

NORTHSIDE MONTESSORI SCHOOL & STEPPING STONES LONG DAY CARE

# CHRONICLE

## SUMMER



### CENTRE STAGE

AT OUR 6-9 PRODUCTION  
& 9-12 PLAY

### OUR AMAZING MUSIC PROGRAM

AND ITS EXPANSION  
IN 2019!

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**NORTHSIDE CHRONICLE SUMMER 2019**

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# FROM THE PRINCIPAL



*It is amazing that the year is almost over and we are thankful for the many opportunities that our students have had throughout this year at Northside. We have such a wonderful community which is united by the Montessori method of education that has been chosen by our parents and staff.*

In this method I am constantly encouraged by the work of our students across all areas of our school and centre, as I see the wonderful work that each of the children are able to undertake. Despite the variation in ages, our students learn with a motivation and engagement that is truly astounding, work in a community that is encouraging, and seek knowledge and understanding in a way that is inspiring.

As I observe how our children work, it highlights to me the key importance of the prepared environment and the role that the adult plays in the development of the child.

These two things were so important to Dr Maria Montessori that they are really the cornerstones of the method that our children benefit from.



As I observe how our children work, it highlights to me the key importance of the prepared environment and the role that the adult plays in the development of the child.







## THE PREPARED ENVIRONMENT

While it was generally agreed that children learn from their environment, Maria Montessori understood that if this environment were prepared so that the environment was optimal to the child's development, then this would have significant benefits for the growing child.

"Plainly the environment must be a living one, directed by a higher intelligence, arranged by an adult who is prepared for their mission. It is in this that our conception differs both from that of the world in which the adult does everything for the child and from that passive environment in which the adult abandons the child to themselves." (Maria Montessori, *The Secret of Childhood*, p. 224)

This environment, rich with materials that support the child's learning across all subject areas, provides opportunities for the child to engage with concepts and knowledge that is supported by what they see in their classroom.



## THE ROLE OF THE ADULT

The second key aspect to the Montessori method of education is the role of the adult. This task of supporting the child cannot be understated. The teacher's role has many aspects. Firstly, they are responsible for the prepared environment and to ensure that it is maintained at an optimal level.

"The teachers first duty is therefore to watch over the environment, and this takes precedence over all the rest. Its influence is indirect, but unless it be well done there will be no effective and permanent results of any kind, physical, intellectual or spiritual." (Maria Montessori, *The Absorbent Mind*)

Secondly, the directress links children to the environment, providing suitable lessons for each child when they are ready.

"The child not only needs something interesting to do, but also likes to be shown exactly how to do it. Precision is found to attract the child deeply, and it is this that keeps them at work, and finally they need to understand when to withdraw and allow the child the opportunity to work independently." (Maria Montessori, *The Absorbent Mind*)

Thirdly, as mentioned above, the adult needs to understand when to withdraw, allowing the child to work independently.

"It is not that the Montessori teacher is inactive where the usual teacher is active; rather all the activities we have described are due to active preparation and guidance of the teacher, and her later 'inactivity' is a sign of her success, representing the task successfully accomplished." (Maria Montessori, *Education for a New World*)

With all these things we can see the prepared Montessori environment and the trained teacher / directress work seamlessly together to provide the conditions where we see the development of the child from infant to adolescent.



## OUR CHILDREN

at Northside have such a wonderful opportunity to learn through such a carefully developed and thoughtful educational method. It is such a privilege to observe daily the way that children learn through the method devised by Dr Montessori. It really does provide the opportunity for the natural development of the child to occur.



## REFERENCES

Dr Maria Montessori, *Education for a New World*  
Dr Maria Montessori, *The Absorbent Mind*  
Dr Maria Montessori, *The Secret of Childhood*





## Grandparents Day 2019







The Northern Sydney  
Junior Chess Tournament



# STEPPING STONES

## MEAL TIME LEARNING IN NIDO



We have recently observed the children taking further initiatives to help one another...

## ASSISTING OUR PEERS & SETTING OUR SPACE

This time is usually a time where children will be assisted and work with the educators to set the meal time and prepare our meal table for everyone to join. We have recently observed the children taking further initiatives to help one another not only within this routine but within their play and daily experiences, promoting kindness, care, empathy and respect within the community towards others.



## SELF SERVING

Important daily living skills are encouraged to be explored within the meal times. The children are intrinsically motivated to prepare and serve themselves and enjoy choice within meals. We believe these practices promote and increase the children's health and wellbeing through exposing them to all food groups and encouraging them to see, taste and explore all to educate them from this early age.







