

**Term 2**  
**Week 6 – 20 May 2015**  
*Distributed weekly on Wednesday*

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## News from the Board

The Committee of Management have been busy working on a range of items and wanted to update the Montessori Community on our latest activities.

We will be able to advise the community soon of two members who will be acting as Parent Liaison. These committee members have graciously volunteered to make themselves available as a point of contact for parents who may have a question, concern or comment about the school and are not sure where to turn. The board is committed to working together with the parents, administration and staff to make Beechworth Montessori the best school it can possibly be. This requires communicating openly, in a respectful way. The Parent Liaisons are here to facilitate positive communication. Photo of the Committee members to come.

The Committee is currently working on policy in a number of areas to ensure the school has guidelines in place as it continues to grow. *Areas of policy development at the moment include: Risk Management, Fundraising and Parent/Friends Committee.*

We are also working closely with the Principal and Independent Schools Victoria around funding and planning for an indoor multi-purpose space; our thanks to Murray Walker for heading up this area.

### **Term 2** **13<sup>th</sup> April – 26<sup>th</sup> June**

*11 weeks*

*1 public holiday – Queen's Birthday*

*1 pupil free day – Report Writing*

#### **To Be Advised**

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

#### **May**

20<sup>th</sup> Wednesday - Pupil Free Day - Report Writing day

#### **June**

1<sup>st</sup> Monday –Raccolta – 1.10pm, All welcome

8<sup>th</sup> Monday – Public Holiday - Queen's Birthday

11<sup>th</sup> Thursday – 1.30-2.30pm Play – Warning: Small Parts. Memorial Hall. All rooms.

15<sup>th</sup> Monday – 19<sup>th</sup> Friday – Cycle 1 Kindergarten (Funded and Unfunded children) Parent teacher interviews. Room schedules to be communicated prior to this date

19<sup>th</sup> Friday – Reports distributed – Prep, Cycle 2&3

22<sup>nd</sup> Monday – 25<sup>th</sup> Thursday – Cycle 1 Prep Parent teacher interviews. Rooms schedules to be communicated prior to this date

26<sup>th</sup> Friday- End of term 2.15 finish

As you are likely aware the school has been undergoing the National Quality Framework assessment and rating process. The amount of work around this is sizeable our thanks and appreciation go out to all the hardworking staff and dedicated Principal who go above and beyond to ensure the school achieves a positive quality assessment.

**Karen Smith**

**BMS Committee of Management Chair**

## From the Principal

Our **Early Years** programs were assessed on Tuesday under the Federal Early Childhood laws (National Quality Framework). We are an approved provider of early childhood education and as such must comply with very clear guidelines of operation. The Assessment and Rating visit is a process of observation and documentation across 7 quality areas. It is an opportunity to showcase our programs, principles and practices for the assessor

and I would like to publicly acknowledge the tremendous work of our educators and admin team. We will have our report and rating in 3-4 weeks.

**Nominations** are now open for the 2015 Early Years Awards. These awards are an opportunity for recognition of the vital contribution that early childhood educators make to improving health, learning, development and wellbeing of Victorian children. In the Community News section there is link to the website – perhaps you might like to nominate within a category this year?

**Workshop attendance** – The Philosophy Workshop held on Saturday with Dianne Davis was a highly positive day with lots of rich conversations. There was a wide range of participants including parents, Committee members, teachers from other schools and services and interested others. Thanks for coming along.

**Reporting** cycle commences – Staff have commenced preparing for the production of the bi-annual individual student reports which will be distributed towards the end of term. Our newsletter is a day late due to the pupil free day for report preparation. The staff put considerable thought and time into the production of these individualised, comprehensive and informative records of each primary aged school child's progress across the social, emotional, physical and academic spheres of their development. It is always a BIG task and I thoroughly enjoy reading the reports of every child. It's been a pleasure to watch their growth over the years.

