

**Term 1**  
**Week 6 – 11 March 2015**  
*Distributed weekly on Wednesday*

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## **Term 1**

**29<sup>th</sup> Jan – 27<sup>th</sup> March**

*8 weeks, 2 days*

*1 public holiday – Labour Day*

*2 pupil free days – Dyslexia Awareness & Training*

### **To Be Advised**

Cycle and room excursions if conducted and other events if the need arises

### **March**

12<sup>th</sup> Thursday – Hockey Roadshow – Year 4 students

12<sup>th</sup> Thursday – SEED Student Environment Education –  
Yackandandah Year 5&6 students

16<sup>th</sup> Monday – BBQ RSVP due to office

17<sup>th</sup> Tuesday – Harmony Day event 2.00pm with special guest Nicky Bomba

18<sup>th</sup> Wednesday – BBQ 5pm & AGM 6.00pm  
- RSVP for session 25<sup>th</sup> with Liz Campbell

21<sup>st</sup> Saturday – World Harmony Day

23<sup>rd</sup> – 26<sup>th</sup> – Cycle 2&3 Parent teacher interviews. Room schedules to  
be communicated prior to this date

25<sup>th</sup> Wednesday – Setting your child up to learn with Liz Campbell  
6.30-8.30pm. Parent Education Event

26<sup>th</sup> Thursday – Gum Tree Pies fundraiser orders due

27<sup>th</sup> Friday – End of Term 2.15pm finish

### **April**

4<sup>th</sup> Saturday – Golden Horseshoes Easter Parade 2pm. All children and  
parents welcome to join our parade entry

17<sup>th</sup> Friday – Gum Tree Pies delivered for 12 noon or 3.15pm pick up

## **From the Principal**

The student council continues to take shape as the interested students meet fortnightly. Students are taking ownership of how their version of the student council will work – they have decided on the name, nominated themselves for roles including the chairperson and scribe, created an agreement on the role of the council and conduct of the members and held discussions around “issues”. It was gratifying to see that straight after our meeting, certain students went about organising the sports store, including talking with younger students – these students were intrinsically motivated to “fix” something that was deemed to be an issue and they did so with grace and courtesy.

Congratulations to Therese, James and Dara on the safe arrival of Vivienne who was born on the weekend.

**AGM BBQ** – A reminder that RSVPs for the bbq are required by Monday to enable us to purchase the meat and vege option for the BBQ. We would hate to not have enough food to feed those that come along but also don't want to waste food by buying too much as we don't have much freezer space.

**Harmony Day** – Our Harmony Day events begin next

week with classrooms running an integrated program that acknowledges the importance of a harmonious society. From Wikipedia: “Harmony Day is intended to show cohesion and inclusion in Australia and promote a tolerant and culturally diverse society. Harmony Day began in 1999, coinciding with the United Nations [International Day for the Elimination of Racial Discrimination](#) and each year, it is marked by people coming together and participating in local activities. The continuing message of Harmony Day is 'Everyone Belongs'. It is about community participation, inclusiveness, celebrating diversity, respect and a sense of belonging for everyone. Communities themselves decide how they would like to come together to mark the occasion – some have morning teas, others organise a fair and some celebrate by dressing in national costumes. Orange is the colour chosen to represent Harmony Day. Australians are encouraged to wear orange clothing and/or the distinctive orange ribbon to show their support for cultural diversity and an inclusive Australia.” **Our special event is the Harmony Concert on Tuesday at 2pm with special guest Nicky Bomba** - bring a picnic blanket and if you have a drum at home you are welcome to bring it in for use in the drumming circle

**Heather**

## Ruby Room News

We seem to be always saying hello and farewell in Ruby room and today I would like to welcome Sue, Gabe, Hugo and Audrey's nana who has been coming up from Melbourne to help the family during the busy grape harvest season. On the flip side Kialesh's grandma from Czechoslovakia is returning back home so for us we have had the pleasure of Marketa and Sue attending Tots with their grandsons. Extended family is always welcome in case there is any doubt.

One of the practical life activities set up is the 'grinding' one – the children are using a manual handheld herb grinder. So far we have done lots of parsley and have moved onto basil, next will be mint. It is an opportunity for the children to exercise their fine motor skills with the grinder and their sense of smell and taste as well as language by introducing the name of the herb. If you have any herbs you would like to bring along to share please do.

