

**Term 4**  
**Week 4 – 29 October 2014**  
*Distributed weekly on Wednesday*

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*A year calendar of events was distributed at the start of the year.  
This section includes those events and any updates.*

## **Term 4**

**6<sup>th</sup> October – 17<sup>th</sup> December**

*10½ weeks*

*1 public holiday – Melbourne Cup 4<sup>th</sup> November*

*1 pupil free day – Report Writing 3<sup>rd</sup> November*

### **October**

30<sup>th</sup> Thursday – Ringwood Secondary College Band Excursion 10am,  
Memorial Hall

### **November**

3<sup>rd</sup> Monday – Report Writing Day – pupil free day

4<sup>th</sup> Tuesday – Melbourne Cup Day – school closed, public holiday

5<sup>th</sup> Wednesday – Parent Information Session 6-7pm. Supporting your  
Montessori child in literacy from birth to adolescence

7<sup>th</sup> Friday – Trivia Night 6-9pm at Beechworth Neighbourhood Centre  
\$10 per person – Bookings essential through the Office

10<sup>th</sup> – 14<sup>th</sup> – Mon – Fri – Cycle 3 Camp Canberra

11<sup>th</sup> Tuesday – Remembrance Day 11am

14<sup>th</sup> Friday – Gum Tree Pie orders due

17<sup>th</sup> Mon – 21<sup>st</sup> Fri – Cycle 1 Kinder Parent Teacher Interviews.

18<sup>th</sup> Tuesday – Instrumental student performance evening at the Old  
Priory 7.30pm

26<sup>th</sup> Wednesday – Grandparents Day Cycle 1, 10-11am, Cycle 2&3  
1.30-2.30pm

28<sup>th</sup> Friday – Gum Tree Pie order delivery for pick up from 12noon

28<sup>th</sup> Friday – Graduation Presentation whole school gathering 2pm

- Graduation Dinner for Grade 6 children and parents 6pm

### **December**

2<sup>nd</sup> Tuesday 2014 School Concert – Memorial Hall. 1.15pm

8<sup>th</sup> Mon – 12<sup>th</sup> Fri – Cycle 1 Prep Parent Teacher Interviews.

10<sup>th</sup> Wednesday – Volunteer Afternoon Tea 1.30-2.30pm

10<sup>th</sup> Wednesday – Major raffle tickets returned

12<sup>th</sup> Friday – Reports distributed

16<sup>th</sup> Tuesday – Major raffle drawn – at school

17<sup>th</sup> Wednesday Last day for students, end of Term 4, 3.15pm finish

***More dates to be added throughout the term.  
Keep checking this section to stay informed***

**Please don't forget to do your weekend headlice check. Everyone's help is required to eradicate the pests. Just one person with headlice puts others at risk of catching them again. A fact sheet has been placed in parent pockets to assist in understanding and treatment. Whilst we are experiencing a large of students with head lice, it would be wise to have long hair tied up/back/in a bun etc. Long hair tied up is preferred at school.** Age is no barrier to headlice – don't forget to check older siblings and adults or the cycle may continue in your household.

**A reminder that this weekend is a long weekend with a pupil free day on Monday and the Melbourne Cup public holiday on Tuesday. Please do not send children to school until Wednesday.**

## **From the Principal**

Over the past two weeks we had a student from Beechworth Secondary College with us on work experience. It was a positive experience for Nick, the children and staff and we will miss his presence in our school. Thanks Nick for the time spent with us.

Walk to school Monday – thanks to Indigo Shire for their support in providing and organising the breakfast, Helen Sellar for co-ordinating the event and the parents who assisted in the walk up the hill and in the kitchen. It was so lovely to see children and parents joining in the breakfast as they arrived at school and it created a nourishing start to the day.

I hope you can support the major raffle – there are such great prizes. Thanks to Helen Seller again for her work in pulling this together and to the businesses that donated so generously.

