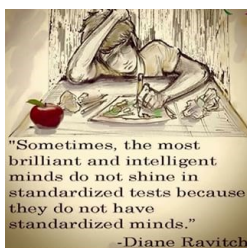


# magazine

## From Barb...

Jonah and I attended the Primary Principals Association conference at Hahndorf this term. We were lucky enough to hear some inspirational and influential speakers talk about the impact of high stakes accountability on schools and children's learning. As you know, the assessment, testing and feedback that happens day to day, week to week, is the most important. It helps children with their learning and growth, and learning programs can be built on just the right amount of 'stretch'. Jane Caro was a speaker at the conference who supported what we know about assessment for learning.

Jane's conversation on **The Drum** recently spun the Twitter-sphere into a flurry. If you have a little time, have a look at Jane's performance...



*"Standardised testing produces standardized everything. Most kids don't fit a standards. I think this infuriates policy makers, economists and pundits of all kinds, but human children insist on being unlike widgets*

*that you can just force into a certain way, pour in your inputs and, look they've turned out just the way they should!... Standardised testing (sic) makes kids jump through hoops for adults and turns kids off learning. We want learning to be a delight and a joy."*

[www.abc.net.au/news/2016-06-14/the-drum-tuesday-june-14/7510740](http://www.abc.net.au/news/2016-06-14/the-drum-tuesday-june-14/7510740)

If you don't have time to watch it all, check out Jane's comments at the 25.38 minute mark.

*"We have human beings who decide they want to be teachers..."*



Jane talks about the increased demands and expectations placed upon teachers that are causing many great teachers to leave education and discouraging some of the best graduates from choosing the profession.

**Barb and Jonah with  
Jane Caro**

Next term  
Governing Council  
will begin a conversation  
about the broad directions  
for our school as we move  
into 2017 and beyond.

If you would like to start  
sharing your voice on  
our school's directions,  
you might want to  
feedback your thoughts to  
us on  
Jane's conversation...

What do you think?  
What questions  
do you have?  
What do you  
wonder about?  
How do you imagine  
the possibilities for  
our school?

Email:  
[dl.0636.info](mailto:dl.0636.info@schools.sa.edu.au)  
[@schools.sa.edu.au](mailto:dl.0636.info@schools.sa.edu.au)

Nina, with some help from her family, did some lead testing here at BPS. You can find the results on our website:

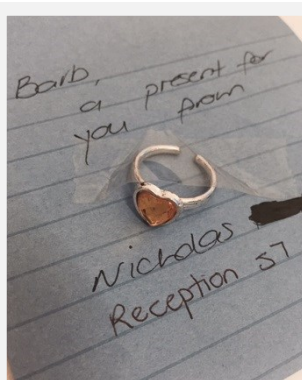
<http://www.bridgeps.sa.edu.au/ninas-lead-inspection-report/>



Kerrie had a little lamb...



Actually, Betsie the lamb lives with Polly (S9) and Savannah (S34). She loves to visit BPS (wearing her nappy of course!).



'Melodie' by Rochelle (S2)

F  
U  
N



I  
N  
T  
H  
E  
S  
U  
N



You can do anything with a little help from your friends!



## What should children be learning in school?

If you caught the Four Corners episode, *Future Proof*, this week you might be asking the same question.

The program advocates for children to be taught 21<sup>st</sup> Century skills in Primary School. They have identified technical and social skills, the ability to create and collaborate, and a focus on learning *HOW* to learn because no one really knows *WHAT* they will need to learn for and in the future.

At BPS we expect children to *stretch* themselves daily and we provide opportunity and support for that to happen. From the way we teach Spelling to Maths to friendship issues, we expect and support children to 'use their noodle', scratch their head and pull out a strategy to try – then keep going until they find one that works best.

This is central to the work we are doing with your children at Bridgewater Primary School. We think of this as *Learning for Changing Times*.

The strategies we teach are appropriate for children of all ages. We make adjustments to ensure we are challenging even our youngest students to be thinkers who are capable and confident learners.

