

magazine



The Power of Yet

One of the most important things to come out of recent educational research is our understanding of the power of children having a growth - not fixed - mindset. People with a growth mindset believe we get better at things by working at it – determination, grit and learning. People with a fixed mindset believe their basic abilities are fixed - we have a certain amount of intelligence and that determines how smart we are and how well we can do. This is especially evident in people's response to failure. Fixed-mindset individuals are anxious about failure because it is a negative statement on their basic abilities, while growth mindset individuals don't mind or fear failure as much because they realise their performance can be improved and learning comes from failure. These two mindsets play an important role in all aspects of a person's life.



Professor Carol Dweck argues that the growth mindset will allow a person to live a less stressful and more successful life.



'The Tree of Hope' by George Rollings S2

We all sit along the continuum between fixed and growth mindsets, and this is often dependent on the task. Some things come more easily than others, and we often put more effort into things we are naturally good at.

One way we can support children to move along the continuum to having a stronger growth mindset is a simple three letter word...

Y e t

"I can't do that... yet."

"I'm not good at that... yet."

It's just one little word, but says world-renowned Stanford psychologist Carol Dweck, it has the power to inspire your child to do incredible things.

<https://www.youtube.com/watch?v=ZyAde4nllm8>

Power of Yet Continued...

Sesame Street and Janelle Monae

Do you want to grow up to be an author, an astronaut, a scientist, or a doctor? That's great! But maybe you don't know how many bones are in an arm or even how to spell... yet. Believe in yourself, work hard, stay focused, and one day you'll get to where you want to be. That's the power of yet.

<https://www.youtube.com/watch?v=XLeUvZvuvAs>



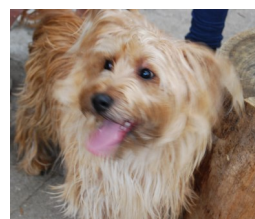
Tina shared a note she received from Studio 9 in the Blue Box, so the next day...

Dear Tina,
We would really like a BIG surprise.
Can you please put a puppy in our Brockly blue box for tomorrow!
Sass Olie Anja Lillyana Nina
↓ Sofia Xavier Eric mischa Zarah
Olie Cooper Edric



Meet Sofia Lucia, (the puppy in the box).

And of course, Gus had to come along and meet the kids too!



Gus is a qualified therapy dog and may come to listen to reading next term.



Happy Holidays!

*Have a lovely,
happy time
everyone!*



Screen Smart Parenting for Primary Children

What types of rules should I have?

Advice from the experts.
What works for your family?



- ◆ Keep technology out of the bedroom.
- ◆ Don't let your kids sleep with technology.
- ◆ Teach your children to ask permission to use technology.
- ◆ Limit weekday technology (this will vary from family to family).
- ◆ Download/buy games and apps yourself, don't let your children do so.
- ◆ Oversee You Tube, messaging, chat spaces.
- ◆ Keep and use computers in public space, e.g. family room.
- ◆ Tell your children to report inappropriate games/sites/social networks to you straight away.
- ◆ Let the school know of any inappropriate experiences, cyber bullying, stranger contact, etc.
- ◆ Make meal time screen-free.
- ◆ Have screen-free times for the entire family, often.
- ◆ Make technology a privilege, not a right.
- ◆ Enjoy using technology together.

Developmentally, your kids are able to follow rules but are much more likely to abide by and internalise rules that they fully understand. I recommend calling a family meeting and asking all family members to contribute a rule to the list. This meeting can be a forum for explaining the rationale of all rules agreed on. Don't forget to make rules for yourself too and ask your kids to help enforce them.



Adapted from Screen-Smart Parenting:
How to Find Balance and Benefit in Your Child's Use of Social
Media, Apps and Digital Devices
By Jodi Gold and Tory Burch *Guilford Publications 2014*



LITERACY WORKSHOP

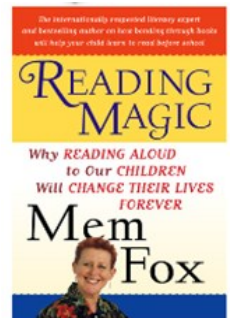
This term Sharon Shepherd, our Literacy Coordinator, was joined by an enthusiastic group of parents at her Literacy Workshops. They learnt a lot about how language works, how children learn language and how to support their children to work through the bumpy bits.

that came out of the workshops is how important it is to read **to** and **with** your children as often as you can.

