



©RANA SEASONS
Term 2 2020

FROM THE PRINCIPAL:

Dear Orana Community

The past six months have been nothing short of waves upon waves of uncertainty, ambiguity, volatility and complexity: the uncertainty of the future, the ambiguity of available information, volatility in the speed and magnitude of the pandemic phenomenon and the resulting complexity of issues.

And yet in the moments of challenges, the optimist can find opportunities for improvement despite the news rules of engagement, drawing on our commitment for the education, and move forwards with confidence and the belief that we are prepared and more resilient than ever to face the next wave.

It is, therefore, all the more inspiring as the principal of Orana where the staff come to work each day with passion in their hearts and light in their eyes for the young people they receive each day. Their world of education is about the young people in front of them, and the curriculum is the unfolding young person we are privileged to share with you.

The sense of celebration following the return to face-to-face classrooms was one of united gratitude and happiness experienced by all. The students have not held back in expressing their delight in reconnecting with one another and in their engagement with their lessons, culminating with the innovative Winter Festivals held throughout the final week of term.

With the passing of the shortest day and longest night, may you stay warm and well to enjoy the bitter frosty mornings and clear blue sunny skies over the coming weeks.

Jacqui Lee
Principal

FROM THE COLLEGE OF TEACHERS:

Below the Earth's surface, in winter, there is a tremendous reinforcement of Earth's capacity to produce life – Rudolf Steiner

Winter can be a time of introspection. As we reflect on the first half of 2020, we **acknowledge that this year's extreme** circumstances have challenged everyone at the deepest level of their ideas and expectations and tested everyone in accommodating change and uncertainty. As Steiner teachers, we are always called to be responsive to the students and the situations before us. Steiner warned **teachers not to become 'stale and sour'!** This has been useful to remember, as we have indeed needed to re-invent many aspects of curriculum delivery and renew lesson content in the light of the altered needs and restrictions. We have also reminded ourselves that this process can be the genesis of progress and transformation. Anthroposophist and educator, John Allison **speaks of the 'retreat and reflect' process** allowing inner knowledge to emerge.

This year's Winter Festival is perhaps an example of this. Festivals have always been used to celebrate cultural, seasonal and spiritual events. In Steiner schools around the world, the sense of community, meaning and connection to environment is heightened. The changing rhythms of the earth and life itself are given expression through art, music, poetry and stories at festival time. Steiner spoke of how the experience of seasonal change can be like encountering an enigma, or riddle coming from the world around us.

This year, we have reshaped Orana's pattern for celebrating the Winter Festival. Our creative celebration will happen during class time, with each class cohort in the school embracing some special activities, lighting the way forward out of darkness. It has been wonderful to see Senior College students lead with generous care in devising new ways for High School students to experience the essence of Winter celebrations. It is equally wonderful to see the class 1 students embrace lantern-

making and Winter singing with willing hands, hearts and minds. In both of these examples (and there are many more), we see the spirit of openness, willingness, love of learning and kindness that carries us into the future.

May we grow in joy before the wonders of the world... - Rudolf Steiner

Maia Harrison

College of Teachers Chairperson

June 2020



EARLY CHILDHOOD:

Our Orchard Adventures

Recently in Acacia, the seasonal activity of making a fire on Fire day (Friday) and then walking to play in the wilds of the orchard, has come about again.

The children helped, indeed, brought every rock over to the place to make the fire ring using their own willpower and ingenuity. When a rock was too big for a child to move, they were encouraged to think of a solution, **which came as an 'aha' moment to the lad**, who called for his friends to help him. They hefted, rolled, wheelbarrowed, and otherwise created the space to allow us to engage in this much-loved seasonal activity. When it was time to make the fire, the children gleefully scrunched up the newspaper and learned how to build the tepee of sticks just so, not too little, not too much. It is a rite of passage for the six-year-olds to light the fire under the close observation of educators while the younger ones watch on. After the fire is finished, we all help to pack away – put benches back

where they go; put water on the fire and get ready to walk to the orchard.



