

Dear families

Life is rarely a straight trajectory and can present us with twists, speed humps, hurdles and even seemingly insurmountable challenges.

At Bridgey, we invest in teaching children to be courageous, compassionate and considerate, towards themselves and others. We teach them to have the confidence they need to deal with big feelings in ways that are healthy and productive. As adults, it's a good idea to also remind ourselves of these qualities from time to time.

Perspective is a useful skill and I share with you a letter by Vanessa Juresic published in the Australian on June 1st. Vanessa died two weeks before this publication, aged 36, and we thank her for courage in sharing these words.

Life's lessons: Step up, be kind.

If you knew me, you know I always wanted to have the last word. I'm sure in most circumstances this was an exceptionally annoying trait, but I'm hoping at times endearing. Today is no different.



Vanessa Juresic

I had so much more to do. I wanted to join boards, write more policy and change the world for the better, fundraise more, mentor and "make a difference", as they say. So I'm going to give it a go here instead and give you my learnings from my short life.

What would I have told my pre-cancer self if I knew my end was so near? What would I have appreciated more? What advice would I give to my loved ones?

There are three rules:

1. If you do not go after what you want, you will never have it.
2. If you do not ask, the answer will always be no.
3. If you do not step forward, you will remain in the same place.

And, most importantly, my golden rule:

In a world where you can be anything, be kind.

And don't let anyone make you cruel. No matter how badly you want to give the world a taste of its own bitter medicine, it is never worth losing yourself. You never know what struggle someone is going through in their own lives.

Continued from Page 1...

In the past year I learned that more than ever. Trivial things that bothered people paled into insignificance while fighting cancer. It made me want to shake people and say: "If it won't matter in five years, don't waste five more minutes on it" ... but it's all about perspective, and finding my inner kindness and understanding got me through that struggle.

We're all impeccably lucky here. We have all had a world-class education, upbringing and opportunity — so much opportunity. We're in the minority. I said at my grandmother's funeral that we don't realise it. She had my father in a refugee camp. No fancy private hospital doctors or drugs. In the 40's you were lucky to graduate from Year 3. I picked my degree out of a glossy magazine. The vast gap and obvious opportunity I've been handed is just unreal comparably.

I ate the best food, travelled to the four corners of the world, surrounded myself with some of the best humans to grace this earth and thrived on a challenging career; what more could a girl want?

Yes, I wanted a family of my own, a long healthy life with (husband) Pat, more travel, more time to appreciate every Christmas, birthday, Olympics, election, glass of fine wine, bowl of pasta and serve of apple crumble.

But I'm not going to say to you to appreciate all these things in case you die. That's too predictable. Instead I say don't over-analyse life and fear a horrible fate.

Just live your full wonderful lives and don't give mortality a second thought. I was unlucky but you're not. Dying is easy. Life is hard... but ridiculously rewarding.

Challenge yourself. Do that gym session you think you can't do or run that half marathon; travel to that random country; challenge your boss; girls, smash that glass ceiling and stop trying to fit into glass slippers, go for that job; eat that Xmas pudding and enjoy it. Overindulge in happiness. Don't settle; at work, in that relationship, with anything. Keep fighting to get what you want.

The best decisions I made in life weren't easy, but they were the ones where I found the strength to not settle.

And the happiness and sense of achievement I got in return was worth the pain. I wish I'd figured this out earlier in life.

Don't be scared. Life is short.

- Vanessa Juresic had big plans for her life but died at just 36 from stage four triple negative breast cancer. This is an extract of her final letter read out at her funeral in Sydney.

The Australian 12:00AM June 1, 2018



Autumn - Studio 8

Where am I going? (Learning intentions)



So what are they?

Learning intentions are brief statements that explicitly describe what students should *know, understand and be able to do* as a result of the learning and teaching.

Knowing where learners need to go:

What we will be ***learning*** rather than what we will be ***doing***

Knowing where learners need to go

- The importance of 'tuning in' – building on where learners are in their learning
- Setting the scene – why are we learning this
- Explain the situation
- Linking to what is known
- Unfamiliar words and phrases are explained

When students know the learning intention...

- Focus on the purpose of the activity
- Know where to focus their efforts
- More likely to stay on task
- Take responsibility for learning

See over page for an example!

Studio 8's task...

Scientific Drawings – Insects

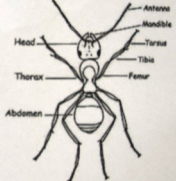
Task: View the video Austin's Butterfly. Draw an anatomical of an insect.