A powerful message

Mem Fox sums it up...

"When I say to a parent, "read to a child", I don't want it to sound like medicine. I want it to sound like chocolate."



BPS Choir 2015

That awkward moment
when you spell a word
so wrong that even
auto-correct is like
"I got nothing, man."



Studio 7 having their 'Staff Meeting'



Of course we weren't
jealous Manar!



Rotary Club of Stirling Photo/Literacy Expo

In Term 1, Studio 2 and Studio 34 submitted entries to the Rotary Club of Stirling 'Schools Photo and Literacy Expo'

Congratulations to our three winners...

- 1st: Wilan Reid - A lift at Jim Jim
2nd: Lucy Fisher-Hackett - A Dog in the Church Yard
3rd: Olivia Prentice - Isaac and the Saucepan



Port Power boys, Jesse Palmer, Arren Young and Jackson Trengrove visited BPS. They chatted, answered questions, signed autographs and gained many fans.



Barb says she photo-shopped herself smaller so the Power boys would feel 'mighty'!



They couldn't convert everyone though!

HAPPY
MOTHER'S
Day!

MOTHER'S DAY STALL

A huge \$1,095 raised!

Proceeds going to the sandpit upgrade

Thank you to Heather V.K. for making, baking
and organising the Mother's Day Stall again this year.

Thanks to Jacqui (Manon's mum) for arranging the beautiful raffle basket.

The children (and parents) are always so excited to be able to purchase beautiful gifts
at the stall for their loved ones!



Studio 2 Nepal Fundraiser



After seeing the devastation caused by the earthquake in Nepal, Student Parliament decided to do something positive for the children in need.

They discovered that 1.7 million children were affected, that is more than the whole population of Adelaide. After much discussion and research about what could be done, the Aid Ministry decided to support UNICEF Australia in delivering 'A School In A Box'.

The students wanted to help Nepal's children to resume their education and get back to as normal a life as possible. Each box contains enough supplies to teach 40 children. A call was put out to families to donate towards the goal of \$237, to send 'A School In A Box' to Nepal.

On the morning of May the 5th the donations rolled in and the target was met by 8.35am! The generosity of Bridgewater Primary School's families didn't stop there and soon there was enough for three 'Schools In A Box' plus a substantial donation toward other assistance in Nepal by Unicef.



Studio 2 were over-whelmed by the support and so very proud of their school community. We cannot thank everyone enough, and the lasting effect of these donations will be huge in Nepal.

Nepal Fundraiser cont.

Along with the donations, students and parents were asked to tie a ribbon to the word NEPAL on the school fence. As they tied the ribbon they had a chance to reflect on the tragedy and to make a wish for the people of Nepal. The ribbons will stay for weeks to come as a reminder of the school communities generosity and support of Nepal.

If you would like to continue supporting the people of Nepal, please visit [UNICEF Australia's website](#).

Thank you again for all your support, you've all made a big difference to people in need.

Total raised \$1067.40

We received the following email from Unicef...



**Thank you for your generous donation
to Nepal Earthquake Appeal.**

Dear Bridgewater Primary School

Your support will be used to send urgent assistance to the children and families of Nepal.

We are on the ground mobilising staff and emergency supplies to meet the urgent humanitarian needs of children affected by the earthquake. UNICEF is already supporting tankering of water and provision of oral rehydration salts and zinc supplements to people gathered in informal settlements, and providing tents for field medical facilities, using supplies already prepositioned in the country.

Thank you for your support of the children of Nepal.

Studio 7's Term 2 at a glance



INQUIRY

The children enjoyed producing a non-fiction text about an animal that lives in Antarctica.



After lengthy research the children: drew a scientific diagram, explored the Antarctic habitats and marveled at various food chains. The children added to their learning by making detailed paintings and adorable clay figures.



SOCIAL LITERACY

The children unpacked the character of the Very Hungry Caterpillar

and pondered the idea that not everyone wants to be a caterpillar; what's wrong with just liking who you are?



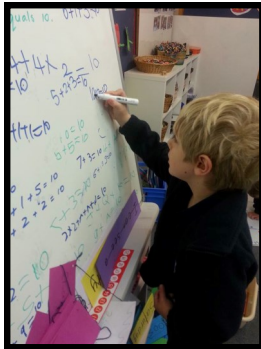
MATHEMATICS





MATHEMATICS

Counting by ten 'Celebrity Head'
Teams had to order themselves
Under 20 seconds.