Our teachers and parents believe that digital experience of the world should never replace or compete with real life, hands on experience for children, particularly in the Early Years. We apply the same principles to the use of technology as we do for any new learning. What we teach builds on what they already know. For example, using keyboards to write long stories before children are proficient at forming letters, spelling and writing with a pencil doesn't make much sense. Keyboard skills for writing are much easier to learn when hands are bigger and words come more easily to mind.

What does this mean for the use of technology in the early years? Governing Council and staff will be exploring this question more fully in Term 3. You will be invited to be part of the conversation.

**Jan Owen, chief  
executive of the  
Foundation for Young  
Australians**

**Four Corners 4/7/16**

**"We've had incredible  
education in this  
country, but there is  
no-one that genuinely  
really thinks it's fit for  
purpose now and into  
the future, at high  
school or at higher  
[education]," she said.**

**"So there is significant  
disruption coming  
around how young  
people learn, what  
they learn and then  
how that's going to be  
applied throughout  
the course of their  
lifetime."**

Continued next page...

Continued from previous page...

## Children need to know:

- **How to solve problems**

All kinds of problems. We have disrupted the teaching of Maths. We ask children to use the maths we teach them in unfamiliar, complex and non-routine tasks. We ask them to prove and justify their answers and thinking. We have begun to teach Solution Fluency in some Studios <http://bit.ly/23knv4J> so children can use the kinds of team strategies that are used in workplaces to creatively identify and solve complex problems. Many technical skills fit within this category, from film making to chess to coding. We have an after school Robotics Club where children build and program robots. This is currently available to Year 5/6 children, and is led by some talented and hard-working parents. Coding will be transitioned into the Primary curriculum more widely in 2016/17.

We have disrupted the way we teach Spelling, where children sort words to work out the rules. This teaches them to spell hundreds of words, not just the words on their list that week.

- **Growth Mindset**

We teach children that in order to get better at anything they have to work hard, persist when things go wrong and manage their 'self-talk'. Replace "This is too hard" with "What can I try now?"

- **Social Learning**

Children learn about social conflict and how to resolve issues through mediation and restorative practices. They learn how to work in effective teams. They learn to be assertive and practise being bully-proof.

We ask them to think, work and act **above the line**.

Thinking, working and actions are challenged and practised if they slip below the line.

**Ownership**

**Acceptance**

**Responsibility**

**Blame**

**Excuse**

**Denial**

**THE LINE**

**Schools and universities are churning out students with qualifications for jobs that may well not exist, instead of giving them the skills they need to tackle jobs not yet created.**

**The full-time employment rate for new graduates is now under 70 per cent, the lowest rate in more than 30 years.**

**Four Corners 4/7/16**

Cont...

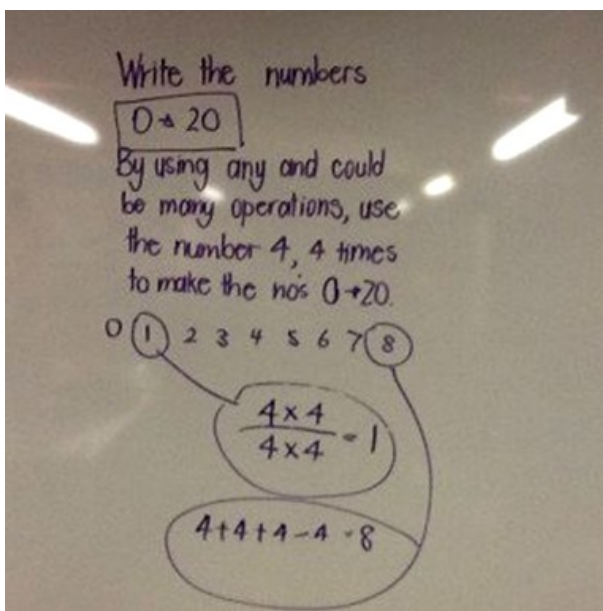
Continued from previous page...

If you want a peek at how this plays out in Upper Primary drop into the **Studio 2 Blog\***. You will see posts about what they are doing, what learning has happened – especially when things don't go to plan - how they are learning to work with Responsibility, Acceptance and Ownership without rescue.

