



LANTERN WALK

100 YEARS ON – WE'RE ALL IN THIS TOGETHER

We hope you had a lovely time at our Lantern Walk this week. We know the children love to share their learning with you and it means so much to have you come along and join in the fun.

The Lantern Walk theme again focused on reconciliation. This year the students thought about how Aboriginal people were treated in the early part of the 20th Century, including during WW1. This theme seemed timely and relevant to our students as 2017 is the centenary of WW1, and the Bridgewater memorial, which has been designed and funded by BPS students, is under construction.



In addition, the courtyard area outside Studio 3 and 4 (near the flag poles) is under development as a 'Remembrance and Reconciliation Garden'. We are helping our children make connections between the past, the present and the future, in order to help them design and action ways to **move forward together towards peaceful reconciliation**.

Children have been learning:

- ◆ To understand how Aboriginal people were treated in the early 1900's, including soldiers during World War One.
- ◆ To understand how these experiences have affected Aboriginal lives up until today.
- ◆ To understand that knowing the past helps us make good decisions about the future in our journey towards reconciliation.

We are connected by the flames of our lanterns to the Peramangk people. Long before the arrival of Europeans the Mount Lofty ranges were inhabited and protected by the Peramangk people, who managed and preserved the Adelaide Hills, using fire to clear old grasses and promote fresh plant growth. The children have worked in Peramangk groups, keeping the language alive for reconciliation.

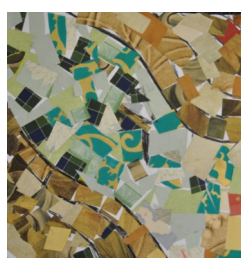
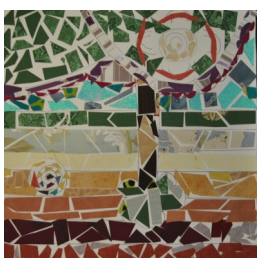
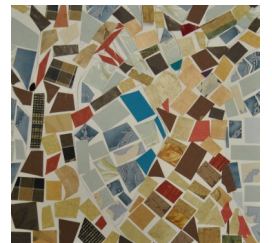


Kakirra = Moon
Yultiwirra = Stringy Bark Forest
Watta = Land or Country
Tarra = Land That Rises Up.





This week the children have worked in Peramangk groups to create paper mosaics. A selection of these will be made into actual mosaics for the Remembrance and Reconciliation Garden.



LANTERN WALK...

Earlier this year the Bridgewater Primary School Governing Council worked together (with pizza!) to write a values statement that encapsulates what they believe is important for this school community. Our Lantern Walk reflects these values, right down to our little sparks! We are all in this together.

Bridgewater Primary School Governing Council believes in a strong community which:

- values our connection to our environment and to one another;
- includes and celebrates our differences;
- through learning and play, fans the little sparks that will keep the flame of our school community burning.



- Bullying -

“What do you do about bullying?”

We hear a lot about bullying in the media and this is often one of the most frequently asked questions in schools. It can be a big worry for families.

At Bridgewater Primary School we have high expectations about the way everybody in this community - adults and children - treats and cares for each other. Anyone who spends time in our Studios and playground reports what a happy, caring environment we have here. Our children report feeling safe and having fun with friends. We have great kids from lovely families and that provides a strong foundation to build on if issues arise.

Children who are having difficulty managing their responsibilities to other children receive strong support to put their social learning into action. This can include counselling, family meetings, observation, restorative conversations, targeted intervention, learning programs, time out of class or play, through to suspension/exclusion from school. Bullying and harassment can have long term, harmful effects on everyone involved, including bystanders.

Bullying is when one child has **more power**, and **repeatedly uses that power** over a **targeted child**.

Bullying behaviours are not kid-sized problems and it is important that children tell someone, and keep telling if it continues, so that adults can help it stop.

Our **Anti-bullying and Harassment** policy describes what bullying is, what you can do to help your child and what the school puts in place if this happens; for both the child being bullied and the child doing the bullying.

Please refer to our website:
www.bridgeps.sa.edu.au / Families / Bullying Policy 2017.

We report student behaviour statistics to the Governing Council twice a year and discuss what we are doing in response to any bullying incidents, and to other children who frequently make poor choices.

