

Term 2 Week 4 – 10 May 2017

The newsletter will be distributed fortnightly with room reports appearing in alternate editions.

2017 Term Dates: Term 1 - 1st February to 31st March (9 weeks)
Term 2 - 18th April – 30th June (11 weeks)
Term 3 - 17th July – 22nd September (10 weeks)
Term 4 - 9th October – 20th December (11 weeks)

Monday	Tuesday	Wednesday	Thursday	Friday
8 th May	9 th May NAPLAN Grades 3 & 5	10 th May NAPLAN Grades 3 & 5 Cycles 1,2 & 3 Mother's Day Night 5pm-6pm	11 th May NAPLAN Grades 3 & 5	12 th May Cycle 3 District Cross Country 9.30am-1pm Cycle 1 Nature Walk 1.30pm
15 th May	16 th May	17 th May	18 th May Cycle 3 (nominated students) Junior School Council 10am-1pm	19 th May Cycle 3 (nominated students) Meals on Wheels 11.15am-1.15pm
22 nd May	23 rd May	24 th May	25 th May	26 th May Walk Safely to School Day Meet at PO at 8.15am Cycle 1 Nature Walk 1.30pm
29 th May Cycle 3 Camp	30 th May Cycle 3 Camp	31 st May Cycle 3 Camp	1 st June Cycle 3 Camp	2 nd June Cycle 3 Camp
5 th June	6 th June	7 th June	8 th June	9 th June Pupil Free Day Report Writing

Dates for the next 4 weeks will be listed in the fortnightly newsletter.

For any further dates, the **School Stream** App on your smart phone currently shows the next 90 days of events.

For the rest of the year please see the calendar on our website.

A note from Susi

Let's celebrate

Did you know it is the 20 year anniversary of the Pre-School and the 10 year anniversary of the Primary School? How would you like to celebrate?

This year we are planning events and celebrations to coincide with the completion of the Multipurpose Hall. There are some great ideas, floating in and out of informal conversations, such as food and music events to celebrate the completion of the pizza oven, a Spring Fair to welcome the wider community to our school, and themed evening meals in the new hall. If you have an idea about how your family would like to celebrate and what you may be able to offer please drop in for a chat or send an email.

Cybersafety

Our school, families and our community all have a responsibility to build understanding of issues related to the safety of children/students as they are introduced, experience and navigate the digital world including:

- Safe, responsible, respectful and ethical online behaviours
- Managing online activities
- Cyberbullying
- Digital citizenship

Currently we are developing a Cyber Safety policy for the school and will be running parent information sessions about cyber safety at school and at home. Dates and time to be advised.

Our beautiful school

One of my favourite places in the school is sitting in the sunshine at the café tables at the front of the school. I can highly recommend the warmth, the delightful atmosphere and the spontaneous social opportunities. Remember you are all welcome to make a cup of tea, pour a glass of water and take a moment to sit and enjoy. If you are wondering where the kitchen is just ask myself or Feona and we will show you the way.

Regards, Susi

General News

School Stream

Have you been missing some information from the school? Not aware of events? Keep yourself in the loop by using our School Stream App. See us in the office for more information.

Update your details

Have you changed jobs recently, started a new job or stopped working? Please make sure your details with us are up to date as this can affect the amount of funding we receive.

Early Years News

From the Ruby Room

Hello everyone,

Most of you know that I am a proud Sri Lankan born Australian. As a part of my heritage and culture I would like

you all to join celebrate a wonderful event "Vesak." Jess and I will be sharing about this special festivities and making unique lanterns with all the children as a part of the project. The lanterns will be displayed at the front of the school today, Wednesday the 10th of May. They will be lit in the evening for Mother's Day from 5.00 pm to 6.00 pm.

Vesak is known as the festival of light, a very appropriate name since almost all the decorations are in the form of illuminations. Vesak Festival is the celebration of the Birth, Enlightenment and Passing-away of the Gautama Buddha. For Sri Lankans, the "Thoranas" (Vesak Pandals), Vesak lanterns and "Dansalas" (free food and drink stalls) come to their mind when we talk about Vesak.