This Tuesday 17<sup>th</sup> March we will be having 2 CFA representatives come in the fire truck to visit the early years classes. Tots are first visit at 9.30am in the car park so we can look at the fire truck and hear what they have to say. Later in the afternoon at 2pm begins our Harmony day celebrations at school – all welcome, you don't need to bring a drum but are welcome to join with singing, clapping.

We have been having some healthy morning teas in tots lately. Today's was peach crumble using coconut oil instead of butter, coconut syrup instead of sugar, sunflower seeds, coconut and oats. With some children it has been unexpected hit and with others 'delicious'.

We are running transition on a Wednesday morning only now as the children from the other classes have moved into their Cycle 1 rooms –(see! another farewell).

Thank you to Luke who was our parent helper last Wednesday; our parent helpers are greatly appreciated as you can see when you have a turn.

### ASC

Lately our Fridays have been quiet with only 4-5 children attending. Some days I have noticed many of our older Cycle 1 children wanting to write letters and words with guidance. Surprisingly last Friday all children chose to spend the afternoon inside to continue their activities including listening to tapes whilst others decorated the doll's house with tape and fabric pieces cutting them to size, puzzle activities. Over all some very settled and busy children at ASC - from Lisa.

I have noticed the same with the children most happily settling into long periods of concentration after lunch. Today one children from Cycle 1 was pegging the little socks on the little line with very little pegs singing a made up song for 20 minutes non-stop. Amazing to watch and listen to. She was working by herself and very comfortable and happy.

Please remember to have a hat for your child when outside. Once we begin 2<sup>nd</sup> term it is no longer a requirement but it is part of our sunsmart policy; parents also need one.

Many thanks

**Michaela and Lisa**

## Cycle 1 News

### Across Both Rooms

Next Tuesday, 17<sup>th</sup> March, Tracy McVea from the Beechworth CFA will be visiting Tiny Tots and Cycle 1 to deliver the 'Fire Safe Kids' program. The objective of this program is to introduce the concept of firefighters to children and to inform children that firefighters are members of the community who help in an emergency.

### Amethyst

#### Cultural Subjects: Science, Geography and History

Children enter Cycle 1 when their interest in observing natural and social phenomena is at its peak; they are in the process of building a framework for classifying the features of the world around them.

Activities that provide children with experience of the natural and social world are presented in the same integrated way as all Montessori activities. Knowledge is presented to children in concrete form, which they can manipulate in purposeful ways.

This term Amethyst children have particularly focused on **History**, and have:

- completed a family tree;
- completed a personal timeline;
- made a collection of items from a past time from their show and tell topic 'something old';



- classified card sets of historical objects, eg. from the gramophone to the iPod;
- completed timelines using pictures for stages of human development and our daily schedule.

Typically, the children will gain the following *knowledge, skills and understandings* through the activities they have completed:

- gain an impression of time passing;
- gain an initial impression of ages past;

- recognise and appreciate the contributions of individuals, past and present.

The show and tell topic for the past fortnight was 'something old' and the items the children brought in were the basis of our 'new and old' discussions. We had an old meat safe, gramophone, camera, vinyl record, doll and typewriter.

### Cooking

Look at the huge zucchini that came out of Tameeka's garden.



Needless to say the children have continued cooking with zucchini again this past fortnight.





### Apple and Zucchini Muffins

2 cups self-raising flour 1 tsp cinnamon 2 eggs, lightly beaten 1/2 cup vegetable oil 1 tsp vanilla essence 1 cup apple, peeled and grated 1 cup zucchini, peeled & grated	<ul style="list-style-type: none"> <li>• Preheat oven to 180°C (160°C fan-forced).</li> <li>• In a bowl, combine the flour, brown sugar and cinnamon.</li> <li>• In a separate bowl, mix the eggs, oil, vanilla, apple and zucchini.</li> <li>• Pour the wet ingredients into the dry ingredients and use a spatula to turn the mixture until all ingredients are just moist.</li> <li>• Spoon mixture into muffin tin and bake for 20-25 min.</li> </ul>
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Note: the recipe had ½ cup brown sugar but we didn't put it in.

### Zucchini Bacon and Cheese Muffins

1 zucchini, grated ½ cup cheese, grated 1 bacon rashers, diced 2 tablespoons vegetable oil 2 eggs 1 cup self-raising flour	<ul style="list-style-type: none"> <li>• Preheat oven to 180°C.</li> <li>• Grate zucchini.</li> <li>• Combine with the grated cheese and diced bacon.</li> <li>• Place the oil and eggs in a bowl and whisk until blended.</li> <li>• Gently combine oil mixture and flour with all the other ingredients. Mix well.</li> <li>• Spoon mixture into a greased mini-muffin tray.</li> <li>• Bake for 15 minutes or until cooked.</li> </ul>
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Gluten-free tip: Replace the self-raising flour with gluten-free self-raising flour.