As we walked with our partners up to the Weston Community Orchard (adjacent to the top carpark), we saw some kangaroos resting in the paddock behind Bluebell and **came across the school's chook family** happily scratching through some new mulch put down. How delightful!



When we arrived at the orchard, we were delighted to see that there have been some small beds planted out as part of the re-imagined "Floriade" – not much to show yet, **but a valuable lesson in waiting**. It's been some time since we were last there and the children re-discovered the hidden places available to play; the danger of the prickly bushes, the wonder of climbing the trees and also a new meeting place which had been created under the trees with stumps placed in a circle. One of the boys

immediately called a 'meeting' and started organising a game. For those who were not keen to venture too far from educators, we put out a bright yellow rug, so the children could always find their way 'home'. This was later used by two of the youngest students as a worm home, and there were many delighted giggles coming from under the rug.



After a long play, chasing and racing; making flower crowns, and other games, we all had a drink and walked back to kindy. Lunch was devoured and rest time was long and quiet. We look forward to doing it all again soon.

Warm regards,
Tracy and Tracy Mc



BACK TOGETHER AGAIN! VIEWS FROM THE PRIMARY FACULTY:

Main lessons in Primary School this term have encompassed everything from 'Secret Garden', 'Ancient Literature' and 'Length and Weight' (class 3) to Geometry, the Middle

Ages and 'The World Beyond- Environmental Issues, Endangered Species' (class 7). Students have absorbed the excitement and magic of 'The King of Ireland's Son' and investigated the poetry and artistically of 'Winter and the Four Elements' (class 2). Students met informal operations and processes and deepened their knowledge of local surroundings (class 1) and tackled decimals and wondered at Ancient Egypt (class 5).

There has been much discussion in teacher circles about the benefits and drawbacks of online learning this year. Orana's teachers provided a wealth of online learning programmes for the time that teachers and students were physically mostly separate. There were many positive facets to this, and evaluation of the tools and outcomes will be ongoing.

However, in the wake of the experience of distance learning, what has been the experience of returning to school? What have we noticed in being back together that maybe everyone took for granted before?

Things are not the same as they once were, but students and staff certainly have found new appreciation for many things; the enjoyment of seeing friends, being physically active and playing games, learning together, having fun in the moment, interacting with all the class, and feeling safe within the known rhythms of school. Being back together again, we notice how much we draw inspiration from each other and how much we enjoy incidental humour and repartee every day. Teachers have new understandings of the full spectrum of the teaching and learning continuum and being responsive to individual needs and pathways at every step of the learning process.

For many classes, the experience of being apart has strengthened the bonds of friendship and community. Even the youngest students have shown care and concern for their peers, finding new ways to celebrate birthdays without blowing candles on cakes, and organising special greetings for anyone returning after absences. Teachers have clearly noticed how children learn, often quite rapidly from each other.

There seems to be an inbuilt learning support for everyone, that is actually the class!

Being back together, we appreciate the wholistic nature of our education. Our striving for academic thoroughness is balanced by the heart-warming depth of human interactions.

YEAR 1:



From the Year 1 Fairytales Main Lesson.



Lanterns ready to be lit.

YEAR 2:



Seasons in Australia



Winter Festival song.



From the Year 2 Saints Main Lesson



Making abacus counters in Design-Tech., as part of their Mathematics Main Lesson.

YEAR 3:



From the Year 3 Measurement Main Lesson.

YEAR 4:

Despite ongoing Social Distancing restrictions due to Covid-19 after our return to the classroom in Week 4, Tash and I were determined to move into our Main Lesson on Canberra's Local Geography and History, albeit through a different approach than usual!



While 4LHR were mapping the school and their local neighbourhood, 4TM experienced learning about their beautiful playground as "Mini Settlers". In groups of 4, students worked together to map out a 2m square area of the playground that appealed to them. They needed to discuss essentials such as, how to obtain food and water, what crops to grow/meat to farm and what they might trade as a small community. Within the 2m square area, children then individually built their own mini houses in a 30cm area. The children not only learned a lot about early settlement but they had a lot of fun getting nice and dirty!!

