



TERM 1 ISSUE 3 · APRIL 2023

MONTESSORI MATTERS



LETTER FROM THE PRINCIPAL

Dear Families,

New Classrooms

"In this school everything has its place and is kept there, because I have observed over and over again that children have a feeling for orderliness. Your child will learn to know where they may find things and they will put them back of their own accord when they have finished with them."

- Maria Montessori Speaks to Parents, p.59

We are very pleased to let you know that that our new reception classrooms have been completed and both Karen and Maria's class and Rachel's class have moved in. While there are still a few details to be finished, the children and teachers are enjoying their new learning space.

Jo and Allie's class have also moved into their new classroom with beautiful new furniture and resources. They are looking forward to welcoming the mid-year receptions to their class in Term 3.

Once the building work is completely finished we will be inviting our school community to attend an opening celebration.

Communication and Engagement Survey

Earlier in the term, we asked families to complete a Communication and Engagement Survey. Optimising our communication to families is a high priority and something we continue to explore and improve upon. Thank you to the 55 families who completed the survey. This was an excellent result and reflects the high level of parental involvement in our school.

In this newsletter, I am pleased to be able to share the survey results with you.

Regards, Heather



HEATHER MCINERNEY
PRINCIPAL

THIS ISSUE:

COMMUNICATION AND
ENGAGEMENT SURVEY RESULTS

PAGE 02

MONTESSORI MOMENT #2

PAGE 03

THE LITTLE RED HEN

PAGE 06

COMMUNITY NOTICE BOARD

PAGE 11



Do you find School Star helpful for keeping up to date with what is happening at school?

- Yes - 92% (50)
- No - 8% (4)

Do you find School Star easy to use?

- Yes - 89% (49)
- No - 11% (6)

Do you read the school newsletter?

- Yes - 87% (48)
- No - 13% (7)

If yes, do you find the articles interesting?

- Yes - 86% (45)
- Unsure - (7)

Is the length of Montessori Matters:

- Too short - 2% (1)
- Just right - 86% (44)
- Too long - 11% (6)

Are you happy with the current newsletter format of Montessori Matters, or would you prefer to read single articles as the term progresses?

- Current PDF newsletter - 36% (19)
- Single articles posted throughout the year - 9% (5)
- Don't mind - 54% (29)

Do you engage with the school Facebook page?

- Yes - 58% (32)
- No - 42% (23)

If your child was at Middle School in the last two years, how often did you access their OneDrive folder throughout the school year?

- Weekly (0)
- A few times each term 28.6% (2)
- About once a term 28% (2)
- Once or twice 43% (3)
- Never (0)

Did you find it helpful in keeping you informed about your child's assessment and progress?

- Yes - 80% (8)
- No - 10% (1)
- Unsure - 10% (1)

Have you attended a Coffee with a Dash of Montessori session?

- Yes - 23% (12)
- No - 77% (40)

Would you attend a Coffee with a Dash of Montessori session in the future if the topic interested you?

- Yes - 76% (39)
- No - 24% (12)

Do you have a preferred time?

- 9am - 53% (17)
- 2pm - 13% (4)
- 5pm - 34% (11)

Have you attended a Parent Information Evening?

- Yes - 52% (27)
- No - 48% (25)

Are you likely to attend a Parent Information Evening in the future?

- Yes - 86% (44)
- No - 14% (7)

Would you prefer sessions via Zoom or in person?

- Zoom - 40% (19)
- In Person - 60% (47)

Have you attended an Open Classroom?

- Yes - 62% (32)
- No - 38% (20)

Are you likely to attend an Open Classroom in the future?

- Yes - 92% (48)
- No - 8% (4)

Have you attended a Parent Class Representative organised event?

- Yes - 37% (19)
- No - 63% - (33)

Are you likely to attend a Parent Class Representative organised event in the future?