### Art

In art the children have been doing **Pop Art** like Andy Warhol. They have used paint and pastels to complete their handprints, Campbell's soup cans, and add bright colour to photos of their faces.

### *Something you can do at home:*

We have been playing **sound games** with the children: known as 'I Spy games'. I am sure you have played these many times with your children, gaining valuable information along the way. We start finding objects that the children can identify, then using the sounds the letters make say "I spy with my little eye a 'p – e – g'", you can speed up the sounds as the child finds the corresponding object. The direct aim of these games is to make the children aware of the sounds used in speech and of their order.

**Tameeka, Melissa, Martina, Lisa**

### Emerald

Further to Heather's note in last week's newsletter about our fortnightly philosophy discussions as a staff group, we have been considering children's motivation in the classroom and how acting as a teacher to other children can be a significant motivator for some children. We spent a fortnight recently looking for specific examples where our Cycle 1 children teach each other and found that a few minutes spent helping/sharing knowledge or information with others can result in children feeling very purposeful and ready to approach their work with newfound enthusiasm.



Our work in the sensorial curriculum has had a shifted emphasis to focus very specifically on the 5 senses of taste, touch, smell, sight, and hearing. We have considered equipment on the sensorial shelves and discussed



how we learn about individual pieces: eg the sound cylinders are learnt about through our sense of hearing. As per Maria Montessori's ideas, we are specifically isolating individual senses and thinking about how we gain information from them. We have had a lot of fun playing a smelling game where we smell a scent and match it to a picture; there has been great hilarity tasting cocoa, salt, sugar, soy sauce and coconut and identifying these by taste alone (the children loved watching the expressions on each other's faces as they tasted unexpected tastes).

We will continue to explore smell, taste and the body parts associated with these critical functions and will also focus on how our perception is altered when we remove the sense of sight (by blindfold) and have to identify objects by touch, taste, smell or hearing alone.

We were lucky enough to have Tameeka visit during circle time last week to share her Indigenous artefacts and explain them to us. We learnt about symbols for meeting place, person, digging stick and coolamon. We are considering Australian animals through song, dance, movement, YouTube clips, and matching activities and are exploring Indigenous art and culture within the art area (you will have seen the lizards and turtles completed with dots and stripes) and through music, movement and stories.



In the maths and language areas, we are concentrating on symbols: joining dots to form symbols correctly; reinforcing knowledge of the shapes of symbols with lots of chalkboard drawing; using the whiteboard and a texta to practice symbol formation and demonstrate understanding; and even drawing symbols in shaving cream to perfect formation and shape. Whilst undertaking all of this practice, children are also consolidating their understanding of and retention/recall of the concepts that symbols represent.



Our 2 day professional development on dyslexia last week was inspiring – I have emailed parents with my thoughts and ideas – keep an eye on new activities in the classroom to support the learning of language and literacy by all children. I will be sure to keep you up to date as I introduce more of the materials and ideas over the coming weeks.

A quick thank you to a few people:

To Martin Kostirova and Jacqui Alessi – thanks for sanding and sealing our timber tables (thanks to the 6 or so families who offered to help too). The tables now look beautiful and the children are responding

to the new aesthetic of them.

To Kerrie Riddoch – thanks for the donation of seeds and apples for use in our programs with the children.

*Lynda, Wiggy, Geraldine*

## Supporting your Montessori Child

<http://montessorimatt.com/montessori/terms.asp>

### Vocabulary of the Montessori Teacher

There are many words we use in Montessori that are unfamiliar to people outside the Montessori community.

**Work:** In Montessori classrooms, there is a long (2.5 to 3 hour) work period. The activities they choose are referred to as their "work" (as opposed to their play). Parents often have concerns when they hear the word "work" because they associate work with something we hate doing. It is important to note that Montessori shows us that there is a difference between what children do for work and what adults do for work. With adults, we do work to complete a task. If we are washing the dishes, our main goal is getting the dishes clean and getting it done as efficiently and quickly as possible. For a young child doing the same activity, the main goal is an internal one, to develop a sense of peacefulness, develop their concentration, and develop their sense of order. "Work" in a Montessori environment is actually a positive thing children are excited about rather than a negative thing they have to do. Since work is usually freely chosen, they rarely, if ever, feel like they HAVE to do something.