## CLEAN UP

The end of meal time is just as important. Again, educators and children working together and the observation of independence increases as it naturally occurs with repetition, confidence and growth. The children then model the routine, and this has extended further into our practice.

By Karla Moggs

Nido Room Leader



# IC ROOM

## SELF-REGULATION IN TODDLERS

The buzz word now in the education industry is developing executive functions in children for their future. What are these exactly and how does it relate to toddlers?

"Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully... It is also important for children to exercise their developing skills through activities that foster creative play and social connection, teach them how to cope with stress, involve vigorous exercise, and over time, provide opportunities for directing their own actions with decreasing adult supervision."

These exact things are being addressed within the Montessori curriculum in the Infant Community classroom. We can help toddlers learn and practice self-control to assist them in regulating their impulses. These skills can develop slowly in toddlers with routine, known expectations and boundaries adults set for them. Think of self-control as a muscle that needs to be exercised. When toddlers at 18 months are able to hold their favourite food in front of them or watch their food being prepared in front of them, they will have to resist their impulse to grab it while it is still not ready or to take all of it and not leave some for others if it is a shared meal. At first, toddlers will be unable to resist their impulses, but if we let them know our expectations, and if this is practised daily they will slowly learn to control and be able to wait.





## IN A MONTESSORI CLASSROOM

we allow for these opportunities to be practised daily. In their daily snack preparation, we allow the child to serve themselves, have a choice of which they want and only get what they will eat. They can decide which they like and do not like. Most of them in the beginning will try everything but then later find out what they like. Next time they will make a choice out of knowledge and not out of curiosity. There is then another layer of expectation to only take one to two pieces of food and leave some for others, finish the food on their plate before taking more. By having these clear expectations and allowing toddlers to exercise their will and self-control, the better they get at these skills.



"When children have opportunities to develop executive function and self-regulation skills, individuals and society experience lifelong benefits. "



## THIS IS FOSTERED

in the classroom and they achieve success with lots of practice and opportunities. At home it often takes patience from the adult to wait for this development to happen and to not give up after one try or to not allow the child to make the choice for themselves.

Another important feature is having only one of each activity in the classroom. There may be several activities with a similar purpose for the children, but only one of each kind. This allows for the child to have to wait for their turn. There will of course be grabbing at first, but later on you can see that they will wait for their turn as they know it is expected of them. They have a choice to wait for it or choose a similar activity to work on while they wait.

"When children have opportunities to develop executive function and self-regulation skills, individuals and society experience lifelong benefits. These skills are crucial for learning and development. They also enable positive behaviour and allow us to make healthy choices for ourselves and our families".

By Emma Elegado-Kotulic  
IC Room Leader

## REFERENCES

<https://developingchild.harvard.edu/science/key-concepts/executive-function/>

## PRACTICAL LIFE IN CASSETTA

Reflecting upon my time with the Casetta children over the past few weeks I am left in awe of how dedicated the children have been in refining their movements and coordination.

This is starkly obvious when observing the children working with practical life activities such as transfers.

Each child has been seen working on their own internal plan with this work whether it be carrying the tray with considered movements to avoid objects and people or working on controlled movements so as not to spill the contents in the vessels.

The children have been observed often cleaning up any spills with care and enthusiasm. At times it would appear that the cleaning up was the child's intended work all along rather than transferring.

Practical life is considered important as it is a preliminary work to others that in turn develops concentration, muscle memory and coordination, and the desire to repeat work and immerse themselves completely making their hands strong and movements purposeful.

'It is through this lovely flame that burns without consuming that the work of the mental world of man takes place.' Maria Montessori

Rachael Beevours  
Casetta Room Leader







## CASA

### A PLACE WHERE ONE & ALL FEEL VALUED, RESPECTED, HEARD AND KNOWN.

Reflecting back on 2019, my thoughts are filled with memories of laughter, love and learning. The sharing of moments of happiness but also sadness, joys and disappointments, successes and challenges. None of which would be possible without the foundation of our relationships with one another. Built through connection, interaction and communication, the bonds formed within our space - both between the children and their peers and between the adults and children - are the solid base on which all learning occurs. As these relationships blossom, grow and evolve, all those involved are engaging in Being, Belonging and Becoming - each of which is integral to giving children the best start in life and leading on to a successful future.

The old adage "A picture is worth a thousand words" holds true - so here are some photographs depicting Belonging, Being and Becoming in Casa.