Learning Outcome: To work scientifically by observing and accurately drawing and labelling an insect.

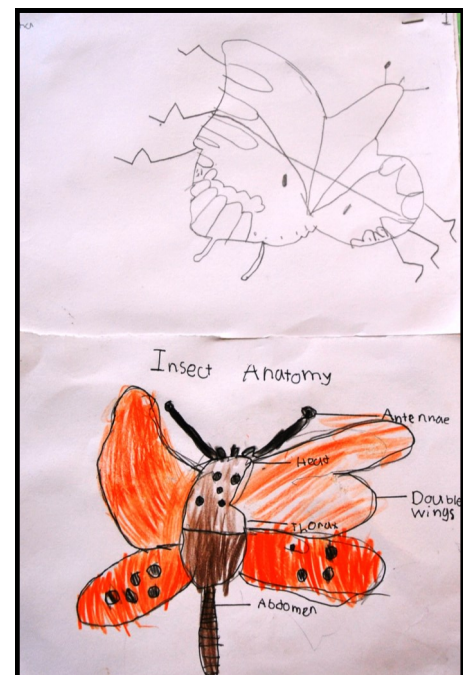
Success Criteria:

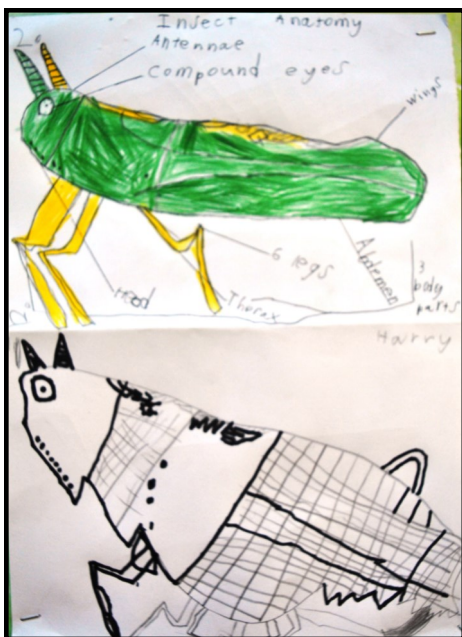
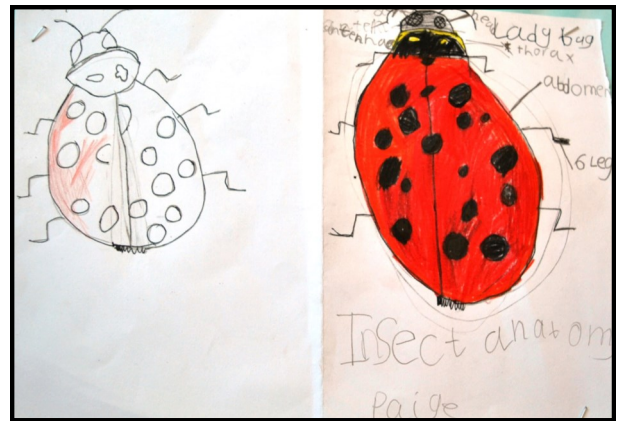
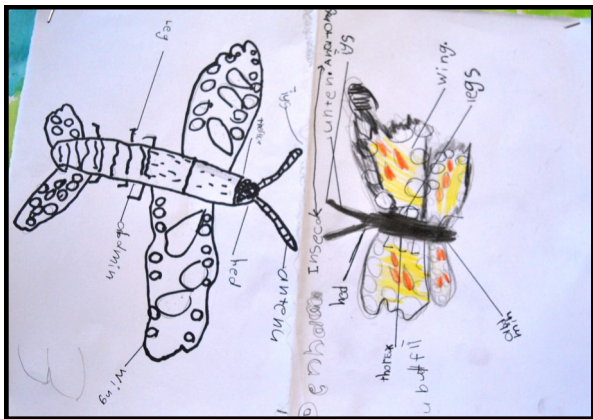
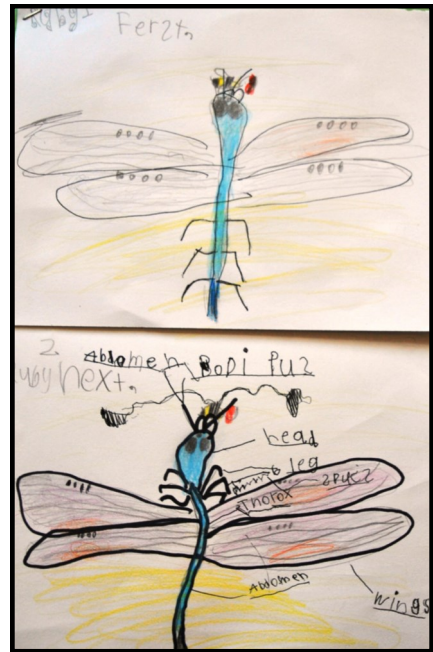
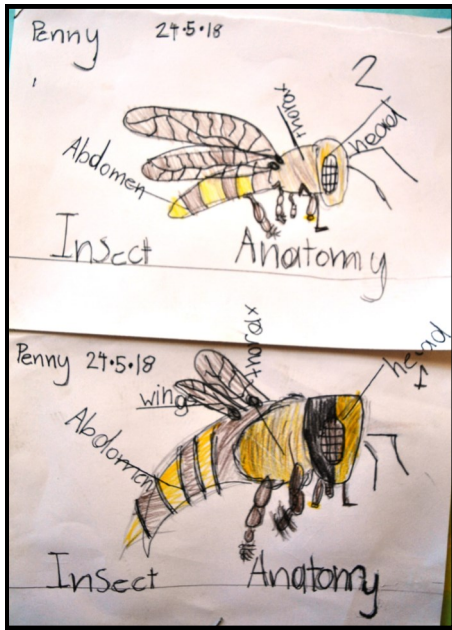
- Draw an insect that has:
 - 6 legs
 - Head, thorax, abdomen – has 3 body parts
- Might have:
 - Wings, double wings
 - Compound eyes
 - Antennae
 - Use actual and accurate colours and markings

