



Burnside Primary School
Creating intellectually stretched, self-directed, powerful learners

NEWSLETTER

Term 2 - Week 6 - 3rd June, 2021



Dear Parents and Caregivers,

Pupil Free Day ~ Friday 11th June

There is a pupil free day next Friday 11th June, 2021. On this day staff will focus on assessing student writing samples to inform each child's next steps in learning. This is our third year of participating in the implementation of Brightpath. This term staff are collecting writing samples on Information Reports from years 1 to 7 and recounts in Reception. To support staff in developing the knowledge and skills to confidently moderate and assess this piece of writing, we will be dedicating a pupil free day to support this learning. On June 11, staff will be joined by members of the Brightpath team. During this day teachers will participate in learning and activities around developing their knowledge and understanding of the three key elements in information reports – text structure, authorial choices and language conventions. Staff will then have the opportunity to moderate their students writing samples within their teams and with the support of the Brightpath team. In the afternoon there will be a switch of focus from Brightpath to the Nationally Consistent Collection of Data whereby staff will participate in some online learning and begin to collate this information for the Department for Education.



Friday May 28 saw the commencement of Reconciliation Week. This year the theme is 'More than a word'. Reconciliation takes

action! For us as a community it provides us with an opportunity to reflect on what we do to take action, as a positive step forward to embrace the Aboriginal and Torres Strait Islander cultures as equally valued members of our school and the wider community of Australia.

Our year 3 and 4 classes celebrated the beginning of Reconciliation Week with a fantastic assembly highlighting the learning they are doing in their classrooms. We were also fortunate to be joined by special guest Robert Taylor. Robert welcomed the school community to country and shared stories with us about the Adelaide Plains, he played the didgeridoo and gave us insight into local Kurna customs.

Students shared their hopes for a reconciled Australia in 2030. Let us all do our part to make this a reality! For those who were unable to attend this assembly, please click on this link to see the 'Welcome to Country' by Robert Taylor: <https://youtu.be/uqW-AlsP9cM>



National Volunteer Week

The theme for National Volunteers Week in 2021 is Recognise, Reconnect and Reimagine.

Recognise, celebrate and thank volunteers for the vital role they play in our lives. Reconnect to what is important by giving our time to help others and ourselves. Reimagine how we better support volunteers and the communities they help. Recently we celebrated National Volunteers Week with a special morning tea for all our special volunteers. We were thrilled to share the event with approximately 40 people who regularly volunteer at Burnside in a range of capacities such as classroom support, reading, excursion, Parents and Friends, Kids Hope, sports coaches, canteen, library and Governing Council. We celebrated the significant contribution these people make to our school each week and are so fortunate to benefit from their dedication to our students. The Burnside staff and students want to take this opportunity to say thank you to our volunteers for the time they give to the school, your contributions are truly appreciated.

Exciting new format for the newsletter

We have been listening to your feedback and have explored different ways of presenting our newsletter to the school community. Feedback clearly said that you wanted to be able to read the newsletter on smaller devices such as smart phones. After looking at different programs we have decided to trial Microsoft Sway. At this early stage we are pleased that this format provides us with an easy to use platform, displays well on mobile devices and allows the user to click on sections most relevant to them.

By the end of week 7 we will have our term 2 newsletters available on our website in Sway. We will continue to use the two formats for the remainder of the term and then all things going well and fingers crossed, we shall use Sway for all future newsletter publications from the beginning of term 3.

During this period we welcome your feedback. Please email Alison.Bibby847@schools.sa.edu.au if you would like to share your comments regarding the new look newsletter.

