

From Barb

There's so much going on, I'm not sure where to start!

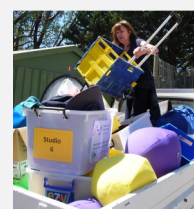
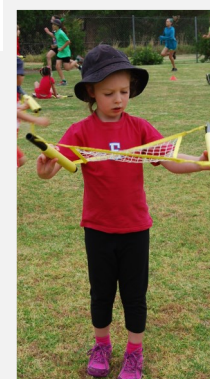
We've had a lovely beginning to the year and we hope you enjoy this peek at some of it.

Sports Day

We started the day together in the gym with an energetic display of health hustles and team chants. The weather was perfect, the day was relaxed and fun for families, but everyone still needed a lie down in the afternoon.

Good job, Bridgey kids! You showed us all how hard you try, how well you get along and what great leadership there is in our older students.

Oh, and you're pretty good at jumping, running and catching, too.



2015 Year 7's

As is traditional at BPS, on Sports Day, the Year 7's receive their Seniors Jumpers.

All the best for the year ahead, seniors of the school!



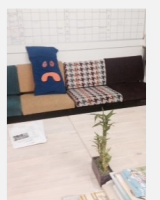
Thanks Heather VK for repainting the compass (in your own time too!)



Bronya continues to do an amazing job on our black board to keep our families informed.



We again thank our Scrummy Lunch ladies; Carissa, Julie and Emily (who, although not pictured here, is no longer a parent at BPS but still loves to come and help out).



~ Teacher's Learning ~

Staff are again working in Professional Learning Teams to learn more about **literacy and numeracy** strategies that help our children be confident, competent thinkers, learners and communicators.

Learning teams are working with Rosslyn Shepherd to look at how we track learners in maths to ensure we are providing the right amount of stretch for each child.



Rosslyn, Catherine and Heather C, with a generous army of parent volunteers, sorted and cleaned our maths equipment, and we are investing in topping up where needed and buying some lovely new resources. We are also learning together about how to use equipment to support those important milestones in mathematical thinking.



Sharon Shepherd (no relation to Rosslyn!), our Literacy coordinator, continues to work with teachers in learning teams to better understand those high yield strategies, i.e. strategies that evidence shows makes the biggest difference to children's learning, confidence and outcomes.

We celebrated our literacy learning at our PJ Night where children came along in their pyjamas and read to their parents. This was followed by a Parent Literacy Talk, where Sharon shared with families some of the strategies we are using to support readers and spellers at our school.