As Year 4 were learning about the building of Canberra as Australia's capital and hearing the stories of the early European settlers in the region, the students and their families were kept busy on the weekends climbing mountains and hills all around Canberra. In total, 40 Year 4 children and their families climbed Mount Ainslie between weeks 4 and 6 of Term 2! The most popular mountains climbed by Year 4 students and their families were Mount Taylor and Red Hill.



In the classroom, the information they had collected was collated in a tally and then presented in bar graphs. Inspired by the Hikers' Log of the first hiking groups in Canberra from as early as 1932, Year 4 children also worked in groups to write up Hikers' Logs of their mountain climbs. To finish off this wonderful Main lesson, students presented the information from their mountain climbing experiences to the Year 4 cohort.



YEAR 5:

On 29 May, Year 5 participated in the 'Floriade Community 2020' through the generosity of the Weston Creek Orchard. During May, the orchard received an allocation of bulbs and annuals to be planted as part of the reimagined Floriade this year.

The Year 5 teachers divided the student cohort into six groups and allocated each group 80 tulip bulbs and 80 annuals to plant into the prepared orchard beds with their own design. As you might imagine there were some colourful discussions within each group while coming to a consensus for the colourful garden designs.



We made time on a Friday afternoon, borrowed some watering cans and walked up the hill to plant, mulch and water the plants into the earth. It was a delightfully successful afternoon and the plants are now fenced off against local fauna and happily growing in this recent rain.

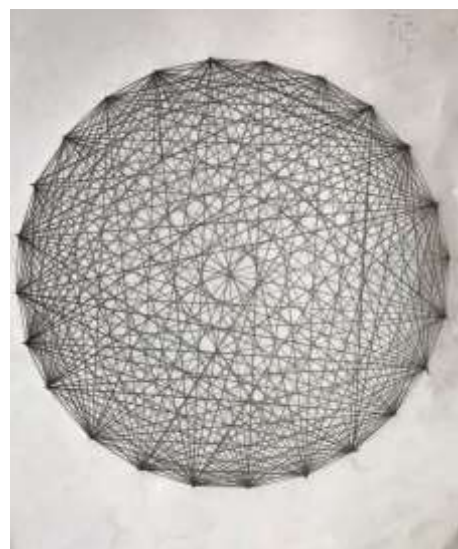
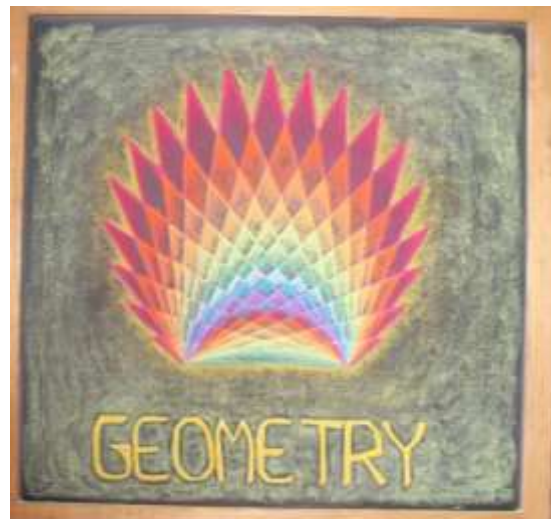
Year 5 students should be able to really appreciate their work by the time they are studying the Botany Main Lesson in spring.

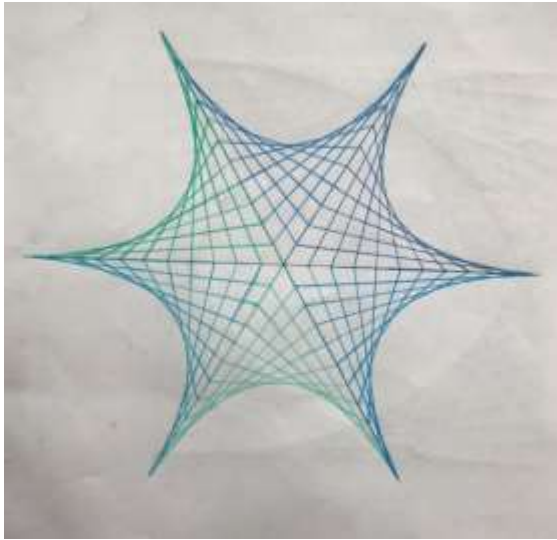


YEAR 6:

Class 6ST have been looking at the story of Black Mountain, which in the traditional Ngunnawal language is “Galambary”, meaning “us, including you”. They are currently exploring the theme of “us, including you” in the local context of Aboriginal and First Nations history, refugee and migrant stories, and finally will be

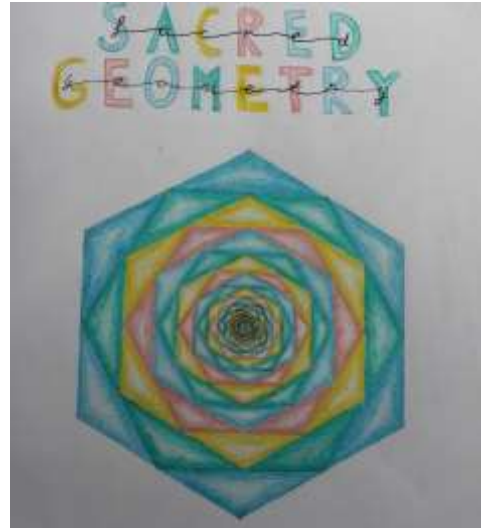
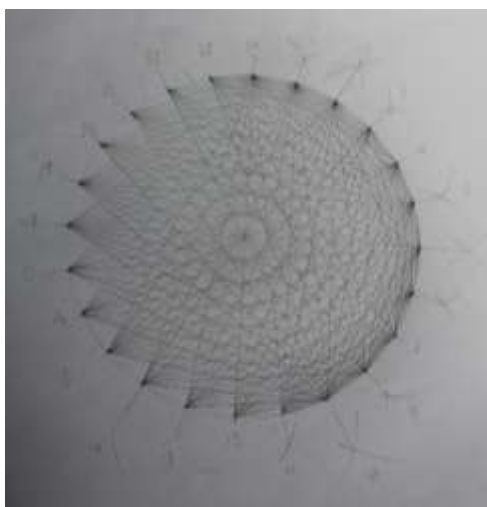
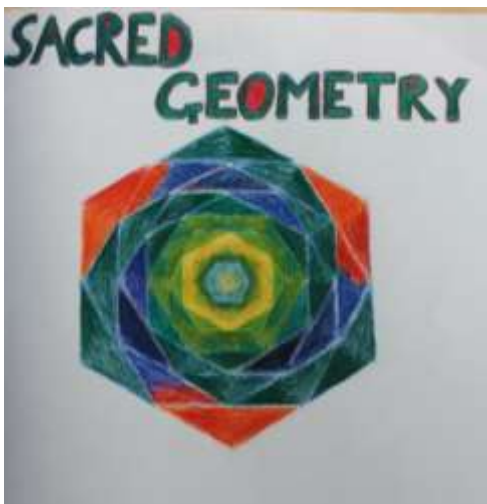
ending with their own broader connection to the outside world through research and connections with our elders in the community. In light of recent events around the world, they are also investigating their own prejudices and biases, and how they can challenge and motivate themselves and others to be a more inclusive community.





YEAR 7:

This term, Year 7 undertook a Sacred Geometry Main Lesson.



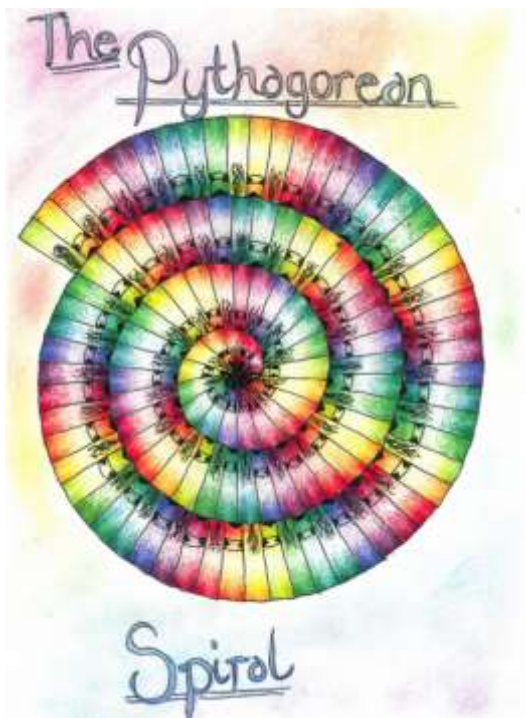
YEAR 8:

Class 8 enjoyed two pizza afternoons recently as we utilised the fantastic pizza oven and school kitchen (huge thanks to Ian and staff for their assistance in the set up). We prepared our own dough, played some games while it rose, kneaded some more, rolled, topped and ate in great company. It was great to enjoy a more social gathering for those that could make it. We will definitely be doing it again some time soon! Thanks to Suzanne and Mike who together could run their own pizza shop!



Our senior students showed great initiative as they created alternative celebrations for the Winter Festival celebrations. After a ceremony to shrug off some emotional baggage, they served the high school classes with baked spuds! Yum! Thanks to all the seniors for all their hard work, and in between their exams! Thank you!

Orana rowers have been doing some hard (and cold) yards since the easing of restrictions from COVID19, Paloma, Eleanor, Amelia (pictured) and Felix have all endured the frosty starts to get in some winter training. We are all looking forward to a big season this year and welcome any other students from class 7 and up to come and join in. Please contact Mike if you would like more information.



YEAR 9:

A few days after the Anzac Public holiday one of the two Year 9 Classes started a Main Lesson entitled, "Revolution", which focuses on World War I and the Russian Revolution. Due to Covid 19 restraints, all but one day of the Main Lesson sessions were delivered by home learning. Despite some issues that this form of teaching creates, the content of the origins, key events and results of World War 1 were covered successfully. As an assignment, the students were instructed to research one recipient of the Victoria Cross during World War 1 and present their findings in the form of written answers to a number of questions. To accompany the written component, students produced a hand drawn Victoria Cross. Here are a few of the excellent representations produced by members of Year 9.





Class 9 History: Model Assignment .



During this term, one of the two Year 9 classes has been studying the conquest of the Americas by Spanish Conquistadors in the early 16th century. For the first three weeks of Term

2, all students were experiencing home schooling. The students were set a task to research the events surrounding the siege of Tenochtitlan and the destruction of the Temple Mayor in 1521. To provide an opportunity for students to undertake an artistic component, students were also instructed to create a model of the Temple Mayor in Tenochtitlan. The students were given free range as to the materials they selected for the model's construction. Here are three examples of what was produced, two using mainly cardboard and paint and one very definitely and deliciously edible!



ASK A YEAR 10 STUDENT:

Year 10s have completed the Epic Poetry Main Lesson this semester, focusing on *Homer's Odyssey*.

As part of their class work, students have reflected on some thought provoking questions:

Is it possible to have a friend who is bad for you?

A bad friend is not a friend. A friend is someone who cares for you, has similar

interests as you and overall likes hanging with you. Sometimes there are occasional arguments or jokes regarding you but that's what friends are all about. A bad friend puts you down, makes fun of you regularly and makes you feel uncomfortable. This is not a case of a bad friend but a bad person. Sometimes the reason you may hang out with these people is because you were forced to or in some instances, you want to attract a more edgy, unkind look that is much more common nowadays. I have friends who are kind to me and love to hang out that seem to have this alter-ego of bad decisions and an unpleasant lifestyle when I am not around. There can be bad influences, but not bad friends.

The relationship can also be good, because you can try and help your friend.

Is glory a worthwhile goal to pursue?

