

# magazine

## From Barb...

In 2012, BPS was recognised as an Innovative Learning Environment, one of six in Australia, by UNESCO. This recognition was with regard to the way in which we work to develop **Executive Function** in our children. Much of what we do every day is explicitly or implicitly designed to stretch children to develop these skills, and for these capabilities to be part of who they are as they interact with their learning and their world.



You can hear Professor Martin Westwell (an ex-Bridgey parent) talk about the importance of **Executive Function** at <http://bit.ly/1QYmkTO>

A really significant aspect of helping children develop their **Executive Function** can be described as **Positive Education**. As Jon Juriedeni, Head of Psychiatry at the Women's and Children's hospital states:

*"We need to give children the gift of being good at feelings, of being able to make sense of uncomfortable but healthy sadness, anger, fear and shame, rather than the gift of feeling good, which is shallow and evaporates in the face of adversity."*

You are invited to a **Positive Education Parent Workshop** to explore our work in developing **Executive Function** with children. We would love to see you there.



**What:** Positive Education Parent Workshop  
**When:** Monday 26<sup>th</sup> October 2015 (Term 4, Week 3)  
**Time:** 6:00 to 7:15 pm  
**What else:** Crèche provided with family sausage sizzle (gold coin donation)  
**RSVP:** Check coming email for RSVP and crèche registration

If you would like to come to a day time rather than evening session, please let Janice know and, if there is sufficient interest, we will schedule an additional session.

Email Janice at [janice.teunissen141@schools.sa.edu.au](mailto:janice.teunissen141@schools.sa.edu.au)



### HOLIDAY TIP

Going on a holiday? Perhaps planning a car trip these holidays? Or maybe just want to keep those young minds busy...



The following website link gives you an extensive list of word and number games that can be played without anything special other than our imaginations...

<http://bit.ly/1MqHKY7>



Cheryl's instructions to S6 one cold, wet afternoon...

*"Please put your shoes together and pop them out of the way."*

Good job Studio 6!



### Telling Time

A great way to help your child with analog time telling at home.





## From Barb

I am very happy that my appointment at Bridgewater Primary has been extended for another seven years. This is a fantastic school, thanks to the dedication of our talented staff and our amazing children. Our success also is because of the wonderful families who understand their important role in working together to support our children and our school.



In my application for the Principal position I wrote:

*"I have been privileged to be the Principal of Bridgewater Primary for the last five years. I share a passionate interest in the things that matter to this school community.*

*I recently asked the children what they love about learning at Bridgey, and their replies were inspiring and articulate. They talked about:*

- ◇ *Working in teams and sharing their thinking*
- ◇ *Creativity, imagination and artistry*
- ◇ *Being stretched as learners, and how this makes them stronger, smarter and more confident*
- ◇ *What it means to be part of a community, including the world community*
- ◇ *Learning how to be someone who can sort out difficult problems; academic and social.*

*The children's comments sum up what matters most. These are the skills and dispositions we are working to refine and grow. I welcome the opportunity to continue the work we have begun together."*

Thank you, Bridgewater.



# BOOK WEEK

The teachers' performance  
for Book Week this year  
was based on the book

## 'Scary Night'

Written by  
Lesley Gibbes



The children watched,  
enthralled, as the teachers  
acted out the story.



BOOKS LIGHT UP OUR WORLD



There was  
Bunny with Honey,  
Parrot with a Carrot,  
Fox with Socks,  
Giraffe with a Scarf,  
Lemur with Streamers,  
and many more friends,  
all carrying gifts.

But why?  
They were on their  
way, through the  
scary night,  
to surprise  
their dear friend,  
Tiger!

**Surprise Tiger!**







Parrot with a Carrot (Shaun) and the Wolf who howled and growled on that scary night (Liz)  
together with their cast of various characters... Studio 34

The cast and crew of Studio 6



With Kristina - the Giraffe without the scarf!