**Materials:** Montessori has many different materials, many of which are specially designed with a Control of Error. The children select a material from the shelf and take it to their workspace. The child or children then work with the material and return it to the shelf where they found it.

**Control of Error:** The majority of materials in the Montessori classroom are designed so that a child can make discoveries on his or her own without the help of the teacher. The materials have a design that the child sees whether or not they have made a mistake. This helps foster independence, observation, and concentration.

**Three Period Lesson:** The three period lesson is a way of teaching something, especially the vocabulary used in the presentation. It has three phases to it:

1. First Period: Introduce the object to the child. "This is a sphere. This is a cube."
2. Second Period: Test the child to see if they recognize the name. "Which one is the cube? Which one is the pyramid?" Most of the time in the presentation is spent on 2nd period. Some other things we do might be to say, "Give me the cube," "Hide the sphere," or even, "put the cube under the rug."
3. Third Period: See if the child knows the object without providing the name. Simply ask, "What is this?" as you point to the object.

**Direct and Indirect Aims:** Every material in the classroom has both a direct and indirect aim. One aim is an inner aim that cannot easily be measured (in the case of table scrubbing, it might be to help the child develop order, concentration, and focus) and the other is an outer goal of the material (such as making the table clean). What is important is understanding that each material has a goal we can see observing the child (cleaning the table) and a goal that we cannot always see (developing a sense of order). A material is in its best use when the child is able to meet both the direct and indirect aim.

**Work Cycle:** The Montessori classroom has a long, uninterrupted period of time where the children may choose work. The period lasts between two and a half to three hours. As a general rule, it will start off with a period of work. About half way through, the children will experience false fatigue. It will then develop into a more



concentrated work cycle that lasts for the remainder of the class. In Maria Montessori's earlier schedule descriptions of her class, the 3 hour work cycle was not included. I have not found anyone that knows exactly when this idea started, but it was taught by Maria Montessori during her training courses as being something that is important to the Montessori classroom to help students develop a deep level of concentration.

**Absorbent Mind:** This is the title of a book by Maria Montessori. In it, she described the child's mind from birth to 6 years old as being like a sponge that absorbs information. From birth to 3, the child is in the stage of the unconscious absorbent mind. They do not discriminate as much what sensory input they receive and are more reactionary to what they receive. From 3-6, the children are more selective on what input they decide to act on. This age is known as the conscious absorbent mind. This is the cornerstone idea of the Montessori early childhood environment.

**Sensitive Period:** Sensitive Periods are times when a person has the best opportunity to learn something. You may be more familiar with a phrase in traditional education that is the exact same idea: "windows of opportunity".

**Normalization:** This is a term that often confuses parents. When they hear "normalization," many parents automatically think of everyone doing the same thing because it the "normal" thing to do. What we are really talking about is what the child's normal state is. Adults often think a child's normal state is one of chaos when, in fact, it is one of a calm, satisfied order. When a child is normalized, the child is selecting work on his or her own that meet his or her developmental needs. The child is calm, peaceful, happy, and content with the work he or she is doing. The terms "normalization" and "normalized" can refer to either a child or the classroom as a whole.

**False fatigue:** This is a period of time that children go through during their work cycle. About half way through their three hour work cycle, the children begin to move around more, wander a lot more, and generally seem less focused in their tasks. This can last for about 10-20 minutes, then the children get refocused into a much more concentrated work cycle. Many Montessorians describe this as being similar to an adult coffee break.

**Prepared Environment:** A Montessori classroom that is designed to meet the needs of the child. The materials are nice and orderly on the shelf, there is not a lot of clutter, the furniture is the appropriate size, and everything is set up and prepared for the child.

**Freedom within limits:** Children need clear guidelines to help them understand what is acceptable behaviour and what is not. Children also need a lot of freedom to help them grow and develop. In a Montessori classroom, there are a few key limits. We must respect each other and we must respect the classroom environment and everything in it. If these rules are established, it provides us with a framework to discuss what limits there are in the classroom. We are allowed to move around the classroom (our freedom), but if we run, that will disrupt other people and be disrespectful to them (our limit). We may think of creative ways to use the materials (our freedom), but we cannot throw them or bang them together, since this is disrespectful to the materials in the environment (our limit). It is important to note that different teachers have different ideas on what those limits are exactly. Some teachers might allow things you would not find acceptable and some teachers might not allow things you would not normally see as a problem allowing. It is important that you understand what your child's teacher feels is acceptable and not acceptable so you can help your child adjust to the classroom more smoothly

# Community News



## Auskick Season 2015



The new Auskick season for 2015 will commence on Sunday 19 April at the Beechworth Football Netball Club. The cost this season is \$75.00. There has been a fee increase this year and the fee will include the costs to ship the packs directly to the participant's homes.