## BELONGING

Experiencing belonging - knowing where and with whom you belong - is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.





The early childhood years are not solely preparation for the future but also about the present.



## BECOMING

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society. (Early Years Learning Framework (Our National guidelines for ensuring quality teaching and learning for young children) under "A Vision for Children's Learning")

I have and continue to treasure my time within Casa and with each and every one of your children this year and hope both you and your child have as well. Thank you for sharing, growing and learning with us.

"Joy, feeling one's own value, being appreciated and loved by others, feeling useful and capable of production are all factors of enormous value for the human soul" - Maria Montessori

Bronte Nielsen

Early Childhood Teacher  
& Casa Room Leader



## LEARNING SUPPORT

# FACTS ABOUT READING

by Darine Groch (Learning Support Teacher)



**READING FOR  
6 MINUTES  
A DAY**

reduces stress  
by 68%

### IF YOU READ JUST ONE BOOK A DAY TO YOUR CHILD,

they will have been read 1825 books by  
their 5th birthday. Every Day Counts. Every  
book counts.

### A CHILD WHO READS:

**20** minutes per day will be exposed to 1.8  
million words per year

**5** minutes per day 282,000 words per year

**1** minute per day 8000 words per year

### WHEN READING FOR PLEASURE,

kids aged 6-17 say they want books that:

**61%** Make them laugh

**51%** Let them use their imagination

**44%** Have characters they wish they  
could be like because they're smart,  
strong or brave

**51%** Tell a made-up story

### WHEN YOU READ TO YOUR CHILDREN,

they practise mental imagery in a relaxed  
environment. By reading to them,  
especially nursery rhymes, they train  
their ears to hear the slight differences  
in words, which is important later when  
they are phonetically learning letters,  
sounding out words and encoding words  
for spelling.



# MUSIC IN 2019

*It has been a privilege in 2019 to have had such a supportive Principal allowing us to expand our music programme at Northside.*

by Marilyn Williams (Music Teacher)

We now have instrumental tutors at the school for Suzuki Piano, Guitar, Flute, Trumpet, Trombone, Euphonium & Clarinet.



## THIS YEAR

has seen the commencement of the band programme. We now have instrumental tutors at the school for Suzuki Piano, Guitar, Flute, Trumpet, Trombone, Euphonium and Clarinet.

The whole school benefits from the experience of hearing and experiencing the different instruments at performances and in class music. I have also had the pleasure of watching the tutors impart their passion of their instrument with their students.

Recently one of the After School Care crew mentioned how some of the older children volunteered to demonstrate their instruments to the younger kids and how much everyone enjoyed the demo.

I am sure this is only the start, with more to come in 2020.



TEACHING NATURAL & LOGICAL

# CONSEQUENCES

*"No one who has ever done anything really great or successful has ever done it simply because he was attracted by what we call a "reward" or by the fear of what we call a "punishment""*  
-Maria Montessori, from *Discovery of the Child*.

by Sandra Sin (Infant & Toddler Directress)

**M**aria Montessori believed that using rewards and punishment inhibits the development of self-discipline. Rewards and punishment deny children the opportunity to make their own decisions and to be responsible for their own behaviour. Rather than learning how to analyse situations and make wise decisions, children may make decisions based on what adults might punish or reward them. One of our goals in Montessori education is to raise independent, productive citizens of the world. The purpose of defining and understanding natural and logical consequences is to empower, motivate and allow children to make responsible decisions.







## IN OUR TODDLER ROOM,

children have many opportunities to learn from the natural order of the physical world. Natural consequences, which are the inevitable result of their own actions, teach children consequences for their actions – both positive and negative. In our classroom, children are supported to experience the natural consequence of their actions so that they begin to see the link exists between their action and the consequence within a safe environment

Drop a glass and it will break. Breaking is a natural consequence of dropping something, so if toddlers drops a glass on the floor, we'll stop what we're doing and clean it up calmly. With time, children learn to be more careful as they see what happens when they lose care in a situation.

Water a plant and it will thrive. When children notice flowers blooming when they water the plant, they experience the intrinsic reward of caring for nature as they begin to develop the understanding of the impacts of their actions on the environment.

Sometimes, an undesired behaviour does not have an immediate natural consequence. For example, refusing to put on a hat will lead to sunburn, then we turn to logical consequences. A logical consequence is linked to children's behaviour and often is implemented by an adult. When children play in the playground, they will need to put their hat on or they will be asked to sit down with the teaching staff in the shaded area so that they'll be safe from the sun. The message is communicated in a neutral tone as we are just explaining the impact of their choices.