**Raccolta** – The Student Council will be holding the first Raccolta (Italian for gathering) for the term on Monday June 1st. There is more information on this in the newsletter under the heading Student Council. The process of decision making was a valuable experience for the student councillors as they considered the survey responses of staff and then voted to make a decision on what their Raccolta would actually look like, when it would be held and all the other factors to consider.

We have been successful in two instances of obtaining **funding** – one for turf in the Cycle 2&3 playground (sport area), and the other to support our Occasional Care program (After Session Care). Thanks to Karen Bowey for the turf application and to Howard for the care application. More details will be included in future newsletters on how and when the funds will be spent. Early years staff and admin will now commence a service delivery review for the Cycle 1 and Ruby Room programs and we will be sending out a survey sheet in the future. If you'd like to advise what your childcare/education needs are for your family in the early years please call into my office and let me know so that we can construct the survey around some anecdotal information. We are keen to think outside the current square and see what the future may hold for our service delivery. Alternatively send in an email or drop a note into the Form Lodgement Box in the foyer.

*Regards, Heather*

## General News

Beechworth Bus Lines would like to remind parents and students that there is a designated pick up spot at 8.55am in front of the telegraph station. Cost of travel to school is \$1.20.

### Lunch Orders next week – Week 7

Sushi - **\$1.50** per serve next Wednesday.  
Tuna and vegetarian option available.

## Student Council

### ***Raccolta – Italian for gathering***

Students decided that the Raccolta will be held twice a term – dates to be advised. First one is June 1<sup>st</sup> 1.10pm.

It will be held in the Cycle 2&3 playground but rescheduled if there is rain. Classes will need picnic blankets to sit on and classrooms should provide these. Some seating will be made available for visitors. Students decided on a Monday at 1.10 and all students will attend with their teachers. The student councillors will put together a list of items for the Raccolta and student councillors will run the gathering.

***Charlotte Hopp – Minutes secretary for this meeting***

### WACKY HAIR DAY


We invite you to come to school  
with fantastic wacky hair

When: 28<sup>th</sup> of May,  
Why? Send to a school called Port – Narvin whose roof  
was blown off in a cyclone.

Cost: Gold coin donation  
Who? Cycle 2 & 3 only.

Hope to see your hair!

By Daisy & Madeleine



## Parents & Friends

### Wood Fired Oven

Plans are progressing for our wood fired oven which we hope to have built before the end of this year, and we hope you're excited!! We're investigating various options of designs, and we have plans for many fundraisers in the near future to enable this work to be completed.

Brick ovens have been around for thousands of years in many parts of the world, and can be used not only for pizzas, but for practically any type of food you would bake in a conventional oven.... excepting pavlovas perhaps, but you just never know.... could be an interesting, entertaining challenge!

We could use some help from any of you interested in being a part of the wood oven journey, from discussions on design, sourcing materials, outsourcing skills and labour, physically building it and the shelter, and perhaps most importantly for now.... we need to raise more \$ to make it happen! (More \$ could mean the difference between a 'sort of alright' oven and a brilliant oven) Many handy folk make lighter work for all!

As you walk through the foyer you will see near the main doorway some information about all this oven biz... you can add your contact details there or email Beck at [ohmberecca@gmail.com](mailto:ohmberecca@gmail.com) to be part of the discussion, planning, enacting etc

### Pre-Loved Clothing Sale for oven fundraiser

A clothes rack has been placed inside the entrance to the foyer, for pre-loved clothing no longer required by fast growing children. Donations gratefully accepted.

