurately and effectively. This can range from automaticity in number facts, to being able to do sums and word problems. **Fluency is still very important**, but competent mathematicians of any age must have a broader range of skills and actions at their fingertips. These other proficiencies, **Understanding, Reasoning and Problem Solving**, now play an **equal role** in learning programs and assessment.

The proficiencies are intertwined, but each has its own emphasis:

- ∞ **Understanding** – This proficiency emphasises connecting related concepts, representing



concepts in different ways, identifying commonalities and differences and describing thinking mathematically

- ∞ **Reasoning** – This proficiency emphasises the development of logical thought and action. Children are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, and when they prove that something is true or false.
- ∞ **Problem Solving** – This proficiency emphasises making choices, modelling and investigating problem situations and communicating effectively. Problem solving involves applying mathematics to both familiar and unfamiliar situations. Children are problem solving when they use mathematics to represent situations, when they design and plan approaches to problems in order to seek solutions, when they redesign their approach if their initial ideas are unsuccessful and when they reflect on the validity of their solutions.

**When children experience mathematics learning in an environment where they work with these four proficiencies, they become powerful learners. The cognitive demand is raised and it can feel challenging. However, when our teachers support and challenge children to work in this way, they are teaching them to be confident users of mathematics in their lives.**

171226806613001927876611195909216420198938096267201065485863  
278865996153381827968230301952035301852968995773622599413891  
249721775293479131616574657242454150695950629539116861727655  
8890750983617540374649393115598198946767837448448255379  
8583616035637076001047101615598198946767837448448255379  
71472684710404753484620804850099491293313677028989152104  
752182056966024058038150191982430035587640247486473263  
9141992728042599227967823511100093417216412189924586315030  
2861829  
381185  
542527  
173217  
438623  
272550  
8279879  
06412848  
047123  
995813  
522489  
490282  
41059  
855952  
626099  
129610  
016842  
354886  
084025  
920874  
682998  
542858  
231442  
198387  
0053  
718182

**π**

Pi is an infinite, nonrepeating decimal - meaning that every possible number combination exists somewhere in pi. Converted into ASCII text, somewhere in that infinite string of digits is the name of every person you will ever love, the date, time, and manner of your death, and the answers to all the great questions of the universe. Converted into a bitmap, somewhere in that infinite string of digits is a pixel-perfect representation of the first thing you saw on this earth, the last thing you will see before your life leaves you, and all the moments, momentous and mundane, that will occur between those two points. All information that has ever existed or will ever exist, the DNA of every being in the universe. EVERYTHING: all contained in the ratio of a circumference and a diameter. Even poets and philosophers can find maths fascinating!



## Studio 6 Cut Out Artwork



Close  
The  
Gap  
2013



Camp  
Quality  
Puppets  
visited  
BPS!



Milla's Monet (\$7)

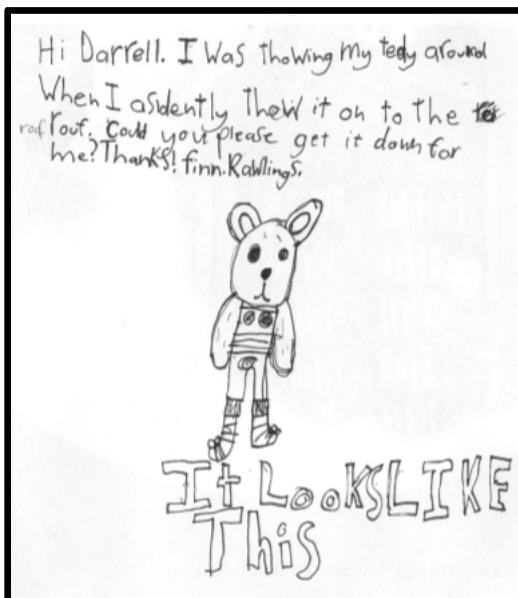


Chinese Dragon – Hands shaped from the whole school community



## MARITIME EXCURSION

On Friday 21<sup>st</sup> May Studio 6 and Studio 4 went to visit the Maritime Museum in Port Adelaide.  
We were learning about migration to South Australia.



Craypas & Watercolour – Studio 2





# BIGGEST MORNING TEA

## Raised \$405.50

### Well done Parent Rep Group!



**Congratulations Sigi & the Table Tennis boys.  
Can you spot the Gold Medalists?**



**The Soccer boys are playing as we go  
to print... Good luck boys!**



**Congratulation to all the SAPSASA kids.  
Here are a few.**



**BPS Choir**



**Cook Out 2013**



## KITCHEN GARDEN NEWS



Sadly, and happily, Katie decided to focus all of her attention on her cherubs in Studio 7's Reception class.

This created a vacancy for a Kitchen Garden Coordinator. We received some fantastic applications and the panel had difficulty making a final selection.

We welcome Nicki Foster to the role. Nicki has extensive experience in market gardening, managing a food related business and cooking with kids, and her passion for these areas was evident in her application.

Please say 'hi' to Nicki when you see her around.



# STUDIO 7'S WALK

Written by Studio 7

Studio 7 went for a walk  
across the road  
under the pine trees  
down the hill  
past The Deanery  
under the train track  
through the tunnel  
past the Bridgewater Mill  
to the playground  
over the train track  
and got back in time for lunch.