Children who understand the natural consequences are more likely to make responsible choices using their free will

## THROUGH

experiencing natural and logical consequences, children learn to handle, manage and cope with the consequence and build resilience in the long run. Children who understand the natural consequences are more likely to make responsible choices using their free will. The intention and structure of teaching natural and logical consequences in the toddler program is to create many gentle and effective opportunities for children to learn about the impact of their behaviour on themselves and others. The teaching approach is about empowering children and not about punishing and/or shaming children on their errors or the negative consequences of their actions.

# SING A SONG

## MUSIC IN THE 3-6 CLASSROOM

by Edna Salvador (3-6 Directress)



**A** child is sitting down humming a tune whilst building the Roman Arch. Another one, not far away from the first is also humming a tune whilst writing some letters on the chalkboard. Music is an important part of the life of the Montessori classroom and it is included in the daily activities and respected as much as other curriculum subjects. Anyone who spends a lot of time around children knows that they love music. They respond spontaneously and positively to it because the ages of 2-6 according to Dr. Montessori is the sensitive period for music development.

Music  
contributes to  
speech and language  
development.



## MUSIC CAN

contribute to children's learning in many ways:

- Music develops listening, auditory and phonological awareness which are necessary for reading development. Songs like "Apples and Bananas" emphasise the sounds of vowels a,e,i,o and u and songs like "B-I-N-G-O" teach letter names.
- Music contributes to speech and language development. The latest favourite in my class is "Down By the Bay"(Raffi) which has a lot of rhyming words like llamas and pajamas, goose and moose and so on. Children enjoy the silliness in the songs as well as the repetition.
- Music gives children opportunities for social interaction and cooperation. Nursery rhymes like "Peas Porridge Hot" involves facing a partner and clapping with a friend whilst "The More We Get Together" involves everyone holding hands together and saying each other's names.
- Music can be used to guide, calm and comfort children. In the afternoon, we listen to some relaxation music and if combined with yoga poses prepare the children for another work cycle in the afternoon.
- Music sets the tone for the classroom, adding joy and pleasure. The children have been learning some Spanish songs this year and so when the Spanish teacher, Bibiana, arrives in the classroom, some of them spontaneously sing "Buenos Dias, Buenos Dias". And since the children have been practicing their song for the end-of-year concert as taught by Marilyn, our music teacher, they have been singing "Hello To All the Children of the World"(Wee Sing) non-stop for days now.

The children have been learning some Spanish songs this year and so when the Spanish teacher, Bibiana, arrives in the classroom, some of them spontaneously sing "Buenos Dias, Buenos Dias".

## TO HELP

children fully benefit from their sensitive period for music, we need to give them many opportunities to practise music at home as well as at school. Everyone can successfully provide children with opportunities for musical expression. Listen to a CD or a playlist of children's songs as you drive. Have music playing softly in the background at your home. Let your children explore percussion instruments such as maracas, drums, triangle and tambourine. In the Children's House, three year olds are playing the Montessori Bells and musical instruments during Music time with Marilyn. For Walking On the Line activities, the children tiptoe, march, gallop and skip to the music of Sanford Jones (Walking on the Line Rhythmic Activities on the Line CD developed by Montessorian Sanford Jones).



## IN CHOOSING SONGS,

pick those with a simple tone, steady tune, repetition of words and phrases and even silly songs. Songs that have rhyming sounds, songs with movement and songs in other languages that broaden cultural awareness are also popular with the children.

These are the songs that the children like to sing in class. There is absolutely a song for everything!

- Where is John? (Frere Jacques)
  - Today is Monday (days of the week)
  - There are 7 Days
  - Months of the Year song
  - Doe A Deer
  - Tony Chestnut Knows I Love You
  - Johnny Uses One Hammer
  - Five Little Men In A Flying Saucer
  - Five Little Doughnuts
  - The Farmer in the Dell
  - Wheels on the Bus
  - Eensy Weensy Spider
  - Where is Thumbkin?
  - Colours Song
  - The Continent Song
  - Down By the Bay
  - Apples and Bananas
  - Kookaburra Sits In the Old Gum Tree
  - Give Me A Home Among the Gum Trees
  - Wombat Wobble
  - Nursery Rhymes
- Happy singing!

Music can be used to guide, calm and comfort children. In the afternoon, we listen to some relaxation music and if combined with yoga poses prepare the children for another work cycle in the afternoon.