You will find a series of blogs titled:

*Maths Challenge: Warning, you'll need a growth mindset  
Disappointment turns to triumph  
Problem? Great! Let the fun begin!*

\* <http://studio2bridgewaterps.edublogs.org/> (Password: Studio2)



\* Please note that Bridgewater Primary School blogs are moderated and any comments you leave will be checked by a teacher before posting.

### Here's an example

Can you do it? You'll no doubt face a few set-backs and things will be hard. Someone described it as "hard fun".



Seymour Aubrey Papert is an MIT mathematician, computer scientist, and educator. He is one of the pioneers of artificial intelligence, and co-inventor, with Wally Feurzeig, of the Logo programming language.

Google him if you want to know more about his view of hard fun, coding or children's learning.

We worked on solutions and got one (or more) solutions for each number.

We asked students to reflect on **what they said to themselves when they hit a set back**. Here are some replies:

"When I was so close to an answer but it wasn't right, I thought 'At least I'm close to the answer!'"

**Kai**

"I felt pleased with myself when I got something wrong because I would learn something from it."

**Tyson**

"At the start I got annoyed that I wasn't getting any answers. Then I found different things to use in my equations and I kept at it and got it done." **Rochelle**

"My mindset was good because when I got a wrong answer, I got a bit annoyed for a couple of seconds, but then I just tried again." **Bella**

# MOTHER'S DAY STALL & RAFFLE

Every Mother's Day is a day to remember for our children and families, thanks to the incredible work of Heather V.K. and her band of helpers.



It is a massive undertaking to ensure every child gets the opportunity to choose something beautiful that they would like to give to their mum, nan or special person.

Our appreciation goes out to all involved, in particular, the seemingly tireless, creatively bountiful **Heather V.K.**

Congratulations - an amazing **\$1200** dollars was raised from the Mother's Day Stall! A further **\$200** was raised by the Mother's Day Raffle. A huge thanks to Jacqui (Manon's mum) for organising the raffle!



This is awesome...

*This Is My Life*

Scout Blakey

(debut single)

<https://www.youtube.com/watch?v=aFBntfp-xks>

We wish all the best to our students that are moving on - be it overseas, or around the 'corner'...



Angus S2

Jazmine S34

Scout S34 - off to Amsterdam

Zoe M. S9

Elias S8 - back to America

Henna S6

## DECD's New Websites:

With clearer content, a brighter look and simpler navigation structures, the websites will make it easier for parents, carers and the South Australian community to find the information they are seeking.

[www.decd.sa.gov.au](http://www.decd.sa.gov.au)

[www.families.sa.gov.au](http://www.families.sa.gov.au)

If you  
can read  
this,  
thank a  
teacher.



ef yoo  
kan rid  
ths yoo  
prbli ar a  
teecha



We recently had two  
**'Bunny of the Week's'**



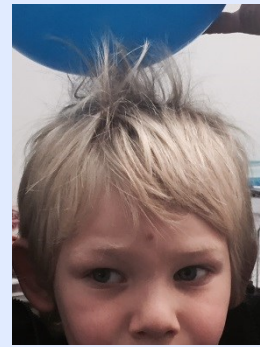
**Steve:** "Who's doing soup for our staff lunch today?"  
"You are Steve"  
"Oh..."

**Sharon:** For having the only lantern that caught on fire at the Lantern Walk!



Thanks Jess, for rescuing Sharon, and our gym floor!

Science experiments in S7  
with Professor Callum.  
Hair raising!



Lantern making



Our Year 7's... Watch out when they graduate at the end of the year and take on the world!

