

A watercolor illustration of a field. The foreground is filled with several red flowers with dark brown centers, each on a thin brown stem. The background consists of vertical brushstrokes in shades of yellow and light green, representing grass. At the top, there are horizontal brushstrokes in shades of blue and purple, representing a sky or distant hills.

# ©RANA SEASONS

**Term 3 2019**



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## TERM 4 2019

October 14	Term 4 begins
October 17	Years 1-5 Gymnastics Years 7-12 Parent teacher interviews
October 18	4EM Bike riding excursion
October 22	Year 6 ALI camp, Jindabyne
October 24	Australian Parliament House Science & Engineering Challenge
October 28	Years 7-12 Parent teacher interviews
November 2	Working Bee 8am
November 5	Year 7 ALI camp
November 6	Year 5 Greek Olympic camp
November 9	Spring Fair Gallery Opening
November 10	Spring Fair
November 13	Year 3 Yurt Farm camp
November 14	Year 4 String Programme Concert 6pm
November 18	Year 3 German Christmas Markets Early Childhood Orientation Evening
November 19	Year 10 Drama performance: The Tempest
November 20	Year 7 HPV Immunisation Year 10 Drama performance: The Tempest
November 21	Year 10 Drama performance: The Tempest, 6pm
November 22	Year 12 last day Year 10 Drama performance: The Tempest
November 23	Spoon carving workshop
November 24	Spatula carving workshops
November 25	Year 11 Botany camp Year 3 German Christmas Markets
November 27	Year 3 Yurt farm camp
November 29	Year 12 Project presentations
November 30	Year 12 Project presentations
December 2	Year 12 Graduation Assembly
December 3	Year 3 German Christmas Year 1 2020 parent meeting 6.30pm
December 5	Year 10 Formal
December 9	Year 7 Graduation dinner
December 10	Year 7 Graduation dinner
December 12	Year 7 Bridge Crossing Christmas Festival 7pm
December 13	Early Childhood Christmas Festival Final Assembly LAST DAY OF TERM

### FROM THE PRINCIPAL:

This term was, as always, a busy one for the Orana community. We celebrated NAIDOC Week and Book Week, participated in numerous sporting competitions, performed in plays, attended camps at the South Coast and at the snow, travelled to Sydney on excursions, and competed in Japanese speech competitions, the Australian Informatics Olympiad and the Australian Parliament House Science and Engineering Challenge!

In 2019 we are celebrating 100 years of Steiner Education, marking the establishment of the very first Waldorf School, in Stuttgart, Germany. The school was created with the intention of providing an education for the children of the workers of a factory and with the ideal of providing a social solution to the devastation wreaked by WW1. During the 100 years since the first Waldorf / Steiner school opened, Steiner Education has become a worldwide movement, bringing an education to our children that acknowledges each of their developmental stages, and which echoes the evolution of human consciousness in **order to awaken each individual child's** imagination, inspiration and intuition, so that they become human beings committed to social justice and enabled to fulfil each of their destinies by developing their unique inherent capacities. We feel truly blessed to be a part of not just the immediate Orana community, but of the world wide community that is the Waldorf Steiner movement.

Our 13<sup>th</sup> annual Gala Concert, held on August 30, formed part of our Waldorf 100 worldwide celebrations. Many of the pieces heard in the concert centred on the themes of hope, social renewal, peace, and looking towards the future. The students who performed on the night are an example of the people who are truly our future. We have such confidence in and admiration for their resilience, creativity, and ability to collaborate and make the best of challenges in their unique, and often thought provoking ways, ways that we as adults could never have imagined. The unfolding

and excitement of their learning journey at Orana, is something to behold, from day to day and year to year.

I hope you enjoy this edition of our Seasons magazine and that you and your families have a beautiful and restful Spring break. We look forward to seeing everyone again in Term 4.



### FROM THE HIGH SCHOOL DEPUTY PRINCIPAL:

Term 3 High School and Senior College  
It has again been an eventful and busy term for both students and staff. Lots of celebrations have occurred across various aspects of our curriculum.

100 years of Waldorf Education was celebrated with the culmination of the GALA concert in week 6. There was a wonderful community gathering throughout the week, and the cupcakes were certainly a highlight. National Science Week is an annual celebration of science in Australia, an opportunity to explore the wonders and benefits of science. Throughout week 4 there were a number of Science enrichment and entertainment activities offered to students. Thank you to staff who assisted with and arranged the cross-campus activities for Primary and High School students.

Languages Week was held in week 8 and was designed to raise awareness of the benefits of language and highlight the linguistic diversity in our community. Thank you to staff who assisted in various activities across the Primary and High School to celebrate this.

Congratulations to our Year 12 tertiary students who sat the ACT Scaling Test on

Tuesday 3<sup>rd</sup> and Wednesday 4<sup>th</sup> September. This examination measures the skills necessary for success at university and facilitates the comparison and scaling of T and H course scores both within and across colleges. Over the two days, students completed three components: a multiple choice test, short response, and writing task. We congratulate Year 12 on completing the AST and wish them the very best for the rest of their studies at the College.

High School and Senior College staff have continued doing many and varied PL activities throughout the Term. We have had a big focus on Main Lessons. Staff have been **working in Faculty meetings on the child's** stage of development, impulses for Main Lesson and requirements for each individual Main Lesson. We have been assisted by Barbara Fisher in this process, and thank her for her wisdom and time.