As of November we will be able to process fee payment and purchases through the Office via the EPTPOS system – including credit card transactions (Mastercard & Visa) and all eftpos cards. We hope that our families enjoy the convenience of this service. **Kind regards, Heather**

## General News

The first book week 2007 – from little things, big things grow. In 2007 this was nearly the whole primary school.



### Book Week Costume Day

Thanks for everyone who participated in our Book Week Costume Day. We hope you enjoyed it. The money we raised is going to bird nest boxes for the indigo shire and for long drop toilets for Arturo Island off the coast of East Timor. In 2014 these were just some of the 94 primary school children.



## P&F News

Due to popular demand we are able to offer a limited Gum Tree Pie drive again for November. If you are so impressed that you think you will be using up your supplies or you missed the last order – please complete the order form and return to school. We will be holding this again next year around March/April. Orders due **Nov 14<sup>th</sup>** – no late orders can be accepted, with delivery November 28<sup>th</sup>.

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**Supporting your Montessori child in literacy development**  
*(Information relevant for parents and carers with children of all ages)*

**Wednesday November 5th**  
 6.00—7.15pm  
 at Beechworth Montessori

Staff will provide an informative session, catering for children from birth to adolescence, on practical ways that parents and carers can support their child's literacy development.

Topics discussed will be how to communicate effectively with your child (speaking and listening), "props" and their limiting impact on literacy development, eye contact, stories & finger plays, appropriate reading materials, and much more. There will also be information on continuing literacy beyond the primary years into the adolescent program. There will be opportunities for questions.

A great opportunity to hear how you can support your child at home.

*(If supervision for your child will prevent you from attending, please advise the office regarding possible arrangements.)*





Please complete this slip and return to the office, or rsvp via email, phone or in person by Friday October 31st

Name/s of those attending: \_\_\_\_\_

I would utilise childminding if available. No. of children for care: \_\_\_\_\_



By Alex Entwistle and Eadie Pfahlert



## Cycle 1 News

We have had a big focus on botany and zoology in our outside area recently. Our chickens continue to be a source of interest, conversation and discovery for the children. They are diligently sorting compost to gather food for the chickens, feeding and checking the water levels in the coop and collecting eggs. Thanks very much to Mat Saunders for commencing the construction of a fence for a large run for the chickens. It is important to us to allow our chickens to be able to roam safely (without being trodden on, escaping through the bars of the fence, or leaving their excrement in the children's play space.). The chicken run will enable us to let them out during school hours then lock them safely out of harms when in the coop at the end of the day. We are seeking assistance from a family or two to finish off the fence by installing chicken wire (this has been supplied). Please see Lynda if you are able to assist.



On Monday, Amber Croft (Adelle's mum) visited to provide a joint Cycle 1 lesson on composting and use of the worm farm. You may have noticed the smell from our compost bin recently so it's been great to get some expert advice on how to manage this more successfully. Amber discussed what to put into the bin, what can be given to the chooks and what can go into the worm farm. We also restarted our worm farm (which had died off earlier this year) and will develop a roster for maintaining this carefully during the coming months. Thanks Amber for sharing your expertise.



### Motor Development Program with Cycle 3

We have started a motor development program with Cycle 3 students on Tuesday afternoons, just before Music with Conrad. We are focusing on ball skills (catch, throw, bounce), balancing, skipping and using hoops. This program gives the Cycle 1 school aged children the chance to spend some time in the Cycle 2 and 3 playground and allows them to get to know some of the older children who will be familiar faces as they start transitioning in the next term or two. We would like to thank Alex, from Topaz, for coordination this program. He has displayed wonderful leadership and enthusiasm.



### Ringwood Secondary College Band

A reminder that we are walking to the Town Hall on Thursday morning to attend the concert of the Ringwood Secondary College Band. Please return the permission form if you have not already done so. We will leave at 9:15 and be back at 11:30. If any parents are free to attend this excursion then please let me know. Some Cycle 3 children will be walking with us but it is a big, long hill to walk back up for some of our younger children so extra helpers would be appreciated.