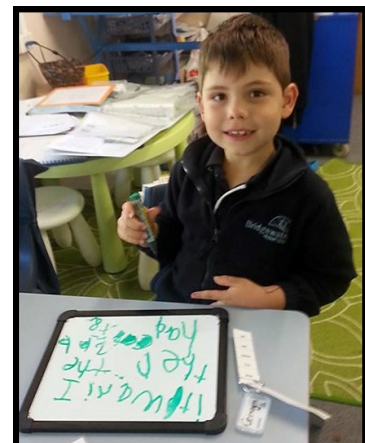
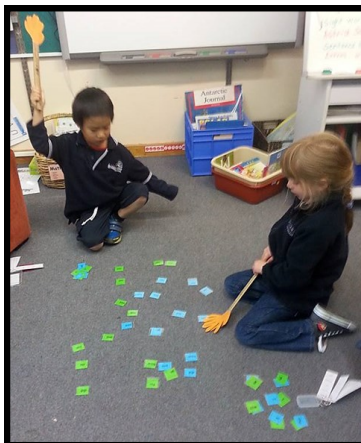
Chillin' with
the buddies
and learning
about counting
on from ten.



ENGLISH

Spelling and
writing practice.

Playing sight
word snap or
slap is part of
our reading
program.



GARDENING - We love our gardening sessions!



Check Mate



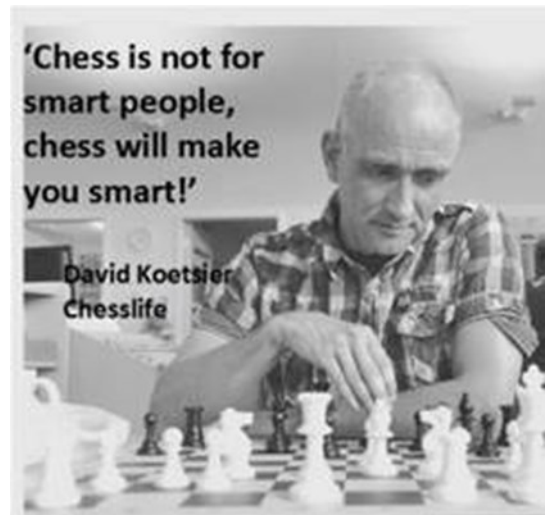
Children at Bridgely have the opportunity to work with David Koetsier each Friday morning.

David is a European Grand Master and has a wonderful way of working with children to engage and challenge their thinking.

Some schools interstate have begun working with the Australian Chess Federation (ACF) to research the effect of chess on children's higher order skills. Schools are reporting improvements in students' abstract thinking and creative problem solving, widely considered key elements of 21st century learning.

For more info on the ACF research visit <http://bit.ly/1dW6FGH>

For more info on chess at Bridgewater Primary School, please see the Front Office. Places are strictly limited.



Studio 6



Greetings from the 'handy' learners and teachers in Studio 6!

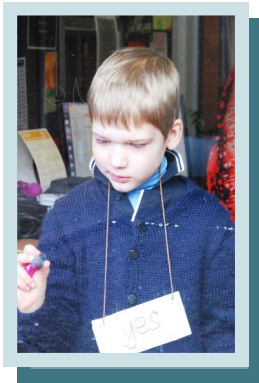
This term our focus of Inquiry has been...

Hands on – What do hands do?

The children have been brainstorming about all the different things we use our hands for. Wow! We are astounded at the learning that has taken place.



Bobby, and S6, say 'YES!'



We are **handy** learners, and the students have been helping Cheryl and Kristina in making choices about our learning tasks. They have been **hands on** and are developing self-management skills, taking control of their own learning.



Through sharing we have found out information about all the **handy people we know** – the Mums, Dads, Grandmas, Grandpas and other friends and family of Studio 6 are an extremely handy bunch! You can see it all on our display wall which has become quite a work of art.



We've had visits from new puppies, footy presentations from the Power, created masterpieces with Heather VK and learning AUSLAN sign language!

The fantastic folk in Studio 6 are full of ideas and creativity... Kids, you'll move mountains!

Other busy business over Term 2 has included making amazing music with Claire, science about the human body with Chantal, cooking up delicacies in the kitchen with Amber's Mum, Cheryl and Lola's Mum, Mercedes.



ANZAC BISCUITS PERFORMANCE



Preparing to leave for war.