For Class 8 and 9 the term is finishing with a camp. Class 8 are on the snow camp in week 9 and Class 9 are at Bournda doing a curriculum camp based on Geomorphology. I will be attending both camps and am looking forward to seeing the students enjoy and challenge themselves.



Year 9 relaxing on their Geomorphology camp

We have also been fortunate to have Jan Baker Finch and Joan Sleigh present to both staff and students some clear messages on Waldorf Education. There have been some thoughts on these presentations and what we can do as teachers and students to highlight the presentation ideas.

Next term, although short, is looking to be just as busy. I hope everyone has a restful and enjoyable break.

#### **FROM THE EARLY CHILDHOOD & PRIMARY SCHOOL DEPUTY PRINCIPAL:**

It is as always a pleasure to take up the opportunity to write a few words for Seasons. With the 100 years of Waldorf in our consciousness, we have been looking all year at how we can continue to improve on a model of its age as we marry elements of compliance and standards of teaching practice. It is reassuring to conclude that **Steiner education sits in a space of 'now more than ever'. We are preparing your** children for the future with the skills they will need, while staying true to allowing time to contemplate and engage with the natural environment.

You will know by now that we have recently restricted phone use from the students in the primary school, bringing the Primary School into alignment with their older peers. Victoria is often considered at the forefront of education in Australia, so to manage the withdrawal of phones at Orana not only without resistance, but with positive parental feedback is wonderful. Sometimes a survey provides us with important and unexpected feedback, so to get a positive response for a move that was potentially controversial was a great insight for us at Orana, as we see that the community is truly understanding and working with the school and our underpinning philosophy.

While primary staff spent time learning to load relevant data on the Synergetic school IT system, early childhood teachers had training on setting up their Schoolbox page. All parents of Early Childhood children will receive Schoolbox log on details next term, enabling them to access pages where the teachers will store photos and invitations to events. Primary School teachers started to mark their class rolls electronically this term and we are happy to announce that the Early Childhood teachers will also begin this practice from the start of term 4. The old fashioned paper roll will serve as a useful

back up for any potential system glitches and for relief teachers.

Spring has sprung at last and a talk with the Snake Catcher was well received by all teachers on Monday of week 8. Then - low and behold - a snake was spotted in one of the outdoor environments. With our teachers aware of needing to stop and watch the snake (actually standing a good distance away and pointing to the area), the snake catchers could be called while the children were taken to safety by the second adult always on the premises. Having a relaxed and informed manner around snakes makes for a good season of awareness and confidence in meeting a snake on the grounds.

This term I have been fortunate to be invited to share in the 'wet on wet' painting lessons to which your children have had exposure since Kindergarten. Mixing Lemon Yellow and Prussian Blue produces the most vibrant green, perfect for lush grasslands and pictures of Spring.



Next term will fly by as we look back and consider how much the children have grown and learned during the year so far at Orana, as they are lovingly guided by their class teachers across Early Childhood and Primary School.

#### FROM THE COLLEGE OF TEACHERS:

*"Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility—these three forces are the very nerve of education." Rudolf Steiner*

*"The future belongs to young people with an education and the imagination to create."  
Barack Obama*

There is an ancient Sufi story that tells of a group of blind men determined to describe an elephant brought to their town. One, grabbing its tail said with an aura of wisdom, "The elephant is like a rope." The second, feeling its trunk disagreed, proclaiming, "Not so, an elephant is like a thick, strong snake". The third man, caressing the enormous ear and feeling the breeze when it flapped declared, "You are wrong; the elephant is a kind of fan." The fourth man, bumping up against the elephant's side cried, "An elephant is another type of wall!" The fifth man was awestruck when he grabbed the pointy tusk. "Why," he said, "The elephant is hard and smooth like a spear." The last man, feeling the elephant's leg insisted, "An elephant is a pillar, like a strong tree."

Throughout the centenary year of Steiner Education, teachers and administrators have been grappling with the question: 'What is the essence or core of Steiner education?'

Like the men in the story, each person that experiences a Steiner school has a different vantage point, and the view from each point can be quite different.

Many years ago, as a student teacher, my introduction to Steiner education was "It is an example of alternative education." Later, as a parent of my tiny firstborn daughter, I went to the Spring Fair at a Melbourne Steiner School. "Ah, Steiner schools are about beautiful environments and toys made from natural materials", I thought. Further contact with the anthroposophical community led me to a shop called 'Books for the Journey'. After long hours browsing the shelves I concluded, "Steiner education is based on a daunting, complex philosophy of life and spirituality by a man who lived many years ago." As a mother newly moved to a new capital city many years later, I found a lovely school with committed teachers and thought, "This is a safe yet stimulating learning environment for my

children.” Years later, after a school life of joys and challenges, I watched my daughter deliver her year 12 project presentation. A wise person watching said, “Here we see the emerging human and what she is bringing to the world.”

Of course, like the men with the elephant, all these observations were true. However, many more years later, after 20 years as a teacher at Orana and much study, observation and research I am still learning what Steiner education is. Steiner spoke of the importance of preparing children for the world in which they find themselves. He described the importance of understanding the whole child and matching student learning to their developmental level. Anthroposophical doctors and educators speak of the keys to healthy development as being appropriate movement, sleep, nutrition, rhythm and love. Steiner educators all over the world earnestly discuss how to observe students clearly so as to be able to teach flexibly in a way that removes obstacles, engages will and facilitates the development of skills and understandings and prepares young human beings for their work in the world.