Susan Copeland ~ Principal

Pupil Free Day - Friday June 11th, 2021



Dear Isabella and friends from 2021,
 Naa marni? (are you all good?)
 Marni'adlu! (We are all good!)
 A lot has changed, and we have all reconciled and everyone is living in peace and harmony! Everybody can now speak Koorina language, and there are now stronger relationships based on trust and respect. Australia has made amends for the wrongs of the past and are moving on. From you and your friends' future selves

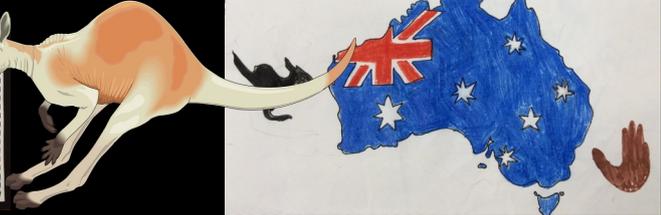


Isabella Fallshaw
 2/8 Eucalyptus Ave.
 Woodside town
 SA, Australia

Dear Rachel,
 Niina marni? (how are you?)
 We all care about each other and the Aboriginal people and everybody else all have stronger relationships. We are also free of racism and treat everyone in a equal way. We all have accepted the wrongs from the past and the impact of these wrongs. We all recognize each other including different cultures.
 Nakutha (goodbye) from future Rachel



Rachel lin
 500 Plane Bells avenue
 Tiger Stripes, 5093
 South Australia, Australia



RECONCILIATION WEEK 2021

National Reconciliation Week is a time for all Australians to learn about our histories, cultures, and achievements, and to explore how each of us can contribute to achieve reconciliation in Australia. 2021 marks twenty years of Reconciliation Australia and almost three decades of Australia's formal reconciliation process.

During Reconciliation Week the year four students learned about the importance of reconciliation between Aboriginal and non-Aboriginal Australians, as well as other diverse peoples.

Rooms 14 and 15 imagined that the year was 2030 and Australia achieved reconciliation. Students wrote postcards to either their current self, a family member or friend

describing how life had changed now that they live in a reconciled Australia. Students were challenged to include some Koorina words or phrases. **Emily Franklin & Rosie Konstas - Year 4 Teachers**



Dear Lydia,
 Niina marni? That means how are you Marni, I am good.
 Today is the 25th of May 2030 and Australia has finally achieved Reconciliation. Life has been so different since 2021. Indigenous people now have all the rights to do everything we do. Everyone in Australia knows at least the tiniest bit of Koorina for our new aboriginal prime minister encourages us to. All Australians understand and accept the wrongs of the past and impact on these wrongs. People treat each other with respect. Racism isn't even a thing. It's been 29 years since we started Reconciliation week. Peace has fallen upon us. Nakutha.
 From: Clare Xiao



Lydia, Zhao 7 Highgate
 Stonyfell, Burnside South
 Australia, Adelaide



Niina marni: Eva,
 We have finally achieved the 5 goals of Reconciliation Week! The goals are race relations, equality and equity, unity, historical acceptance and institutional integrity. Laws have changed a lot since 2021 and Aboriginal People have been treated fairly and equal since the past 9 years.



Eva May Morton
 Highgate way, Smalltown
 South Australia, Australia
 5063

Dear Max,
 Niina marni? Australia have finally achieved reconciliation. We have now achieved all the five values which are: race relations, equality and equity, institutional integrity, unity and historical acceptance. Australia have done so much to stop racism and I am very happy with nganatyda we have done.
 Ngaitiyaly Nakutha by Jack



McCarthy family
 165 muffin road
 Stone creek
 SA





In this issue of the Literacy Ledge, we will further explore the process component of a clause. **The process of a clause is the most important component for a number of reasons:**

FUNCTIONAL GRAMMAR

1. The definition of a clause or sentence is defined by the fact that it has a process/verb.
2. The process/verb carries the tense of the clause or sentence.
3. All other information of the clause or sentence is around providing more information relating to the process/verb.
4. In the functional grammar transitivity analysis, the process/verb is the first component students identify.

A deeper look

The process/verb is the first element students are taught when looking at clauses and sentence level grammar. It is essential for students to have a deep understanding of this to support them in having the ability to purposefully choose words which will enhance their reader's understanding. The level of process/verb complexity increases as students move through the years. Students will learn the four different types of processes/verbs and how these carry the tense (past, present and future) which also increase in complexity to include simple, perfect, continuous and perfect continuous.