You will have 2 opportunities to accurately draw your insect.
You will seek feedback from friends after your first diagram, for improvement to your 2nd drawing.

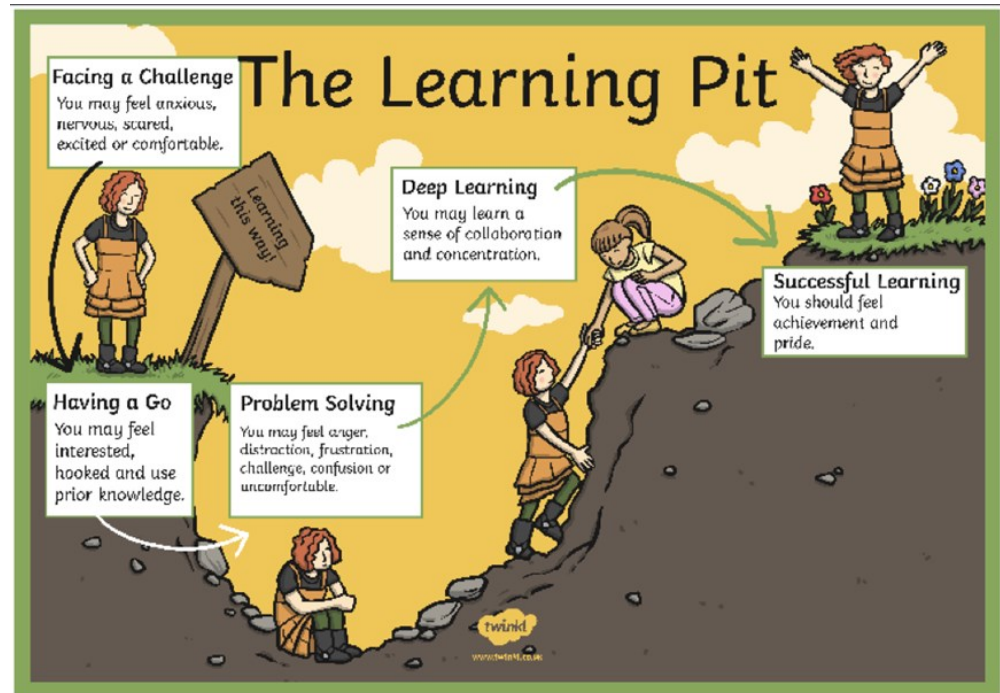


and some of their amazing results!





New learning can make us feel uncomfortable and sometimes frustrated, but in Studio 8 we know to push through and keep persisting until we climb out into success!