In addition to Sri Lanka, Vesak is observed in neighbouring South Asian countries. The full moon day of May is celebrated Vesak day. On this day, Lankans gathered in religious temples, prepare special food items, engage in charity works, and share the words of wisdom and joy with each other. Houses, public places, and shops are decorated with lights and colorful lanterns. Different organizations arrange lantern and pandal competitions. It is like Christmas and Easter all put together in one day.

Walk Safely to School Day - Friday 19th May -

'Active kids are smarter kids'

National Walk Safely to School Day is in its 18th year and is an annual event where all primary school children, their parents and carers are encouraged to walk (or commute) to school safely.

It is seeking to promote the health benefits of walking and creating regular walking habits, develop road awareness and road crossing skills and to reduce traffic congestion and pollution.

We invite all our families to meet at the Beechworth Post Office and walk to school together from there.

Buddhism has influenced local culture, social values, song, art, dance, and architecture. As a result, the religious festivals have become a national event and part of the society. Vesak festival in Sri Lanka is quite different than other South Asian countries. Here it is observed as a national event rather than a religious festival. In some countries, particularly in Sri Lanka, two days are set aside for the celebrations.

Lighting the lanterns is considered a symbolic act. It resembles the birth and attainment of Siddhartha as Buddha. You don't have to feel the spirituality to enjoy this show of light and life in Sri Lanka, it is about people coming together practice love and kindness, develop their minds and bring peace and harmony to the all living beings.

Rangi



From Cycle 1 (Amethyst & Emerald)

COLA

The children had a lovely time playing in the Cycle 2/3 playground while our COLA was being built, exploring the area and being looked after by their older siblings or friends, however they were glad to be back in the Cycle 1 playground last Wednesday. The builders have done a terrific job of the COLA and it has made a huge difference to our space. On Friday we began the process of setting up 'stations', which the children began to use straight away. There is a lot of potential for our undercover area, which will take some time and resources to set up as we envisage. Please feel free to come out with your child and have a closer look at the COLA.



SOCCER INCURSION

On Friday afternoon Danni and Matt from Little Kickers soccer in Myrtleford came and did a soccer clinic with the Cycle 1 children. The children practised standing still when the whistle blew, sneaking up to gather treasure, stopping the ball with their foot, dribbling the ball around markers, and kicking a goal. If you would like more information about Little Kickers, please let us know.

MOTHER'S DAY

We are looking forward to a lovely turnout of mothers and significant others for our Mother's Day evening on Wednesday. The children have been working busily in the lead-up to prepare afternoon tea and get the room ready. They always enjoy spending some quality time together with their mums at school, demonstrating their favourite activities and looking through their learning journals.

COLD WEATHER

The weather is rapidly turning quite cold, particularly in the mornings. Please ensure that your child is wearing layers so that they can rug up when we go outside during the day. A spare set of clothes is also a good idea.

Cycle 2 News

From the Moonstone & Turquoise Rooms

Our Year 3's have been working hard to prepare themselves to take a test. This involved helping each other to find the answers, learning to think for themselves and giving others time to discuss the issues or problems when necessary. They also talked about how to show respect to others by staying in your place and not interrupting others. Learning to take a test is an opportunity to develop and consolidate our **grace and courtesy** skills. We also talked about simply doing our best and trying our hardest.

As part of these discussions we enjoyed an interesting YouTube video showing how some overseas students interpret 'respect'. You can view this at <https://www.youtube.com/watch?v=IPvb33WftGA>. Whilst this has been a Year 3 focus, all of us have enjoyed the challenges of learning about the same respectful behaviours!

Cycle 2 has also listened to the 4th Great Story which expresses how writing came to be, with our art classes across both rooms reflecting this learning. The children have enjoyed making their own hieroglyphic cartouche as well as making paper!