Registrations for the season are open and online at <http://www.aflauskick.com.au/>

A special offer is in place that if you pay your child's NAB AFL Auskick registration online by **Monday 20 April 2015** you will get access to four complimentary tickets (i.e. 2 adults and 2 children) to a selected 2015 Toyota AFL Premiership match through the AFL Game Day program.

The session times are:

- Prep – grade 1: 10.00am – 11.30am
- Grade 2+: 10.00am – 12 noon

The dates are as follows:

1. Sunday 19 April: Season starts
2. Sunday 26 April
3. Friday 1 May: Friday night under lights 5.00 – 6.30pm
4. Sunday 10 May
5. Sunday 17 May
6. Sunday 24 May
7. Sunday 31 May
- No Auskick Queen's Birthday long weekend*
8. Sunday 14 June
9. Sunday 21 June: Final session – Mums, dads and kids game

### Helpers Needed

We are looking for the following volunteers to assist with the following:

- Coaches
- Assistants
- Coffee and tea makers
- BBQ helpers – night game and last session

If you can assist please let us know! We can be contacted on 0408 730 177 or [beechworthauskick@gmail.com](mailto:beechworthauskick@gmail.com)

Thanks again and see you all in term 2.

Gabriella Tange and Scott Ramsdell  
Auskick Coordinators



## Helpers needed for Net Set Go 2015!

**Net Set Go** Season 2015 is going to commence in Term 2. This year we are going to try to run Net Set Go at the same time as **Auskick** both on Sunday mornings.

We would like to run 2 sessions that will cater for different age groups and skills. The **Net** program is a skills based program for children 5-7years and the **Set** program will be a skills/competition program for older players or those 8-10 years.

**AND....** In order to run **Net Set Go** this year, I will require some additional helpers from parents/carers to ensure we can run the program. I have arranged for a short coaching session for parents and helpers from an experienced coach to assist those who are keen to help and would like some skills to help out. I cannot run the sessions on my own and really need help to make it happen.

If we can get enough helpers, the dates are as follows:

1. Sunday 19 April: Season starts
2. Sunday 26 April
3. Friday 1 May: Friday night under lights from 5.00 – 6.30pm
4. Sunday 10 May
5. Sunday 17 May
6. Sunday 24 May
7. Sunday 31 May
- No NET SET GO Queen's Birthday long weekend*
8. Sunday 14 June
9. Sunday 21 June: Final session – Mums, dads and kids game

I am working towards online registration this year and these details along with a date for a coaching clinic will be provided in the next week or so.

### IF YOU CAN HELP...

Please contact Gabriella Tange on 0408 730 177 or at [netsetgobeechworth@gmail.com](mailto:netsetgobeechworth@gmail.com) if you are able to assist and please let me know which session you would be able to help out.



## Net Set Go 2015 – coaching session for helpers Sunday 22 March 2015 10am – 12noon Beechworth Netball Club Balaclava Rd Beechworth

We have been lucky enough to offer a FREE coaching session for all helpers with Net Set Go this year. Jan Lang (*previous Beechworth Netball Club coach*) is giving up her time to help us out with coaching tips and skills to run the best NET SET GO for the kids. The session will cater for those who have no netball experience or have played before. So come along and brush up on your netball skills or learn some new skills.

Reminder, in order for NET SET GO to run this year, we need helpers to assist with activities with the kids.

**PLEASE COME ALONG FOR A MORNING OF FUN AND LEARN SOMETHING TOO!**

Please contact Gabriella Tange on 0408 730 177 or at [netsetgobeechworth@gmail.com](mailto:netsetgobeechworth@gmail.com) if you are able to attend. The more the merrier!

## Midgets and Under 13s Netball

Beechworth Football and Netball Club are currently putting the call out for netballers aged 8 to 12 (or turning 13 this year) to join the Midgets and Under 13s teams. To get involved please come along to training – 5pm on Wednesdays at the Beechworth Football and Netball Club netball courts.



### **Beechworth Football Club**

Training for the Under 12's & 14's will commence on Thursday 5<sup>th</sup> March 2015.

All new players are welcome.