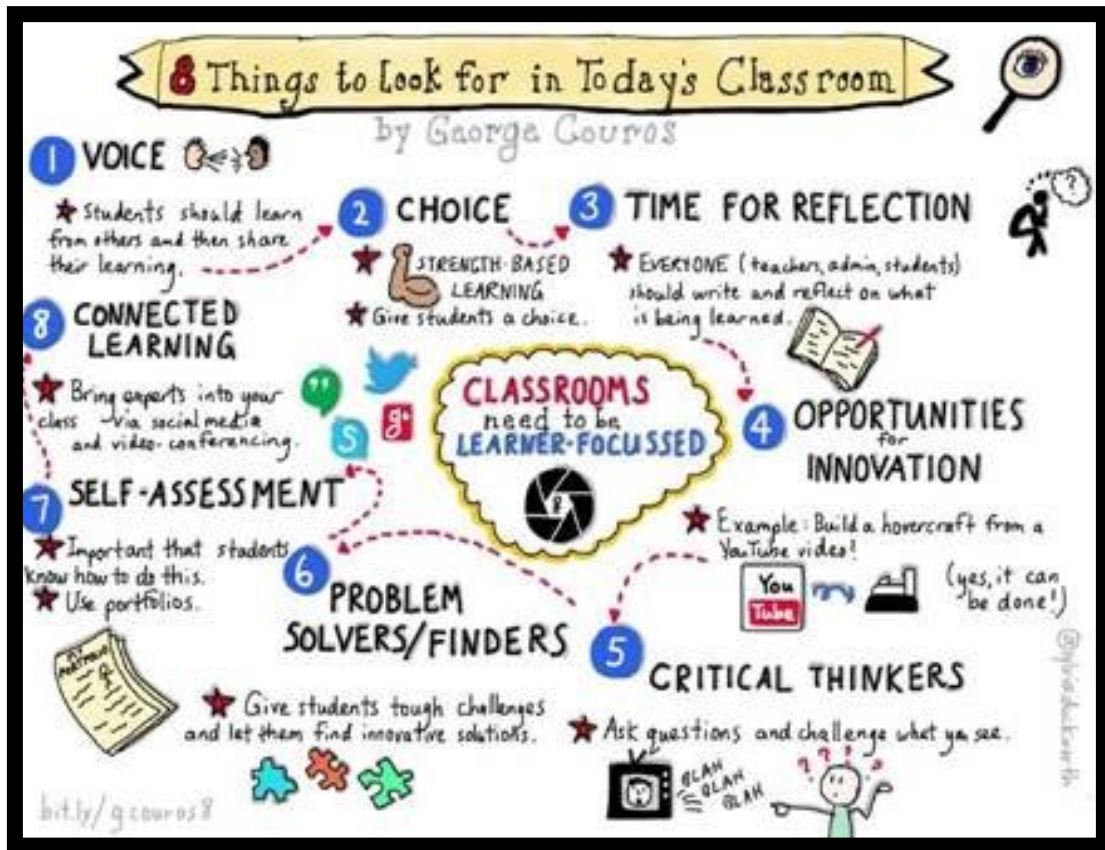
Childhood has always
been about climbing trees,
getting dirty, walking across
wobbly logs,
and venturing into
imaginary worlds.
We need to nurture this childhood.
we need to take risks
and be
brave

We are often asked 'How do Bridgey kids go when they get to high school?'

A year 8 Maths teacher was pushing and challenging his class.

The teacher asked three ex-Bridgewater PS students...

"Who was your Maths teacher last year? They must have been great!"

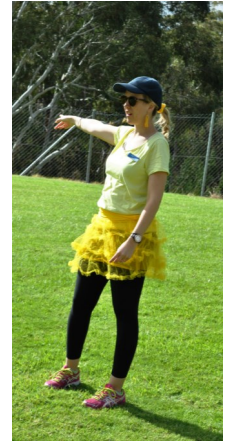
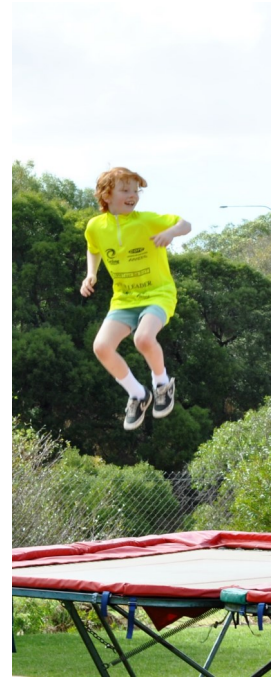


Bridgewater Primary School Choir 2018



What a great day...
BE ACTIVE DAY
Thanks Tri-Skills!





SADAKO COMMITTEE



An ancient Japanese legend promises that anyone who folds a thousand origami cranes will be granted a wish.