# A PICTORIAL SHOWCASE OF MONTESSORI FOOTBALL 2019

by Margret Ranada-Palma

**R**ousseau states that *"nature decrees that children should be children before they become adults. If we try to alter this natural order, we will reach adulthood prematurely but with neither substance nor strength."* As Montessorians, we believe in supporting the child's natural development as a whole being, mentally, physically, emotionally and psychologically. Through our indoor and outdoor environments, we allow the children to follow their own instincts and develop skills that they are able to learn and improve, in any sport or physical activity they wish to be involved in.



Ball pumping



We currently run  
after school programs  
offered to the 3-6 &  
newly-opened 6-12  
children





These skills are not limited to movement alone, they extend to creativity, healthy habits of an active lifestyle, communication with peers & adults, leadership and governance within a group...

## IN TODAY'S WORLD

of fast-paced change where we are accustomed to instant results, from meals to photographs, and even the availability of information at our fingertips...people expect instant success. (Zig Ziglar, 1986) How are we able to hone the skills of our young footballers and athletes if we do not begin at a young age, wherein we, as guides, attempt to motivate their interests instead of instruct them? These skills are not limited to movement alone, they extend to creativity, healthy habits of an active lifestyle, communication with peers and adults, leadership and governance within a group, building characteristics of a fair and sportsmanlike team player, and fostering confidence and a positive self-esteem. Having the parents involved in the children's progress in their learning allows us to form, establish and strengthen the triad of holistic learning. In cultivating this alliance of parents, coach, and the children (being central in the learning), the more chances we have of supporting a successful and healthy well-rounded individual.



Building a football stadium





Teamwork

Leadership



Making a healthy meal plan



## LAST YEAR,

we introduced Montessori Football to Northside, running a 3-6 after school program and two school holiday camps. This year, we introduced the activities we have at the Montessori Sports Carnival held in Bannockburn Oval along with four other Montessori Schools. After officially inaugurating Montessori Football at our kick-off and audit in June, it has been such a busy time for us and the children have been fully engaged. We currently run after school programs offered to the 3-6 and newly-opened 6-12 children. We recently hosted a Montessori Football Course with Jip Bartels, training teachers to be able to run the program in their respective Montessori schools, having three attendees from Northside. We capped off the year with a successful Spring Holiday Camp in October.

We look forward to what 2020 has to offer us with the support of our Northside community!

Engineering - putting the panels of the football together



Designing a uniform



# A BUSY TERM

## FOR 6-9

by Linda Van Lierop  
(6-9 Directress)



The children started off Term 4 at full pace. With one week left, the children worked hard with practicing their dances and finalising their costumes. Their excitement kept building, culminating in performance night in Week 1 of Term 4. The children's enthusiasm was contagious, spreading to staff and families alike. The effort they put in and their growing confidence was clearly evident on the night with their beaming faces and passionate dancing. The children performed beautifully and had a wonderful time. The Level Threes wrote and presented speeches about each of the dances being performed, stepping up to the challenge with zeal.

Grandparents day was celebrated by everyone, firstly starting off with a morning tea and a song being sung by the children. Afterwards, the grandparents made their way to the classrooms where they had the opportunity to work with their grandchildren. The children absolutely loved this opportunity, revelling in being able to show off their work and what they have been learning throughout the year.



Children have been hard at work preparing for the Environmental Expo.

## THIS TERM,

children have been hard at work preparing for the Environmental Expo, being held in Week 8. In small groups, children decided on an environmental topic and have begun conducting research into what this means and what impact this has upon our environment. Then, combining their prior knowledge with new information gleaned, they will work together to produce a poster to display to the visitors at the expo. They have had the opportunity to create models and tokens to give away to help others remember the cause they plan to discuss. This is another opportunity for children to have their voices heard and speak about what matters to them.



## THE CHILDREN

have been very excited to welcome the new transitioning children into their classroom with open arms and an enthusiasm to be role models to guide them on their 6-9 journey. Their pride in their classroom is clear as they introduce the visitors to every facet (including the bathrooms); showing them where the materials are and suggesting work they can undertake.

In sport this term, the children have been introduced to orienteering, the sport of map reading and following. This is a great skill to have later in life for travelling and exploring. On Tuesdays, the children have been seen running around campus, calling out to each other with excitement as they orientate their teams through checkpoints using a map of the school grounds.

As the term comes closer to ending, the children still have many more activities ahead of them including taking part in helping set up their classrooms for next year.

In sport this term, the children have been introduced to orienteering, the sport of map reading and following.