- Yes - 80%
- No - 20%



MONTESSORI MOMENT #2 - 2023

By Anna Golab

There is no greater task than that of guiding the new generation as they grow and change. When first we hold our newborn children, lying helpless in our arms, do we not hope for a better, more peaceful future for them?

Maria Montessori did, and she firmly believed that children are the hope of humanity. Children inherit our genetic characteristics, not our prejudices – thus they embody the hope for a kinder, more understanding world. So, how can we help?

Perhaps, as Montessori tells us, young children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development – even the development of a child's brain architecture.

Relationships are based on children's give-and-take ("serve and return" interactions) with a human partner(s) who provide what nothing else in the world can offer – experiences that are individualized to each child's unique personality; that build on their interests and capabilities, that shape their self-awareness; and that stimulate the growth of their hearts and minds.

Indeed, we are told that the quality and stability of children's human relationships in the early years lay the foundation for a wide range of later developmental outcomes that really matter. Outcomes such as their:

- self-confidence and sound mental health,
- motivation to learn,
- overall ability to persist and be resilient,
- achievement in school and later in life,
- ability to control aggressive impulses and resolve conflicts in nonviolent ways,
- knowing the difference between right and wrong,
- having the capacity to develop and sustain friendships and relationships, and ultimately their ability to become successful parents themselves.

Stated simply, relationships are the "active ingredients" of the environment's influence on healthy human development.

What neuroscience tells us: that right from the start:

Right from the start "serve and return" interaction between parent and baby – in which young children naturally reach out for interaction through babbling, facial expressions, and gestures, and adults' responses with the same kind of vocalizing and gesturing back at them – builds and strengthens brain architecture and creates a relationship in which the baby's experiences are affirmed and new abilities are nurtured.

continued on next the page...





So if being 'present' in our children's lives counts, how might we do it better?

Here are some ideas to chew on.

Put away your phone. According to research from the app RescueTime, an app created to monitor phone use, people generally spend an average of 3 hours and 15 minutes on their phones every day. Not just that, but we pick up our phones an average of 58 times per day. *Remember, what we do, our children will copy.*

Set aside a little time to have some fun because there is no better way to be present for your children than to make time for things that you both enjoy. Whether it's an evening wrestling match, a tea party under a tree, story time (with voices, of course!), a bike ride, or a puzzle – the 'what' doesn't really matter, but the connection it builds does. And who knows, maybe it will be the strength of that connection that will see you both through a rough patch later on.

Consider not watching the news when young children are about. The endless cycle of negativity affects us all. Is it really necessary to know all, blow by visual blow? Does our anxiety rub off?

According to an article published in Frontiers in Paediatrics, *viewing extreme violence and terrorism, either directly by witnessing acts or indirectly by watching them in the media, affects children's mental and emotional health, and some children are at a higher risk for negative effects than others. Indirect exposure to terrorism acts and threats through the media affects the mental health of children, in both short- and long-term ways that differ completely from the effects in adults. Children's vulnerability, immaturity, and developmental state change their perspective, and the tools used to confront these issues do not affect each child equally. Additionally, emotional problems might not surface immediately; instead, they can remain latent until they surface eventually. How and when this occurs depends mostly on additive effects generated by the environment in which the child develops and additional disparities in which the child confronts.*

Say 'no' so that you can say 'yes' to your children.

With phones keeping us tied to work and other things, can we find the strength to say, "Sorry, no. I can't right now', I'm with my family. I'll check in with you on Monday." How good are our defences against the endless requests, opportunities, impositions, and obligations that come with our work and the busy lives we live? It's so easy to let people steal our time, to let them take us away from the things that are ultimately most important: our kids, our families, and our own need for some down time.

Enjoy the Easter Break!

Reference: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4803729/>





PRESCHOOL

Our geography focus this term started with exploring the different land and water forms. The children not only learned the names for island/lakes and bays/capes but were also introduced to the terminology isthmus / strait.