### Wood Oven Workshop at Beechworth Neighbourhood Centre

Not a P&F fundraiser - but for us to learn how to operate an oven and try to glean a bit more information

Tues 26th May 11-1pm, if weather is good

Cost \$20 - includes notes and pizza lunch

Children may attend if fully supervised

RSVP directly to BNC

See ad in this newsletter

### Winter Solstice Sri Lankan Feast gathering for oven fundraiser

Saturday 20<sup>th</sup> June – time and location to be advised (from late arvo)



The poster is for a BNC Wood Fired Oven Training session. It features a yellow background with a stylized sun icon in the top left. The title 'BNC Wood Fired Oven Training' is in a large, bold, green font. Below the title, it asks 'Are you interested in learning how to use a Wood Fired Oven?'. A paragraph describes the training session: 'We are holding a training session at the BNC on how to operate our wood fired oven. You will receive instructions on how to light and cook in the oven as well as enjoying lunch at the end of the session.' A small photo of a red brick wood-fired oven is on the right. Below the photo, it says 'Children are welcome, but must be supervised at all times'. The event details are listed: 'When: Tuesday 26<sup>th</sup> May 2015', '(Weather permitting)', 'Where: BNC Kitchen Garden', 'Time: from 11.00am', and 'Cost: \$20'. At the bottom right, it says 'To register for this training please call Trish on 5728 2386 or email, [kitchen@bnc.net.au](mailto:kitchen@bnc.net.au)'.

## Ruby Room News

We had a wonderful encounter in tots and in ASC with some locally grown popcorn brought in by Andrea and Lyla last week. They showed us how to scrape it off the cob by rubbing the cobs together and then 'winnowing' which is pouring the corn from one bowl to another, separating the dry chaff from the corn. We then popped it in the popcorn maker. It took a little longer than bought corn to begin to pop but when it did it sent the odd seed high into the room much to our great delight. It was an entertaining experience not to mention tasty with all of us roaring with laughter during the popping process. Thank you Andrea and Lyla for sharing your produce. If anyone else would like to share a culinary delight or anything produced locally bring it in!

The apple crumbles have been also well received and easy to put together with another tasty treat afterwards. We have been making crumble using coconut oil melted with rice syrup, oats, coconut flakes and flour...quite healthy and the children enjoying the taste.

We would like to welcome Chris and little Grace from Wangaratta to our group...we hope you enjoy the experience!

**Michaela**

# Cycle 1 News

## Across Both Rooms

Thanks to all parents for your support leading up to and during our assessment and rating visit on Tuesday. Participating in the National Quality Framework has been an important reflection process for us all and has led to a number of improvements in our processes and practices. We are now waiting for the report which is expected in 3-4 weeks.

## Amethyst

### Science

This fortnight we had an unplanned tangent to the science program. One morning a child was reading her reader 'Mark and Mars' which sparked a number of questions about the sun, the moon and the planets in our solar system. This curiosity moved through the room so we read books on space, completed 3 part cards of the planets, labelled a space shuttles, watched a short documentary, wrote sentences, made a book and made a 2D model of the solar system which is on the wall on our room.

We continued this learning by making a balloon rocket on Tuesday afternoon. The children have engaged in hypothesising, researching, investigating, experimenting and problem solving (Outcome 4: Children are confident and involved learners).

Below is the experiment for you to share with your child at home.

### BALLOON ROCKET

#### Equipment

- piece of string (about 2-3 metres long)
- balloons (1 per child)
- 2 chairs
- drinking straws (1 per child)
- tape
- scissors



#### Procedure

1. Tie the end of the string to the back of a chair.
2. Thread the straw onto the string and tie the other end of the string to the other chair.
3. Attach two pieces of tape to the straw.
4. Inflate the balloon, hold the opening, and attach it to the straw *with the tape*.
5. *Put the balloon to one end of the string and let go.*

We discovered that it is important that the straw is straight and the string is long enough.

### Cooking

We have been cooking soup and bread in our room. The children cooked the slightly altered zucchini soup from the 2013 *Moonstone Soup* recipe book and my personal favourite pumpkin soup recipe. The recipes are below for you to cook with your children at home. All of the children have at least tasted these soups and in most cases enjoyed them, particularly with bread to dip (Outcome 3: Children take increasing responsibility for their own health)

### THAI COCONUT PUMPKIN SOUP

olive oil

2 onions

1.5kg pumpkin

4 large potatoes

500g carrot, sweet potato

2 tablespoons red curry paste

1lt vegetable stock

1 tin coconut milk

Heat a little oil in soup pot with diced onions, add red curry paste and cook until onions are soft.