The product of this education is the experience and development that the students carry with them. Outward manifestations of the education may be, but are not limited to, beautiful classroom settings, artistically designed and illustrated projects, exciting bike-riding excursions, profound NAIDOC week assemblies, self-directed deep sandpit excavations in Kindergarten or the painstaking recording of phenomenological scientific observations in senior classes. There may also be strong social and emotional learning opportunities, creative inquiry, the embracing of seasonal festivals and the development of a deep relationship with the land upon which we live.

One verse Steiner teachers hold close is “*Receive the child in reverence, educate them in love and let them go forth in freedom.*” The ingredients in this ‘recipe’ are part of our understanding of the core of Steiner education. Their application in a

twenty-first century setting is multi-layered and constantly evolving. To be part of the Steiner education movement is to be part of a life-long learning community.

Maia Harrison  
Chair of the College of Teachers  
September 2019

### A SPRINGTIME AFTERNOON AT ORANA AFTER SCHOOL CARE

Following a meal of delicious, home-made vegetable soup we became aware one afternoon of an observer in our midst. Before too long, many more observers joined this curious, furry friend.

As our new friends drew closer we could see that each one was a mother with a joey in her pouch! It wasn’t, however, until they formed a ring that we truly wondered if this was perhaps the Orana kangaroo kindy?!

The After School Care program is available to both Early Childhood and Primary-aged students of Orana School during each school term, from 3pm to 5.45pm. Enrolment details and application forms are available via [www.oranaschool.com](http://www.oranaschool.com) or email [after.school@oranaschool.com](mailto:after.school@oranaschool.com)



### YEAR 1:

#### Spring Main Lesson

Coming out of the dark each year we are greeted with the rush of spring and another opportunity to look at the world around us with new eyes.

We are lucky that so many birds visit our school grounds, and Class One has taken full advantage of the warmer weather to explore our flora and fauna. The children are



making a seasonal book to reflect their experiences, and are replanting the garden outside our rooms.

These experiences are such an important part of investing in developing local citizenship, taking the time to live into our surroundings.



## YEAR 2:

Heading into Spring we reflect on a very busy 2019 Term 3.

At the beginning of the Term both Class 2s continued with the epic journey of the King of Ireland's Son, becoming immersed in the intertwined stories involving quests, hags, giants, friendships, long journeys and mystical Kings in the hope of finding the Enchanter's daughter Fedelma. 2JC will be performing the first part of the epic story in their play "Fedelma the Enchanter's Daughter".

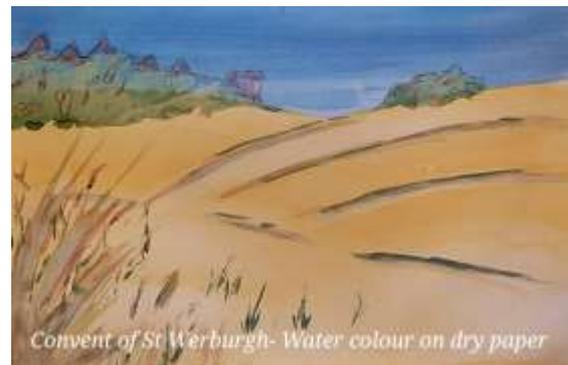


The Second Main lesson changed in mood somewhat with the stories of the lives of the Saints. The students created



beautiful artwork in their Main Lesson Books reflecting the spirit of the stories and the Saints' lives. To complete the Saints Main Lesson 2DGR embodied Saint Francis in performance with their class play.

Students have moved ahead considerably in their wet-on-wet water colour paintings. They are exploring methods of one colour painting using different paint strengths for depth and figure, as well as using lift-off techniques for effect and colour control.



Outside, class 2 students have been walking around the school and surrounding areas marveling in the rapid and colourful changes in the environment as winter slides into spring and warmer weather encourages the flowers to bloom. Following on from their construction efforts in Class 1, students have worked collaboratively to gather resources from the dam area, before transporting them by hand to the Class 2 area, then constructing a remarkable cubby masterpiece that is the centre of social activities and further creativity.



Some students joined in the Waldorf 100 Year celebration by creating 100s using natural resources.

Early in the term Class 2s performed a poignant movement and verse recital of a piece adapted from an Aboriginal artist for the school's NAIDOC assembly. Students were also treated to rehearsal pieces for the Gala performance.

Some other special moments of the term included Book Week guests and Parade, Language Week, and wrapping the term up



with Kite making and the Spring Festival.

### YEAR 3:

This term, Year 3 enjoyed another wonderful visit to Ingelara Farm. This time, the visit coincided with our farming main lesson, making the experience even more rewarding. We were struck by the dryness of the area, learning from Beatrice the challenges of farming. We had a wonderful time digging for potatoes and weighing them on the big scales, and then were delighted to receive a kilo bag of potatoes each to take home! Charlie the dog

welcomed us as usual and we had lots of fun competing in a potato and spoon race! It was a thoroughly enjoyable day and we are always so grateful to Beatrice for the amazing learning experience she provides for us each time. We can't wait to get back out there in term 4!