# WAR MEMORIAL UPDATE

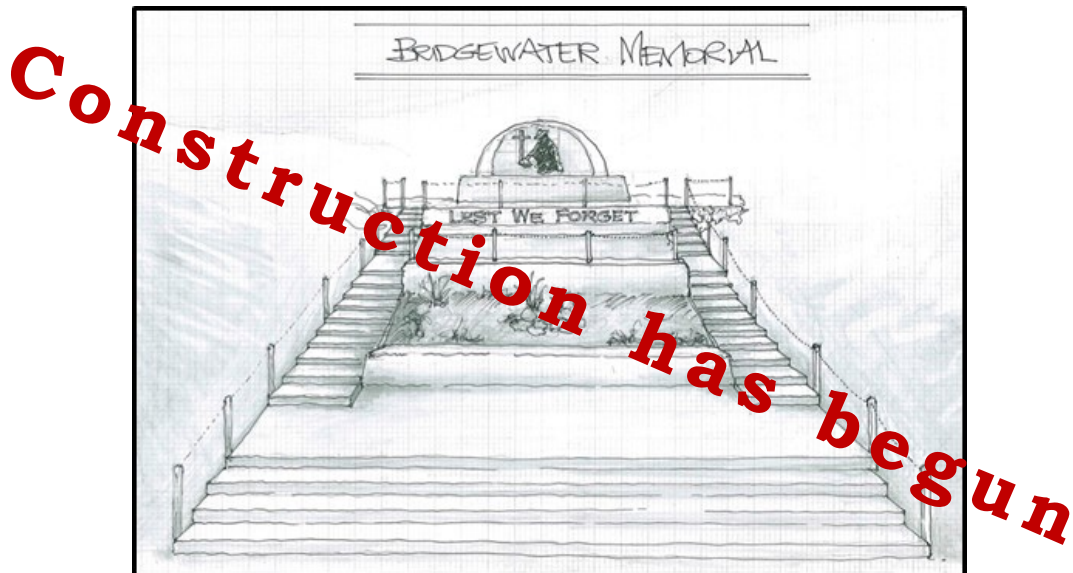
## Welcome To Country Ceremony Bridgewater War Memorial

A milestone event took place on the Wednesday 4<sup>th</sup> May 2016 at the site of Bridgewater's new World War 1 Memorial - a Welcome to Country and Smoking Ceremony, led by Peramangk Elder, Ivan 'Tiwu' Copley.



The traditional cleansing ceremony is a symbol of new beginnings and was a fitting preparation for the start of the excavation and building process. Permission has now been given by the Peramangk for construction of the new memorial.

The audience was moved and honoured to have Eric Bogle play his famous song "And The Band Played Waltzing Matilda". The event was attended by staff and students of Bridgewater Primary School, Mayor Bill Spragg, Paula Dabovich (Research candidate, University of Adelaide), Adelaide Hills councilors, members from The Stirling RSL and community members.





The first stone has been laid...