At Bridgey we learn about how to get along with each other at school, in our community and across the planet. When we do this we are learning about peace.

A group of Bridgey kids heard the story of a little girl called Sadako. This one girl changed the world.

We would like to share her story with you...

Sadako Sasaki, a Japanese girl, who was exposed to radiation from the atomic bombing of Hiroshima during World War II, developed leukemia at the age of twelve.

Inspired by the senbazuru legend, she began making origami cranes with the goal of making one thousand.



In 1958, a statue in Sadako's honor was erected in the Hiroshima's Peace Memorial Park.

The statue depicts Sadako standing atop a mountain, a giant paper crane flying above her outstretched hands.

On the stone underneath the pedestal is inscribed:

**"This is our cry. This is our prayer.
For building peace on Earth."**

<https://www.youtube.com/watch?v=pkLSWV3jR9I>



We made over a thousand paper cranes in our wish for peace.

Barb took us out for a morning tea/committee meeting to celebrate!

Stay tuned for other exciting adventures!





*Congratulations
and thanks to
Heather V.K.!*

*The Mother's Day
stall raised over
\$1000 for the
Kitchen Garden.*



We went with Gina and Catherine to Gina's favourite book store, Dymock's at Glenelg, to choose some new 'Mature Reading' novels for our library.

We had fun, learnt stuff, enjoyed an ice cream (thanks Gina!) and chose some great books to read!





RECONCILIATION DAY AT BPS



In Week 6 we had a Reconciliation Day of Celebration.

Ivan "Tiwu" Copley, our local elder, visited the school and did workshops with the students about Peramangk culture.

The students rotated in R-7 Peramangk groups and took part in damper making and making message sticks with bark from the 'secret garden'.

They also learnt a fantastic new P.E game called 'Hunters and Gatherers', which was taught by S2 students.

It was a day of fun and respect and ended with a very successful cup cake sale run by students from S3 and S4 to raise money for the 'Indigenous Literacy foundation'.





From Zoe York (S3)

I want to say thank you for all the support we had with the cupcake stall on Reconciliation Day. We raised over \$400 for the Indigenous Literacy Foundation.

Without the help of the cupcake makers we could not have done it. I also want to thank the team – Lilly, Jess V., Zora, Anabelle and Corwyn.



I have really enjoyed planning this because it's important to me that Aboriginal kids and all kids in Australia have the same opportunities to read and learn.





Thanks Jon Madin!
We all had a wonderful time learning
to play your amazing instruments and
giving a whole school performance.



STUDIO 9 - COLOURS OF IMPRESSIONISM EXHIBITION

We had a wonderful excursion to see the Colours of Impressionism Exhibition at the Art Gallery of South Australia. It was very engaging and inspiring.

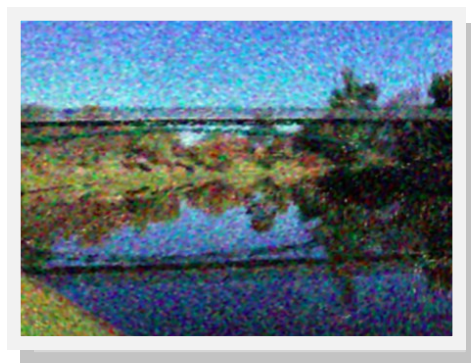
We were very fortunate to have Richard as our guide to drawing like an Impressionist and give us a tour of the exhibition. His experience and knowledge were so valuable and enriched the experience for everyone.



As soon as we were off the bus our Studio headed through the University of Adelaide to the footbridge over the Torrens to find a perfect location to sketch.

Along the way we heard very entertaining tales of 'Richard's Uni days'! It felt good to be amongst the hustle and bustle of the University; I wonder how many of our students will be treading this path as students in a few years to come?

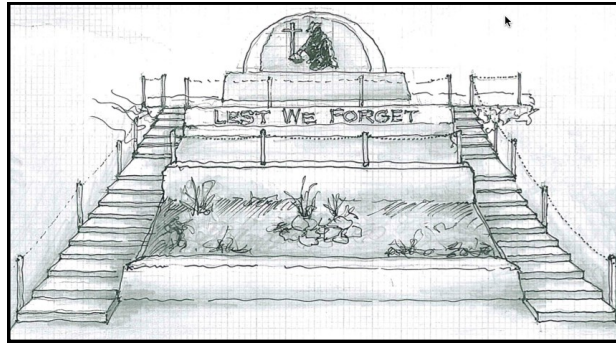
We chose the footbridge as it has echoes of Monet's iconic Water Lilies paintings. Impressionism loved to paint the light on water and we had perfect conditions to see that for ourselves.



