

Saint Mary MacKillop College

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"The greatest method of praying is to pray the Rosary." – Saint Francis de Sale

Week 3, Term 4

Wednesday 25th October 2017

Dear Members of our Community of Faith,

What an incredible school fete we enjoyed last Saturday! Beautiful weather, a big crowd and great atmosphere. Thank you to everyone who came along to support this event. When the final coins were slid across the table and tallied, we ended up with a grand total of \$10,148.70. This money will go a long way to continuing to provide new resources that benefit our school. While raising that much money was a great result, I think the real success on the day was the building of community spirit. I was most impressed with the way our students all chipped in and offered their assistance in setting up, manning stalls, selling tickets and packing up at the end of the day that left the school grounds in great condition – thank you all! A big thanks to our parents and staff for all their efforts and generously giving of your time. Many people dug into their own pockets to fund their stall and give all proceeds to the school, so thank you for your generosity. If you have any feedback on the day please don't hesitate to let us know. Our P&F AGM will be held on Thursday 9th November if you would like to attend. Congratulations to Peter Jansen who won first prize in our raffle and Ellie Taylor who won second prize.

Today we welcome Bilji Shaji who will be working in the office each Wednesday this term. Bilji is with us for a placement as part of a Business Administration Course. I am sure we will make her very welcome at SMMC.

School Surveys

Annual School Surveys will be emailed out to all parents in the next week or so as a google form. It is a matter of simply clicking on the link in the email and filling in the survey. Whilst your feedback is always welcome throughout the year, this is a valuable opportunity to give anonymous feedback about how you view and experience various aspects of our school. I really encourage all families to complete the survey as last year we only had about 33% of our families take part. Let's aim for 100% this year! Your feedback is valued and appreciated and helps us to work on continually improving what we do.

Parish Mission

Please see attached sheet outlining the Saint Patrick's Mission, which begins this coming Saturday 28th October. The theme is *"Deepening Eucharistic Encounter"*. I encourage all families to make the effort to get along to what you are able to. Fr Antoine and the Sisters of the Immaculata will visit SMMC next Tuesday 31st October and all our students will take part in a half hour Adoration led by Fr Antoine. You are more than welcome to join us. K-2 will go at 9:30, 3-6 at 10:00, 7/8 at 10:30 and 9-12 at 11:00. We are very blessed to have these visitors to our school and thank them for their faithful witness to Christ.

Staff News

In sad news for our school community Miss Costello will be leaving us at the end of this year to take on some new challenges. She has been such an asset to our school community and will be greatly missed. I'm sure we will give her a fitting farewell towards the end of the year, but I want to thank Victoria for what she has brought to our school in her time with us and wish her all the best for whatever the future holds.

All Saints and All Souls

Next Wednesday we celebrate All Saints Day. All students may dress up as a saint they admire. At morning assembly we will have a short parade where students can tell us a bit about their saint and how they lived a life dedicated to God. Mrs Galvin has kindly offered to make salad rolls for lunch which students can purchase for \$1.50. SRC will be providing cupcakes at recess for \$1 each, with all proceeds going to Catholic Mission. On Thursday 2nd November we will celebrate All Souls Day. We will have Mass at 12:30pm followed by a procession to the cemetery where we will pray for those who have died. Students from Jindera Public who take part in scripture classes will be visiting SMMC from 12pm also.

The Mother/Daughter Camp is fast approaching. Please get your notes and money into the office as soon as possible. It is shaping up to be a great weekend away!

God Bless,
Luke Burton
(Principal)

2017 Dates for your diary...

Extra-Curricular Activities

- Tuesday and Thursday lunchtimes– Library Open for all students
- Wednesday lunchtimes – Martial Arts training in the Hall with Mr Williams
- Monday Lunchtime –Secondary Reading Club with Miss Costello

Term 4 – Tuesday 10th October – Thursday 7th December

- Wednesday 1st November – All Saints Day. Student Dress Up and Salad Roll Lunch
- Thursday 2nd November – All Souls Day. 12:30pm Mass and Procession to the Cemetery
- Saturday 4th November 6pm– Yr.12 Graduation Dinner, Banksia Room @ Commercial Club
- Wednesdays 8th, 22nd November and 6th December – Secondary Swimming 1:45 – 2:45pm
- Monday 6th November – Thursday 9th November – EXAM WEEK for Yr.7-10
- Friday 10th – Sunday 12th November – Mothers and Daughters Camp at Howman's Gap
- Monday 13th November – Friday 17th November – Work Experience for Yr.9/10 students Age16+
- Tuesday 14th November 6pm – 2018 Kinder Information Session
- Fridays 17th, 24th Nov and 1st December – 2018 Kinder Orientation 9:15am – 12:00pm
- Monday 20th – Friday 24th November 10am-12noon– Primary Intensive Swimming Program at Jindera Pool
- Friday 24th and Saturday 25th November – SMMC Production of Fiddler on the Roof @ St John's Jindera

Curriculum Corner – Mrs Terry Josephs



Years 3&4 are busy working on their geography projects. The content focus for Geography in Stage 2 is "Places are Similar and Different." Each child has chosen to investigate the natural and human features of one of the main islands of Indonesia. They will then compare these features to the natural and human features of a city in Australia. When completed, the children will present their work as an oral presentation to their class.