**THE ELECTION DAY BBQ  
& CAKE STALL**

**Raised \$1163.80  
for the War Memorial Project**

**Well done to all those  
involved!**

**CLOSING DATE  
for PAVERS:**

**MONDAY  
25<sup>th</sup> JULY 2016**



The work has also continued outside Studio 34

Thanks Rick - Banjo Paving







## **TERM 2 ASSEMBLIES...**



## **BPS CHOIR 2016**





= Prison =

By Joseph

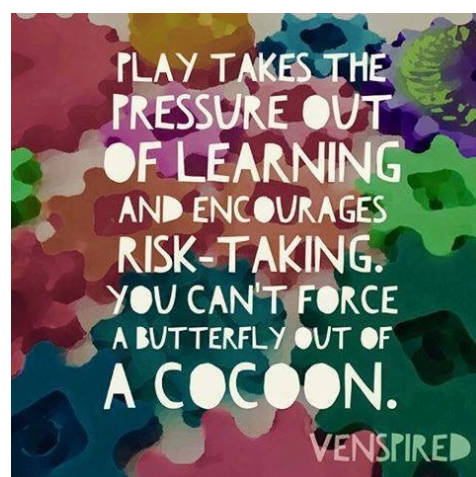
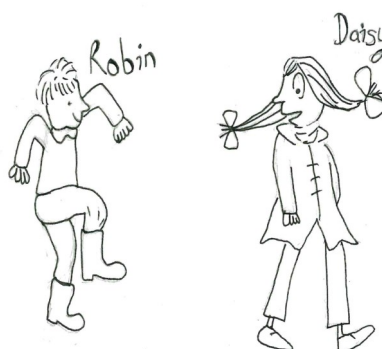
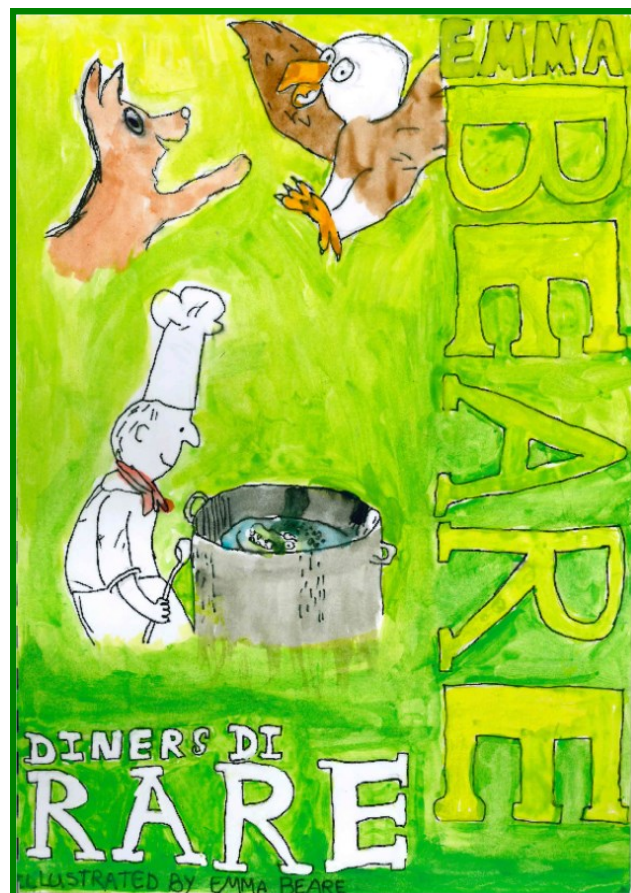
Snowy awoke and looked around. The ground was grey and cracked. Moss struggled within the crevices, fighting a battle of life and death. Bars were placed in front of him; old, long and dull, covered with small scratches - imperfections. Outside, the wailing of the wind resonated, a mourning melancholic howl. Rain fell from the heavens above, each droplet hitting the ground and shattering, giving out a harsh screech. The many cries of the droplets fused with each other to give a dreadful thrum that was only enhanced by the sensitive ears. Occasionally, the soul-splitting thrum would be disordered by a jarring cry of a single droplet, falling from the peeling ceiling. Dogs had always believed a droplet was alive, doomed to fall evermore. Snowy felt like the barrier between existence and obliteration was weakened, the ethereal forces of the other world seeping into his own.

"Aye, tis a dreadful day indeed." Snowy whirled around at the voice. "I'm Jack, a beagle - if you care." His voice seemed old and parched, which reminded Snowy of his own throat, begging for liquid. "There's water you can drink that falls from the ceiling, nice and clean." Jack said that as if he knew exactly what he was thinking.

Snowy tentatively lolled his tongue out underneath the roofed fissure. The same droplets, alive, fell into his mouth, revitalising him.

"Who are you?" questioned Snowy. Jack avoided the inquiry, and instead brought attention to the other dogs. "Those dogs across there are Baxter and Tiny. Baxter is brawn and Tiny is brains. They are quite a pair together." Snowy looked in the opposite direction. He saw the two dogs, recognising them as a Bulldog and Chihuahua. They were currently sleeping, eyes drooped. Jack merely looked amused at the sight. He told me to cover my ears (which I did), drew in a sharp breath, and let out a loud bark. Baxter and Tiny jumped up, hairs on end. "Jack! Why did you do that, AGAIN?" Jack smiled. Tiny then spoke up. "I hypothesise that he galvanised us to inform us concerning the contemporary dog." Everyone stared at him. Tiny sighed and said again. "I think he woke us up for the new dog." There was then a response of 'Ooohs' and 'Aahhs'. Tiny rolled his eyes...

## FROM STUDIO 2







### S34's Kitchen finesse

## 5c Change For Change

Our Student Parliament's **5c Change For Change** in partnership with **YPAG** was a huge success!