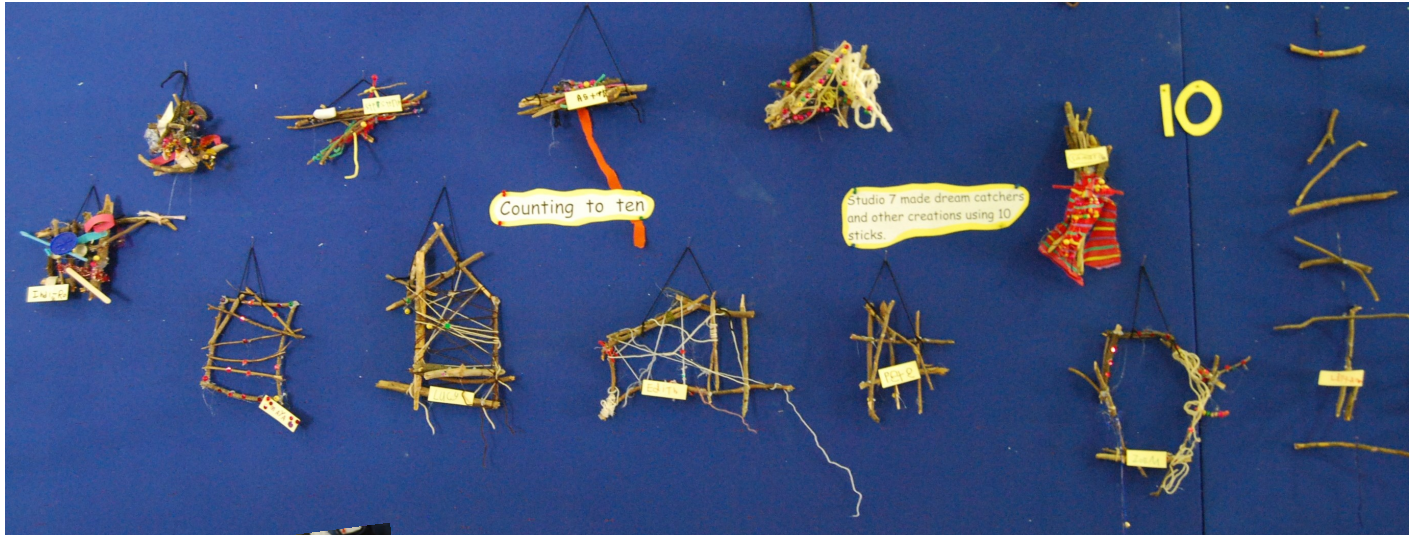
Assessment

At this school we believe teachers, children and families are the best judges of how children are going. We see rich examples of children's learning every day and understand that tests are only a small part of the story. However, standardised testing is increasingly the way governments and education systems understand how well children are doing. We believe teacher's professional judgement of children's learning, where the learning is that broad and balanced education we provide, is a very valuable part how children, teachers, families and the system can understand and respond to our children's needs. Teachers here are working on refining their judgements about how children are going so we can determine the best ways to support every child's development, but also to support the system to have better information about how children are really doing in our schools.



~ Studio 7 ~

We love it when children use natural materials as part of their learning.
Studio 7 have been learning about the number 10 and creating beautiful dream catchers in the process.



~ Positive Education & Thinking ~

Peer Mediation

Peer Mediators are on duty in the yard most lunch times. Trained mediators support children during playtime to describe the problem, say what they are feeling and see if they can come up with a solution to the problem that both parties agree to. Often when children hear how the other person is feeling, they work hard to fix things together and restore relationships.

We are in the process of reminding older children of the process and teaching our new children how to use effective mediation skills, either through the formal process or on their own, before problems become too big.



What's the Buzz

Teachers worked with Mark LeMessurier on 'What's the Buzz?' early this year. This is a social skills program that helps all children learn how to be more successful in their relationships and manage their emotions. Teachers have been pleasantly surprised how simple strategies like learning about how to enter and leave a group has made such a big difference to children feeling socially included.

Behaviour Scale

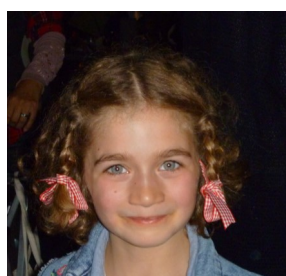
At Bridgewater, we teach children to understand what kinds of things make them feel upset or anxious and build their repertoire of strategies to help them return to calm.

We talk about this as 'returning to blue'. Blue is where we are calm, happy and can make good decisions. As we move from blue, up the scale to red, we aren't as happy and feel anxious or upset, and we know things don't work out as well when we are in that space.

Studio 9 painted what blue means to them.

These paintings will remain in the Studio all year as a reference point to help them remember to do what they need to do to spend more of their day in blue.