In Epic Poetry and everyday life, the goal is never to seek the pros and cons of glory but the adventure that is necessary. Most heroes and ordinary people never think about the glory and status as their main priority. There is a reason, they did what they had to do and risk their lives to save the loved ones, people and land. If someone does pursue glory and to be praised and worshipped, they are either delusional or egotistical. Even popular athletes never seek this glory. They always focus on their performance and **what's best for the team**. A worthwhile goal is something you can achieve that involves discipline, hard work and dedication, mistakes to learn from and an end result which benefits and impacts you forever. A worthwhile goal should also be realistic and within grasp to do over a period of time.

What does your name mean? What would you like it to mean?

My name means 'defender of man'. This is interesting because 'man' (humankind) is saying that the name means 'defender of humankind', implying that there is more than one being in the world. This is a Greek name which probably implies that 'defender of man' means against demons and other mythical evil beings. If I could choose what my name meant I wouldn't change

anything, as although I could choose a truly magnificent meaning, I wouldn't. This is because 'defender of man can mean so many things which I think is perfect as a meaning behind a name. It could be defender of a man / human but it could also mean defender of mankind. It makes the best meaning I could think of.

YEAR 10 POETRY

The following poems were written by Year 10 students and are a selection of the pieces chosen for submission to the Dorothea McKellar poetry competition.

Memory Pool

Gleaming, glittering glow in the darkness,
A pool of liquid visions and dreams.
If you watch long enough
Will you see things you know?
Paths you walk with your eyes closed,
Faces blurring the longer you stare,
The places you've sat in for hours.
If you watch long enough
They will grasp you,
Tugging, pulling, drawing you closer.
Closer, closer, until the water washes over you.
Deeper, deeper, until only bubbles show
which direction the surface lies.
Because once you let them pull you under,
You drown in the pool.
In that gleaming, glittering glow in the
darkness.

Aurella Capararo

The dirt is everywhere
Endless plains of red
Small shrubs and spiky weeds litter the earth
No hint of moisture in the air
Yet so much character fills this land
From the intense red and orange dirt that
smells of heat and time
To stunted trees with their gnarled, twisting limbs
Twisting towards the endless sky.
And then there are the people,
A strange and unique bunch
They come from all over the world,

Merging into the community,
All shaped by their own pasts,
And by one another.

Dana Hoffmann

Savannah

You are like a guardian
you kept my pictures,
literature and art,
dead red curtains,
magnet aboard fridge,
crooked cabinets,
brown bear like dining chairs,
Safe.

You were like the heart of the street,
pumping energy into a dull town,
pumping the lifelines needed.
Your soft equal bricks secured us,
your compact foundation maintained us,
and your strong roof shaded us.

I also lived that big oak
the tree that was so large,
I was worried it would come,
come crashing down on you.
But I knew you were built enough,
enough to a point of masculinity,
like a survival instinct.

I was just a scared little boy,
like a fragile cub,
why yes,
I was the cub, and you were my savannah.

Kavindra Widodo

We used to live in a room
full of other worlds,
we don't notice until we're older,
a smell, a sight, standing on a path or in a
place we used to play,
it all comes back for second in a different
world,
somewhere safe
somewhere forgotten
but not quite gone,
somewhere you don't miss

until it's brought back and then it's gone as
fast as it came.

Who knows when you'll find it again,
a place
we used to live,
until we grew out of it.
Now I'd do anything to get it back.
Just for day,
that's all

Anonymous 10

Sitting on the cold sidewalk,
Feeling my fingers strumming the strings of
my guitar,
I look at the empty hat in front of me.
A sea of black shiny shoes and clean cut
pants rush by
Leaving me behind.
I hear the beep of the crossing. The screech
of brakes.
An orange rolls towards me
I pick it up and I look over to see the old lady
frantically picking up her belongings
I walk over to the lady and hand her the
orange, and I
can see in her eyes a small thread of hope
While the sea of black splits around us.

Griffin Mitchell-Jenkins

SENIOR COLLEGE:
Year 11 Botany illustrations





MUSIC:

Music is made when various sound elements combine. This term, class 7 have investigated the element of Harmony. They noticed the intersections of notes as they sang in rounds. They notated chords on manuscript paper in 'traffic light' formation typical of musical triads. They identified major and minor sounding chords aurally. They played repeating chord patterns that are so characteristic of modern popular songs. They improvised over iconic chord progressions. They also investigated the concept of harmony in both music and in life. They contributed to a blog on the questions 'What is Harmony in Music and in Life?', 'In life, do we all have to have the same ideas and values to live in harmony? In music, does harmony mean that everyone plays the same thing?'