The reflections of bridge and trees on the gentle ripples of the water matched with a still low sun was the object of our attention once we got sketching. Later we'd see similar scenes on the Gallery's walls and so many students could make the clear connection between what they'd seen and what the great masters Renior, Monet, Manet, Cezanne had seen. More importantly our students had experienced HOW to see like an Impressionist.



Bridgewater War Memorial



On Monday 2nd July students from our memorial team planted out the garden at the new memorial in Bridgewater. They were lucky enough to work with Defence Force personnel from the army and air force based at Edinburgh.

They have been doing a fantastic job helping build the memorial and support the project over a two week period.

We would also like to especially thank Rik Banjo and his crew for all the time, effort, money and expertise they have put into building our memorial.

Soldiers from Woodside Barracks also brought a Bushmaster Troop Carrier for the students to climb on and look at.

Nicola Barnes brought native plants, donated by Kersbrook Landcare Group, and guided the students on where and how to plant them. We thank her for her passion, time and expertise.

We would also like to thank the Adelaide Hills Council, in particular we would like to acknowledge Steve Flinn who has been unwavering in his support for this project.

Although the memorial is getting close to completion there are still stages that require funding. Please contact the school if you or someone you know can support the project. You can also purchase a named paver that will be laid at the memorial.







TERM 2 STEAM

(Science, Technology, Engineering, Art, Maths)



Overall Learning Intention: To develop a greater understanding of Aboriginal and Torres Strait Islander practices.

This first rotation of planning is based around Parnati (Karna language) – Autumn – Windy Season – Waitpi = Windy and the Yolngu people from Arnhem Land who performed Datuwuy Dreaming at school this term.



Studio 3 - Liz

Shelter – Design a shelter that will fit a family of four (Lego figures). Using natural materials collected as a group, construct your shelter using the materials collected, string and hot glue guns. In groups no larger than 3 students.



Studio 4- Shaun

Canoe big book 'Djulpan' – Make connections to canoe building from Yolngu people in Arnhem Land and Coorong area and trading with Peramangk people. Design a canoe that will hold one Lego figure and float for 5 seconds using natural materials collected from outside plus string and hot glue guns.



Studio 8- Hilary

Weaving – Using natural materials collected as a group (eg. sticks, leaves, bark, feather, long grass) and string – create a small mat (30x30cm max.) in groups of no more than three using a weaving technique.



Studio 7-Jenna

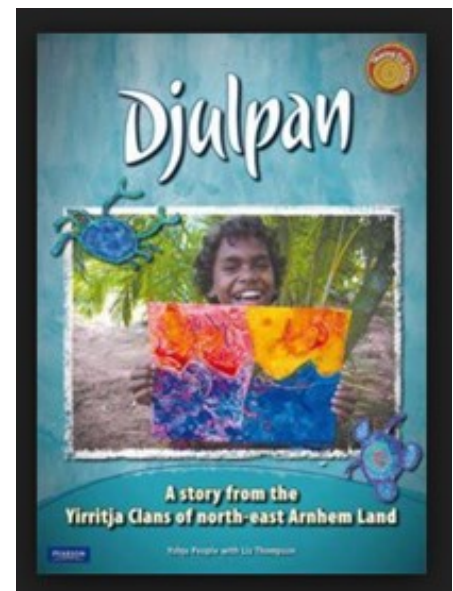
Canoe big book 'Djulpan'/any other Aboriginal story/big book

Using materials from the room and body percussion – in groups of no more than five, pick a part of the story and retell it as a sound scape. Intro – read story/show YouTube clips of examples, warm up as a whole group, small groups etc.



It must not be forgotten that the basic law of children's creativity is that its value lies not in its results, not in the product of creation, but in the process itself. It is not important what children create, but that they do create, that they exercise and implement their creative imagination.

- Vygotsky





STUDIO 6—LISTERNING LORIKEETS

In Studio 6 we named ourselves 'Listening Lorikeets' this year.

We had a lot of questions about lorikeets that we wanted to research. Here are a few...