## Amethyst

### Cultural Subjects

We have been studying Africa this term with Amy Masau, Moo's mum.

- We used the puzzle map of Africa to locate Kenya.
- We have been learning some body parts and the numbers to 10 in Swahili.
- We learnt a game commonly played by children in Kenya and Ethiopia.
- She brought in spices for the children to smell and to taste. We discussed the uses of these spices in cooking and as medicine. We now have cinnamon, cloves and cardamom on the sensorial shelf as an olfactory activity.
- We have discussed the importance of gourds as useful utensils and containers and have decorated some gourds for our classroom.



The children formed a circle with their feet and Amy explained that this is how the children at school in Africa begin and end their day. She explained the concept of Ubuntu (oo-boon-too, n.), which means, *"I am because we are."* Ubuntu is a Zulu or Xhosa and East African word, and a traditional African concept. It's a term for humaneness, for caring, sharing and being in harmony with all of creation.

Thank you Amy and Moo for sharing your language and culture with us.

### Our excursion to the Beechworth Post Office

During Term 2 we focused on writing and receiving letters. We introduced a letterbox into the classroom for children to post letters and cards to their friends in the room. At the end of each day a student would deliver the mail. We also wrote letters to our families and they wrote back to us.

At the start of this term, to complete this learning, we wrote a letter to a friend and Tameeka wrote a letter to each child in the class and these letters were posted at the post office on the day of our excursion.

We began our tour of the post office by posting our letters, then we collected our letters and took them to the sorting room. We were shown how to gather the letters all facing the same way, ready to put them through a machine that cancels the stamp, which printed BEECHWORTH and the date across the top of the envelope. The children loved this process. Then we watched the letters being sorted. There was a tray for the Beechworth mail and it stays in Beechworth to be sorted into streets. Then there was a tray for all other mail and it went in a van to Seymour to be sorted. Last of all we looked at the post boxes. There are 651 post boxes at Beechworth Post Office.



This excursion was a wonderful insight into the behind the scenes activities at our local post office.

### New snack routine in Amethyst

This week have begun a new morning snack routine. Children put their fruit in the fruit bowl and when they are hungry they cut their own piece of fruit to eat. If there is fruit left in the bowl at 11am a staff member will cut it to share during outside play time.



## Emerald



Our afternoon visit to the post office last week were very successful. The children had all written a letter to a family member which they posted out the front and were then able to go inside and see where the letters had gone, empty the collection box, find our letters, place them through the stamping machine and sort them for distribution. The children were delighted to see behind the scenes of the familiar post office setting and thoroughly enjoyed seeing a couple of people empty their PO boxes whilst we were standing behind them. Emerald's visit was capped off by seeing the postie arrive back on his bike at

the end of our visit. Thanks to Amy from the post office for her presentation and the little bags of goodies that children took home at the end of the day.



Following on from the interest in all things poultry, we have an incubator in the room for hatching chicken and duck eggs. Each day the children cross off the wall calendar counting down the days to hatching and monitor the temperature and humidity levels of the incubator. In a week or so we will take the eggs to a dark room and use a torch to view the developing chicks.

Asian studies continue to fascinate everyone. We have progressed to studying the diversity of landscapes in Asia including how proximity to the equator or the polar circle impacts on climate and landscape. Children have used water colours and pencils to capture their impressions.



We were lucky enough to have Yukiko Byrne (Zen's mum) visit the classroom to make origami wands with the children. Yuki will be returning soon to read stories in Japanese and Sara Quon (Stella and Scarlett's mum) will be visiting on 11/11 to show some kimonos and write each child's name in calligraphy.

The interest in letter writing continues following our visit to the post office last week. We hope to get some replies soon!



