

magazine

From Barb

As 2015 comes to a close, it is time to reflect on the year behind us.

I am often surprised to see how much children have matured by the end of the year. I am always surprised at how tall the Year 7's are. I am ecstatic to see our children developing their understanding that we all get smarter at anything we want to do through hard work and practice, practice, practice...



Much of what teachers do every day is explicitly or implicitly designed to stretch children to develop the skills they need to be capable and confident in their learning, their relationships and their wellbeing.

An important aspect of this is our focus on Positive Education.

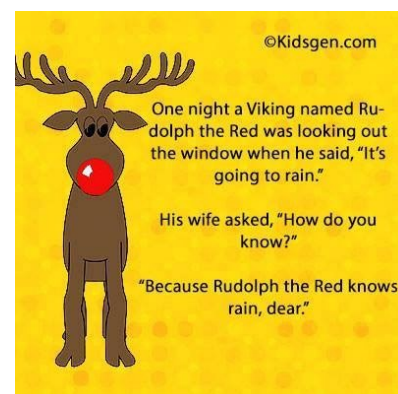
"We need to give children the gift of being good at feelings, of being able to make sense of uncomfortable but healthy sadness, anger, fear and shame, rather than the gift of feeling good, which is shallow and evaporates in the face of adversity." John Jurideini, Head of Psychiatry at the Women's and Children's Hospital states.



We value children developing a sense of place in their community. We want children to belong, to feel that they can influence what happens here and to enjoy their childhood as they learn. We will continue with this work in 2016.

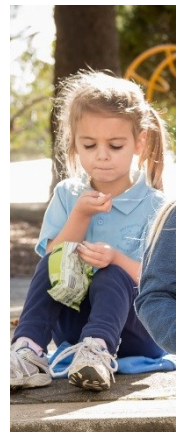
From all at Bridgey...

We wish you a safe and peaceful Christmas holiday.





Excellence
Resilience
Respect
Commitment
Balance
Integrity



Advice From A Tree

- Stand Tall And Proud
- Go Out On A Limb
- Remember Your Roots
- Drink Plenty of Water
- Be Content with Your Natural Beauty
- Enjoy the View

5 Reasons You Should Read Out Loud To Your Children

As parents know all too well, children love to re-read their favourite books over and over again.

While this may feel painfully repetitive to adults, there is something in the text that is bringing children back time after time.

Children benefit greatly from re-reading as they learn the rhyming or predictable pattern of the text – rather than spending that time trying to understand what the book's about.

Research shows that repeated reading of favourite books can boost vocabulary by up to 40%. But this is only truly beneficial when the text is read aloud.

Research shows that when preschool children are frequently read to, their brain areas supporting comprehension and mental imagery are highly engaged. Studies show that this helps with the development of reading skills, such as word recognition, when they start to learn to read.



By assisting our children to develop these skills, we're ensuring that they know that text conveys a message, and to read on for more information when they get stuck on a word.

And it's never too early to start reading aloud to your children. Australian author and literacy studies professor **Mem Fox** says reading to children from birth can help develop a love for and understanding of books.

Need more convincing?
Here are five ways that reading aloud can benefit your child, visit this link:

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



Handymen in Training

A select group of Studio 2 boys have been working with Daryl (BPS Groundsman) this term to restore some of our weather worn benches back to their former glories.

Ned, Bryce and Kiran have learnt to use a range of new skills as well as power tools!

The benches are looking better than ever and will be back in the yard as part of the redeveloped area outside Studio 34.



Progressive Story Writing

Studio 2 were lucky enough to be chosen by The Advertiser as the first school to write a chapter for their latest Progressive Story.

A Progressive Story is one where a different author writes each new chapter, taking their lead from the one before.

Renowned author Sean Williams wrote the first chapter of 'Escape From Thorngate Hall' and Studio 2 students had a wonderful time creating the next chapter. There were many many different directions the story took across the class and a decision on our submission was hard.

In the end we chose Aden's chapter as it encompassed many of the plot lines that the class favoured and for its quality authorship.

Our Chapter 2 will be published in The Advertiser on 31st January 2016.



On behalf of the Heart Foundation, I am writing to express our thanks to the students, families, friends and staff of Bridgewater Primary School for participating in the Heart Foundation Jump Rope for Heart program in 2015. In particular, I would like to acknowledge Heather Cranna whose efforts in co-ordinating the program greatly contributed to its success.

We are most appreciative of the \$3,486.72 raised by your school community. By supporting the Heart Foundations Jump Rope for Heart, your school community is making a positive contribution to the health of all Australians, raising much needed funds for heart research.