Here are some of their thoughts:

Harmony is when things go together or balance out evenly. In music, harmony is when different notes played at the same time sound good together. In life, harmony is when things are peaceful and even.

Harmony has two meanings. First, in music it is where multiple notes are played at the same time and sound pleasant. The second meaning is where people or anything really, live at peace with no fighting and nothing is out of place...

Harmony is a good relationship between multiple things, e.g. multiple notes that sound good together or multiple people that work well together.

I think that people can still have harmony while having different opinions, but all of the opinions must be taken into account.

I think harmony in life is when we are all equal to each other but also all unique.

When you play harmony in music, you do not all play the same note; that would be boring and that is not how harmony is

created. Harmony is created when you play different notes that sound good together at the same time.

Harmony does not mean that everything is the same. It means that everyone accepts being different.

There cannot be harmony if there is no diversity. Harmony in music is created by people playing different notes; harmony in life is created by people having differences in opinion and accepting **each other's** views. If everyone thought the same or played the same note, there would be no harmony; there would be unity. Unity is what is created by sameness, and while unity is good in theory, we need the differences to make **things interesting...** In music, when the composer wants a certain part of the tune to stand out, everyone will play the same tune together, and in life sometimes people need to agree on one thing. But harmony is not harmony without differences in opinion or people playing different tunes.

Harmony is multiple things; it is working together, meaning to be harmonious people **don't have to be anything alike so long as** they accept their differences. In music harmony is created by multiple notes played simultaneously, so if we wanted to play **harmoniously we both wouldn't and couldn't play the same notes.**

Harmony in life is respecting other people's views and opinions and not forcing your own onto them even if you don't feel the **same way.** Harmony in music isn't everyone playing the same notes; it's where everyone plays different notes and it sounds beautiful.

JAPANESE:

We decorated Bamboo trees with Origami decorations for Tanabata Star Festival. We normally have a Tanabata Star Festival assembly at the end of Term 2 every year, but not this year unfortunately. But this did not stop us from decorating the bamboo

trees and making wishes for our families, friends, Orana and the world. Many students wrote their wishes on Tanzaku (wishing paper) and hung them on the bamboo trees. It was heartwarming to see their beautiful wishes and I hope Orihime and Hikoboshi will see each other on the 7th night of 7th month.



Year 6 Japanese

Year 6 Japanese students have been **learning "adjectives"** this semester and had presentations about their favourite Japanese food. They made beautiful posters and talked about their favourite Japanese food in



Japanese. They spoke confidently and **fluently during their presentations and I'm really proud of them!**





Year 8 Japanese - Origami cranes and natural materials:

Year 8 Japanese students made an Origami crane and created "thank-you" message cards on the first week we came back to school from home-learning. In Japanese culture, Origami cranes symbolise luck, happiness, health & well-being and long life. We made our thank-you card with an Origami crane and sent it to our parents, friends and teachers.



On the same day, we collected rocks and leaves, and made Katakana alphabets in Japanese room. We used yarn, small rocks and leaves to make our names in Katakana. It was a fun and relaxing exercise on the first week back to school.



Year 10 Japanese

Year 10 Japanese students visited Year 2 and 3 children in Term 2, Week 7.

They read an old Japanese story "Red Ogre and Blue Ogre" for them and taught them how to play Kendama, a traditional Japanese wooden toy.

It was lovely seeing Year 10 students communicating with Year 2 and 3 children in Japanese in small groups, and I hope the Year 2 and 3 children enjoyed spending time with the older Japanese students.



TEXTILES:

Despite the challenges presented by Covid 19 and online learning, Years 6 and 7 Handwork students continued to engage with their practical work. Year 6 problem solved and used their creative talents to complete their Steiner Dolls. It was fabulous to see how different inspirational sources influenced the design development of the dolls' garments, with the adoption of the design process encouraging unique responses, even a doll with a prosthetic leg, a reflection of a student's career aspiration.