We showed how persistent we can be: everyone ran, walked or jogged around the **cross country** course. They kept going even when they thought it was a very long way.

We had a fun night at our Cycle 2 **sleep over**. Thank you to all the children, parents and staff who made the night lots of fun. As you can see we learned lots about being a Viking.



We have been looking at what makes up healthy food and a healthy food plate. This has involved learning about the bones and the digestive system so far, with a highlight being using coloured play dough to show the different parts of our digestive system.

Moonstone



We are so busy, we had some **animal visitors** come and see us. We enjoyed meeting a friendly a rescued joey and a couple of puppies who are learning to do tricks.

Turquoise

We have been making paper as the extension of the Great Story, while also learning about the skeleton, nutrients and Australian Dietary Guidelines. You may like your child to tell you about the different nutrients and why each is important or ask them to sing the 'bone song'.



Cycle 3 News

From the Tigereye Room

Lots has been happening since the start of term. All students been learning all about the origin of democracy as part of our 'civics & citizenship' studies. The students got to vote about a classroom decision ancient Athenian style where we divided into citizens, slaves, women and 'metics' (non-citizens from other places). Only the citizens got to vote, which made some people rather grumpy! We tried it again, voting all together to figure out who had the majority. After this, students learned about the Magna Carta, which was an extremely important document in the history of law, parliament and democracy. We will get to see a copy of the Magna Carta when we visit Parliament House in Canberra! Below are some photos of some of the other things we've been up to in Tigereye.

A big congratulations to Hagen Hopp who competed in the Schools State Swimming Competition in Melbourne during week 2. He came second in breaststroke and fifth in freestyle.

We are desperately needing parent helpers for District cross-country in Yackandandah on Friday. Please let me know if you are able to come.



Mindfulness activities
with Ben Engel



Craft in the autumn
sunshine



A surprise visit from Sally



Eli & Cooper making their
early human shelter
(a cave)



Fun with long division

From the Topaz Room

The early weeks of this term have had a strong NAPLAN flavour, as the year 5 students practised doing tests and brushed up on areas learned but forgotten. The five students not in Year 5 were heroically quiet and had the new and exciting experience of discovering what it's like to work in total silence! In Week 1, we had our first ANZAC ceremony, in which Topaz students took an active role, preparing the backdrop, large Australian and NZ flags, and a wreath with candles. All students did an amazing job learning the songs in about three days flat, and two Cycle 1 students competently carried the wreath to the table. It was a beautiful ceremony and I believe we are looking forward to inviting parents next year.


On a beautiful, bright Thursday in Week 3, Josh, myself and some parent helpers took the Cycle 3 students up to Mayday Hills for their annual long distance run – three times round the course this year, making a total of 3km. They set off cheerfully, some jogging and others walking, and soon we were watching their distant silhouettes pass between the dark shapes of trees against the sun. Many of the students made it all the way without stopping and were over the finish line, gasping and dropping to the grass for a rest, quite quickly. Others took their time, but were cheered over the line by those who finished early, making for a great, supportive atmosphere.

Then, there was the excitement of Terri, Sally and Michaela visiting for Kat's birthday. It was supposed to be a secret but absolutely every student knew by the end of lunchtime!

In the classroom, some students have been studying and building the houses used by different types of societies (nomads, farmers and urban), which others explore the timeline of life. Did you know it takes 97 A4 pages to list all the different trilobite species and that they were basically the cockroaches of the Cambrian era? I didn't, until the last two weeks. The Year 6 students have been wrapping their minds around the theories of Pythagoras and Euclid and wondering what they are used for – a question which will be answered in a couple of weeks as they start solving word problems about Pythagorean triangles. (Don't tell them!) Small groups of students have been cooking each week, in line with a program drawn up by the Year 6s to ensure that everyone had a turn each term. To my sorrow, some magnificent concoctions involving marshmallows and coconut are in planning for Thursday and Friday this week, when I will be away. Our other big focus has been politics, as we prepare for our Canberra camp coming up in Week 7. We have looked at the two houses of Parliament, the three levels of government, and political parties. Students are now at the point of forming political parties and developing financially viable policies – very topical, as the TV and papers buzz around the Federal budget, debating whether it will be able to fund its commitments. I look forward to hearing the plans and policies they come up with – it's an interesting way to find out what really matters to students.