Together our generous school community raised

**\$509.25!**

That will help give a number of children living in poverty in Kenya, South Africa and Australia the chance to access an education.

We know the power and liberation an education offers us all so it is a tremendous feeling to reflect on our achievement.

Never take for granted the good things we have and the opportunities you have to improve your life and that of others.

The world is a big place but we are all in it together.



Finnigan 'Chill-axing' in S2



They just make ya wanna smile!

## SAPSASA Soccer Tournament 2016

Congratulations to **Joshua, Tyson** and **Kai** who were part of the winning Hills Rep team who **WON** the State Carnival!!

Tyson scored **4 hat-tricks** to end leading scorer and Kai and Joshua were part of the competition's best defense.

Congratulations to **Rowan, Ruby, Olivia and Amelia.**

Their contribution led the team to be undefeated and Runners up in their division.

**Bridgey are incredibly proud of all our players!**





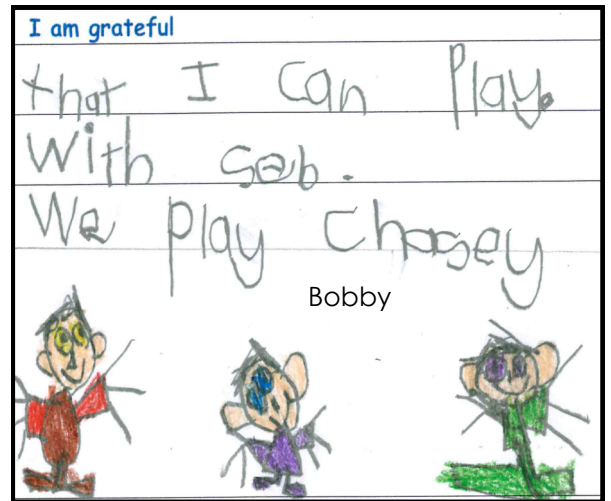
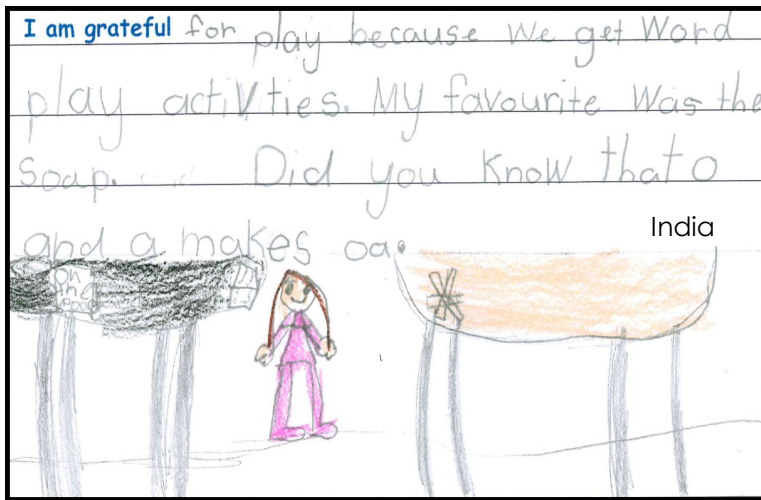
## GYMNASICS IN THE GYMNASIUM