Add vegetable stock, pumpkin, potatoes, carrots, sweet potato to the pot, bring to boil and simmer for 30min or until very soft.



Allow to cool then blend until smooth, finally add the coconut milk.

Note: The amount of red curry paste and coconut milk used will vary depending on your family's taste.

### **ZUCCHINI SOUP**

1kg zucchini, chopped

2 onions

2 potatoes

2 carrots

garlic

1lt vegetable stock

½ cup milk

¼ cup parmesan cheese

Heat a little oil in soup pot with diced onions and garlic, then add zucchini, potato and carrot.

Add vegetable stock and cook for 30min.

Add milk and cheese, then blend.

***Tameeka, Melissa, Martina, Lisa***

### **Emerald**

This week is National Families Week and we are celebrating the contribution that our families make with a morning tea on Friday at 11.30. All Emerald families are welcome. The children are preparing morning tea and it will be an opportunity to spend some time in the room together.

We have commenced studying South America this week – if you have anything to contribute in the way of artefacts, photos, stories, songs or dances we would love to have you join us.

We hope you have had an opportunity to enjoy the art exhibition in the foyer opposite Heather's office. The children have enjoyed exploring botanical art and reflecting on this as a tool for recording information prior to the invention of the camera. There is a detailed learning story displayed describing the outcomes for children's learning. Children are particularly interested in letter sound correspondence – learning that each letter has a sound or a number of sounds that it represents. Children have enjoyed matching the letters with objects or pictures that start with that sound. This early phonemic awareness is an important pre-reading skill (VEYLDF outcome 5). You can support this learning at home by playing games such as "I spy" or "what's my word" whereby you sound out a word "c-a-t" for the child to join "cat".

Next week we will be walking to the library to participate in National Simultaneous Storytime on Friday afternoon. Please return your permission form to the office.

***Lynda, Wiggy, Geraldine***

### **Supporting your Montessori Child**

## **A Response to the NYTimes Opinion Piece on Play**

By Laura Flores Shaw on May 19, 2015

<http://www.whitepaperpress.us/a-response-to-the-ny-times-opinion-piece-on-play/>



A recent **opinion piece in the New York Times** discussed the move towards replacing play in early childhood educational settings with didactic instruction. The author, David Kohn, a Baltimore science writer, provides research evidence showing this move is not only developmentally inappropriate, it doesn't even lead to increased academic achievement. He hopes that policy makers will take note of the science.

While Kohn has a point, reading the article brought to mind three issues: 1) I don't know how Kohn defines "play," 2) Kohn is reinforcing the discontinuity between early childhood and the rest of education, and 3) he's missing the much bigger picture: didactic instruction no longer serves any student at any age.

### What is play?

Play is a construct that is likely to mean different things to different people. For parents, play may bring to mind children frolicking through fields, hanging from trees, playing in mud, and generally just doing whatever one wants. But for researchers who must actually define their constructs to clarify what they're actually studying, play is more complex than that.

Within the research literature, there is the overall construct of **playful learning**, which is broken down into **free play** and **guided play**.<sup>1</sup> Free play involves pretending, playing with objects and/or peers, and rough-and-tumble play. There is very little adult control and no extrinsic rewards. Guided play, on the other hand, falls on a continuum and involves adult guidance that promotes academic knowledge through activities that feel like fun rather than the I-want-to-poke-my-own-eyes-out-because-I-have-to-sit-still-and-listen-to-the-adult didactic instruction. The continuum is based on the amount of guidance a teacher provides: some teachers may only provide specific materials in the environment, while other teachers may provide materials and still lead all playful activities. But there is that wonderful middle ground, as Fisher, et al. (2011)<sup>1</sup> state:

*Teachers play a unique role in guided play experiences. They can sensitively guide learning, creating flexible, interest-driven experiences that encourage children's autonomy/control over the process (p. 343).*

Two meta-analyses conducted in 2011 examining 164 studies of discovery learning approaches to education showed that unassisted discovery, as it occurs in free play or in guided play wherein the teacher provides no actual guidance in the learning process, doesn't benefit students. However, guided discovery involving feedback (which can come directly from the materials or other students and not necessarily the teacher) and/or teacher scaffolding did benefit students.<sup>2</sup> As someone who once ran a fully-implemented Montessori school where children engage in "work," I think understanding the constructs of play and the research that has examined them is incredibly important. Otherwise, people are likely to assume that Montessori schools are modern day child labor camps instead of the joyful learning communities that they actually are. And for some parents, no matter how much you explain the construct of "work" in Montessori, they are not swayed thanks to some article extolling the virtues of play without even defining it. Ahem. Frolicking in mud and hanging from trees may seem like the idyllic early childhood setting, but that's only because we adults tend to perceive "work" as something we have to do in order to have fun on the weekends. Montessori children, however, don't. They perceive "work" in their classrooms as play because they're doing something that feels good.<sup>3</sup> To them, work isn't drudgery. It's **flow**.

And it turns out that an examination of playful learning and Montessori education found that the two constructs had much in common: an overarching structure, free choice, peer interaction, materials specific to the developmental stage, a lack of extrinsic rewards, and just plain fun.<sup>4</sup> But all of that can be difficult to get across to parents when the media advocates for play without even defining it. Ahem, again. Attention media: please define stuff.

### Education's Discontinuity

I have always thought it strange that conventional education assumes that preschool children should have freedom to play but primary or even high school students should not. It seems that once a child starts first grade, it's time to forget that play nonsense and get to work – as in the I-want-to-poke-my-own-eyes-out-because-I-have-to-sit-still-and-listen-to-the-adult type of work.

What is that all about?

And how does spending your early childhood days mud wrestling with your buddies and finger painting prepare you for the compliance-demanding environment of primary school? Why is there so little continuity between the culture of early childhood and primary education? Not to mention the discontinuity between the curriculums. How exactly does one go from painting with one's finger at age five to **writing paragraphs with topic sentences and citing sources** at age 6?

Oh! Right. We make the children sit through didactic instruction at an even **earlier** age.

Yes, we could do that. Or we could scrap the entire K-12 framework and start over with one that's, you know, based on human development.

Kohn is so very right to suggest that engaging children in didactic instruction at an earlier age is not the answer. But only recommending play for preschool and not questioning the didactic instruction for all the other grade levels only reinforces the discontinuity. And it's the discontinuity itself that is showing us how the framework isn't actually based upon how children learn or develop, so maybe we should question the whole thing.

But wouldn't it be great if there was an educational framework that was based upon how children actually learn and develop starting from BIRTH? It **wouldn't** be great. It **is** great. It's **Montessori**.

### Didactic Instruction Is So 20<sup>th</sup> Century

The 20<sup>th</sup> century ended with a technological boom that completely changed our society and economy. We went from a hierarchical society and an industrial economy to a society of distributed networks and a knowledge economy.<sup>5</sup> Digital networking technologies enabled this social reorganization, allowing us to transcend the boundaries of vertical organizations and become a truly global society. This means that content is everywhere, is easily shared, and is changing faster than ever. That's why education needs to move out of the industrial and hierarchical framework that focuses on content knowledge mastery. That ship has sailed.

Instead, education needs to focus on the critical interpretation, synthesis, and application of real-world information, collaboration with others, and creative thought<sup>6</sup> (which is exactly what Montessori education does<sup>7</sup>). This means letting go of the tired didactic instructional method, which is designed to pour content into children's heads, because it's neither useful nor engaging – not even for **adults**. And, sure, you can try to **deliver content through fancy digital devices** but, again, content delivery should no longer be the focus of education because content changes faster than ever now. I'm not suggesting school should be devoid of content. I'm suggesting that children need to know how to critically examine it and think about how to change it.