# OOSH NEWS

## BEFORE & AFTER SCHOOL CARE

*What a busy year it was, finally coming to an end! It was a smooth transition for all the children who joined throughout the year. They all settled in really well and mingled with their peers and other age groups well. It was interesting to watch how the children developed and progressed throughout the year.*

by Surendrini Giritharan (OOSH Coordinator)

Each day the OOSH staff create a daily program covering Learning and Wellbeing. The children participated in our enriched programs through various arts, crafts and cooking activities. The knitting, Hama beads, cooking, building games and our play kitchen with the utensils all became very popular activities this year.

Since building Lego and Duplo structures are so popular, we purchased another set of Duplo early this year and this term we laminated a big variety of Lego/Duplo designs that are simple, complicated & popular for the children to work with each afternoon. Some of the children liked to work independently but others enjoyed working in groups to finish the structures.

Cooking is another popular afternoon activity. Since our program has grown so big, we have primary and pre-primary children in separate groups during the cooking preparation so that everyone is involved in the cooking process and understands the different ingredients, and how to take measurements. The children were very happy to take their cook books home each term. Almost all of them said that they are going to try all the recipes at home during the Christmas break!





## OUR HALLOWEEN WEEK

projects were a big hit as always. Everyone wanted to take part in all the craft projects. To create interest and to surprise all the children we included an additional activity on our cooking day; each child created scary faces on the fresh mandarins to take home, which was fun and loved by all.

We undertake termly observations of each child individually and in group situations. Please ask the OOSH staff if you would like to view your child's observations.

Our new primary play area has been a big attraction for all the children. They all seem to have built confidence in climbing up to the top and coming down without any major hurdles. From time to time we also remind them of how to safely climb up and down without hurting themselves.

## THE OPEN

primary play area has been a truly educational experience for the children, as they wander around investigating all that is to offer in nature. We see almost all the children getting involved in some form of group activity, collaborative game or generally enjoying being active.

Hide and seek, hand ball and soccer have all become very popular sports during playtime. What is even better is the primary school children are very happy and patient in explaining and involving the pre-primary kids in their games.





## WE KNOW

how much every parent worries about their child's safety, so a task sheet is filled out every single day about the safety and practice of the activities being performed, prior to the children engaging in them.

Holiday program incursions are getting very popular, and each term we bring in a variety of in-house activities based on learning and fun. The Bricks Works incursion was a very big hit during our term 3 holiday program. The children were very excited and had the best experience during the day. They all had so much to talk about that whole afternoon and said that they wanted it running every holiday program! We are happy to be receiving positive feedback from parents and children alike.

We would like to take this opportunity to wish the children who are leaving our school this year all the very best.

## FINALLY, A BIG THANK YOU

to all our wonderful staff members; Christine, Elle, Hyun, Kalpana, Sandra, Sirisha and Veena. I would also like to thank our regular casual staff Alex, Amy, Blandine & Sarah. Ladies, without your commitment, cooperation and support the program couldn't have been implementable. It was a very busy year without any major hiccups and thank you all for helping make it happen.

I would like to take this opportunity to give my sincere thanks to Blandine, Kalpana and Sirisha who have gone out of their way to help us during Christine's and my absence.

Seasons greetings and have a relaxing and safe holiday!

Christine, Elle, Hyun, Kalpana, Sandra, Sirisha, Sureni and Veena



# FROM OUR OUR 9-12 CLASS

by Margaret Kroeger  
(9-12 Directress)



**JAMES** I loved MMUN because we went overseas, learned about real world issues and went to the United Nations. My favourite class memory was debating where we linked up with other schools around Australia. My favourite topic was 'Plastic bags should be banned'.

**T**he year in the life of a 9 - 12 class room is very busy. One wonderful event is celebrated and the next one arrives in rapid succession from guest speakers, new lessons, student presentations to peers, incursions, camps, going outs, our regular visits to Southern Cross Care facility, community cooking and parent evenings. New presentations are introduced, friendships are cemented through collaborative explorations and concepts are mastered. Growth happens socially and academically at such a pace that we often don't get a proper chance to reflect on all that makes up a year. So, what were the memorable moments in Orana for 2019? Here are the children's responses:

**VICTORIA** I liked camp because it was fun to explore Canberra with my friends. In class I liked all our science experiments - especially the meringue cookie one.