**BOOKS LIGHT UP OUR WORLD**

Studio 7 with their teacher...  
Heather the Hedge Hog who had a hair brush for Tiger's surprise birthday.







# FIRE

written by  
**Jacki  
French**

Illustrated by  
**STUDIO 34**



## A letter from a parent...

To Heather VK  
and any other  
staff involved in  
this wonderful  
project.



I came away  
from the school  
today very  
emotional...  
in a good way!

The exhibition  
of artwork by  
Studio 34 from  
the Book Week  
book 'Fire'  
moved me very  
much...



I was in tears.

Something about  
the colours,  
the beauty,  
the sadness,  
the care,  
the fear and  
vulnerabilities,  
the kids' effort  
and talents,  
and the support  
of teachers  
and school...  
all rolled into  
one!



Thank you to all.  
Anna Sarre  
(parent)







## Jump Rope for Heart

**BPS students raised over \$3500 for the National Heart Foundation.**

**Great stuff Skippers!**



Did you know Bridgely now has a **Gymkhana Team**? Beccy (S2), Jess (S2) and Aden (S6), wearing their specially made Bridgely Primary jumpers, represented BPS at the Strathalbyn Gymkhana.



Congratulations to **Tayah** (S34) who, for the second year running, has been selected to participate in the recording process for the **2016 Festival of Music CD**.



Congratulations to Milly, Essie and Sofia. These girls won best **'25 Word Story'** in the Book Week competition held by S2.



The Littleton family held Cupcake Day to raise funds for the **RSPCA**. With the help of the BPS community, they raised over \$250. Well done!

# Inquiry in Studio 8

We have been investigating sea creatures this term and discovered lots of interesting facts about them and their environment. We have been very upset by the impact that pollution is having on so many of them...



## define

To define a problem is to unpack it by restating it in your own words so that you understand what is being asked of you before you start to solve the problem.

### Define:

There is a lot of plastic in the ocean killing our sea creatures. Do we have anything to do with it? Yes we think so...

We have lots of rubbish in our school yard which can find it's way into the sea. What will happen if we do nothing?



## discover

How did we get to this point? What decisions were made in the past that provide insight to help us solve the problem? What could have prevented this problem? Does that still apply? How have others before us looked at this problem? What has worked under similar circumstances?

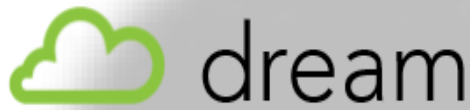
### Discover:

What have we done to find out more?

- ♦ Checked out the drainage at school and found that rubbish can end up in the creeks and rivers that lead to the sea.
- ♦ Collected and tallied the rubbish.
- ♦ Watched videos and read articles about the problem.







Dream is a whole-mind process that allows us to imagine possible solutions as they will exist in the future. This is a visioning process in which we not only imagine what is possible but also remain open to what seems to be impossible. Conceptualize what might be. Open your mind and ask, "Why not?"

## Dream:

What possible solutions can we come up with to solve this problem?

What do you need to do?

Work by yourself or in a group to develop a plan to help get rid of the rubbish in our yard.

Your plan needs to involve informing the school community so that changes are made by families and students. This means you will need to present your message to them in a persuasive way.



The children have chosen their actions and groups to work in.  
We will be busy next term!

## Our next steps...



## design

Design is a roadmap that keeps us on track to our goal. It is a plan that can be checked, discussed, re-evaluated, and modified. We build backward from the future to the present, identifying the milestones and creating achievable deadlines, breaking down all the necessary steps to get us from here to there.



## deliver

There are two components to Deliver: produce and publish. Producing is only half the work. Designing a presentation isn't enough; it has to be presented. Writing a song isn't enough; it has to be recorded. Developing a script isn't enough; the work has to be performed. You must deliver the goods.