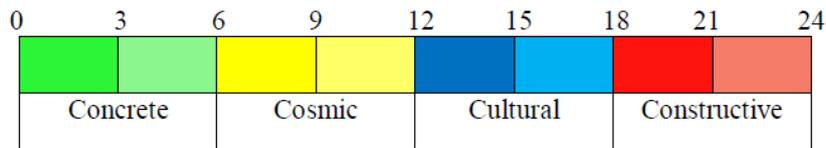


LIVING OUT THE FAITH IN FAMILY LIFE

Human Developmental Stages: Montessori/ Cavalletti

by Dr Gerard O'Shea

PART 5



The three to six year old child cont.... “The Data Gatherer”

3. The Need for Movement and Touch

Children of this age have a deep need for movement that goes hand in hand with their need for tactile stimulation. There is a drive towards what is concrete and sensorial. Aristotle first articulated what has become known as the peripatetic axiom – there is nothing in the mind that is not first in the senses. Most human beings (apart from the very small percentage of the population that is quite at home with “abstractions”) need concrete realities – or at least examples - in order to understand more abstract principles. For the youngest of children, there are no exceptions; they cannot learn unless they engage with concrete objects. Moreover, gross motor and more particularly, fine motor movement appear to be indispensable in the formation of a healthy human personality. A great deal of research has been conducted in this field. Suffice it to say that a child of this age whose movement is needlessly restricted will experience a diminished capacity to learn. If given concrete starting points, even young children can attain surprising levels of abstract understanding.



4. The Need for Order, Routine and Repetition

Of all the characteristics of three to six year old children, the one that is most evident to the adults who spend time with them – parents, teachers or others – is their need for order, routine and repetition. Children of this age need this external order in their physical world in order to feel safe and secure. Changes and novelties are not particularly attractive to children of this age. I well recall delivering a lecture on this subject to a group of teachers on Saturday morning, when one of the participants took what seemed to be an urgent phone call. When she returned, she let us know what the problem had been. Her husband was looking after the children while she attended the class, and her three year old son had become inconsolable. She asked to speak to the child, and he told her through deep sobs what was wrong: “Daddy put my cereal in the green bowl instead of the blue one!” There would be very few parents who would not be able to supply a similar story. Substitute teachers who are brave enough to stand in for a regular teacher of this age group know exactly what is waiting for them. No matter how well briefed, the substitute teacher will be “found wanting” by the class because there will be some very minor detail of the routine that has not been followed exactly, and causes them some concern. “We don’t take the roll until after we have handed in our reading books. Don’t you know that?” A disordered classroom – one in which “the rules” are not carefully followed – will cause stress and discomfort to children of this age. Their behaviour will reflect the chaotic nature of the classroom organisation. What is more, there is a very brief window during which the children can be formed in these routines. As a rule of thumb, the behaviour you expect of them on their first day of school is the behaviour you will get from them for the rest of the year. Wise teachers will spend their first week with the children running through all of the necessary rules of grace and courtesy, procedures and routines for the year in intimate detail.

It continually astonishes adults to witness the way in which children are capable of absorbing so much information on the day of their initial encounter. Months later, all of the children in the class will be able to quote back the exact details that they were trained in and expect to be implemented with precision and order. The kind of training where the children are actually “stepped through” the procedures and have a memory of the physical movements that accompanied the training will be the most effective. This kind of explicit modelling, whereby the children are given things that they can do easily gives them the confidence to believe that they will be able to face all of the other challenges of the year as well. In no way do they find this kind of repetition and routine to be boring nor do they see it as a tedious chore. It is their way of gaining mastery of their environment, establishing their sense of belonging and growing in confidence.



5. Imitation Leading to Independence

Research into effective learning is quite clear about the way in which inexperienced learners begin the process. They need to imitate those who are able to perform the task competently. For the three to six year old child, as already noted, this requires very explicit modelling. The required task must be reduced to very clear steps, and each stage should not be too complicated – it must be simple enough for the children to succeed. Ultimately, by joining the stages together, the children will be capable of quite complex tasks, but they must rise up to the occasion by slow steps. At first, children will want to imitate exactly what the “expert model” is doing. Most older siblings can recall the experience of a younger brother or sister annoying them by copying their every word and action. Many teachers have had the experience of walking back into a classroom after having been briefly called away and found one of the children continuing the session with the same words and mannerisms that they would have used themselves. There can be a tendency for very creative teachers or parents to be alarmed by this – to see in it a crushing of the child’s creativity by forcing them to conform to exact patterns of behaviour and procedure. If this attempt to copy the behaviour of the competent teacher or peer continues much into the next stage of development, it would certainly be a cause for concern. At this point, however, it is necessary if the child is to learn. Montessori described it as the child’s plea “help me to do it by myself”. The careful imitation is a necessary stage on the way to independence. Once children are comfortable being able to do it someone else’s way, they will soon move on to putting their own personal stamp on it. It might be noted that even adults proceed in this way when they are learning a new skill. The first thing they want to do is to copy an expert exactly; they will innovate later.