As part of our studies of WW1, Studio 34 looked at *Anzac Biscuits*, a picture book written by Phil Cummings and illustrated by Owen Swan.

By simultaneously telling two stories about a family separated by war, *Anzac Biscuits* brings to life a powerful, age appropriate image, which contrasts, yet connects, life on the home front in Australia to the war front in Europe.



Home front during the war.

Visual Art

The students completed some spectacular artwork, using colour and texture in their work to capture the feelings and moods of the story. These were used as a background for the performance.



Rachel putting Anzac Biscuits in the oven.

STUDIO 34



Home front during the war.

Dance, Drama, Music

Through a mixture of narration, tableaux, mime, choreographed movement, singing and music contemporary to the era, the students created a dramatized version of the story.

This was performed on Monday 18th May.



Resting in the trenches.

The students worked hard to create a fantastic show that also involved creating set designs and incorporated the integration of technology for effect.



Marching soldiers.

ANZAC BISCUITS

THE PERFORMANCE

WHAT THE CRITICS SAY...

ANZAC BISCUITS 1915 - Ruby's recount and conclusion

On the 25TH of May after school, my family watched a play called 'Anzac Biscuits'. First the choir sang a song. Then the play started, two or more people came onto the stage and froze into a position and waited for the others. The choir sang when they acted. After that, the soldiers and the nurses went to the other side of the stage and the mothers and the daughters moved back, so it looked like the soldiers were moving away. Then Tammy and Romanie said the story and then they made Anzac Biscuits for their Dad and there was one soldier that did the actions when they said them in the story. The last action he did was he was looking into the box that Scotty gave. There was a torch inside. That was the box of Anzac biscuits.



The play was great, exciting, wonderful and really, really good. I felt like I was actually in the space that it happened. I also felt... sad, happy, excited and joined to the play. I felt sad because that is what happened at war. But it was a brilliant play for me to watch. It made me think of what else might have happened back then when there was war. It felt good to be watching something I haven't watched before. I thought they looked proud when they walked off the stage.

by Ruby S9

ANZAC BISCUITS 1915 - Xavier's recount and conclusion

'Mum, turn your phone off, the play is starting!' Everyone got on the stage that was in the play and then they froze. The men set off to the war. And then the women set off. The choir started singing. The men marched around us. Then Kobi went on the stage. He ducked down. He heard gun shots. When they stopped, he ran to the trench and Gus sang, 'I miss my wife and I miss my daughter'. They made cookies and sent them to him.



I felt sad and sort of happy. I was happy because they taught History. I was sad because it was about war and war is a sad thing.

By Xavier S9

Reconciliation Flag Raising Ceremony

The day could not have been more perfect for the inaugural raising of the Aboriginal flag at our school.

In 2013, Studio 4 students raised funds for the flagpole.

On the day, we were fortunate enough to have Peramangk, Elder Ivan 'Tiwu'

Copley, welcome us to country in Peramangk language, and raise the Aboriginal flag for us. We did this simultaneously with the Australian National flag. There was even a slight breeze to help get the flags flying!



Ivan always engages and entertains us with his stories and knowledge of the local area and the neighbouring nations. He ended with a smoking ceremony, which is a traditional cleansing ritual.

The flagpoles are located in the courtyard area outside Studio 4 and will be a part of a 'Reconciliation and Remembrance garden' in honour of the ANZACS, both Indigenous and non-indigenous, who served side by side in World War 1.

This will be part of the larger, ongoing learning involving students assessing, planning and redesigning the garden and courtyard area.

STUDIO 9

S9 have been working to develop their outdoor space, using recycled materials.



We've made affirmation flags, an Autumnal wall (very Bridgely!) and wool wrapped our verandah poles.

We are making tables out of recycled 'cable' cotton reels and papier machéing old plastic pots to plant succulents. Very soon we will be making benches from old pallets... Everything old is new again. No waste, recycled and reused! :-)



It's very important for our students to feel connected to and enjoying their environment.

It gives students a sense of belonging and ownership and a really nice place just to 'be'.