**JACOB** I loved speaking at the United Nations as part of the Economic and Social Committee (ECOFIN) on the topic of climate change. My other favourite memory was when we went to camp and visited the Dinosaur Museum

**ANDELLE** I loved doing our work with Montessori Model United Nations. I wrote a paper and spoke about the need for sustainable energy for all. I loved the experience of meeting other kids from around the world and seeing their point of view. I also loved going to the oval to play 'Waz ball'.





## SARA

I really am proud of my racks and tubes work for long division. I also enjoyed visiting Questacon and learning about science and nature at camp.

## LUCAS

I liked working with the Montessori materials that show the fourth and fifth power of binomials. It was hard work but it was fun.

## ENRIQUE

I like going out to the nursing home because we can help them remember things like what it was like to be a child. I also love all our science work in class. I had fun making the stop motion video on the rock cycle.

## MAX

I am in charge of cooking for the class so I really enjoyed that. I liked learning about web design.

## AMELIA

I like our visits to the nursing home because before we came the residents stayed in their rooms, now they come out and talk to us.

## CLAIRE

My favourite memory was when we pretended to go into 'fast forward' during our play rehearsal. Lara said her lines so fast in the clearest way and everyone laughed. My favourite classroom memory was the time my goal sheet was filled up entirely - I worked so hard that there was no room left.



We wish our Year 6 Graduates all the best as they transition to the next stage of their education.

**REMY** My favourite class memory was when I learned double digit long division with the racks and tubes. I loved going to the library in Canberra too because I saw all my favourite books.

**LARA** I made a farm from 1888 Australia using a pizza box. I loved the clay work. My favourite school memory was the first time I finished crossing the monkey bars in Year 2.

**HANA** I loved doing square root and helping out in the Toddler Program

**JACE** My favourite memory was the Canberra camp. I liked how we had fun and saw so many different places. I loved the city project and we did lots of fun writing.

**JACK** I liked the Dinosaur Museum at Canberra. It was really interactive and we got to buy cool stuff. I loved visiting the Australian Institute of Sport because I got to make records on two different machines. I hold chin up records there. In class I liked when we did forensic science and we found out who the criminal was.

**AMIRAH** I like learning square root and going to the nursing home because I like cheering them up.

**NATALIA** I loved doing art this year and working with the older students.

**SOPHIA** I enjoyed being in the play and I like all our work for the Poetry Night.





We welcome Leticia and our new students beginning in 9 - 12 next year.

**ANDARI** I had fun writing chapters about life in Colonial Australia and making the paper seem old by dipping it in coffee. I also like doing science experiments with my friends.

**THOMAS** I had fun making the frog pond and using the checkerboard with all those bead bars. It helps me multiply millions by millions.

**RYAN** I loved the play because I had a fun role. I also like making stop motion videos.

**CHRIS** I had fun at the Zoo Snooze because I woke up with weird noises like lions roaring. I love doing racks and tubes because it's fun.

**LACHLAN** I enjoyed Extraordinary Ordinaries because I like to study people's lives and what they did. I also liked seeing all the animals at the Zoo Snooze

**ARTURO** My favourite work choice is long division because it's cool. I also like learning about coding with Scratch because there's millions of projects I can do.

## THESE MEMORIES

would not have been possible without the help of our wonderful parents. Thank you to everyone who has helped with canteen, the library, our nursing home visits, going outs, the frog pond, gardening, camp, the production, animal care over the weekends and holidays and with all the events that happen in 9 - 12. We really appreciate your time and efforts. Thank you to our class parents and to Kim and Soo. We wish our Year 6 Graduates all the best as they transition to the next stage of their education. We will miss them and their families. We welcome Leticia and our new students beginning in 9 - 12 next year.

Thank you everyone for a fabulous year and we wish you a restful and relaxed holiday,

Margaret, Kim & Soo.

# OUR GRADUATES

## WE ARE

very sad to see our six 2019 graduates leave us at the end of this year. Over the past few weeks they have been reflecting on their time at Northside and have written some reflections. Here they are.



### LARA GREEN

My favourite memory of Northside is when Claire accidentally drank my chocolate milk. I made her laugh so hard that she spat it back on me.

I will miss the caring teachers.

My dream for the future is to become an architect and design beautiful modern houses.

I have been at Northside since I was 2 years old.

### HANA TARRAF

My favourite memory of Northside was when we did the production of Matilda and I played Lavender.

I will miss the school plays, Extraordinary ordinaries and the teachers and my friends.

My favourite subject is mathematics

I have been at Northside for 4 years.



### CLAIRE DUFF

My favourite memory of Northside is a time when Lara said one line in one breath really fast with the clearest of words.