Once more, thank you for your invaluable support.

Paul Deverell

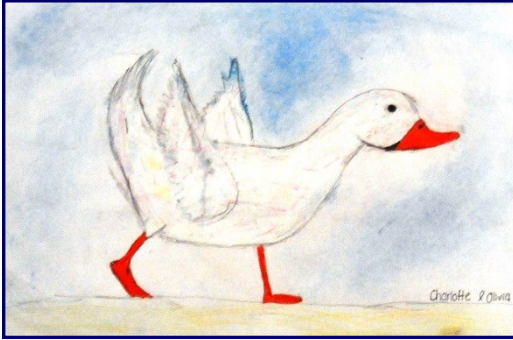
On behalf of the Heart Foundation



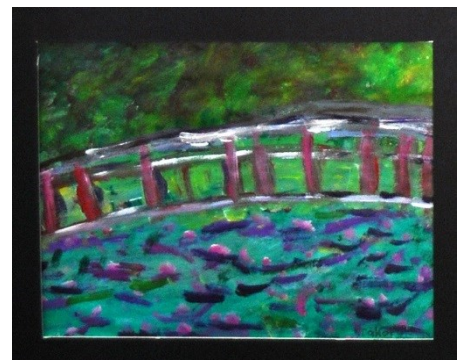
Bridgewater have a small number of proud Aboriginal students.

This year we were thrilled to have Brock from S9 nominated for an Aboriginal Achievement Award at the Just Too Deadly awards.

The nomination was in recognition of the improvements he has made in his Literacy and Numeracy learning.



Andy Griffith's picture book - Tree House
Depicted by Studio 34 artists



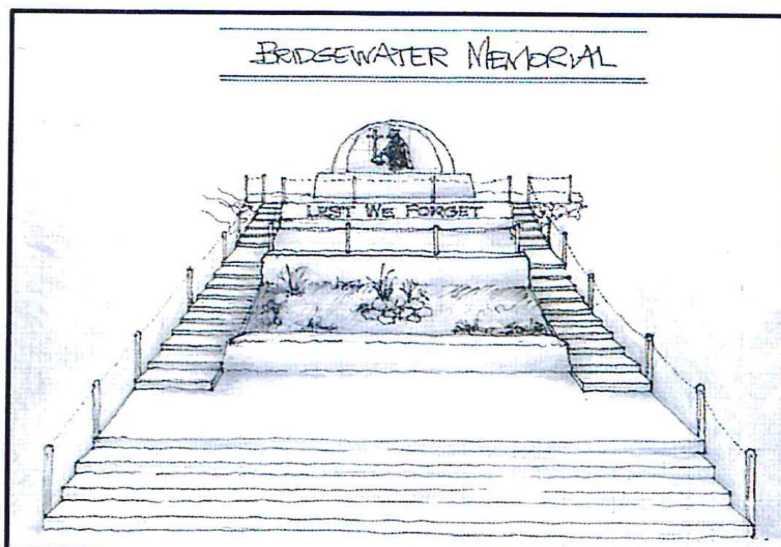
Studio 8

Artwork inspired
by Monet



REMEMBERANCE DAY

Bridgewater Oval - Proposed new Memorial Site





WALL MURALS

You may have noticed the extraordinary mural painted on the wall near the birds nest swing. The artists responsible are the talented Jas, Jess, Ari and Gabby from Studio 2.



They have worked with Heather VK to take Jas' amazing mandalas off the page and onto the wall using a good old fashioned overhead projector, the type all the parents used in the good old days before computers!



BRIDGEY CAFE

In 2016 we plan to hold some morning teas and afternoon teas for Bridgie parents in our Community Kitchen.

We hope these opportunities will enable parents to come together and meet on a casual basis.

SANTOS NEWS

Georgia from S2 jumped 1.37m at Santos Stadium during the Athletics Competition. This is two jumps clear over 2nd place.

This height is the same as the winner for the next girls age group up from Georgia's, and only 2cm less than the boys in the same age group.

Well done Georgia!

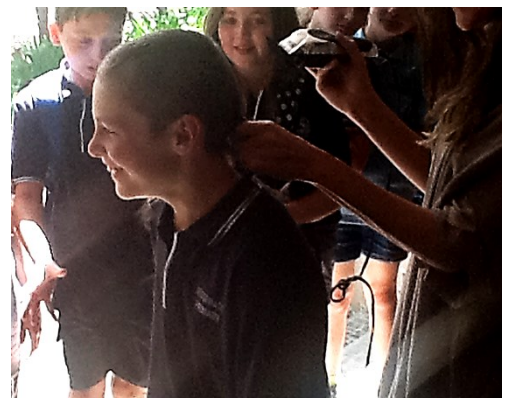


ISAAC'S GREATEST SHAVE

Huge crowds gathered on our front steps to witness Studio 2's Isaac lose a lot of hair for the World's Greatest Shave. He had worked hard in and out of school to raise a lot of money for a great cause.