Kid-sized Problems

The majority of upsets children have at school are normal, kid-sized problems.

It is important that we help children recognise the difference between bullying and the tricky 'give and take' of learning how to get along with each other. Disagreements, feeling left out sometimes, someone making grumpy or careless comments, play that is a bit too rough, **are not ok**, but they are all things that children can learn to sort out with the skills they learn from parents, teachers and peers, with some help along the way.

“Why is my child having problems with other children?”

This is all part of growing up and learning to be more independent.

Home is so much easier for children to manage than school! At home, children often have adults close by to help them navigate. On the sporting field there are referees to make sure everybody follows the rules. At school, there are many more people to get along with and more issues to traverse; and while there are always adults around, children get less management than they are accustomed to getting at home, Kindy or sports.

At school, children need to learn to regulate their behaviour in new ways and develop a whole new set of complex life skills, bit by bit.

So, it's no wonder there are issues from time to time for most children.

While it is natural to want children to only have lovely, positive experiences, there are enormous, life-long benefits as children develop their social capabilities by working through kid-sized problems.

Instead of bulldozing a clear path for children, we guide them through difficulties and build their responsibility towards others, while teaching them to take care of their own needs and wants in positive ways.

At school, we want children to learn that it isn't a catastrophe if someone is a bit mean sometimes, or doesn't want to play with them today. It is important that they learn how to solve issues productively. We want them to learn to make decisions about when to compromise and, at other times, how to stand their ground without being aggressive or nasty. We want them to learn not to retaliate or try to be the boss of other children. And if they hurt someone's feelings, even if they didn't mean to, we expect and support them to take responsibility and mend the relationship.

Sometimes, for children, an upset or two during the day can feel like the whole day was a disaster. "Nobody ever plays with me." "She's always mean to me." "They never do what I want." Parents might think their child is having a terrible time at school while teachers see a happy child who is working through a few friendship hiccups along the way.

One of the most important things for children to learn is that tough feelings are part of life. We want them to recognise those tough feelings when they come along – sadness, nervousness, anger, frustration, disappointment or worry - and to understand that we all experience this from time to time. We want them to see themselves as someone who can experience these feelings and work their way through them. We want them to know what to do to feel better. They then get to feel proud of themselves and have trust in their growing capabilities as someone who can sort stuff out – fairly, calmly and confidently.

Growing these capabilities is harder for some children than others.

Some children are naturals. Others have 'rusted on' habits. With these children it takes more time and there are slip ups along the way. If you've ever tried to change a habit in yourself, (smoking, diet, exercise, worrying) you know how hard it is and it can be even harder for children. Teachers see children developing this social maturity as a work in progress, and we monitor and intervene along the way.

How can parents help?

It is important that adults show interest in children's problems, but try not to jump in too quickly with solutions. In his workshops for parents, Bill Hansbury (Raising Beautiful Kids) recommends parents not buy into what he calls "whinge o'clock" – that time of day when children may try to capture your attention by telling you what a horrible day they've had, instead of the great things they did, something new they learnt, a problem they solved or the hilarious joke they heard. Bill recommends parent's responses demonstrate trust in their child ...

"Wow. What are you going to do to fix this?... Good plan. Let me know how you go."

"Remember when you had a problem like this before. You did a good job sorting that out. I'll ask you tonight what happened."

"That sounds tricky. Maybe you need to get someone at school to give you a hand with this. Who can you talk to?"

Even our youngest students have a repertoire of skills and responses they know how to use to fix the kinds of friendship issues they will encounter.

Teachers are always happy for you to drop them a line if you are worried, or make a mutually convenient time to meet and share your concerns.

Bully-proofing Children

Many children never experience bullying. These children have developed behaviours that make them effectively bully-proof. We teach children both the **capabilities** they need to be **bully-proof**, and the skills they need to **treat others with respect**.

To bully-proof children, we:

♦ Teach them social skills.

We teach children specific skills, often as the need arises. For example, children learn and practise how to greet people, how to join a group and how to leave a group if they want to play somewhere else. These simple skills head off a lot of friendship issues.

♦ Teach them to be confident and assertive.