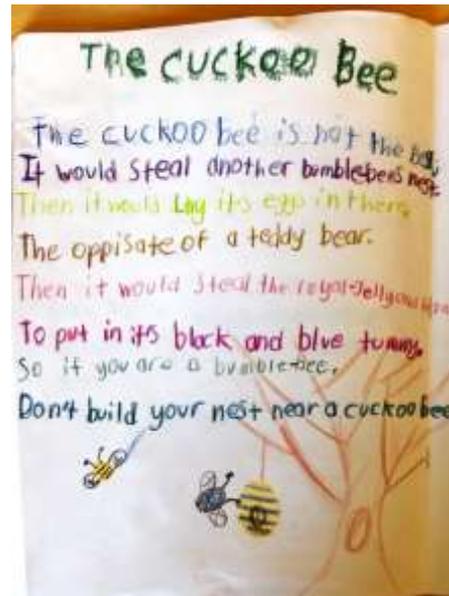
### Class 3KS and Class 3TM's Bike Riding Adventures in Term 3:

Our bike riding program this term has been a huge success thanks to the huge effort the Class 3 children have made in practising bike riding outside of school, stepping outside their comfort zones to take on new challenges, following safety rules and working together as one happy group. The wonderful parent support we've had on each ride and the beautiful weather we've been blessed with on most Fridays have been also a huge factor in the experiences we've had. It has been wonderful to see children and adults alike coming back to school with huge smiles on their faces each time!



In week 8, close to 38 Year 3 children and 10 adults rode to Stromlo Forest Park to explore some of the facilities at the bottom of the mountain (no, we didn't climb the mountain this time!). Before the end of term we will set off for the National Arboretum where we will enjoy exploring some of the forests the Arboretum has to offer, some of which will be starting to bloom.

Our Year 3 cyclists have certainly come a long way in a short time and Tash and I are looking forward to many more bike riding adventures with them next term!



Lena Hoffman-Raap and Tash Moore

During our Farming Main Lesson, Year 3 students were very lucky to have a visit from Julie Armstrong (ex-Orana teacher and parent) from ACT for Bees. Julie shared her knowledge with the children about different types of bees that we might see in our



gardens, why we need them and what we can do to protect them and give them what they need to survive. This is very important because we need them!

Here are some of the poems that children in 3LHR wrote to share what they learned from Julie's talk and activities. The Cuckoo Bee was a very popular one!

#### YEAR 4:

For many Orana families in 2003, the bushfires were devastating. Seeing some of the photos at the Bushfire Memorial with my current class was really touching.

We left Orana in thick fog on the last day of term and rode our bikes with numb hands all the way to Mt Stromlo Forest Park and stopped at the memorial. The students read the memories on the bricks and were especially drawn to the dedications to the pets and other animals who died in the fires. We continued into the grey fog, commenting that we'd only need our grey crayons to draw the view from the top of Mt Stromlo for our continuing Local Geography Main Lesson. It was a slow ride up to the top of the mountain, but we were in sunshine as soon as we began the climb. We could see a thick band of fog below us begin to disappear as we munched on our morning tea at the top. All colours were needed for the drawings after all and the view was captured in 25 different ways.

The descent was exciting! Splitting into four ability groups with parents stationed as leaders or followers, we made our way safely down the tracks. Some even got to ride up and down a few times.

It was such a brilliantly beautiful day, sharing lunch in the shelter at the bottom,

then riding back for the Tanabata Festival. If there's one way to ensure a class sits still during an assembly, it's to wear them out physically all morning!

#### YEAR 5:

Citius! Altius!  
Fortius!  
Faster!  
Higher!  
Stronger!  
This term,  
Class 5 have  
been learning  
to embody  
the principles  
of



sportsmanship and determination, grace and beauty, strength and skill and above all else – Olympic spirit. We have learned about the Greek gods and goddesses, the triumphs and tribulations of Greek heroes and maidens, and of none other than Heracles himself.



Class 5 also earned their knife licences, and prepared and cooked a delicious Greek feast in the new food tech kitchen.

In the spirit of learning about the Olympics, our class had a visit from former Orana alumni and sports physiotherapist with the Olympic Winter Institute of Australia, Benny Pagett. Benny spoke with our class about working together as a team for a common goal, friendship and sportsmanship on the field and off, and of representing the Olympic spirit as individuals and as a team. Preparations have also been well underway for our upcoming Greek Olympics camp in Term 4 and the class has been busy making many friendship bands and tunic decoration bands in their Greek city state colours.



Now as the winter frost is starting to melt, Class 5 have been looking outward to the world around us through the study of botany.

Many mornings have been spent exploring the gardens in and around the school grounds, and recording observations in our nature journals. As well as learning about the different plant kingdoms, we also focused on Indigenous plants and their uses, and the class researched and presented group projects on Ngunnawal plants that can be found in the local area. We have also been listening to stories of the Dharawal people of southern Sydney and learning about their seasonal calendar. The class finished off the term with an exciting visit to the Australian National Botanic Gardens and music performances at the Spring Festival. Sharaine Tallip, Class 5ST

### Class 5 languages Zoo excursion

Class 5 Students visited the National Zoo and Aquarium on Tuesday 6 August. It was cold but beautiful day and children enjoyed

practising their German and Japanese vocabulary, observing animals and doing language activities.



### PRIMARY SCHOOL TANABATA ASSEMBLY:

The annual Tanabata (Star) Festival took place on 28 June. All primary classes brought their bamboo branches to the Overture Hall with colourful paper ornaments and strips of paper with the children's wishes written on them. After the Class 5 performance of a Tanabata play, a representative from each class shared their class's wishes. Their lovely wishes warmed our hearts on the cold winter day!



### YEAR 6:

Class 6 and 7 Japanese excursion

Class 6 Japanese students are now working on their "house project".

They are learning about Japanese architecture and visited Aikido Dojo in Philip on August 1st.

Ann sensei, who is an Aikido instructor at the Dojo, kindly showed us all of her beautiful items including paper sliding doors, space for displaying art work, a miniature shrine, etc.