Types of Processes/Verbs

The four types of processes/verbs are action, saying, thinking and relating. These can be split into two groups; the happening verbs which consist of action, saying and sensing and the processes of state which is the relating verbs. We will delve into each of these in a little more detail.

Action processes/verbs are the words which can be acted out or that can be seen. For example, dance, eat, read and run. This is generally the first type of process students are taught as it appears most frequently in texts and in students' own writing.

eg:

- Unicorns **fly** high in the air.
- The girl **danced** elegantly across the stage.
- In the morning, the sun softly **rose** above the mountain tops.

Saying processes/verbs are the words which tell the reader what is being said. It can even convey a character's emotions relating to what is being said.

eg:

- "Run, run as fast as you can" **said** the Gingerbread Man.
- It was all for a great cause, **reported** the volunteers.
- "OK, I'll do it" **sighed** the boy.

Sensing processes/verbs include words which represent how a character may be feeling, thinking or sensing. They provide the reader with the opportunity to get inside a character's head. These can be a little more difficult to identify as they cannot be outwardly observed by others.

eg:

- Any great chef **knows** you need to add salt to bring out the flavour in dishes.
- The aunty **decided to take** the children to the movies.
- The teacher **was confused** with the girl's response. (the word 'was' is included in this process/verb group as it helps to carry the perfect past tense of the sentence)

Relating processes/verbs express the relationship between two things. They often express being or having and support the identification, name and classification of people and things.

eg:

- The book is **called** Wombat Stew.
- The soup **was** very hot for the boy.
- The student **has** a new school bag.

Sarah Walters - Assistant Principal



BPS Debating Teams

Burnside Primary has 4 teams entered in the Year 6/7 division of Debating SA's Schools Competition. The teams practice at lunch time once or twice a week with Ms Mount and Mr Probert, and students work on their individual speeches at home. Debates are held according to formal debating rules. We have had two rounds so far, playing against Pembroke and Cabra Dominican, and our teams are performing well. It is very exciting to see our young speakers rising to the occasion!

Yellow Team: Beverly, Joan, Chethi and Joen

We the Burnside Yellow Team, have been awarded two 'Debater of the Night' awards, and we have also won one of our two debates. Although the debating journey has just begun, it has been a lot of fun and is quite challenging. At first, the experience seemed quite daunting, but after the first debate, we have grown to see that it is actually a lot more fun than it seems. The past two debates have made us think on the spot, develop better public speaking skills and most of all, how to cope with constructive criticism and of course, sometimes a loss.

Red Team: Ben, Mark and Alex

While training, preparing and working for our debates recently, we have strained through many challenges.

Blue Team: Chloe, Cadence, Laura and Jerry

Particularly through collaborating with fellow team members to prepare for approaching debates, we were able to demonstrate our strong ability to overcome difficulties and challenges in stressful times. Especially during them, my team and I were able to successfully guide and support each other speaking in front of large audiences. Debating has encouraged us to develop the critical skills of improvisation and quick thinking.

Green Team: Fateh, Anthony and Juvenal

We have thoroughly enjoyed debating. It has been an enjoyable learning experience. We have had a lot of fun improving in it.



Jane Mount - Year 6/7 Teacher and Debating Coordinator

Da Vinci Decathlon

The DaVinci Decathlon is an academic competition designed for students to challenge and stimulate their minds. Students collaborate in their teams to compete against a range of schools across the state in ten disciplines: engineering, mathematics and chess, code breaking, art and poetry, science, English, ideation, creative producers, cartography and legacy.

Burnside Primary School entered two teams to be involved in the Decathlon. The Year 6 team competed on Tuesday 18th May and the Year 7 team competed on Wednesday 19th May.

The Year 6 team took out 3rd place in English, 4th place in Engineering and 5th place in the discipline of Art and Poetry.

The Year 7 team are commended for their efforts as they were competing in a Year 7/8 competition. They placed 6th in Art and Poetry, Cartography and English.

All students collaborated with each other well and were intellectually-stretched to meet the demands of every challenge. They are congratulated for representing Burnside Primary School with great pride and displaying excellent teamwork skills throughout the day. Congratulations to all students who participated in the DaVinci Decathlon.