We teach children to challenge unwanted behaviour, using strong statements to redirect other children. Children learn not to be a bystander; if they see something happening to another child, they learn to tell them to stop or get an adult to help. We teach children to not get upset. Stay calm, be assertive – sometimes the best response is to walk away and not care. Getting upset or fighting back can encourage a bully. They must always let a trusted adult know if it continues or if it is physical so the adults can put consequences and behaviour supports in place.

♦ Teach them to mediate.

We teach children that conflict is normal. None of us get our own way all of the time. We teach simple steps for working through a conflict and coming to an agreement. We have **Peer Mediators** in the yard who can help children step through the process and find agreement. Teachers also monitor closely and help children mediate problems before they get too big.

♦ Teach them to get help.

Our programs teach children to identify some adults they can trust and to ask for help when they need it. We teach them the language they need to describe their experiences and what to do if the bullying continues.

♦ Teach them empathy.





We want children to be able to walk in other people's shoes and take care of each other's feelings. Learning programs often centre around developing this capability. Often when children hear how the other person is feeling, solutions are

♦ Teach them how to be calm.

Even our youngest children understand how it feels when they are doing something they love. It might be playing with mum or dad, a bed-time story, riding their bike, dancing, sitting under a tree, reading or a favourite game. We teach children to identify their feelings when they move out of this calm 'Blue' space. They begin to understand what triggers them to move 'up the scale' and they also begin to take charge of doing the things that return them to 'Blue'. These strategies work just as well for children who are feeling bullied as they do for children who are doing the bullying. We want children to understand that the 'Blue' space is where we do our best thinking and where are most likely to be able to sort out problems and upsets.

My Calming Sequence

(The following two visual supports may be photocopied and laminated to be carried in a backpack, pocket, or purse for handy reference.)

			
First, I can squeeze my hands together.	Next, I can take three really slow, deep breaths. Slow in – slow out, slow in – slow out, slow in – slow out.	Then I can sit down, rub my legs and close my eyes. Now I feel more like a 3 or a 2.	I can think about happy things, like my dog or my stuffed lion, or our family cabin in the summer. Now I am at a 1.

Suggested Calming Strategy

1. Take three long breaths.
2. Stretch your arms up over your head, down, and up again.
3. Rub your hands together and count to 3.
4. Rub your thighs and count to 3.
5. Take another long breath.

COOK OUT

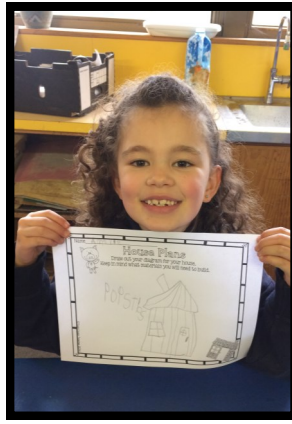
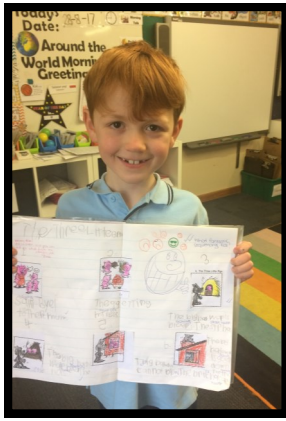


2017



STUDIO 9





In **Studio 7**, our wonderful writers have been sequencing fairy tales. The children have been engaged in reading stories and putting stories back together, which is an important skill good readers must have.

With our focus on fairy tales, Jess created **STEAM** (Science, Technology, Engineering, Arts and Maths) activities that support what we are learning in our Literacy Writing Block and during our STEAM Play Program.

After reading 'The Three Little Pigs', S7 put the popular tale back together, in order, in our Writing Block. In the STEAM Play program, children were involved in activities that were related to the story.

Science & Maths: Children had a blowing contest with straws. They had to blow a wide variety of objects and measure how far they travelled.

Technology, Engineering & Art: Children had to design, plan and create a house to withstand the strong breath of the 'Big Bad Wolf' (Jess' hairdryer).

Art: Children made a pig or wolf mask and then acted out the character from the story.

Maths: Children played a game of 'What's the Time Mr Wolf' as S7 has also been focusing on Time in Maths this term.

We also focused on the wonderful fairy tale of Jack and the Beanstalk.



STUDIO 7



NEVER

A

D

U

L

L

MOMENT

We've had a baby boom
at Bridgey so far this year!!!