#### ***Under 12's***

4.15pm – 5.30pm

Coach: Bill McLaughlin 0408 660 970

Team Manager: Jamie Pronk 0416 070 412

#### ***Under 14's***

5.30pm – 6.45pm

Coach: Darren McCormick 0457 604 703

Team Manager: Sam Niedra 0448 806 256

Registration Night

12/3/15

U12s & u14s

5pm onwards

Eftpos/Cash only

MiniRoo's – Starts at Savoy Park on Tuesday 14 April, U5's to U8's 5pm to 6pm and U9's to U10's 5.30pm to 6.30pm

### **MSSC Junior and Senior Training Times**

U11's & U12's Thursday 5.30pm to 6.30pm – combined team U12's

U13's & U14's Wednesday 5pm to 6.30pm

U16's & Thirds Wednesday 6.30pm to 8pm – combined team Third's

U17G Tuesday 6pm to 7pm

Senior Women Tuesday & Thursday 7pm to 8.30pm

Senior Men & Reserves Tuesday & Thursday 6.30pm to 8pm

All must be registered [www.myfootballclub.com.au](http://www.myfootballclub.com.au) and paid to play

Registrar contact details and information can be found on Registrations page: [www.myrtlefordsoccer.com.au](http://www.myrtlefordsoccer.com.au)

Competition starts 15 March - AWFA Game Draw 2015 - <http://awfa.asn.au/awfa-draw-2015/>

**Beechworth Neighbourhood Centre** *presents*

**COOKING for KIDS**



**School Holidays**

- Pancakes
- Scones
- Homemade Raspberry Jam







**Date: Tuesday 31<sup>st</sup> March 2015**

**Venue: BNC Kitchen, 30 Ford St Beechworth**

**Time: 1pm – 3pm**

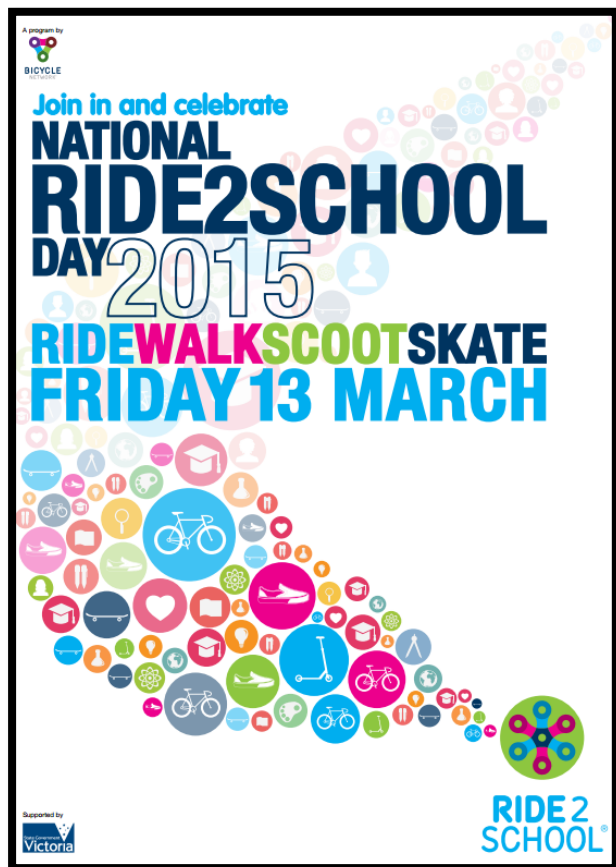
**Cost: \$35**

**Ages: 8-16 years**

**MAX. 8 PLACES**

Please book your place by calling us on 03 5728 2386 or email on [kitchen@bnc.net.au](mailto:kitchen@bnc.net.au)





## Free To Good Home 'Pre Loved Baby Items'

Wooden Cot

Pram

Stroller

Highchair

Car seat

Rocker

Please call Kerrie on 0419 989 077



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## SURVEY FOR PARENTS AND KIDS

Researchers at the University of Western Australia are looking for parents with children or teens between the ages of 8 and 16 to help us find out more about the relationship between the personality trait, narcissism, and children's emerging understanding of who they are (their sense of self and self-esteem).

The survey can be done over the internet and at home, and it takes about twenty minutes of your time (10 mins parents, 15 mins children). Parents are given the opportunity to enter a draw to win one of twenty \$50 gift certificates to Coles/Myer.

To participate go to:

[www.tinyurl.com/SSBParents](http://www.tinyurl.com/SSBParents)

For more information please contact  
Kate Derry at 6488 3259.