2015

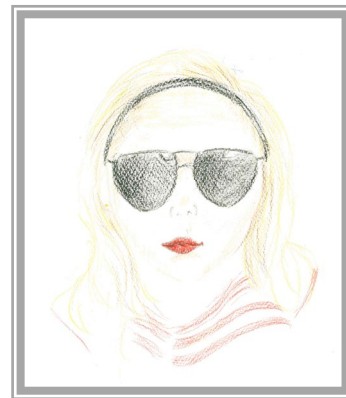




Coil Clay Pots



Coil Newspaper Pots

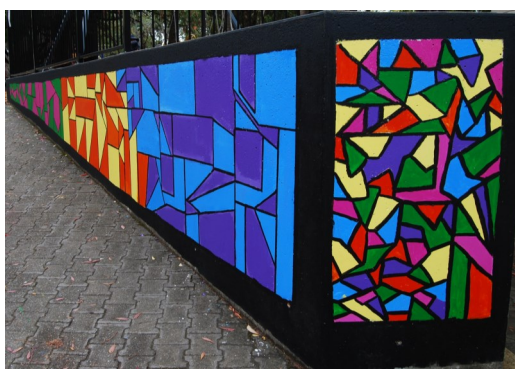


Liam's (S9) drawing of Jolie

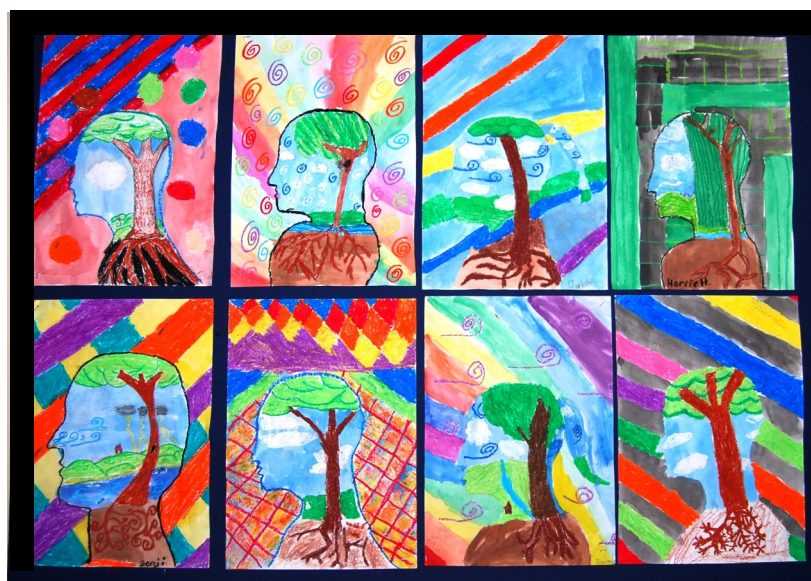


Recycling in art

~ The Arts ~



Do you recognise this?



Thinking about the environment



S2 Dot Painting

Building Independence and Stamina with 'The Daily 5'

Come into Studio 34 on any morning and find the students highly engaged in building reading and writing stamina with the Daily 5, while the teachers are working with individual students for small focus groups.

The Daily 5 are:

- Read to Self
- Work on writing
- Read to Someone
- Word work
- Listen to reading.



The Daily 5 has helped me read more books everyday.
Jamie

We are now independent at 'Read to Self' and 'Work on Writing' and choose which one we do first each morning. In between each Daily 5 we have a focus lesson, in which we learn strategies to help with our reading and writing.

We are now learning to be independent with 'Read to Someone', which improves fluency and comprehension. In this activity we practise checking for understanding, summarising and word attack strategies.

This is what the Daily 5 looks like in Studio 34. The students work independently while the teachers conference with individuals or take small focus groups.



I like it because I get to write or read for a solid amount of time without getting distracted.
Benji

I have built my stamina in reading. I used to get bored easier, but I read more interesting books now.
Rocco

I like Daily 5 reading because it's nice and quiet to read and it's peaceful. So it is easy to focus and keep your spot and read for longer.
Shamis



I think the Daily 5 has helped everyone to write better stories and build stamina.
Millie

The Daily 5 has helped us become independent with our reading and writing.
Claudia

I think the Daily 5 has helped lots of people find reading and writing more fun.
Jaymee

It is helping me write more and for longer. Writing is becoming easier and more fun.
Wilan

The Daily 5 has made me love reading.
Finn R



I think that people learning how to get 'Good fit' books is what makes people want to read.
Gus

~ STUDIO 6 ~

Studio 6 has been a buzzing hub of learning and fun this term.