To continue with our exploration of oceans we have discussed the concept of ocean debris and how the plastic and litter that flows to our oceans is damaging marine life. There are some fabulous stories on this topic such as, ‘Seagull’ by Danny Snell and, ‘Garbage Guts’ by Heidi J. Auman. Both of these stories had the underlying message, that although humans are the cause of the problem, they can also be the solution too.

The children have taken this message very seriously and even asked if we could pick up litter from around the school to stop it from blowing into the oceans.

So, on Tuesday 28th March, we donned our gloves, picked up some buckets and off we went around the oval, picking up every morsel of litter and plastic we could find.

On return to preschool we sorted all of the rubbish we found into the correct bins.

Look how much we found in approximately 30 minutes...

Regards,

Preschool Staff

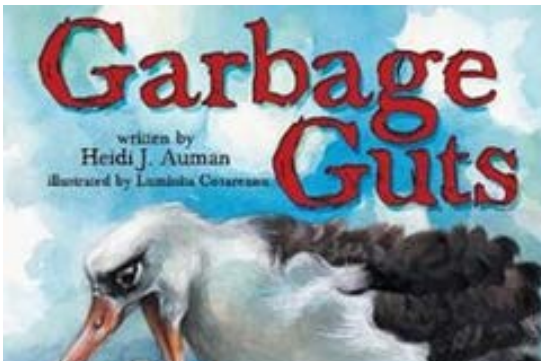


isthmus



strait

Copyright © 2020 AllDayPrimary.com



“Look, I found more plastic”
– Tao

“This has blown from our garden. It could blow to the beach” – Oliver, on finding some craft materials from our trolley.

“We haven’t got it all, we need to do more” – Vin Qie, when it was time to go back to our preschool.



CYCLE 1 - RECEPTION

The Little Red Hen

This term Rachel's, and Karen and Maria's Reception classes have been learning the story, 'The Little Red Hen.' This has been the focus text for their writing unit. The children have learnt the story by heart, using sequenced pictures and symbols as cues.

The children were very excited to make bread. They mixed it, kneaded it, baked it and ate it, just like the little red hen!

- *I like adding the salt.* – Amber
- *I like adding the yeast.* – Aria
- *I liked baking the bread.* – Aidan
- *I liked spreading the butter on the bread.* – Shiven
- *We liked eating the bread best!* – Leah & Olira



Kind regards,

The Cycle 1 Team



CYCLE 2

We are coming to the end of a busy but productive term. The children in Cycle 2 have settled into their routines and are gaining a sense of responsibility and ownership over their classroom and learning. This has been reinforced with teachers providing students with personalised, age-appropriate checklists and visual aids for learning and organisation. An example of this is an individual visual schedule to support completion of tasks and transitions from one activity to another.



The older children in Kristy and Allie's class have been introduced to Grammar checklists to foster planning, goal setting and agency. Again, this is an individualised tool, based on the Montessori Grammar sequence, which the children can use independently.

They are encouraged to ask for the lessons they need and carry out follow up work to then tick off themselves. This has allowed the educators to observe where further support is needed in the areas of self-motivation, organisation, self-confidence and critical thinking as well as the concepts covered. We can also encourage 'going beyond' the checklist when interest is peaked and celebrate the achievements that self-directed learning brings. Although just a small area of the curriculum, we hope to introduce similar tools to the younger children and across more curriculum areas.

We hope you enjoy the school holidays and we look forward to seeing the children in Term 2.