Politics - Mace


A Mace is a staff of metal or wood. They were originally used as weapons for war, like a club as they had a heavy head on the end to inflict powerful blows. The Mace is a symbol of royal authority and authority of the House of Representatives. It also symbolises the authority of the speaker. It is carried in at the start of each sitting day and placed on the central table by the Serjeant-at-Arms.



When the Mace is on its stand in the Chamber it means that a session is in place in the House. When not in use, the Mace is kept in a glass cabinet in the Speaker's office.

Parliament- The usher of the black rod

The usher of the black rod's job and to escort the president of the senate to his/her seat in the chamber and escorting them out at the end of the day. It also delivers messages or bills that are from the senate. The usher of the black rod stands guard in a division when all chamber doors are locked. The usher of the black rod was appointed in the 14th century in Britain and it used to discipline anyone who offended the order. The usher of the black rod would go to fetch the Representatives to come to the senate. He/she would knock on the door with the rod and the Reps would open the door then slam it in He/she's face, then come to the senate.





Montessori Matters

The Lessons in Practical Life Skills from www.montessori.org.au

"For all the money that we spend on tuition, why does my child spend his day washing tables?"

There is this wonderful photograph from the early years of this last century that captured a small child in a Montessori school carefully ladling soup into bowls for his fellow students' lunch. I'm sure that his parents wondered the same thing: "What has this got to do with helping children learn to read and write?"

The exercises in Practical Life are the very heart of the Montessori approach with young children. As they wash tables, pour liquids, polish silver, sweep and dust, they are developing an inner sense of order, concentration, coordination, and independence. It is through the process of caring for their environment, meeting their own needs and helping others, that Montessori children begin to learn how to learn.

The following excerpt from a description of a child's day in Montessori exemplifies what I mean.

It's about 10 am now, and Nicholas is hungry. He wanders over to the snack table and prepares himself several pieces of celery stuffed with peanut butter. He pours himself a cup of apple juice, using a little pitcher that is just right for his small hands. When he is finished, Nicholas wipes of his place mat.

Clearing up his snack has put Nicholas in the mood to really clean something, and he selects table washing. He gathers the bucket, little pitcher, sponge, scrub brush, towel, and soap needed and proceeds to slowly and methodically scrub down a small table. As he works, he is absorbed in the patterns that his brush and sponge made in the soapsuds on the table's surface. Nicholas returns everything to its storage place. When he is finished, the table is more or less clean and dry. A four-year-old washes a table for the sheer pleasure of the process; that it leads to a cleaner surface is incidental. What Nicholas is learning, above all else, is an inner sense of order, a greater sense of independence, and a higher ability to concentrate and follow a complex sequence of steps.

Noticing that the plants need watering, Nicholas carries the watering can from plant to plant, barely spilling a drop. He moves freely around the class, selecting activities that capture his interest. In a very real sense, Nicholas and his classmates are responsible for the care of this child-sized environment. When they are hungry, they prepare their own snack and drink. They go to the bathroom without assistance. When something spills, they help each other carefully clean things up. We find children cutting raw fruit and vegetables, sweeping, dusting, and washing windows. They set tables, tie their own shoes, polish silver, and steadily grow in their self-confidence and independence.

The real object of Montessori education is not to teach children basic skills and knowledge; it is to create the foundation on which the child will construct the men and women they will become. Our goal is to lead children to self-discovery, self-mastery, and to nurture the fragile flame of their curiosity, creativity, and imagination. Ultimately, this helps them master the very process of learning, which is based on patience, observation, and the willingness to accept their own intelligence. This is an education of the heart and mind, as much as of the intellect.