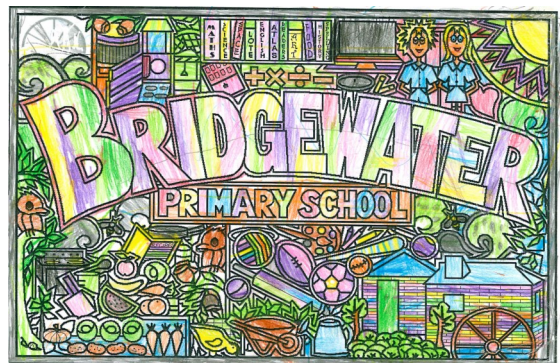
We have started the year off with lots of bangs, events and light bulb moments.

Kindy visits,
Tennis clinics,
Dr. Seuss show,
Sports Day,
Buddie sessions with S2
Art with Heather VK...
we've been busy!



Our new Reception and Year One students have settled into the culture of their learning environment beautifully, and have been very well supported by the already established Bridge Year Ones who have taken to the challenge of being real leaders.

Astrid S7, amazing colouring in.



Perseverance!

Studio 6 students are 'wowing' Cheryl and Kristina with their hard work in developing their writing, reading and work on number and patterning.

Filled with curiosity - we have been investigating the beautiful Monarch butterflies, watching them grow from eggs, to caterpillars, to butterflies - right before our eyes!



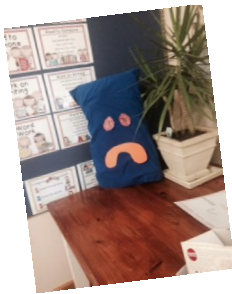
We are a Nut Aware School

We have several children at our school who have a Health Care Plan because of significant allergy to nuts. Some of these children can have a reaction if they are touched by someone who has eaten nuts, or if they are in the same room as someone eating nuts. This can be very frightening for children and their families, and can cause from mild to severe reactions, even anaphylaxis.

We ask that children do not bring nuts, or foods containing nuts, to school. If your child does have nuts, we ask that they let the teacher know. They can then eat with friends, away from allergic children and wash their hands after eating.

Please follow this link to view the Bridgewater Primary School
NUT AWARENESS POLICY:

<http://bridgeps.sa.edu.au/policies.html>



The Terrific Dr. Suess Play

A Recount by Studio 8

The whole school went down to the gym to watch the Dr. Suess play on Monday the 16th of March 2015. We saw Laura, Danielle, Josh and Michael. They were funny, great, playful, extraordinary actors.

First they had their own notes to read the story 'oh the places you'll go'. They read with funny expression and weird voices. They acted it out with their bodies. It was awesome.

Next they performed 'Green Eggs and Ham'. It was brilliant. Did you know that that story was written with only 50 words. Only the word 'anywhere' had 3 syllables. All of the others had 1.

Next they acted out 'The Lorax'. We liked the part when the Onceler chopped down the tree because Michael was the tree and he fell over in a very funny manner. Dr. Suess wanted to write a story to tell us that we should think twice before we cut down a tree because they are part of our community and they make carbon dioxide into oxygen which is what we need to breathe. Also nature needs trees as homes for animals. Trees are special and can give everything shade and food. We wouldn't be writing this without trees.

'Horton hears a Hoo' was the last performance. Studio 8 liked the part where Horton was searching for the clover for a long time because there were tiny, microscopic people living on a speck of dust on the clover. The message was that it doesn't matter how small a person is, they are a person. We are all important. Studio 8 loved the Kangaroo character because Michael was being very funny. Some people loved it when we had to help the little people shout, scream and bang so that they could prove that they were real and even if they were small they were still there.

The ending was a dance and they had 'Green Eggs and Ham' music on.

Studio 8 thought the performance was great. It was spectacular. It was better than we were expecting.

Written by Studio 8



Studio 8 also looked at the illustrations in the Dr. Suess books. We noticed the use of bright colours, black outlines, imaginary creatures and simple backgrounds. We created our own characters and named them.