The Cycle 2 Team



Cody's Grammar Checklist	
The Adjective	Tick
Logical Agreement	Lesson
Game 3 - One Noun / Many Adjectives	
Comparison of Adjectives	Lesson
Rule 2 (+ en/er change /y/ to /i/)	
Rule 3 (3 syllable words /more/ /most/)	
Rule 4 (Irregular /base word changes)	
COMMAND CARDS:	Lesson
Descriptive Writing	
One object/many adjectives	
EXTENSIONS:	Lesson
Logical agreement of Australian animals	
Alliteration Sentences	

Evie's Grammar Checklist	
The Noun	Tick
Person/Place/Thing C1	Lesson
Compound Nouns	Lesson
Proper/Common	Lesson
Collective Nouns (Intro)	Lesson
Animals	
People	
Things	
COMMAND CARDS:	
Singular/Plural	Lesson
EXTENSIONS:	
Vocabulary Work	Lesson
Parts of a butterfly	
Parts of a _____	
Australian Animals	
Kauma Names	



CYCLE 3

Food waste



Cycle 3 have been learning all about food waste in cultural studies this term. The students participated in a hands-on incursion from KESAB which took a deep dive into the food miles of a meal. The distances the various parts of a recipe travelled were represented by lengths of string, some lengths were as short as 5 cm while others were over 10 meters long. The students were very interested in this and asked many questions. They enjoyed finding out that being informed consumers, taking the time to find out where our food comes from, can help limit the negative impact of the food industry on their environment.

As part of this project, we have been cooking with ingredients that are commonly wasted within our homes. This has been a highlight for each class and has helped build and strengthen student relationships as they were required to work in groups and make a meal that they could share as a class; fast fritters were a favourite. This learning culminates in the children filming their group making a meal. The recipe is the group's choice and one that the students have researched and designed together. The aim of the video is to teach others how to make the meal and provide information on how the use of the ingredients can help combat food waste.

"The cooking is fun, and we have learnt lots about food waste". Willow Shelton.

"It's better to buy locally, some food travels a really long way" - Taiyo Thorpe.





Aquatics

Year 5 and 6 enjoyed a lovely day at the beach this term participating in multiple activities. This included water safety, stand up paddle boarding, surfing and snorkelling along the reef at Noarlunga jetty. The weather was kind for most of the day and the students embraced every activity, even if those who were a little cautious to start with. At the end of the day their instructors reported that they had behaved wonderfully and were an absolute credit to the school.

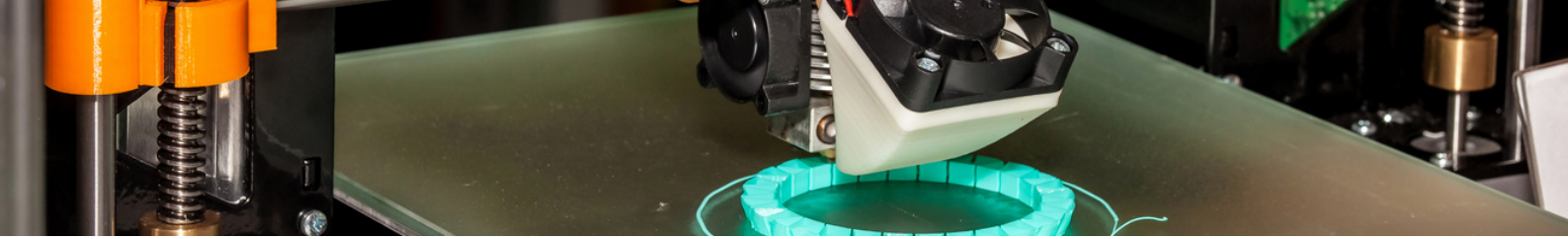
"The surfing was exciting"
Marianne Aujard