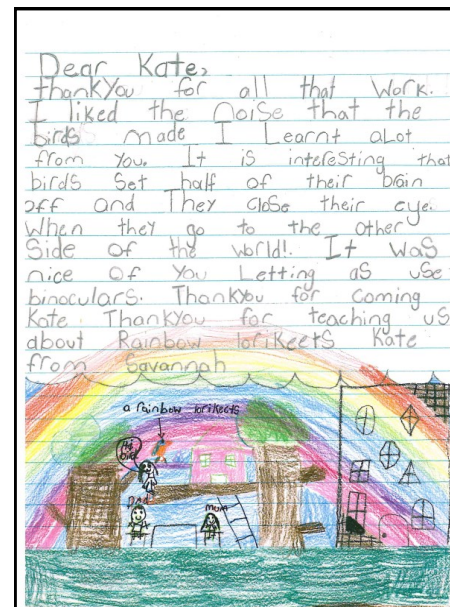
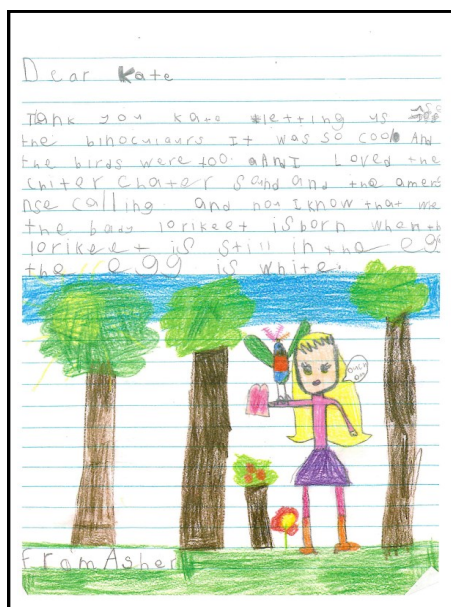
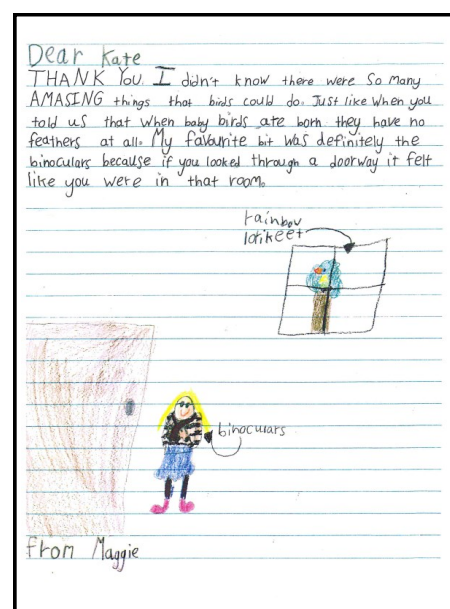
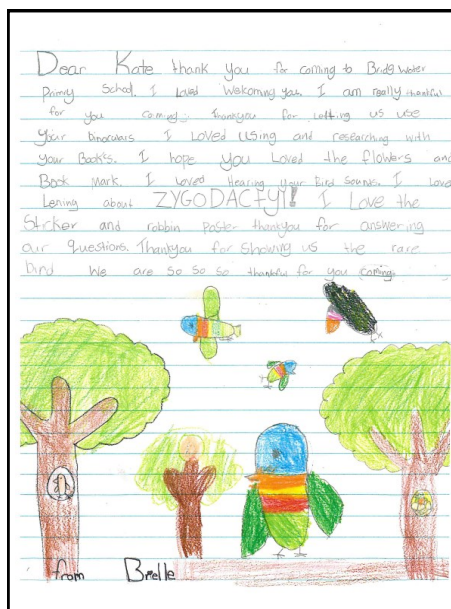
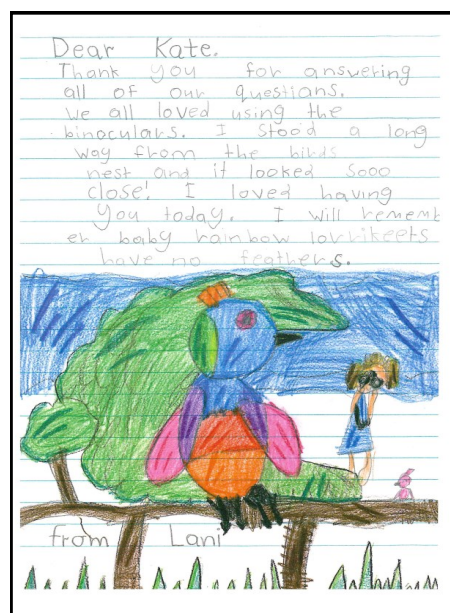
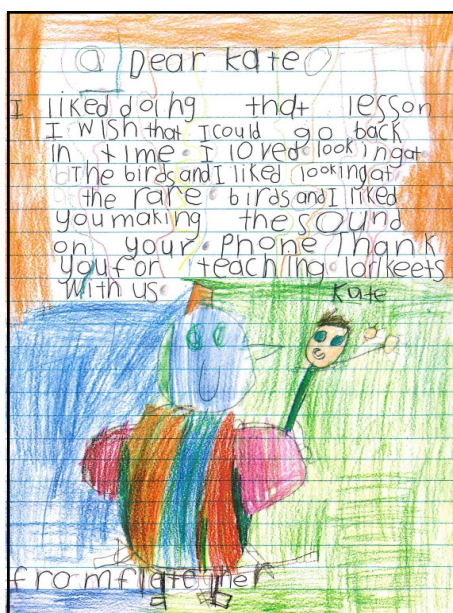
- What do baby lorikeets look like?
- What colour are their eggs?
- How long do lorikeets sleep?
- Can lorikeets sleep on a branch?
- Do they make nests in particular trees?
- Are they strong?
- Do they bite?
- What do lorikeets have inside them?
- How fast do they fly?
- Are they faster than a Lamborghini?