We have also been contributing in our garden... mulching, composting, planting, digging and harvesting etc. culminating in a big paddock to plate 'Cook Up' of:

- Warrigal Spinach Risotto
- Spinach & Ricotta Rolls
- Leafy Green Salad with Corella Pear & Honey Dressing
- Lemon Slice

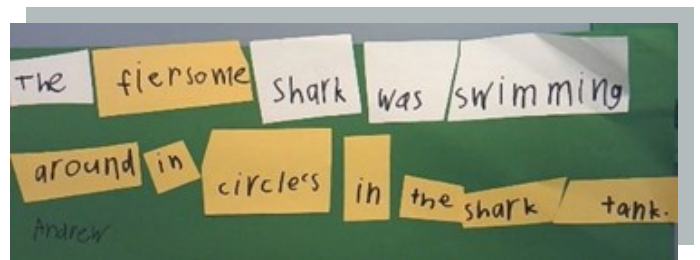
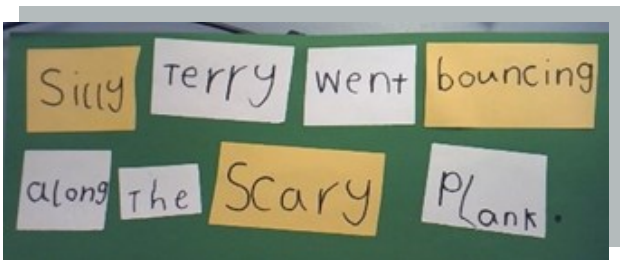
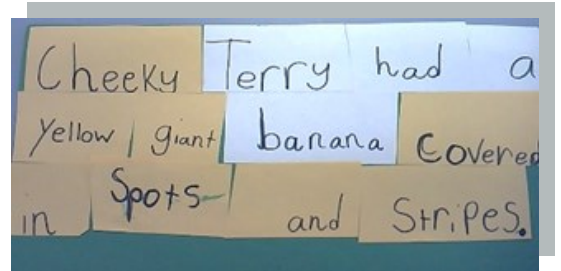


STUDIO 8

Studio 8 made some basic sentences more interesting.

Our ideas came from the '26 Storey Treehouse' which was written by Andy Griffiths and illustrated by Terry Denton.

We started with the words on white paper and added detail to put a better picture in the reader's brain.



We were very busy in the garden on a beautiful winter's day.
Our tasks were weeding, mulching garden beds, composting and cutting pruning's.





WALK TO SCHOOL DAY



On the chilly Friday morning, 3 walking 'buses' left Coles for BPS.
Over two thirds of our children and many parents 'caught' the buses.

Studio 9 were the winners that day with the most walkers.
However, the 'Walking Queen' honour goes to Nina! With her Dad John,
Nina walked from Upper Sturt to BPS, leaving at 7am and arrived at 10am!



Artwork inspired by Gustof Klimp



Bridgey's 2015 SAPSASA Soccer Team

Essie & Sienna made sock puppets





QUICK GARDEN UPDATE...

Just a quick update on our activities in the garden this term. I am continually surprised and delighted by the gardening knowledge of many of the students in garden classes. This demonstrates the positive values that families at Bridgewater Primary have towards the environment and active, healthy lifestyles.

As well as making good progress this term with our plant ID knowledge we have also planted seeds, dug garden beds, done weeding, spread mulch and much more. The year sevens have been involved in planning for the chicken yard renovation and some of the more hands on jobs such as cleaning out the old shed, removing broken chicken wire and measuring up the current yard to help produce a scale plan to work from.

There are some activities however that we cannot manage without adults to supervise, and as volunteer numbers for garden classes are currently low I would encourage family members to get in touch with your studio teacher or myself to find out when your child has garden classes and see if you can spare some time on a Friday if you are available.

We would love to see you, and younger siblings are most welcome to tag along and be involved.

Cheers, Kerrie

AND A BIT OF LIGHT READING TO FINISH OFF...

A group of professional people posed this question to a group of 4 to 8 year-olds

'What does love mean?'

Love is when you go out to eat and give somebody most of your French Fries without making them give you any of theirs.

Chrissy - 6

Love is what's in the room with you at Christmas if you stop opening presents and just listen.

Bobby - 8

When you love somebody, your eyelashes go up and down and little stars come out of you.

Karen - 7

And this...

A 4 year olds neighbour was an elderly gentleman who had just lost his wife.

Upon seeing the man cry, the little boy went into the old gentleman's yard, climbed onto his lap, and just sat there.

When his Mother asked what he had said to the neighbour, the little boy said, "Nothing, I just helped him cry."

When someone loves you , the way they say your name is different. You just know that your name is safe in their mouth.

Billy - 4

I know my older sister loves me because she gives me all her old clothes and has to go out and buy new ones. Lauren - 4