Congratulations to all our families
who have gained an addition.



Baabaara visited BPS.
She was wearing her
nappy of course!

Jess had a major altercation
with a netball. She's still suffering!



Otis was born - very early!
Congratulations to Sarah, Jonah,
Astrid and Jarvis.

**A
T**

BRIDGEY PRIMARY !

Art work by Noah S2



Claire went snow skiing
last school holidays...
came back wearing this!



**BOOK
WEEK**





2017





We walked a mile...
 We baked cup cakes...
 We raised money...
 We donated goods...



We thank our school
 community for your
 kind generosity!





August 2017

Bridgewater Primary School
Attn: Jonah Haines
46 Morella Grove
Bridgewater SA 5155

Dear Jonah,

Thank You most sincerely for your commitment to **Walk a Mile in My Boots** in 2017. This year a record number of schools and students across our Adelaide and McLaren Vale events, as well as those who hosted their very own **Walk a Mile in My Boots AT MY SCHOOL** events. This increase in participation has contributed to a hugely successful event in terms of fundraising and building community awareness around issues of homelessness, and without doubt this has been influenced by Bridgewater Primary School's involvement.

Each morning at Hutt St Centre we are reminded of our purpose by the men and women who sit out the front of the Day Centre and greet us when we arrive at work. Each person has come here for a different reason, and for each of them the way out of homelessness will be unique. For some it's a long struggle, for others the transition can be quite quick with our assistance finding housing and work opportunities. One thing that is consistent is the importance of a place to come where each person can feel safe, welcome, and part of a community that values every person. Our Day Centre provides that place.

Our **Walk a Mile in My Boots** events enable us to keep the Day Centre operating and to offer quality services that support people during their homelessness. Within the Day Centre people can access basic utilities like bathrooms, showers, laundry facilities, secure storage and 17 visiting professional services including doctors, registered nurse, legal clinics, dental care, eye clinics and hairdressing. The Day Centre is also where people can meet with a case manager, undertake education and training activities, apply for housing, and work with our staff to find employment.

Your contribution to **Walk a Mile in My Boots**, and more broadly to our capacity to provide quality services from within the Day Centre is significant and highly valued by us and people needing support to end their homelessness. Thank you again and we hope you can walk with us in 2018 (save the date: Adelaide Friday 10 August, McLaren Vale Friday 3 August)

Yours sincerely,

A handwritten signature in black ink, appearing to be 'I. Cox'.

Ian Cox

The generous donations, together with the \$800 raised, were greatly appreciated by The Hutt Street Centre to help the homeless.

Thanks to Stephen (\$4) who thought a cup cake sale would be a good idea to raise funds.

BPS thank the Illsley family (Aldgate Butchers) and Adam Wakefield (Adelaide Hills Real Estate) for the BBQ lunch.

Studio 1 – Scientists on the Job

As you know, we think all of our kids are pretty amazing. But every now and then they do something that makes us go “WOW!”

Congratulations **Zoe** who took out **first prize** at the **2017 Oliphant Science Awards, Multimedia, Year 6/7**.

Her research project was: **Who has the dirtiest hands: Boys or Girls?**
This research is something we all wonder about...

Zoe's presentation obviously wowed the judges!

Lotte also presented a comprehensive study on: **Why Fidget Spinners?**
and we congratulate her on the quality of her research and persistence in overcoming technical difficulties. A problem we can all relate to, from time to time.

Well done, Dr. Lotte and Dr. Zoe. We are very proud of your scientific achievements.

Ian loves to teach Science and we are impressed with how our Studio 1 scientists are enjoying their learning. Watch this space... soon we will be able to share with you some of the conservation research the Studio 1 girls are doing, too, with expert support from Nikola Barnes (Greta S1 and Rowan S7) and our Claire Obradovic.



3D Art by Studio 1

Studio 3 and Studio 4 gave a Recorder Recital for parents and friends.
With a lovely bunch of roses, they thanked Leah Stephenson (Josh S3 and Jess S6) who comes
in regularly to lead their practice sessions.
Leah plays bassoon with the Adelaide Symphony Orchestra.



Building Fund Donations

We have begun saving to renovate the old school hall so that it is useable as teaching space. We will need to add lighting, carpet, air conditioning and soundproofing to make it a pleasant and functional space.