## Montessori Matters

<http://leportschools.com/blog/setting-home-montessori-baby/#more>

### Setting up your home for Montessori baby

Jeanne-Marie Paynel

Being an expectant or new parent can be overwhelming. I remember being assailed late in my pregnancy by well-wishers and advice givers who proposed dozens of items I should get before my baby arrived. It was enough to make my head turn and to doubt my own instincts, which yearned for a simpler, less complicated approach to parenthood. I admit I followed most of the advice, even when it seemed counter intuitive. Yet 18 years later, with two almost grown children and Montessori training under my belt, I know for a fact that I did **not** need all that much. Many of the “must-have” were labeled by misconceptions that did not help my children thrive.



Now, as a parenting consultant and Montessori guide, I help create beautiful Montessori infant environments without many of the staples of a traditional baby registry: No bouncer, no walkers, no exersaucers. No noisy battery-operated plastic toys. No cribs! Not even a high chair in sight! The contrast to the traditional nursery is so stark that it can be disorienting for parents who first enter such an environment.

After regaining their voice, parents often ask, “how do the babies sleep on these low beds, without falling out?” and “where do you feed them?” and “aren’t they getting bored?” Parents are concerned, naturally, about their babies’ well being in a setting that is so fundamentally different from the traditional nursery, the expected, and the norm. Yet once they learn more, once they understand a baby’s true needs at a deeper level, once they observe and experience a Montessori Nido (Dr. Montessori’s term for the prepared Infant Environment, the Italian word for ‘Nest’), they often feel drawn to it, and become eager to modify their own home environments along similar lines.

To understand why a Montessori home environment is so different, it helps to realize that as Montessorians, we view babies as “fully human”—as independent beings, on an active, urgent journey to become masters of their own inner and outer worlds. Our goal is not to entertain or serve babies; rather, we want to respect their inner drive for child-led exploration, and help them do for themselves whatever may be in their own power to do. Our goal is not to make it easy for an adult to feed, clothe and put a baby to sleep. Our goal is not to make the adult’s life easier. Instead, we recognize that, in the words of Dr. Montessori, **“to assist a child we must provide him with an environment which enables him to develop freely.”**

As a Montessori home consultant, I help families set up the four key areas of the home—sleeping, feeding, physical care and movement—with this principle in mind. These basic areas give the child important points of references, allowing him to figure out what is expected of him depending on where he is in his environment. They help the child feel secure by being able to predict what is coming next. He comes to expect food in one area, a chance to move

about in another, and the quietness of sleep somewhere else. Routines, order and consistency along with these simple points of reference are of upmost importance during the first few years of life.

Here's what these areas look like in a Montessori home:



Voila Montessori's baby-focused nursery designed in collaboration with mollieQUINN. Photo: Laura Christin

**The sleeping area** is characterized by the absence of one nursery essential, the crib. Instead, we provide a simple low bed (just a mattress on the floor often suffices), along with a Moses basket. The low bed can be any size you choose (crib size, twin, queen etc.), depending on the location and space you have. This “floor bed” will need minimal changes over time if properly set-up as a safe relaxing area for the child. The area should be toy-free with no nearby mirrors: a sleeping place needs to be void of any distractions to help an infant self-soothe, relax and ease into sleep.

**“A bed which has enough space to allow for movement and no obstruction to vision is the first thing to provide in order to assist the development of voluntary movement.” ~ Dr. S. Montanaro**

The floor bed is maybe the most controversial of the Montessori infant suggestions. Parents often wonder, will my child roll off his floor bed, or crawl off and begin to play? Well, that's certainly the case—but is that an argument against or for the floor bed? By rolling off onto a soft carpet, from the height of a few inches, a child learns to recognize boundaries with little risk. By having the freedom to get out of bed when no longer tired, a child feels empowered, rather than trapped. Think about it from a child's perspective: wouldn't such a bed allow a baby to discover something fantastic, namely, that he is in control, that he can get himself to sleep and get himself up again: “I am the master of my movements, I don't need to stay in my container and cry until somebody rescues me, I can even go to bed when I am tired, no need for me to wait until my sleepy cues have been interpreted.”