Year 6:

Max, Poppy, Levi, Hyun-Woo, Senuthi, Isabel, David and Megan

Year 7:

Max, Lachlan, Daniel, Taniish, Mark, Laurie, James and Beverly

Steph Glezos - Year 6/7 Teacher



Year 5 Living Kaurna Cultural Centre

The Living Kaurna Culture Centre is a very historical site that you should visit. It offers history, tours and activities for all age groups. Kaurna is a very important tribe in Adelaide which is one of the 500 different tribes.

Warriparinga is a very significant place to the Kaurna people for the history it holds. There are many experiences for all age groups including dreamtime stories. The Kaurna people moved from different camps during the change of seasons leaving firepits, scar trees [trees that has something calved out of it including canoes, bowls, shields and even spears] and bones. Some methods of surviving are still used to this very day which you can learn about.

The Living Kaurna Culture Centre offers a tour around Kaurna land. The guide is an Aboriginal man who gives you different perspectives of how they survived and what they ate including kangaroos, fish, wombats, bush tukka and many more. The tour also shows where and how the Kaurna people camped and where they got their resources and food.

The centre is a very kid friendly place with many activities to try. The centre has weaving, tours, a huge oval that is very enjoyable for children and a visitor centre that has many different stories and wooden carvings. You can also learn fascinating dreamtime stories that are very inspiring.

The Living Kaurna Cultural Centre is a very magnificent place to come and visit because of all its experiences and history. It's Reconciliation Week so we need to take action because it's not just a word it's an experience. This is why you should go to the Living Kaurna Cultural Centre to take action.

Tobey G. - Year 5 - Room 34





As part of our learning for Inquiry and as a lead into Reconciliation week, the year fives went on an excursion to the Living Kairna Cultural Centre. We went on a guided walk and learned how to weave. On the walk we had a tour guide, who we called Uncle Tom. He told us amazing stories about what the First Nation People believe and how the sacred land began. The first thing on the walk that we saw were the scar trees. On some of the scar trees there were obvious marks where shields, canoes and spears had been cut. The Kairna people had great respect for the trees and only ever cut 2 things from it. The trees were then given an opportunity to heal. They had and still have great respect for the natural environment.



During the walk we passed lots of bush tucker, including some furry little things on Eucalyptus leaves that the First Nation People called bush lollies. They really did not taste like anything. We cannot believe that some kids ate the bugs! The teachers were freaking out. There were also bushes called the kangaroo thorn. These were used to treat warts. Saltbush was another type of plant used as medicine. It is great to treat infections, grazes and sores. We have saltbush in our school yard.

We passed lots of scar trees along the way and we learnt about different signs and what they meant. We got to see what the Kairna shield looked like. We did not know that individual tribes had shields.



Learning how to weave

As part of our excursion, we all had the opportunity to learn how to weave. We all had a go at making a basket out of a straw like material called Raffia. The First Nation People would have used the reeds that grow in the nearby waterways. We learnt how to use a needle and thread (safely) and make beautiful woven baskets. Although we all found it hard at first, we learnt how to do it and all managed to begin our baskets. They ended up looking amazing. It was fun learning how to weave. The Aunties that taught us were lovely. We loved hearing their stories. They were such friendly, welcoming people.

The Coolamon scar tree is over 400 years old. A Coolamon was cut from a tree prior to colonial settlement - approximately 250 years ago. These river red gums are often native



habitats for bees, possums and birds.

The stories we learnt along the way

One of the many amazing stories we learnt was about the way the Indigenous people would catch fish. They would dig up a pit in the ground and add lots of stones to the hole. Then they would wait for the rains to come, whenever it rained, the fish would come to the hole\pond to swim, after the rain went the fish would be stuck and the First Nation People would come and take the fish to bake them. They had really huge ovens built in the ground. We got to sit in one of the pits. They used the giant ovens to prepare their tools and spears.