The Montessori class for children between the ages of three and six is a community of children; a 'children's house' or casa. What Maria Montessori established was more than an elaborate kindergarten in which children learn to read and write. Montessori offers a social and emotional environment where children are respected and empowered as individual human beings. It is an extended family, a community in which children truly belong and take care of one another. Within this safe and empowering community, young children learn to believe in themselves and their abilities. In an atmosphere of independence within community and personal empowerment, they never lose their sense of curiosity and innate ability to learn and discover. Confident in themselves, they find that mistakes are not something to be feared but rather the opportunity to learn from experience.

The Montessori classroom for three-, four-, and five-year-olds is designed to be a 'children's house.' The children are encouraged and delighted to participate fully in the actual life of the little community. They help to prepare snacks and meals, clean the environment, and maintain things. In this way, they develop not only muscular control and simple competency over little tasks, but a deep sense of self-respect and independence. They give the child a sense of independence and empowerment.

Learning the Skills of Everyday Life in an Atmosphere of Kindness, Community, and Respect

Success in school is directly tied to the degree to which children believe that they are capable and independent human beings. If they knew the words, even very young children would ask: "Help me learn to do it myself!" As we allow students to develop a meaningful degree of independence and self-discipline, we also set a pattern for a lifetime of good work habits and a sense of responsibility. In Montessori, students are taught to take pride in their work.

Independence does not come automatically as we grow older; it must be learned. In Montessori, even very small children learn to tie their own shoes and pour their own milk. To experience this kind of success so young leads children to grow up with an uncanny sense of self-confidence.

As they get older, Montessori students learn all sorts of everyday living skills, such as using computers on their own, household cleaning skills, cooking, sewing, first aid, and balancing a checkbook. They plan parties, learn how to decorate a room, arrange flowers, garden, and do simple household repairs. Montessori builds many opportunities into the curriculum for students to gain hands-on experience. In a very real sense, Montessori children are responsible for the care of this child-sized environment, which is why Dr. Montessori called it a 'Children's House/or Community.' They sweep, dust, and wash mirrors and windows.

When the children are hungry, they prepare their own snack. They pour themselves a drink from a little pitcher that is just right for their small hands. They set tables, polish silver, and steadily grow in their self-confidence and independence. When finished, they clean up and wash their dishes. When something spills, they help each other carefully clean things up. In Montessori classrooms, you'll find small children cutting raw fruit and vegetables.

Young children work with the Dressing Frames to master the dressing skills that classically challenge them as they begin to take their first steps toward independence: buttoning their clothes, working a zipper, tying their shoe laces, and so on.

To wash a table or chair, the student methodically gathers the bucket, little pitcher, sponge, scrub brush, towel and soap needed and proceeds to slowly and methodically scrub down a small table. When he is finished, he will return everything to its storage place. The lessons in Practical Life skills do much more than help children learn to wash tables. The process helps them develop an inner sense of order, a greater sense of independence, and a higher ability to concentrate and follow a complex sequence of steps. The ability to control one's body, and to move carefully and graceful around the room, often carrying things that must not be dropped, is an important aspect of the practical life lessons. The children walk along a line on the floor, heel to toe, carefully balancing while carrying small flags. They will do the same task while carrying things on trays or cups on saucers.

Learning how to work and play together with others in a peaceful and caring community is perhaps the most critical life skill that Montessori teaches. Montessori schools are intended to be close-knit communities of people living and learning together in an atmosphere of warmth, safety, kindness, and mutual respect. Teachers become mentors and friends. Students learn to value the different backgrounds and interests of their classmates. Everyday kindness and courtesy are vital practical-life skills. Montessori students come to understand and accept that we all have responsibilities to other people. They learn how to handle the new situations that they will face as they become increasingly independent. Montessori students develop a clear sense of values and social conscience. Montessori consciously teaches students everyday ethics and interpersonal skills from the beginning. Even the youngest child is treated with dignity and respect.