~ Indonesian Visitors to Bridgewater Primary School ~



On Thursday, 26th March 2015, seven Indonesian students who are currently studying for their Masters at Flinders University visited Bridgewater Primary School. The students names were: Elizar, Wulan, Mifthul, Dwi, Nina, Nunung and Annisa.

Their visit was organised by Yvette, our Asian Studies teacher. Accompanying the students was Ibu Tji Srikandi-Goodhart, the president of the Australian Indonesian Association of South Australia.



These students volunteered their time to showcase a number of interactive Indonesian games and activities. The children in Studio 34 were divided into seven groups and rotated through the different activities. The Studio 34 children played an Indonesian version of the Cat and Mouse game, held Sarong races (rather like sack races), had a game of Indonesian marbles, played an Indonesian Chasey game to name but a few of the activities. The children thoroughly enjoyed the interactive, fun and action packed activities.



During all games the leaders modelled the Indonesian language and enthusiastically encouraged the students to speak Indonesian, thus improving their knowledge, skills and fluency. A small token of thanks and a card was presented to our Indonesian visitors at the conclusion of their session.

The Studio 34 students would like to extend a warm thank you to Yvette and Ibu Icha for kindly coordinating this session for the students at BPS.





~ In the Kitchen ~



Bridgewater has an established Kitchen Garden and we are in our 6th year as an associate of the Stephanie Alexander Kitchen Garden program.

Kitchen garden – All children in the school have a fortnightly gardening session with a Specialist, where they learn how to prepare the soil, propagate seedlings and take care of crops through to harvest.

Cooking program – Children in the Middle Years work in small groups with a Specialist once a fortnight. Other children are engaged in cooking activities on a regular basis. Children learn about seasonality of produce and how to prepare healthy, tasty meals using the harvest from our garden. They cook, set the table and sit together to share food, conversation and fun. Then they clean up.



Find our recipes here:
www.nourishfoodlife.com.au



Solving the punctuation puzzle



Ampersand

[am-per-sand, am-per-sand]

This strange punctuation mark has a fascinating past. The **ampersand** emerged over 2,000 years ago as the Latin word *et* meaning "and." The cursive writing of Latin scribes often



connected the "e" and "t," giving rise to the shape of the ampersand. The name did not appear until the 1830s when "&" was the 27th letter of the English alphabet. The mark concluded the alphabet with "X, Y, Z, and per se *and*" with "and per se" meaning "and by itself." This final phrase was slurred by English school children during recitation and reborn as "ampersand."



Well done Jane Wolff, shaving your locks to raise funds for The Leukaemia Foundation



Homework for the holidays... play marbles.
If you don't know the rules, Google it.



THE HON JAMIE BRIGGS MP

Federal Member for Mayo
Assistant Minister for Infrastructure and Regional Development



Ms Barb Jenkins
Principal
Bridgewater Primary School
46 Morella Grove
BRIDGEWATER SA 5155

Dear Ms Jenkins

I write to congratulate your school on securing a \$20,000 grant through the Australian Government's Anzac Centenary Local Grants Programme, which will fund Stage 1 of the Bridgewater War Memorial redevelopment.

This is a fantastic result and a credit to your teachers, who have encouraged students to learn more about Australia's military history by undertaking their own Anzac Centenary projects.

As you are aware, the Anzac Centenary Local Grants Programme is a key element of the Australian Government's Anzac Centenary Programme, through which funding of up to \$125,000 is available for each Federal Member of Parliament to support projects in their electorate commemorating the First World.

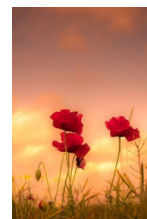
I look forward to an opportunity to visit your school so that I can congratulate your teachers and students on the successful application.

Yours sincerely

Jamie Briggs

Ref: JB/AH

25 FEB 2016



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Congratulations Shaun!



Ask Hunter what his pillow has been up too while waiting to be taken home!
I think he was a little lonely :{



Happy holidays !