"It was a great experience"
Jayden Andrady



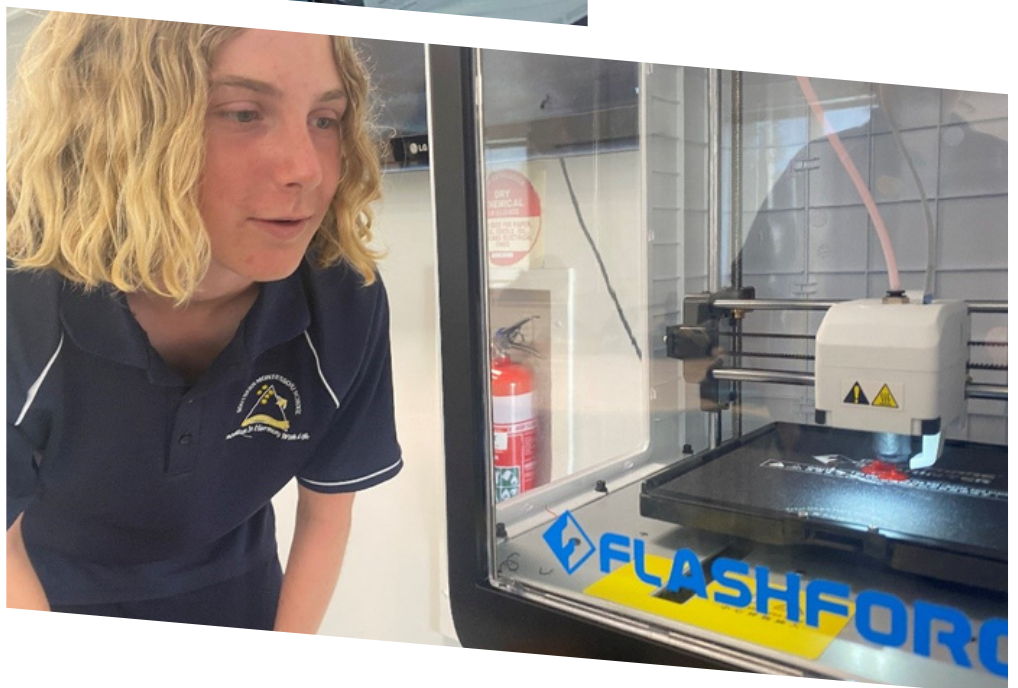
The Cycle 3 Team



CYCLE 4

3D Printing at the Middle School

After much anticipation, students were introduced to our 3D printer this week during Creative Expression. The students will design 3D models to use as pieces in their boardgames, using programs like Paint 3D, Thingiverse and Matter Control. The design process has begun and students have plans to create themed boardgames, gaining inspiration from classic games like Pictionary, Settlers of Catan and Ticket to Ride. Watch this space!



The Cycle 4 Team

COMMUNITY NOTICE BOARD

PICK UP AND DROP OFF ZONE

(KISS & DROP FACILITY)

What is a pick up and drop off zone?

This is a designated area outside schools that is usually located near a pedestrian exit gate, for drivers to pick up children or drop them off.

What does a pick up and drop off zone look like?

- It can be an indented bay or along the school's footpath.
- A sign like this will clearly identify the designated zone.



How does it work?

During school 'start and finish' times, use this area to drop off and pick up students or goods only, and not for parking for longer periods.

- 'No parking' signs apply at the pick up and drop off zone.
- **NO PARKING:** The driver of a vehicle must not stop in a no parking area. The driver must remain with the vehicle and wait no more than 2 minutes to drop off or pick up students or goods.



- If you are the first driver in line, please move forward to the start of the pick up line, enabling others to line up behind your vehicle.
- When lining up, please don't block off any car park exits (if applicable).
- If you need to leave your vehicle, or your child is not waiting in the pick up and drop off zone, you should park in the allocated parking provided around the school - not the pick up and drop off zone.

Hints for drivers parking around schools in the pick up and drop zone

- Slow down near schools, school buses and parked cars as there is a greater chance that a child could run out from in between them.
- Ensure your children enter your vehicle via the door on the left-hand side, next to the footpath and away from the traffic.
- Don't double park as your child will need to pass between vehicles to reach you.



How you can help:

- Teach your child to wait on the footpath within the pick up and drop off area, and to only enter the vehicle once it has stopped.
- If someone else picks up your child, please explain the pick up and drop off zone procedure to them.
- Talk to your child about what to do if you are not there.
- Children take notice of what you do, so set a good example by behaving safely - obey the parking signs and restrictions around schools.
- Consider the safety of other children as well as your own.