Needless to say, the floor bed requires the adult's trust in the child's capabilities and a commitment to letting the child explore her physical boundaries. It means that the entire room a child sleeps in needs to be extremely safe (baby-proofed). So while needing no expensive crib, the Montessori sleeping area requires space and a different type of careful set-up. It may not be easy, but trusting and allowing your child from the very beginning to be aware of their body scheme and physical boundaries will help her on her quest for independence as she matures into a self confident, well adjusted child.

**The feeding area** is first set-up for the caregiver who is either breast-feeding or bottle-feeding the infant. For the first few months, when babies are dependent on us for food, we should have a comfortable place to feed and bond with them. Keep this area free of any distractions (especially free of TVs and other screens). Feeding is an important bonding time for the child and caregiver. Set up your area so that you have everything you need at arm's reach, and so that you can sit back, relax and enjoy this precious time that , while exhausting for sure, goes by all too quickly.

**“Clearly then the nursing mother should be comfortably seated in a quiet place and feed the child while looking at it. Although it is technically possible to offer the breast and read a book, talk to someone or watch television, we must realize that, in this way, we detach psychological nourishment from biological feeding. As Erich Fromm puts it:**

**‘We only give the milk but not the honey.’” ~ Dr. S. Montanaro**



Later, as the child's interest in adult foods develops and he becomes capable of sitting upright unassisted, Dr. Montessori recommend a small weaning table and chair, especially for snacks or meals the child takes separately from the parents or other caregivers. These low chairs and tables allow children to independently seat themselves, instead of being lifted up and strapped in. They allow children to sit and have a meal with others of similar ages. They make it possible to set a pretty table, with small, open glasses and real ceramic plates, as a low drop is much less likely to lead to broken china than a drop from an adult-height table.

For meals taken together as a family, I find chairs such as the Tripp Trap a great alternative. These chairs allow an older infant to sit at the table with the family, instead of being pushed back in their own high chair with a tray. Seated at the family meal table, the baby can again have access to a plate, glass and utensils (which often barely fit on a high chair tray). Thus joined at the table, meals are a time for bonding and social relationships. They become a learning opportunity, as adults model proper cultural etiquette using real utensils, real glass cups and plates, and adults are fully engaged and present with children at mealtime. It is important to keep distractions such as iPads, phones or TVs away from this important meal-time ritual.

**The physical care area**—which includes diaper changing and getting dressed—is designed to facilitate care giving as an opportunity to interact. I highly recommend a changing table in European style, where you face your baby directly, rather than one of the typical US design, where you baby lies perpendicular to you. Being able to look your baby in her eyes as you change her, being able to talk to her and interact with her, is critical to make changing diapers not a drudge and chore, but an opportunity for bonding and learning. Make sure you have all the critical supplies close by, so you can give your child your undivided attention, so you can explain to her what you are doing, and ask for her active participation—such as lifting a leg or pushing an arm through a sleeve.

**Only when we become able to give maternal care with the child's collaboration are we really doing things 'with the child' and not 'to the child'.** ~ Dr. S. Montanaro

While I recommend that changing tables be set up in the bathroom from the start, space may not allow that in all cases. Once children become mobile (strong crawlers or cruisers), I recommend moving diaper changes into the bathroom. Often, a pad on the floor is a good step; as the child can get to it herself, rather than being lifted (sometimes against her will) onto a high surface. Once a baby can stand well, you have the option of doing diaper changes standing up. It helps to provide a grab bar of some kind. If you want to go fancy, you can place it in front of a mirror, so the child can see what happens when you change her and clean her up.

If space permits, I recommend setting up a "care of self" area in the bathroom, too. This area can include a low shelf or table, upon which is placed a basin of water and a small piece of soap for hand washing, along with a little towel for drying. It's not too soon toward the end of the first year to offer a small potty, along with a bucket for soiled clothing and a basket for clean clothes to switch into.