Isaac wishes to thank all the families who dug deep and donated to support him to raise a whopping \$836.70!

Bridgewater has such a generous community and always make a big effort to support others; one of the many reasons we are the BEST SCHOOL IN THE WORLD!





SWIMMING LESSONS



2015





BURNSIDE POOL

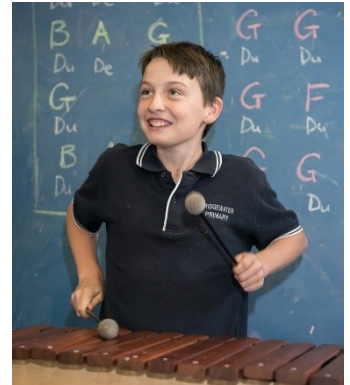




MUSIC 2015

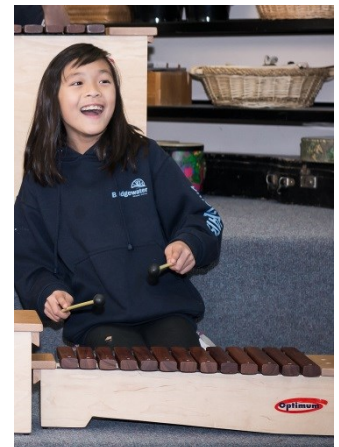


Junior primary music lessons this year have been diverse and exciting. Each lesson included singing, movement, rhythmic activities, listening to songs and music from a range of cultures and in different musical styles and tonalities, singing games, improvising with voice and instruments, free expression, exploration and composing with instruments, and some directed instrumental playing on tuned and untuned percussion instruments and recorders.



In the wet and dreary winter months we learned to sing and play songs about the seasons, rain and clouds. Children took turns conducting our percussion orchestra as we improvised the sounds and moods of different weather events in a soundscape. Through these lessons we explored concepts of dynamics, timing, contrast, conducting and following a conductor, timbre, emotion, drama and beauty. We explored the different sounds that we could make on percussion instruments and composed and performed music to accompany picture books about all different weather as well as sunsets and sunrises. Some children were privileged enough to be able to perform their composition to Amanda

Graham, the author of *The First Musician*. Amanda came to our lesson as a guest author and read her story to our live accompaniment that brought the beautiful text and illustrations to life. Weather dance and creative movement using scarves were made even more spectacular and mood inspiring when we turned on the colourful drama room lights!



Music lessons for the older classes involved singing and rhythmic games as well as developing ensemble skills playing xylophones, drums, keyboard, recorders, boomwhackers, and untuned percussion instruments. They played traditional and contemporary music and explored dynamics, timbre, emotion, drama and beauty in music. Some basic notation was introduced. Choir and Band students had the opportunity to develop their musicianship and explore musical concepts more deeply. They worked hard and enthusiastically with stunning results.

Such fun! By Claire



DRUMAGEDDON

Drumageddon was another huge success this year. It gets bigger and bigger each year and it was so big this time around it had to be moved to the gym so there was room for all the rock'n'roll awesomeness of our drummers!

Rob's team of drummers from all year levels took to the stage and showed their skills behind the kit. They were even joined by Cheryl who showed she may have a future in a rock band after her teaching career!

Studio 6 News Term 4

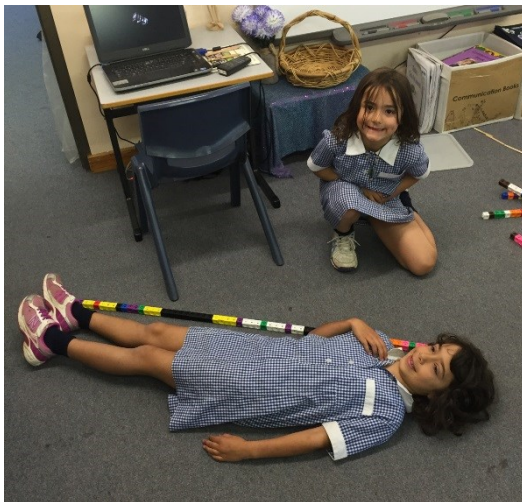
Our inquiry topic this term has been of 'Communities – Who are the people in your Neighbourhood?'