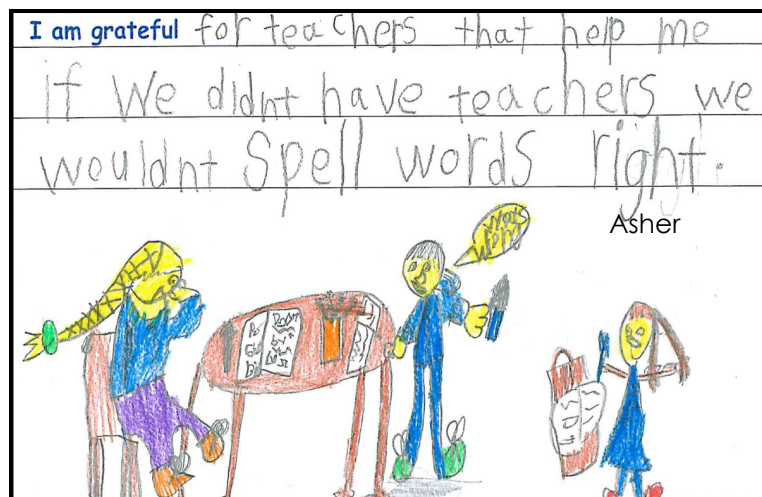
# Studio 6

Gratitude



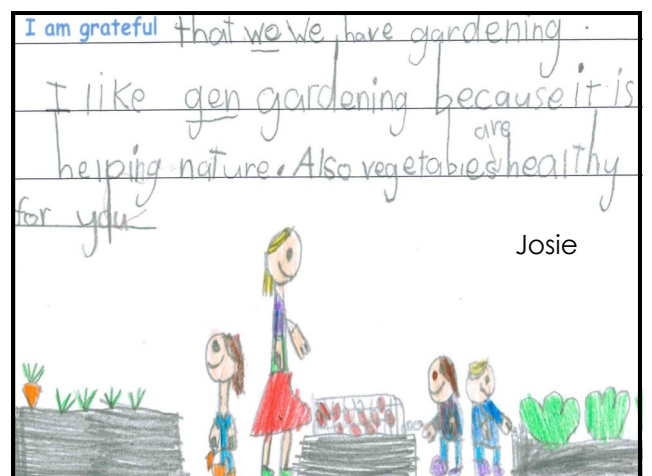
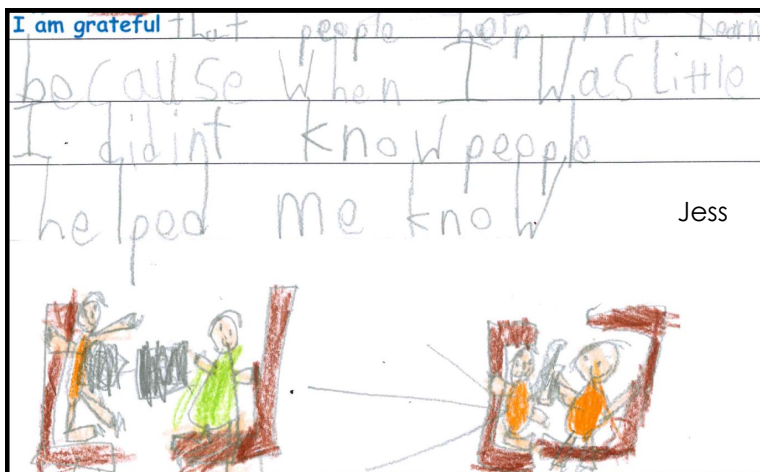
Gratitude

Gratitude



Gratitude

Gratitude



Gratitude





# Recorder

Have you heard our fantastic recorder group?

Leah (mum of Josh S9 and Jess S6) is doing a great job teaching the group to be disciplined, talented musicians.

I wonder if any of them will join her in the Adelaide Symphony Orchestra?



Listening to them practise got us wondering... I asked some of the staff what song is their 'go to' song when they pick up a recorder, all these years after they last played.

**Leah** – Jo Jo

**Chantal** - Mary had a little lamb

**Catherine** - Hawthorn Footy Club theme

**Steve** – London's Burning

**Susana's daughter Elienne** – Twinkle Twinkle Little Star

**Sharon** – I can't play anything

**Yve** – Three Blind Mice

**Heather VK** – When the Saints go marching in

**Janet** – Merrily we roll along

**Amanda** – Frere Jacques

**Penny** – Mary had a little lamb

**Shaun** – what do you mean by recorder?

**Jess** – Hot Cross Buns

**Barb** – Good King Wenceslas

**Jonah** – Sympathy for the Devil (Rolling Stones)

**Claire** - Improv

**Janice** - Can't say that anything really tuneful came out of my recorder ...

I can play chop sticks on the piano though!





*We wish  
Penny and her fiancé, Shaun,  
all the very best for their  
wedding in August!*