The Department of Education and Child Development will pay for the carpet and we will need to use our savings, fundraising and donations to pay for the rest.

We have had a healthy start to this work with **Hahndorf Resort** donating **\$7000** to our Building Fund. We appreciate their interest in their local community and generosity to our school.

Did you know that our Building Fund is a registered Deductible Gift Recipient with the ATO. This means that donations to this fund are fully tax deductible. If you would like to make a donation please use the following account details. Remember to include your family details so we can thank you and give you a receipt. Every little bit helps and would be greatly appreciated.

Bridgewater Primary School

BSB: 105 079

ACCOUNT: 305 113 940

*Please include your **family name** and the code **BFD**.*





MUSICA VIVA performed for students and parents at BPS.



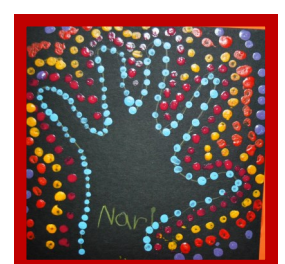
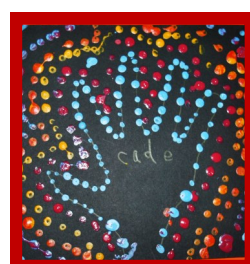
Studio 1 and
Studio 2
attended their
workshop
after the
performance.



What to do with hundreds of egg cartons? Create beautiful art of course!



Artwork by Junior Primary children





STUDIO 2 DOING THEIR THING IN THE KITCHEN!



Did you know? You don't have to be a parent of a Studio 1 or Studio2 child to volunteer in the kitchen. We promise you'll enjoy the morning and learn some new delicious recipes.

The Kitchen sessions are Friday morning. Let us know if you would like more information - email dl.0636.info@schools.sa.edu.au or phone 8339 1600.

SAPSASA Athletics

Congratulations to the following Bridgey students who were selected to represent the Hills District in the recent SAPSASA Athletics Day at Santos Stadium:

Discus

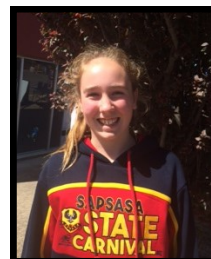
Wilan
Jaymee
Ella

Shot Put

Ella

100m and 4x100 relay

Brodie



A special mention to **Wilan**, who won **Silver** in the 13 Year Old Boys Discus What a fantastic result, well done Wilan!!

Throughout the year Bridgey also had a number of students who were selected to represent the SAPSASA Hills District in the following team sports:

Soccer

Olivia
Amelie
Shamis

Football

Finn



Well done to all our athletes. Being selected to represent the Hills District is something you should all be very proud of!



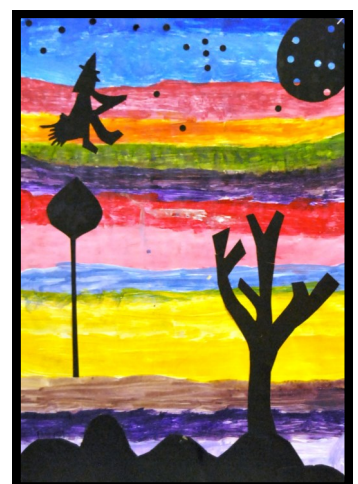
Studios 6, 7 and 8 painted
colourful Kandinsky Circles



Studio 3 welcomed
JJ Squirtle



Studio 1 created these sunset painting and collages



Festival of Music 2017

The BPS Festival Choir, together with many other school choirs, performed on stage at the Adelaide Entertainment Centre as part of the Public Primary Schools Festival of Music.

This year, for the first time in many years, the choir was composed of over a 1000 students returning to the past, when the choral festival was known as The Thousand Voice Choir.