## debrief

Debrief offers the opportunity to examine and evaluate the final product and the process undertaken, to determine what was done well and what could have been done better. Solution Fluency is not a linear process but a cyclical one. At any point, you may need to revisit one or more of the previous stages and make adjustments.

# Time flies when you're having fun!!!!

So much learning, so many things to celebrate, share and be excited about!!

Team work ...  
Designing and Making



## Studio 9

Getting Along ...  
Collaborative Skills



Some of the learning S9 has been connected to and engaged in is:

- ◆ Being authors, and illustrators (across many text types).
- ◆ Working mathematically, using our 'gardens' to map, plot and locate items.
- ◆ Gaining deeper understanding about how words work... in spelling and 'Words Their Way'.
- ◆ Expanding our vocab... focusing on and using interesting and engaging language.
- ◆ Exploring forces and angles... we constructed marble runs.
- ◆ Making our own soil for succulents... it had sand, compost, mulch and worm castings in it. Our succulents have started to grow!!!
- ◆ Taking many opportunities to be the best learners we can be...
- ◆ Being voracious readers. Nom nom nom!!! And connected to, predicted, questioned and inferred about texts.
- ◆ Skipping and skipping and more skipping.
- ◆ Being inspired by local fairy gardens... then designed and made our own 'garden'.
- ◆ Being musicians, dancers and entertainers.
- ◆ Driving our own learning in PL and have explored all things 'octopus'!
- ◆ Leading learning conversations with our loved ones and celebrated our awesome work.
- ◆ Contributing to our Community Garden. We have planted, weeded, mulched, harvested, composted, tidied and pruned.
- ◆ And much, much more!!!





## *~ STUDIO 34 ~*

*At last the sun was out, so the 'even' weeks cooking groups took advantage of this and decided to dine alfresco.*

*The adventurous menu was planned by Sam, our resident chef.  
Visit Sam's website for all the amazing dishes the children, together with Sam, have produced over the year...*  
*[nourishfoodlife.com.au](http://nourishfoodlife.com.au)*

### *~ A Sunny Friday's Menu ~*

*Fettucine (hand made) with Broccoli, Lemon & Chilli Sauce*

*Salad of the Imagination*

*Quince & Rhubarb Clafouti*

*( A French dessert - cross between a pudding and a cake)*



*Salad and chilli sauce creators*



*Preparing the pasta sauce*

*We used quince, salad greens, broad beans, lemons, broccoli, rhubarb, borage and marigold flowers. All supplied by Kerry, our garden specialist, and our dedicated groups of gardeners.*



*Pasta makers at work*



*Licking the bowl is the best part!*



## *Alfresco Dining*

*Thanks Daryl for cleaning the furniture in our piazza!*



*We all enjoy creating a delicious meal to share with our friends.  
We get to try different food, most of it from our garden. It's fun decorating and setting  
the table for so many. Even cleaning up isn't a chore when there are heaps of helpers!*

*Next term we are embarking on even more independent cooking with  
Bridgies inaugural **`Mini-chefs** competition.*

*We hope the judges smile a little and have excellent table manners!*





## Studio 6 News Term 3



The learning bus of Studio 6 has been chugging along at full speed this term! Kristina and Cheryl have been driving the bus, with all children on board with facts and knowledge aplenty!

Our learning in all areas has been based around our inquiry topic of 'Extraordinary Stories'.

We have been looking closely at narrative story structures and writing our own stories. The children are excited at their new role as both authors and illustrators!



In maths we have been looking at number stories – making number sentences, patterns in number, and shapes that are everywhere.



The children have been learning that everything and everyone in their world has a story. In history we have been making 'This is my Life' story booklets to put into time capsules.



So if you see a member of the Studio 6 team around town, make sure you ask them to tell you a story.







*Teacher  
Learners*

## ~ STUDIO 7 ~



*Design & Tech.  
Making sports toys for Fergal*



*Extension Maths with Heather C.*



*Student Lead  
Learning Conferences*