In his **opinion piece**, Kohn raised the point about 21<sup>st</sup> century learning, but he only did so in reference to early childhood (though he did make mention of children up to age 8):

*As the skeptics of teacher-led early learning see it, that kind of education [referring to didactic instruction] will fail to produce people who can discover and innovate, and will merely produce people who are likely to be passive consumers of information, followers rather than inventors.*

Yes! But why stop at early childhood education? Why is didactic instruction okay for children above age 8?

Sadly, it seems that Kohn, like so many others, including the researchers he quoted, is still stuck inside the industrial educational framework box. But just because school has looked a certain way for over 100 years doesn't mean that's the way it **SHOULD** be – especially when it was designed by so-last-century industrialists who knew nothing nor even cared to know about how children develop and learn.<sup>8</sup>

So while it's great that Kohn is taking a stand for young children, I think we need to take a stand for all children. And that means questioning the meaning of constructs (especially ones like "child-centered learning" -- but that's a whole other post), not ignoring strange discontinuities within the education system, and questioning the antiquated industrial framework that still informs the thinking of education researchers and policy makers but no longer serves our children at any age.

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2. Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? **Journal of Educational Psychology**, 103(1), 1-18. doi: 10.1037/a0021017.1037/a0021017.supp (Supplemental)
3. Csikszentmihalyi, M., & LeFevre, J. (1989). Optimal experience in work and leisure. **Journal of Personality and Social Psychology**, 56(5), 815.
4. Lillard, A. S. (2013). Playful learning and Montessori education. **American Journal of Play**, 5(2), 157-186.
5. Center for Transatlantic Relations. (2005). The network society: From knowledge to policy. In M. Castells & G. Cardoso (Eds.), **The network society: From knowledge to policy** (pp. 3-21). Washington, DC: Paul H. Nitze School of Advanced International Studies, Johns Hopkins University.
6. Collis, B. (2005). E-learning and the transformation of education for a knowledge economy. In M. Castells & G. Cardoso (Eds.), **The network society: From knowledge to policy** (pp. 215-223). Washington, DC: Center for



Transatlantic Relations, Paul H. Nitze School of Advanced International Studies, Johns Hopkins University; The World Bank Group. (2003). Lifelong learning in the global knowledge economy. [http://siteresources.worldbank.org/INTLL/Resources/Lifelong-Learning-in-the-Global-Knowledge-Economy/lifelonglearning\\_GKE.pdf](http://siteresources.worldbank.org/INTLL/Resources/Lifelong-Learning-in-the-Global-Knowledge-Economy/lifelonglearning_GKE.pdf)

7. Flores, M. A. (2015). Education for the 21st century economy. **The Montessori White Papers, 1**, 1-6.

8. Callahan, R. E. (1962). **Education and the cult of efficiency: A study of the social forces that have shaped the administration of the public schools**. Chicago, IL: University of Chicago Press.

## Community News



**EARLY YEARS AWARDS 2015**  
Nominations close Friday 5 June 2015  
[www.education.vic.gov.au/earlyyearsawards](http://www.education.vic.gov.au/earlyyearsawards)

Recognising partnerships and early childhood teachers that work to improve the health, learning, development and wellbeing of children and their families.

The Victorian Early Years Awards recognise exceptional programs, services, partnerships and early childhood teachers that improve the health, learning, development and wellbeing of children from birth to eight years and their families.

If you are part of an innovative approach that's making a positive difference to the lives of children, nominate now in one of the five Early Years Awards Categories:

- Early childhood teacher of the year **NEW in 2015**
- Outstanding leadership for health and wellbeing **NEW in 2015**
- Better access to child and family support, health services, schools and early education and care services
- Improvements in parents' capacity, confidence and enjoyment of family life
- Communities that are more family and child friendly

Up to \$15,000 in prize money is presented to each winner during National Children's Week (24 October to 1 November 2015).