Class 6 and 7 children truly enjoyed learning about the things Ann sensei has in her Dojo, some children even said "I want to live here!"

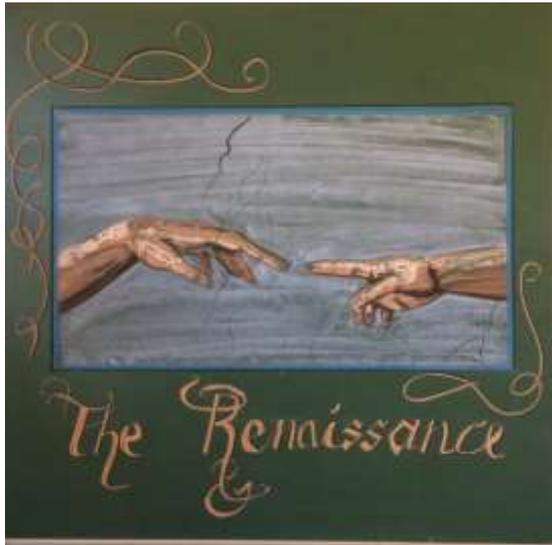


It was such a wonderful opportunity for us to be able to actually see all of her Japanese items in person.

I hope Class 6 children have learnt a lot and will have fun making their own houses!



## YEAR 7:



Renaissance Main Lesson, 7KA

In Canberra we are blessed to have access to so many national institutions: NGA, NMA, MoAD and Parliament House to name a few, but CSIRO often seems to fly below the radar for Canberra schools. Now that is changing - for Orana at least! The Discovery Centre at CSIRO offers a wide range of hands-on learning experiences led by science communicators on the CSIRO staff. The large **group of class seven students didn't really** know what to expect when they entered the aesthetic building that houses the Discovery Centre. What they found was an engaging young facilitator who asked for *their* direction in answering questions about local ecosystems. Some students were a bit tentative about being put **in the driver's seat**, but others took to the inquiry model well and generated great questions about ecology. By the time we were out in the field at the foot of Black Mountain, everyone was involved in hunting for lichen, insects and different tree species. The range of projects the students came up with was enormous, and their methods used to find meaningful answers were clever and creative.

When we arrived back in the lab, energy turned to excitement as the children used the range of technology, from stereo microscopes to insect apps, to further their understanding. It took all the tricks we had to bring the class buzz back into a state where they could share their findings with

the group, they were so keen to keep investigating. Both Khia and I were very pleased with this introduction to ecology and were proud of the children's **motivation**, imagination and consideration for other individuals and groups. We hope they enjoy **next year's outing to CSIRO** (this time to study robotics) as much as they enjoyed this one!



Class seven has been working with children from both upper and lower grades this term. This is fitting as

the classes increasingly find themselves with one foot in childhood and the other in burgeoning adolescence. As part of their farewell to Primary school, the students are providing self-penned readers for class two students. Writing a picture book is not as easy as it sounds, and students are calling on all their creativity and skills learned over the last seven years to produce something that is both beautiful and practical. In preparation for the production of their readers, class seven has been investigating what makes a good picture book, and sharing their story telling abilities with the younger ones.



As part of Science Week, the class sevens were paired with year ten students to make a pneumatic rocket. **The weather couldn't** have been better when the groups finally came together to launch their efforts. It was **wonderful to be a 'fly on the wall'** as the mixed age groups got over their initial shyness and worked together towards a common goal. It is helpful for class seven students not to feel too lost as they transition into the High School; being known to at least a small subsection of the High School students will help to keep them secure and feeling part of the broader Orana community as they begin their High School careers.



**MUSICA VIVA IN SCHOOLS:**

Last term, Classes 1-7 enjoyed a Musica Viva visit from Taikoz. The internationally sought-after music group brought their dynamic and heart-stopping traditional Japanese taiko drumming to our lucky school, demonstrating how this incredible art form is made relevant to Australia today.

Taikoz helped us literally become sounding boards, vibrating along with the explosive energy coming from the stage. Not only did we get to see the impressive strength needed to wield the sticks and beat the beautiful drums, but some children were invited to participate and make the music.

This term we enjoyed Musica Viva's group, **Da Vinci's Apprentice**. 'Every child can be an inventor' was the message they brought to our Overture stage. The musicians accompanied a brilliant opera singer as she acted the part of Roberta, a talented girl living in 16th century Italy. Roberta dreams of becoming an apprentice to the

greatest inventor of all, Leonardo da Vinci. Along the way, she meets a trio of musicians equipped with the weird and wonderful instruments of their time (viola da gamba, theorbo and cornetto). With jazz-infused music by Australian composer Sally Greenaway and script by writers Catherine Prosser and Paul Bissett, **Da Vinci's Apprentice** encouraged us to hear the music in the world around us, and inspired us to make our dreams a reality.



**YEAR 8:**

ACT Japanese speech contest: Huge congratulations to George Harwood-Edwards from Year 8, who won the first prize at ACT Japanese Speech Contest.

**George's** speech was about his hobby, unicycling. He competed against 13



students from 8 schools in the Year 8 division, all of whom spoke beautifully. George practised his speech every day from the end of Term 2, and he spoke confidently and fluently during his speech. We hope George that enjoyed the whole process - he should be very proud of himself!

Class 8 Japanese Ohanami flower viewing Towards the end of term Class 8 Japanese students and Fumi Sensei had

Ohanami, "flower viewing" in the high school near the canteen.

Ohanami is the Japanese traditional custom of enjoying the beauty of flowers, and it is a very important event in Japan.