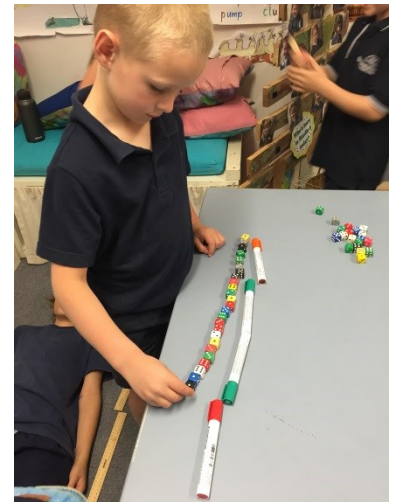
Our learning has been focussed on the people, places and things that exist in our local communities and how everyone has a particular helpful role in society.



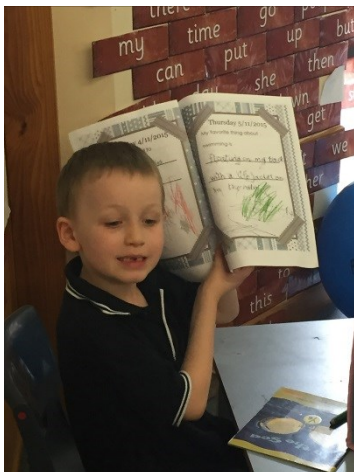
We have been sharing information about people we know around our neighbourhood that help their community. Studio 6 kids have gathered this information through interviewing, the confidence oozing from these bright sparks!



In maths we have been learning about informal measurement, Aussie money and telling the time... all real and relevant mathematical concepts that we have noticed pop up EVERY DAY in our home and school lives!



Studio 6 has enjoyed lots of extra school community happenings in this last term too. We celebrated Remembrance Day by making paper plate poppies, we've welcomed transitioning Kindy students into our school, we've showed off our 'inner fish' at swimming, and we've danced up a storm with Zoe's Mum, Kat.



Most of all we've loved every minute of learning in our great Studio. Kristina and Cheryl feel oh so lucky to belong to this community!



Studio 8

Stunning artwork
inspired by Monet



STUDIO 34

It has been a fabulous year in the kitchen with Studio 34.

The students' skills and independence with cooking has developed beyond expectation, so we thought it fit to celebrate their success with an end of year 'Masterchef' competition.



As you can see from the photos, they were focussed, organised and on-task throughout the whole session, and all presented beautiful dishes to the judges.



Cooking teams chose a dish to make from the recipes they had sampled through out the year. On the day, they worked as a team to prepare the dish, then served it up to the judges.

They were scored on organisation, independence, team work, time management, presentation, and taste and quality and of course, cleaning up!



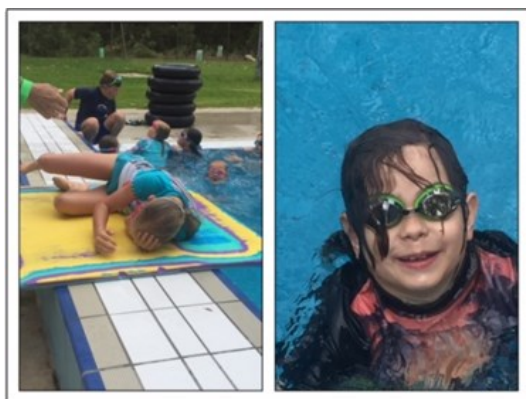
Although there could only be one winner from each session, the scores were very close, and in our eyes they are all winners for their outstanding achievement both on the day and through out the year.

Sam, Kitchen Specialist



S9 ... Learning in 'Action'

A term full of being active, inquiry, teamwork, rigor, being arty, appreciating
and contributing to our outside space and garden,
...and having fun.



Chat to your child about...

Rube Goldberg Machines

Jackson Pollock

Following procedures to make
something ...

Teamwork in S9

1st thinks, 2nd thinks - lots of thinks!!

Water play when it's hot



Studio 7 - Artwork painted with a knife and inspired by Ken Done



Staff for 2016

Bye Bye...

Kristina Woodberry, who has worked with the **Studio 6** Reception and Year 1 children has decided to complete her Masters in Special Education next year. We hope she has some time to do a bit of work with us but, for now, it's bye bye, Kristina. Thank you for a fabulous year.

Heather Douglas, who has worked this year in **Studio 7** with our Reception and Year 1 children has accepted a position at East Adelaide for 2016. Congratulations Heather and good luck at your new school. Your children will miss their 'Staff Meetings' and we will all miss the fun you bring to our school!