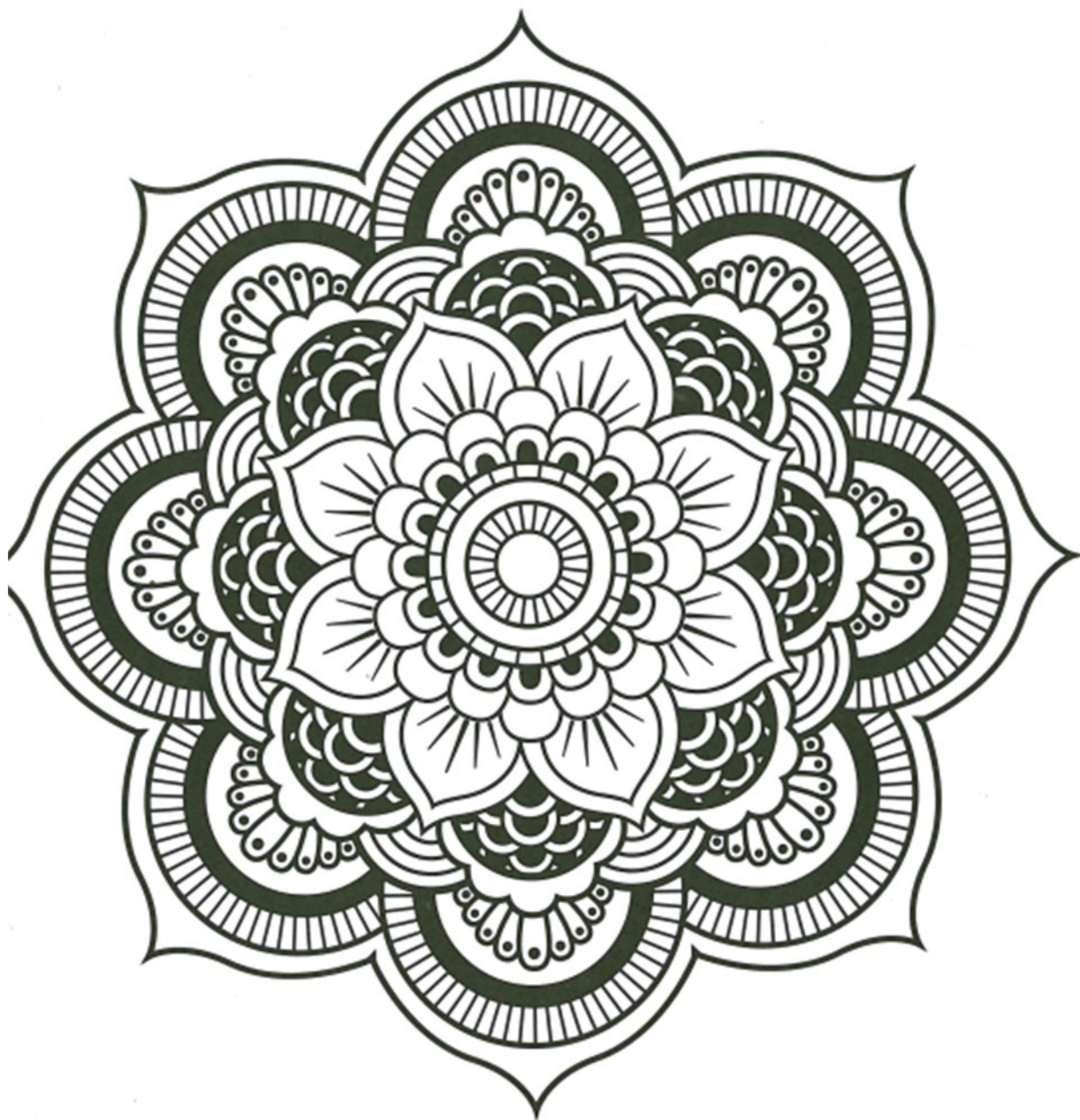
The Primary Schools Festival of Music, an official state icon, is a public school-based music education program which is a collaboration between DECD and the SAPPs Music Society, which gives all SA public primary students the opportunity to perform at a prestigious venue.

This year the Festival started with a big bang, as an "Arena Percussion Group" opened the concert while all 1000 students filed onto stage. The commissioned work was entitled "The Nutcracker and the Mouse King" which was a series of five songs based around the popular classical composition "The Nutcracker Suite", and the concert ended with the pop song "Live Louder".



In between there were a number of Assisting Artists from public primary and secondary schools, other choir items that presented different musical genre, and two pieces that specifically showcased the talents of the orchestra.

It was a spectacular event that our students enjoyed being a part of.



HAPPY HOLIDAYS !!!