Kate from Birds SA visited to help us answer our questions and brought binoculars for us to use to look for lorikeets and other birds. It was a memorable time and we learnt so much!



Here are some 'Thank you' letters we did for Kate...



STUDIO 9 - STEAM

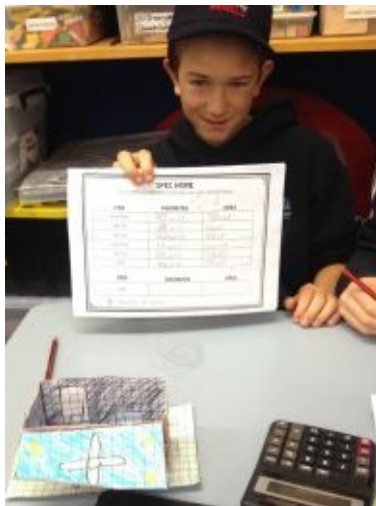
(Science, Technology, Engineering, Art, Maths)

MINI HOUSES - BIG LEARNING

Have a look at some of these great house!

Richard asked the students to design a house under very strict design parameters. They had to include specific furniture and limited to very small space. Design it, redesign it in most cases ("Err...you have a huge shower but no room for a couch.."), build it and then calculate the area and volume.

Super **STEAM** by Richard and the S9ers! High engagement and putting those maths skills to practical use in a new context (transfer = deep learning).



Sass's mattress and couch are actually made of fabric and stuffed!



2018 PUBLIC EDUCATION AWARDS

We are proud to announce that three of our teachers were nominated for the 2018 Public Education Awards.

These awards recognise the achievement of teachers, leaders, and support staff across the state.

Congratulations to:

Jenna Ghion	Studio 7
Monica Boehme	Studio 8 & PE
Hilary Agar	Studio 8 & Senior Leader



Jenna



Monica



Hilary



SAPSASA NETBALL KNOCKOUT COMP.

Round 1 - After an amazing display of courage and tenacity our Year 6/7 girls SAPSASA netball team came back from a 6 goal deficit in the first quarter to defeat Aldgate PS by 3 goals in a nail-biting finish.

It was a thrilling game and the girls should be extremely proud of their effort, they played fierce and hard to the very end.

Round 2 - After a thrilling victory against Aldgate PS in Round 1, the Bridgewater Netball girls were ready and confident to take on Uraidla PS in Round 2. Strong defensive pressure from all 7 players on court prevented Uraidla from gaining momentum and the opposition struggled to provide their goalies with scoring opportunities. Bridgewater continued to work hard and converted their attacking opportunities into goals to take a decisive win 41-7 over Uraidla PS, who fought hard for the entire game.

Hola a Todos,

A big hello from Claudia Montiel, the Spanish teacher. Working with your sons and daughters this first part of the year has been a delight. I would like to share with you some of the work we have done and tell you a little about our goals for the year.

My first and main goal has been to motivate and engage my students into language learning: **LANGUAGE LEARNING IS FUN!** Our academic goals are related to the AC for language acquisition. However, since this is the first year for everyone at Bridgewater, they might seem a little similar content wise. I can tell you that your children can all greet in Spanish and initiate a short conversation with someone they do not know, they can all count up to 6 at least. For Term 2 the focus has been on Spanish Culture, music, artists and architecture and these are some of their works.