Hana means flowers, referring to cherry ("sakura") and can include plum ("ume") trees. The tradition has a long history in Japan and Japanese people gather in great numbers wherever the flowering trees are found. Fumi and the students ate Japanese mochi dango and enjoyed making Haiku under the beautiful trees.

**YEAR 8 POETRY:**

What does iambic pentameter have to do with cupcakes?

Can you have both?

Take a basic recipe and personalise it...e.g.

*I'd like to have a cupcake, pretty please  
I'd like to have a pink one if I can  
The brown one strangely fills me with  
unease  
The colour makes me think they'll taste  
like sand.  
A cupcake sits serenely in its nest  
It's gluten free as all cupcakes should be  
A frill denotes a Queen when at her best...*

(Then add 1 of the following, to taste)

The oven's warm,  
it's time for tea for  
me.  
I see the tasty blue  
one over there-  
Staring at it makes  
my stomach loud.

It sends a secret call  
out just to me  
There's sprinkles  
everywhere but no-  
one cares  
The icing's messy  
but it still looks yum

<p>I might require another to make a pair. I look around and see a hungry crowd. I feel like I'm in heaven, the taste is real. But Mum comes round the corner, and, No Deal!</p>	<p>A helper cleaned it up, which is quite rare Now all that I can do is twirl my thumbs A good cupcake it was, it brought me joy And pink is best, and even for a boy.</p>
<p>He eats it all, there's no more left for me. I sit and stare at where my cupcake was He had his own as well, the greedy pig. I ask him why, he shrugs and says "because". He walks away so smug and fat and big And so I've learnt to eat cupcakes with haste Or else I may not even get a taste.</p>	<p>The oven's warm, it's time for tea, for me: The cupcakes are all lined up in a tray The joy of icing, that I can't ignore. When I received my cupcake, I said Yay! I would like a green one; There's no more. There are many colours, e.g brown and blue and pink I would like them all the same, I think.</p>

**YEAR 9**

Japanese students had an excursion to Iori restaurant and Muji shop in Civic on Monday 9 September:



## YEAR 10:

On Friday 2<sup>nd</sup> of August, Year 10 & 11 Visual Art students travelled to Sydney for the day to visit the Brett Whiteley Studio and the Australian Contemporary Art collections at Art Gallery NSW. Students immersed themselves into the life and work of various Australian artists in order to expand their knowledge and skill set in the Arts. The students had a great time and left the excursion feeling inspired and energised to get started on their own bodies of work.



## History / Physics Trip To Sydney:

Very early on a cold Friday morning in the middle of August, Class 10 Students and three teachers boarded a coach bound for Sydney. The journey allowed the students' time to catch up on interrupted sleep and social chatter. The first destination was the Sydney Jewish Museum. After a smooth journey the coach arrived promptly at 9.45am and by 10.00m everybody was sitting in a room listening to the biography given by one survivor of the Holocaust. Despite her extreme age, the lady was extremely articulate and detailed in the way she shared with the students her personal

experiences of what happened to her family. It seemed that the horror of the treatment of Jews spread even into France. Following the conclusion of this, with an explanation of how she came to live in Australia, there was a brief Question and Answer Session. The students were then divided into four groups and taken on tours of the galleries with a guide. By means of her explanation, multiple images and text, the students were given a clear overview of the story of the Holocaust.

The students now rejoined the coach for a brief trip through central Sydney to Circular Quay. As the residents of a land locked city, the students were delighted to be able to travel to Luna Park via a ferry. For the next couple of hours, the students thoroughly enjoyed themselves trying out all the available rides. It was the perfect way to unwind after the mentally demanding morning at the Jewish Museum as well as provide some practical examples of the concepts of the Physics , "Motion and Rest" Main Lesson. At last, it was time to return to the bus for the long journey back to Canberra. The overall verdict of the students to the trip was that it was a really worthwhile excursion.

## HIGH SCHOOL DRAMA:

Orana is participating in the 11th year of the *Come Alive* festival on Friday 27th September at 6pm.

Our work, *Rebellion Down Under*, was devised using digital images from the collection of the National Library of Australia as a stimulus, focusing on protest movements over time from the Eureka Stockade to the present day Extinction Rebellion Movement. Script development and the direction of the work was undertaken by Senior Drama student, Thomas Gagel. Some of the material is spoken verbatim from the source material, including digitised newspaper records, speeches by politicians and other community leaders, as well as leaflets disseminated during the protests. In exploring the material, students considered the degree to which protest is or is not a part of Australian culture, and also the relevance

of this for them in facing the challenges of the present day. Thomas was supported in direction by Natasha Evans in Year 10. Cast members include: Thomas Gagel, Riley Withycombe, Felix Hastings, Ela Mor, Lachlan Cornish-Martin and Max Leonard.