If your children have attended **OSHC** over the years they will know and love **Edna Rollings**. Edna has been a teacher for 40 years, mostly in NSW and more recently, she has clocked up over 10 years in our Out of School Hours Care. Edna has decided that now is a perfect time to break away from her love of school life and enjoyment of working with children so she can spend more time researching her family history and other leisure pursuits. We thank Edna for sharing her life with us and providing such gentle care to the children who have attended OSHC over the years. We will miss her and hope she will pop in from time to time.



Chantal Berry supported Jonah with **Studio 2** this year and, while her contract has finished, we hope to see her again next year.

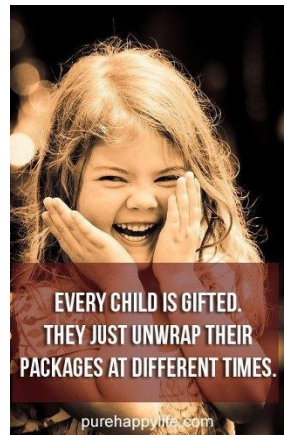
Sarah Ward has done a great job with all of our children in her role across the school. Sarah will be traveling for a few months next year but we are sure to see her back sometime soon.

Hello...

Congratulations to **Jonah Haines**, who has won a contract here for 2016. We love having Jonah at Bridgey so we are very happy to have him back.

Stephen Gallagher will be joining our staff. Stephen is a very experienced teacher and leader from the UK and he will be working with us two days a week next year. We will let you know what Stephen will be doing next year, but a little bird told me a Shakespearean musical may be on the cards...

We welcome **Penny Harris** to our new Reception class in **Studio 7**. Penny is an experienced Early Years educator (9 years) in country and metropolitan schools. She has a strong background in performing arts, science, maths, kitchen gardens, nature play, and play based pedagogy with little ones. Penny comes highly recommended by her current and previous principals and team teachers and we are excited to have her join our school.



If I am always the one to think of where to go next,
If where we go is always the decision of the curriculum or my curiosity and not theirs,
If motivation is mine,
If I always decide on the topic to be studied, the title of the story, the problem to be worked on,
If I am always the one who has reviewed their work and decided what they need,
How will they ever know how to begin?

If I am the one who is always monitoring progress.
If I set the pace of all working discussions,
If I always look ahead, foresee problems and endeavour to eliminate them,
If I swoop in and save them from cognitive conflict,
If I never allow them to feel and use the energy from confusion and frustration,
If things are always broken into short working periods,
If myself and others are allowed to break into their concentration,
If bells and I are always in control of the pace and flow of work,
How will they learn to continue their own work?

If all the marking and editing is done by me,
If the selection of which work is to be published or evaluated is made by me,
If what is valued and valuable is always decided by external sources or by me,
If there is no forum to discuss what delights them in their task, what is working,
what is not working, what they plan to do about it,
If they have not learned a language of self-assessment,
If ways of communicating their work are always controlled by me,
If our assessments are mainly summative rather than formative,
If they do not plan their way forward to further action,
How will they find ownership, direction and delight in what they do?

If I speak of individuals but present learning as if they are all the same,
If I am never seen to reflect and reflection time is never provided,
If we never speak together about reflection and thinking and never develop a vocabulary for such discussion,
If we do not take opportunities to think about our thinking,
If I constantly set them exercises that do not intellectually challenge them,
If I set up learning environments that interfere with them learning from their own actions,
If I give them recipes to follow,
If I only expect the one right conclusion,
If I signify that there are always right and wrong answers,
If I never let them persevere with something really difficult which they cannot master,
If I make all work serious work and discourage playfulness,
If there is no time to explore,
If I lock them into adult time constraints too early,
How will they get to know themselves as a thinker?

If they never get to help anyone else,
If we force them to always work and play with children of the same age,
If I do not teach them the skills of working co-operatively,
If collaboration can be seen as cheating,
If all classroom activities are based on competitiveness,
If everything is seen to be for marks,
How will they learn to work with others?

For if they...
have never experienced being challenged in a safe environment,
have had all of their creative thoughts explained away,
are unaware what catches their interest and how then to have confidence in that interest,
have never followed something they are passionate about to a satisfying conclusion,
have not clarified the way they sabotage their own learning,
are afraid to seek help and do not know who or how to ask,
have not experienced overcoming their own inertia,
are paralysed by the need to know everything before writing or acting,
have never got bogged down,
have never failed,
have always played it safe,
how will they ever know who they are?