(an innovation on the text from the book Rosie's Walk, by Pat Hutchins)

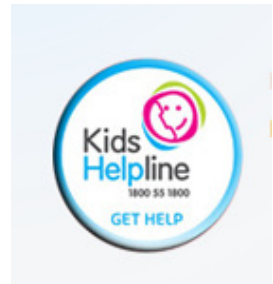


# CyberSafety – Keep it Real

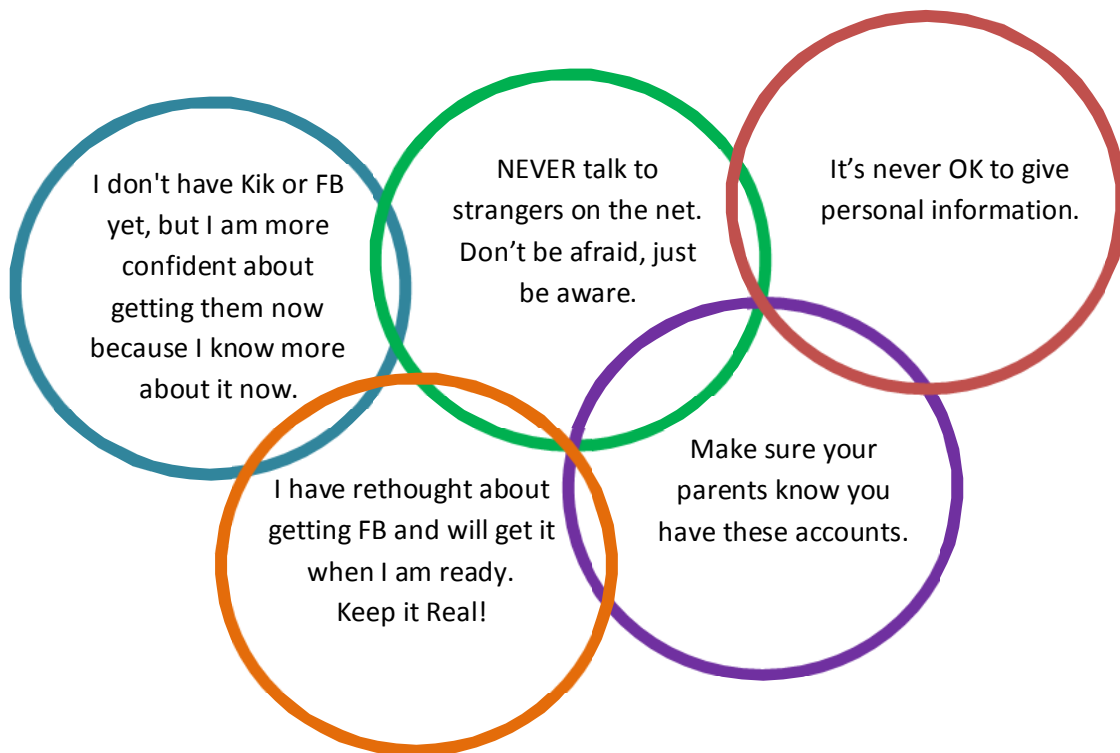
Our Year 6 and 7 children joined with children from other schools in the Hills to attend a seminar with Sonya Ryan. Sonya's daughter Carly was tragically killed as a result of being targeted by an online predator. Children were reminded that the internet is a great place to have fun and learn, but there are dangers that they need to avoid, as well. Sonya talked about how to stay safe online, how to keep your identity private, what to do if you encounter bullying, to ONLY be friends with people you actually know and reminded children to NEVER meet with an online "friend". For more information visit:

<http://carlyryanfoundation.com/>

More info on being safe online from the Australian Government site <http://www.cybersmart.gov.au/report.aspx>



What did our kids tell us about the session? Children were very positive about the session. They learnt some valuable lessons and felt better able to manage their own online experiences. Children said ....



## Holiday QI Challenge (Quite Interesting)

These roses were on Tina's desk. They are real. And alive. When they were picked they were just one colour. Somebody did something to change their colour. Can you figure it out? Why did this work?

Clue: They haven't been painted.







## Where The Wild Things Are

BY Maurice Sendak

Max is sent to his bedroom without any supper. Undeterred, he makes his own fun. He travels to a land of monsters and wild dancing, and he becomes the king. All this without leaving his bedroom! This story allows the children to think about what's real and what is imagination, and how we might begin to tell the difference.

During our Community of Inquiry we 'inquired' about:

- How could there have been a forest in Max's bedroom?
- Can our imagination take us to places we have never been before?
- Can two people imagine the same things?
- When is it important to use our imaginations?



The following are some examples of S8 children's early reasoning skills in distinguishing between concepts identified in the following question.  
Is there a difference between imagining and dreaming?

"Some thinking can be real and some thinking isn't, even if you think it is."

"You can dream anywhere and anytime, I think they are the same thing."

"I think Max was asleep and dreaming. He was not daydreaming or imagining, he didn't create the dream."

"Dreams are different to imagination. We dream at night and imagine in the day. We can control what we imagine but we can't control what we dream."

"I think imagination and dreams are different because you can imagine with your eyes open."

"I think that dreams and imagination are the same thing. I think they are the same because I use my imagination to get to sleep to dream."

"You don't dream from your eyes so it doesn't matter because we dream from our brains."

"Whenever I think about something I then dream about it. When I imagine, it turns into my dreams."



dreaming  
Imagining



S8