We also learnt the dreamtime story about Gilbrooky and how his favourite nephew broke a rule. His other nephews decided to kill the rule breaking nephew. Gilbrooky was very sad about this and made lots of ceremonies. First Nation People believe that if you open a bush and find a spring of water, that is Gilbrooky's tears from when he cried about his favourite nephew dying.

We all really enjoyed our excursion. Uncle Tom was an awesome storyteller. We learned a lot about the land and the Kairna way of life.



by Milla E. & Ashley L.

Year 5

Room 33



Reconciliation Week - Buddy Classes

Room 16 and Room 29

Reconciliation Week is held each year from the 27th of May to the 3rd of June. It is an important time to learn about the Aboriginal culture, events of the past and how we can work together for a better Australia. Over the week we participated in activities in our classroom which included learning some Kuarna language, sharing and discussing Dreamtime stories and creating art pieces.

We met with our buddies to create a collaborative artwork. The artwork was designed by Zachary Bennett- Brook who is a Indigenous man born and raised in Dharawal country. His design was separated into smaller parts and shared out amongst our classes. We were each given a small part to decorate before it was put together to create one artwork.

Kirby Beatty - Year 2 and Daniela Coscia - Year 5





Burnside Primary School

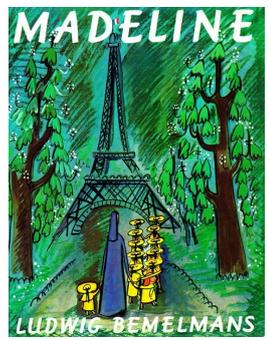
LE COIN FRANCAIS

Fabulous French Family Quiz

NOM:..... CLASSE:.....

Place your **HARD COPY** in the Resource Centre box by the end of Week 7 (Friday, 11th June). **ONE** entry per family allowed. Prize-winners will be announced in Week 9's newsletter. **BONNE CHANCE, tout le monde!!**

- Which is not a colour on the French flag?
A. Red B. White C. Gold D. Blue
- In what year was the Eiffel Tower completed?
A. 1763 B. 1824 C. 1889 D. 1904
- From where did the French emperor, Napoleon Bonaparte, originate?
A. Corsica B. Monaco C. Lyon D. Waterloo
- Identify a type of French red wine:
A. Champagne B. Sémillon C. Sauvignon Blanc D. Merlot
- Which French king built the Palace of Versailles?
A. Louis XIV B. Louis XV C. Louis XVI D. Louis XVII
- Who is Astérix le Gaulois? A famous French.....
A. General B. Author C. French wine producer D. Comic book character
- Which country does not border mainland France?
A. Luxembourg B. Belgium C. Austria D. Italy
- France has a large car market with several brands. Which brand of cars did not originate from France?
A. Fiat B. Peugeot C. Citroën D. Renault
- During what time period was the French revolution?
A. 1623 – 1650 B. 1704 – 1714 C. 1776 – 1783 D. 1789 – 1799
- Which French singer did not originate from France?
A. Jacques Brel B. Brigitte Bardot C. Edith Piaf D. Renaud
- What does *champignon* mean?
A. Shampoo B. Pen C. Mushroom D. Holiday
- What does *amour* mean?
A. America B. Glue C. Bathtub D. Love
- _____ = quickly
- What is 'country' in French?
A. Pays B. Place C. Allemand D. Géographie
- Name les trois 'professeurs de français' at BPS (correct spelling!)
Madame.....Madame..... Madame.....



Children are invited to dress in French colours on the last day of term (Week 10, 2nd July) as an ode to French Week in week 9. We ask children to bring a gold coin donation to support the 'St Vincent De Paul Winter Appeal'
<https://do-nate.vinnies.org.au/winter-appeal>

French Week
2021
21st to 25th June
Week 9

A fun week of activities celebrating French culture!

- Reception Classes - Madeline in Paris
- Year One and Two - Selfies from Paris
- Year Three and Four - Impressionist painting
- Year Five - Fleur-de-Lis
- Year Six and Seven - Pétanque

Delicious French food will be available in Week 9
Canteen orders online from 14th June, 2021

- Ham & Cheese Croissants every day: \$4.50
- Pain au Chocolat (Friday ONLY): \$4.00