With this careful preparation, toilet learning during the toddler years is likely to be much smoother: The child will have played an active role in his elimination process from an early age. He will associate toileting with the bathroom, and will likely become more curious and more eager to master this skill independently.

**The movement area** at first consists of a comfortable thin mat or a folded blanket placed on the floor. It is best if placed against a wall with a horizontal mirror along the side. Very young babies spend time here looking at simple mobiles created to develop the child's visual sense. The mirror gives the child information about her body scheme (self-concept) and encourages movement, as children are very attracted by the image of themselves. As the child



begins to get into a stable sitting position on her own, it is a good idea to place a low bar, such as a ballet bar, in front of the mirror to encourage pulling up to a standing position. This bar offers a sturdy support to practice standing and cruising. It's much better at fostering gross motor skills than contraptions such as bouncers, saucers, and playpens, which often limit movement or provide unnecessary crutches. Your child's conquest to develop his equilibrium will be met with confidence and a sense of empowerment if he is able to discover his amazing capabilities naturally at his own pace.

As your child begins to be mobile, the entire home will become the movement area! Let her explore. Movement is life and an essential basic need for the child. Children need to be able to safely move and explore their home environment. Take time to explore with her, creating areas that you know are entirely safe for exploration. One of my child's favorite activities when he first started crawling was emptying the corner cupboard in the kitchen and crawling into it. The look of accomplishment on his face was well worth my effort to re-arrange the kitchen to make it a safe place for him to explore!

A child's home should be simple and free of clutter. Less is truly more: a baby's mind is still trying to find its way in the world, and too much stuff can be disorienting. For the movement and active area, use low shelves, with only a few toys, attractively displayed. (Extras can be stored away and swapped out.) The abundance of items can often overwhelm a child and get in the way of his need for concentration. Choose attractive and varied toys that are "passive"—that is, toys your child needs to engage actively with, rather than those that passively entertain without effort by the baby. Experience your home like your child sees it: crawl around and move things that you want your child to engage with at his level. This may mean lowering family photos and artwork so your child can admire them, and so they can be the springboard for engaging conversations and story telling.

The impact of adapting your home in this way is well worth the effort.

Not long ago I worked with a lovely single mother living with her eighteen-month-old son. The mom admitted it was hard to stay home with her son, since she felt she would "go crazy." She would spend a large part of her day at the park with her son to avoid the common frustrations she experienced when he was at home for an extended period of time.

It did not take me long to see that the environment was not satisfying her son's needs for independence, collaborative work and his need for order. The toy shelves were over-flowing with toys, the kitchen and bathroom had not yet been adapted for a young child and strangely enough the backyard was fenced off. I worked with this mother to make adaptations in her home—such as creating child-centered spaces in the kitchen, bathroom, and backyard by reducing the toys available down to a more manageable level. With these simple changes, my client was finally able to enjoy staying home with her son as she saw him being engaged, self-disciplined and able to concentrate on the developmentally appropriate activities set out for him. As she wrote to me,

**"The changes in my son were immediate! Every new task and responsibilities I presented him with were so exciting to him. He thrived to help, participate and was eager to learn. He could play with one toy for long periods of time, was a lot more focused, calm and serene. Our house became his own playground and a place where he can now safely explore and take part of."**

A Montessori home environment may be devoid of many of the traditional items found on a baby registry—yet it is a rich, beautiful environment for children to explore. For ideas on how to get started in your home, download our ["Montessori babies must-have" list](#).



Jeanne-Marie Paynel, M.Ed, holds AMI Montessori diplomas for ages birth through six. She is a Montessori Parent Liaison for LePort Montessori Schools and the founder of [Voila Montessori](http://Voila Montessori), where she guides and empowers parents to create age-appropriate home environments for their children.