### The Tempest

Year 10 are currently working on a full production of *The Tempest*. Our interpretation of the text emphasises the metaphorical nature of the play, where Prospero's magic is akin

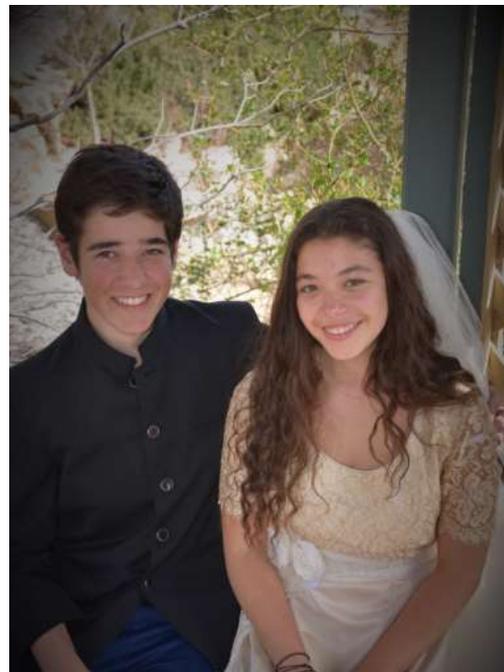


to Shakespeare's writing: each is an act of creation used to move, to manipulate, to change, the target of the art. The entire class is working incredibly hard on this project, with some students taking on more than one role. An ensemble

of sailors, sprites and beasties will be required in Term 4 in order to create the effect we are seeking. Sections of the play will be performed for class groups in both primary and high



school in late November. Public performances will be provided for the wider Orana community on Thursday 21 November and Friday 22 November from 6pm.



### SPORTS NEWS FROM MIKE:

Orana were on fire in the cold conditions at the South Zone netball carnival as both teams recorded early wins. The 9's continued their form throughout the morning with their glowing offence proving successful. As the day grew longer a couple of injuries crept in, a couple of narrow losses saw them in the playoffs for the minor placings. The 7/8 team lost Eve to an ankle injury but rallied back from two losses to remain undefeated for the afternoon until running out of energy in the playoff. I congratulate all our girls for their efforts and especially the way they went about their work with



each other on court. The Orana spirit was high and I

look forward to taking our teams back next year. Huge thanks to Nikki, Serena, Dana and Sarah who blew the whistle for us all day and to Jen for coming out with us.

Congratulations to Lucas from year 5, who competed in the ACT State Titles for MAG - Men's Australian Gymnastics (National Levels).

Lucas competed in the Level 4 Open category. He came first overall and was awarded gold medals in



Pommel and the Parallel Bars with a bronze on Rings!

Lucas trains 5 times a week and really deserves this great result, well done Lucas.

Our Orana teams hit the trails at the ACT Schools Mountain Bike Championships.



With almost 20 students spread across six teams in this four hour relay event, our riders

negotiated the trails with over 600 other students from around NSW! It was great to see everyone put in a fantastic effort as they looked to decrease their lap time and put their team up the leader board. At the half way stage our teams were evenly placed in the middle of the competition with our senior girls' team a couple of places off a podium finish. Amy, Zoe and Lauren put in a big 2<sup>nd</sup> half of the race, not only catching the teams in front but overtaking them to grab the bronze medal.



Our Footballers hit the pitch for the South Zone Competition. It was a hard-fought day with quality competition coming from our opponents. Although our win loss ratio was lower than we would have liked it was great to be out playing against the other schools. The 9/10 football team were a credit to



Orana as they displayed great sportsmanship throughout the day.



All of our students enjoyed excellent performances as they threw, jumped and ran against other students from the area. The competition was tough and our efforts fantastic. Well done to everyone and in particular to Steve, who came out with us to help run the carnivals.

Friday afternoon Enrichment has given some of the High School students a chance to work with Mike's horses. Many students have learned basic training techniques and horsemanship, while others have enjoyed working on the health of the horse and on grooming.

Our 7/8 Boys worked hard with some close games and played some great football. The 7/8 girls started slowly, as the new recruits adapted to their first day of football. The team found the back of the net on several occasions and it was great to see them celebrate their success together. Thanks to Sophie and Kelly for assisting the teams in their quest.



Over the last few weeks our athletes took on the best of the zone in style on two beautiful winter days. It was really good to see our Orana athletes get out in numbers for this opportunity and any anxiety they had was soon squashed by their results.



Our new gym has been busy with students of all levels enjoying some time working on their own health and fitness. Over the last few weeks we have borrowed a couple of extra rowing ergometers thanks to Rowing Australia and SchoolSports Funding, to provide a land based rowing experience to all year 7 to 10 students.





Congratulations to Amara and Amelia who both received accolades from the Olympic Change Maker programme for their efforts promoting the Olympic ideals of sportsmanship, leadership and representation of our school in sport.



Our rowers are enjoying some slightly warmer weather as their cold winter sessions now offer the rewards of fitness and technique. Work in the gym and on water has given them the ability to cruise the lake during training. Some of the rowers are getting ready for a head race on the Yarra in Melbourne in late November.

#### AUSTRALIAN INFORMATICS OLYMPIAD:

The Australian Informatics Olympiad is a challenge in which students write short computer programmes to solve six

problems that vary in difficulty. The competition does not test computer literacy or knowledge but is focused on problem solving through programming skills.

There are two papers—Intermediate for students up to year 10, and Senior for students up to year 12. Each paper consists of six problems, and students submit the source code for their solutions online during the three-hour contest.

We are very proud to report that Paul Napier and Jonah Kerlin of year 10 both achieved great results, with Paul taking home the silver medal and Jonah improving on his last year's results.



These results are also a reflection of how much help, teaching and support Joe has given these students. Congratulations to all.

#### MUSIC:

*"In the sculptural, pictorial realm we look at beauty, we live it, whereas in the musical realm we ourselves become beauty.*

*In music, humans themselves are creator. They create something that does not come from what is already there but lays*



*a foundation and firm ground for what is to arise in the future.” Rudolf Steiner*

2019 Gala Concert had a celebratory theme; it was the centenary year of Waldorf education and it coincided with Orana's birthday week. The community gathered together to hear and see student musicians from classes 5 to 12 and celebrate the fruits of Orana's creative and artistic education - in this case, the beautiful music experienced by the audience!