For nomination guidelines, and profiles of past winners, visit [www.education.vic.gov.au/earlyyearsawards](http://www.education.vic.gov.au/earlyyearsawards)

For further enquiries, contact (03) 9651 3393 or [earlyyears.awards@edumail.vic.gov.au](mailto:earlyyears.awards@edumail.vic.gov.au)

**Nominations close Friday 5 June 2015**

Chinese Family Services Program, Commissioners, Licensing Care  
2014 Finalist, Early Years Awards

Best Start  healthy together 

**PARENTS VIEWS ABOUT PARENTING SUPPORT PROGRAMS**

Do you want to learn more about managing your child's behaviour?

Researchers from the University of Queensland and the University of Western Australia are investigating perceptions of parenting support programs and what influences whether parents take part in such programs

If your child is aged between 2 and 10 years we encourage you to follow the link below and complete a short, 20 minute survey. Your support and participation in this project is invaluable and will benefit parents and children across the country.

If you wish to participate, please click on this link, or type the URL into your internet browser:  
<https://exp.psy.uq.edu.au/parentviews/>

If you would like more information about the project, either use the link provided above, or contact Genevieve on 0408 357 311 or email: [genevieve.whybird@uqconnect.edu.au](mailto:genevieve.whybird@uqconnect.edu.au), or Louise on 0419 917 998 or email: [21125278@student.uwa.edu.au](mailto:21125278@student.uwa.edu.au).

We thank you for your support!

Sincerely,

Genevieve (UQ) & Louise (UWA)

Connecting Communities, Widening Worlds...

**THE BSC OLYMPIAD**  
June 10th

Students in Grades 4, 5 & 6 are warmly invited to attend the BSC Transition Olympiad!

**BEECHWORTH secondary college**

**Transition Day 1**

Come and join in the fun. Meet the teachers, make new friends...come and see our terrific students and great school in action.  
A fun day for everyone!

**WHAT TO BRING:**  
Lunch and a positive attitude!

**Need to know more? Contact:**  
**Laureen Barnard**  
Leading Teacher - Transition & eLearning  
Phone: (03) 5728 1264  
Email: [Transition@bworthsc.vic.edu.au](mailto:Transition@bworthsc.vic.edu.au)

Tours 4:30 - 5:30 and information evening  
**@6pm**  
**Information EVENING**

On Transition days, students can catch BSC buses from any regular bus stop. If you require more information about buses please contact Jane at Beechworth Bus Lines on 03 5728 2182.  
<http://www.bworthsc.vic.edu.au>  
BeechworthSC

You are invited to

**Candle Day Curry Night**

**Saturday 20th June 2015**  
Baarmutha Park Function Centre,  
Balacalava Rd, Beechworth  
7pm

\$25 per person  
Licensed premises - no BYO please.

Our guest presenters is Susi Allen, on her experiences with the farmers of Erromango island,  
**Vanuatu**

Please come and share a delicious curry feast with us.  
Funds raised will assist Amnesty International, the Sandalwood and Essential Oil Association of Erromango (Vanuatu) and Indigo Akaroa Friendship Group projects in Timor Leste.  
Bring some extra cash as there will be raffles and sales.

**Please RSVP by 18th June:**  
Kerrie Connor 03 5728 2173  
[beechworthcurrynight@gmail.com](mailto:beechworthcurrynight@gmail.com)

❖ Please talk to Kerrie about contributing a curry, dessert or accompaniments when you book. Our meal is a joint project!



**Friday 29th May 2015** **6pm - 8pm**

A free meal for the whole community  
**Community Sharing Feast**

**Everyone welcome**  
Places are limited Bookings Essential  
5728 1386  
This is an alcohol free event

**Beechworth Neighbourhood Centre**

Proudly supported by

Funded by the  
Foundation for Rural  
and Regional Renewal