C O M M U N I T Y

COMMUNITY NOTICE BOARD

CHILDREN, SCHOOLS AND TRAFFIC



CITY OF ONKAPARINGA

BUS ZONE

It is an offence to stop in a designated bus zone.

SPEED LIMITS



Speeding vehicles in a school zone are highly dangerous for children. There is a speed limit of 25kph between school signs when children are present.

HOW YOU CAN HELP YOUR CHILDREN

For under 5 year olds

Make sure your child is reliably supervised at all times when in or near traffic, especially when crossing roads. Use the designated school crossing points.

For 5 to 8 year olds

Help your child to become familiar with all aspects of the road environment including signs, traffic lights and crossings. Always use safe crossing places.

Teach children cycling skills in a safe area, such as a park or playground. If they are riding a bike to school, plan a safe route for them to take.

For 9 to 12 years olds

Take the time to explain the road rules in simple terms, eg right of way, what to do at intersections etc. Go for bike rides with your children to make sure they understand safe cycling behaviour.

HOW YOU CAN HELP YOURSELF

If you are unsure of the parking restrictions or are new to the school, visit at a time that's not busy and also walk around the school to familiarise yourself with the school signage and when and where you can and cannot park.

WHY ARE CHILDREN AT RISK?

- A child's size means that sometimes they cannot easily see or be seen in traffic. Parked cars, light poles and other street furniture all block a child's view and also make it difficult for drivers to see them.
- Children's concentration skills can be limited and they are easily distracted.
- A child's actions are often spontaneous and unthinking. That's why they will dart out on to the road to fetch a ball or weave about when riding their bikes without checking to see if vehicles or pedestrians are coming.
- A child's sight is not fully developed, especially their ability to 'scan' for things.
- Children lack the ability to estimate the speed of vehicles, the gap between vehicles, where a vehicle is coming from or how far away it is.

NO STOPPING ZONES



These zones are usually close to school entrances and school crossings.

You must NOT stop your vehicle in a no stopping zone, not even for a few seconds. Be aware of designated time periods displayed.

PICK UP AND DROP OFF ZONE

CHILD SAFETY AREA DROP OFF OR PICK UP ONLY

During school 'start and finish' times, use this area to drop off and pick up students or goods only, and not for parking for longer periods.



You may stop in a **No Parking zone** to immediately pick up or let down your child. You may stop for a maximum of **TWO MINUTES** but you must not leave your vehicle unattended.

DOUBLE RANKING

'Double ranking' can create dangerous situations anytime. However, the danger is increased in the vicinity of schools, especially when children are entering or leaving.

DRIVEWAYS

You must not park on or across a driveway to any private or public property. Driveways should be left clear and should never be obstructed, even for a short time.

PARKING ON FOOTPATHS/ VERGE

Parking on a footpath is prohibited at all times. It creates dangerous situations for both pedestrians and other vehicles in the vicinity.

SCHOOL CROSSINGS

You cannot stop or park for 20 metres before and 10 metres after a school crossing.

Keeping your children safe

Local councils impose a variety of parking restrictions at and near schools for two main reasons:

- to create a safer environment for your children
- to optimise traffic safety and movement.

Children are not little adults.

Over a period of years, children develop the same skills and abilities as adults, but, especially while they are still at primary school, we cannot expect them to use the roads as adults do.

It is a fact that children of primary school age (5-12 years old) are involved in more road accidents than any other age group of children. These children, especially those under 9, have to be helped with traffic awareness or safety procedures which we, as adults, take for granted.

Be careful when you are driving near schools.



CROSSING AHEAD

MORE INFORMATION

Please contact Community Safety on (08) 8384 0666.

CONTACT

City of Onkaparinga
PO Box 1
Noarlunga Centre SA 5168
Ph: (08) 8384 0666
Fax: (08) 8382 8744
www.onkaparingacity.com

COMMUNITY NOTICE BOARD