Maia Harrison



#### LIBRARY NEWS:

Term 3 was a huge time for the library: we had book week, the Chief Minister's Reading Challenge and finished off with the Indigenous Literacy Foundation book swap. During Book Week celebrations, noted authors came to Orana to give performances and talks to the students about their lives and the process of writing.

Valanga Khoza, writer, musician and storyteller, entertained Primary and High School



students with his storytelling and musical abilities and Cate Whittle; a local Canberra children's author talked to junior students

about her life and the process of writing. In the library we created a world of knights and dragons based on the book



The Knight and the Dragon by Tomie De Paola with Cheryl as the Library Princess! In our Book Week Costume Parade the student got to have a good look at their friends' costumes, incorporating some fun and surprising themes. Staff with outstanding costumes included Emily McKenzie Kay as the Jabberwocky and Michael Thompson as a troll.



Some students spent many hours reading at school and at home for the Chief Minister's Reading Challenge and we await their certificates with excitement. Many new titles have arrived at the library for students in the last term and we encourage the children to come and browse the shelves for new and exciting reading for the coming Term 4 and holidays.

Fabulous decorations! Ange Telfer (Ryan and Jamie Class 5 and Amelie Class 1) and Rosa



Bartolich (Sol Class 1) spent Saturday creating with Cheryl. Rosa and her sister painted and Jason Scott made the cut out - big thanks to the site team for their help!

### SCHOOLBOX IS HERE

—supporting and connecting students, teachers, and parents.

While our Senior School students have been using it for some time, Schoolbox has now been implemented throughout the Primary School. Schoolbox is the online learning management system at Orana and we encourage parents and carers to login and view their child's/children's class pages, featuring:

- Details of course outlines
- Homework and assessment items
- Notes about sports and other activities
- Two-way direct communication with Class teachers
- Direct access to the Orana Library catalogue, and much more.

Early in May 2019, parents and carers were sent login details via an email from Ziheng "Joe" Zhou, our System & Data Coordinator.

Although you cannot change passwords and usernames, if you forget your password please email [info@oranaschool.com](mailto:info@oranaschool.com)

[LOG IN TO SCHOOLBOX](#)

Alternatively, visit [oranaschool.com](http://oranaschool.com) and click on the house icon in the top right hand corner.

### PENPALS IN TANZANIA:

A few years ago I was asked to assist with the Wings of Kilimanjaro charity. My role was based around my paragliding experience. As the chief pilot of operations, we took the group to almost 6000m, the roof of Africa, for the flight of their lifetime. The charity brought together over 100 pilots from around the globe to raise almost one million dollars for the people who live around Mt Kilimanjaro.

One result of these continued events was the creation of the Wings of Kilimanjaro Primary School in Emboreet Village, Simanjiro, Tanzania. This school now offers education to over 800 students.

Another expedition is currently on Mt Kilimanjaro and the Orana Year 10 class took the opportunity to send over some



letters with group leader Adrian, who has passed their letters to the year 6 students before heading up the mountain. The letters are assisting the students with their language skills as they were written in both English and Swahili. We hope to receive the return letters on Adrian's return. We wish them all luck and safe travels on the mountain.

Mike Brady



## MORE FROM YEAR 8's ART OF POETRY MAIN LESSON:

### AMBITION AND EXPECTATION

are like a king and queen  
That rule my life,  
Watching me closely  
Like overseers at a construction line  
Waiting to gobble me up.  
Success is all that I think about.  
**I'm not even old enough to get a job.**  
My father and his, both respectable men,  
Put in the work,  
Their money stays humble:  
Split in half, give it to people who have  
nothing.  
Never too arrogant, they learned from Icarus  
He flies high but never too close to the sun.  
When I am a man and he is old as a stone  
I hope he gives me his wings,  
If he tells me now, like an owl in a burning  
forest, I would be bewildered.

### LISTEN CLOSELY

Have you ever heard the sound of silence  
No, not the song, but the sound.  
**Your stomach can't be rumbling**  
Your eyes must be shut and it  
Must be night when all the critters  
And birds have gone to sleep.  
You must not move, but lie as still  
As a brick.  
And when the time is right and there  
Are no sounds to be heard,  
Something will occur  
Something that will be hard to notice at first.  
**Sometimes it's a high pitch**  
But in other cases it could be a voice  
A voice of someone you miss or  
Their breath,  
The sound of air being  
Inhaled by their nose and exhaling  
From their mouth.  
It could be a tune, a note played even  
Quieter than a sloth moving through the  
**Trees, or maybe a loved one's quiet laughter**  
echoing in the distance.  
**And it's in times like these, when you must**  
listen, to the sound of silence.

### IS A DREAM A DOOR?

Is a dream a door?  
Leading you to a better place  
Is a memory a frame?  
An image of a time ago.  
Is feeling an illusion?  
To communicate without words.  
Is love a world?  
**If so...**  
Can you ever truly leave or stay?  
Is life a chapter book?  
One you can never fully read  
Is there really good and evil?  
**If so....**  
Can you have one without the other?  
Is a dream a door?  
One you can only open at a certain time.  
Is reality a bubble?  
**If so....**  
Can it ever be popped?  
Is power an object?  
To take a form we crave.  
Is death new life?  
A place to see the ones you miss and  
memories  
Is time a creature?  
**One that escapes if it isn't treasured**  
Is a soul visible?  
**If so....**  
How hard must we look to see it?



**Orana**  
STEINER SCHOOL