I will miss the community at Northside

My ideal job would be to become an author or actor.

I have been at Northside for 9 ½ years.



## JAMES ARROWSMITH

My favourite memory of Northside would be Montessori Model United Nations.

I will miss everything about Northside.

My ideal job would be to work for the United Nations.

I have been at Northside for 6 years.



We wish all our graduates the very best as they leave Northside and commence their High School journey.

## MAX DARLINGTON

My favourite memory of Northside would be in Year 3 when we made stories about Clash of Clans in a circle of stools.

I am ready to leave Northside and move into high school.

My favourite activity is animation.

I have been at Northside for 4 years.

## ANDELLE PARKER

My favourite memory of Northside would be when we attended the Global Warming Protest.

I will miss the independence of choosing and wearing what I like.

My ideal job would be to work for WIRES Animal rescue.

I have been at Northside for 10 ½ years.



# CONGRATULATIONS

TO LARA, HANA, CLAIRE, JAMES,  
MAX & ANDELLE!

# CENTRE STAGE

## AT OUR 6-9 PRODUCTION & 9-12 PLAY

by Janene Johnson (6-9 Directress)

### THIS YEAR

our 6-9's presented "The Magical Library" to family and friends at Barker College. This was followed by the 9-12 play of "Matilda" and as always, we were not disappointed. Those of you who attended would have to agree that it was a wonderful night of entertainment, artistry and hilarity. What makes these nights more special, is that the students have so much input into the productions.

Our year 3's started by deciding on a loose storyline. It then took several weeks of hard work to put it all together so that it flowed. Music was selected and we began the task of choreographing the dances to weave into the story. Whilst dance rehearsals were taking place, students were designing costumes and props and having a big role in making them.

The performances by 6-9 and 9-12 were nothing short of spectacular. To see students, who had never danced or been on stage, or who were incredibly shy or anxious, get up there and perform so confidently and with such apparent joy, was worth every minute of hard work leading up to it. It is also wonderful how the Level 1's and 2's look up to the Level 3's when they stand up and read their story, and the Level 3's look up to the 9-12's as they learned all their lines and performed so incredibly well in the play. It was a night they will never forget and one they look forward to repeating year after year at Northside.

Thank you to every single family and friend who attended and cheered so loudly for our students. Thank you also to the parents who sourced items, costumes and assisted in so many ways. We can't wait for next year's performance.

What makes these nights more special, is that the students have so much input into the productions.





This year our 6-9's  
presented "The Magical Library"  
to family and friends  
at Barker College.















Our 9-12's presented  
the play "Matilda"













# AN ODE TO MONDAY MORNINGS

One kid, two kid, three kid, four..  
Rushing through the open door.

Music, band, lunch box where?  
Rushing through the wire front door,

Pushing, shouting, piling, no room for more, Stuck in the straining side car door,

A rushed arrival with no time to spare,  
Wave good bye with nare but love for ever more.

BY CLAY SPENCER,  
INSPIRED BY REAL EVENTS.

WHAT'S ON...

## FOR THE FESTIVE SEASON

### CAROLS IN THE PARK, WEST PYMBLE

Bring your singing voice and picnic rug. There will be stalls serving all types of food including Asian, gelato/ice cream, coffee and tea and the St Ives Lion's Club will also be cooking up a storm with a sausage sizzle (proceeds will go to Lifeline). **Saturday 14 December 6pm-9pm Bicentennial Park Lofberg Rd, West Pymble.**

### CHRISTMAS NIGHT MARKET, MOSMAN

A quality art and craft market located in the heart of one of Sydney's finest shopping precincts. 150 art and craft stalls, with gourmet food, musical entertainment and a lively atmosphere. **Thursday 12 December, 4.30pm to 9.30pm. Mosman Square and Village Green, Spit Junction.**

### MARTIN PLACE CHRISTMAS CONCERT & TREE LIGHTING

Sydney's largest Christmas tree will delight audiences and brighten up until 1 January. Enjoy a kaleidoscope of colours and decorative lights every 15 minutes from 7pm to midnight. **6pm to 8.30pm, Thursday - Sunday from 28 November until 22 December.**



**NORTHSIDE MONTESSORI SCHOOL**  
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**STEPPING STONES MONTESSORI LONG DAY CARE**  
196 BOBBIN HEAD ROAD TURRAMURRA NSW 2074  
[WWW.STEPPISTONESMONTESSORI.COM.AU](http://WWW.STEPPISTONESMONTESSORI.COM.AU)