## Community News

Vic Swim flyer available in the foyer. 2015 vic swim lessons are now open for enrolment  
Jan 5-9, Jan 12-16, Jan 19 – 23 ..... \$25 per child per program  
[www.vicswim.com.au](http://www.vicswim.com.au)



## Outside the Box!

Yoga Classes being held at Beechworth Montessori School starting November 7<sup>th</sup>  
Cost \$42 for 6 weeks 45 minute class  
Jelly Beans Class 5-8yo 3.30-4.15 Mondays  
Banana Benders Class 8-12yo 3.30-4.15 Fridays  
Maximum 15 kids per class  
Phone Deb Reeves 0407 531 510 to enrol

Get ready for summer with a Spring Clean  
and sell your unwanted gear at  
The Beechworth Scout's



Sunday 9<sup>th</sup> November  
8.30-2pm

Behind the Scout Hall in Lower Finch St, BEECHWORTH

\$25 per site - Sites are limited - book now!

Sausage sizzle and drinks available on site

Site bookings - Amanda 0412563620 - [amanda.mcinnies@bigpond.com](mailto:amanda.mcinnies@bigpond.com)

### Weekly Silver Creek Sourdough School Bread Order



Silver Creek Sourdough

To help raise funds for the [Corena](http://Corena) solar power project at Beechworth Montessori, Silver Creek Sourdough will donate thirty cents from each loaf ordered through and delivered to school. Bread will be available from 12pm every Wednesday. You can order for one week or the remaining weeks of term.

#### Types of bread (all \$6.00 per loaf)

White Country Sourdough      Spelt and Rye Sourdough  
Silver Sourdough                  Rye Sourdough  
Spelt and Honey Sourdough      Rye with Fennel and Caraway Seeds  
Traditional handcrafted sourdough made with Australian organic flours (white, rye, wholemeal, spelt), water, herbs, local honey, sea salt.

For more information or to place an order please contact Louise 0143 087 563

[silvercreeksourdough@gmail.com](mailto:silvercreeksourdough@gmail.com)

<https://www.facebook.com/silvercreeksourdoughbakery>

## Beechworth Guitar Duo

Classical Guitarists:

Stephan and Sok Yi Bulmer

Present a varied program of music from the Renaissance to the present day.

Music by [Dowland](http://Dowland), Bach, Handel, Offenbach, Granados and from the movies.

[Beechworth](http://Beechworth) Town Hall

Sunday, 2<sup>nd</sup> November 2014, 3pm

\$15 and \$10 (student/concession)  
from the Information Centre or at  
the door.

For more information, go to [www.bulmersinbeechworth.com](http://www.bulmersinbeechworth.com)  
Email: [leesokyi@yahoo.com](mailto:leesokyi@yahoo.com) or [stefdad@hotmail.com](mailto:stefdad@hotmail.com)



Emma Hamill  
Physiotherapy & Yoga

### KID'S YOGA CLASSES for 7 to 12 year olds

THURSDAY AFTERNOONS  
3.45PM – 4.30PM

6 WEEK ENROLMENT STARTING  
THURSDAY 23<sup>rd</sup> OCTOBER

\$72.00

NUMBERS LIMITED

Venue: St Joseph's Primary School,  
Beechworth

To join a class contact Emma:

0407196914

[emmahamillphysioand yoga@gmail.com](mailto:emmahamillphysioand yoga@gmail.com)

[www.emmahamillphysioand yoga.com](http://www.emmahamillphysioand yoga.com)



## Positive Parenting Telephone Service

This Program is offered to parents, grandparents & carers of children aged 2 – 10 years

Our ten week program aims to assist you to:

- \*Develop a stronger and more positive relationship with your child/children
- \*Manage everyday behaviour problems
- \*Set rules & limits
- \*Teach new skills
- \*Developing behaviour strategies

Through our service you will receive a workbook and weekly phone calls with a parent educator. All of this can be done from the comfort of your own home at a time that suits you.

### Interested?

For more information or to enroll phone  
**FREECALL 1800 880 660**

ENROLMENTS TAKEN ALL YEAR ROUND

*Start now and make a positive start last a lifetime*

[gatewayhealth](http://gatewayhealth)

This service is funded by Department of Human Services Victoria