Year 7 also took inspiration from a variety of sources to develop appliques that made their aprons unique. The applique proved to be a success as it provided a range of hand and machine options, providing all students with viable alternatives to create an embellishment at home.



ORIENTEERING AT ORANA:

Orana School was pleased to have been one of the first sites chosen for the inaugural Summer Sprint Series of events run by Orienteering ACT (OACT) this year. Orienteering is the sport of using a map and compass to navigate your way around a set course in the landscape, and for 'SprintO' that landscape is the built environment - lots of tricky little nooks and crannies, blind corners, uncrossable garden beds and intersecting pathways to test body and brain.

The successful summer series has been written up in the sport's national journal, *Australian Orienteer*. 'Our' stage of the series builds on the school's collaboration with OACT to have the whole campus mapped to international standard. The event itself was one of 10 conducted on various school and college campuses across Canberra. It saw approximately 100 runners of all ages (9-90), shapes and sizes arrive on a Sunday morning in time for starts between 9.00 and 9.30am, with the whole thing done and dusted and everyone off-site by 11.00.

Orienteering is sometimes called 'the thought sport' or 'the sport for life', inviting participants to answer those big questions: Where am I, Where am I going, How am I going to get there? We're looking forward to challenging students to answer these questions using our new map as a basis for including orienteering in our curriculum in future. In the meantime thanks to Johann and to OACT for putting Orana on the map!

We have been advised by OACT that community orienteering is set to restart in various locations in the Canberra Nature Park from Saturday 18 July. It's the perfect sport for safe, fun, socially distanced participation, so check the OACT website for all the details. Beginners are always welcome.

FINDING JOY IN COMMUNITY WITH WINTER CRAFT GROUP:

There's nothing quite like crafting in winter; finding a sunny spot by a window, looking out over the sleeping garden, hot beverage at hand, maybe a piece of cake for sustenance, feeling the soft woollen felt begin to



form the shape of the animal with each careful stitch. In other years, we have met and enjoyed these creative moments together, but these last few months brought a different journey for us all. We have crafted at home and maintained our community through new and sometimes tricky technological means. The questions around the intricacies of blanket stitch, or eye placement, usually answered immediately, had to be explained more carefully via email or ZOOM. This willingness to help, from all crafters, and persistence from new crafters, has meant that take home craft kits were



completed in large numbers and we have a lovely menagerie of felt animals building. As the weather continues to cool, we remain a strong group of crafters, and revel in what a joy it is to be able to meet again in the cosy ASC room on misty Saturday mornings,

sharing the spot by the window as the sun peeks through, hot beverage at hand, and basking in the conversations that we no longer take for granted.

What we've created: Winter crafts are slow and careful, often using wool and other

warm, soft materials, warming for the hands. Our CG coordinators put together some take home kits to help us through the quiet times at home, so we have now finished



knitted doll bodies, ready for their beautiful faces later in the year, flat felt animals, and felt wands, ready for some spring garden play, hand carved wooden spoons, and some delightful peg doll gnomes. On our recent return to a Saturday morning gathering, we made fleece angels. Future Saturday mornings will see us make Standing Fleece Dolls and other needle felted delights. Please join us if you'd like to join us in creating these lovelies! No experience necessary.

Find us: in the After School Care room, (Kurrajong Building) on Saturday mornings, for the foreseeable future. Please sign up to receive emails of upcoming dates. Newcomers are always welcome. Come for the whole time, or for a couple of hours, or just drop in for a coffee and chat. You never know what you'll learn or who you'll meet, and your community hours will just keep on growing.



What to bring: At this time, it is better to leave children at home. You can bring along something to eat (especially if you have special dietary needs – as long as it's nut free) or add a small donation to contribute

to the café basics. We supply hot drinks and nibbles, and all the material for the craft we are making.

Keep in touch: To join our weekly 'what's happening at CG' group, email craftgroup@oranaschool.com and we'll do our best to keep you informed. If you want to see what we've been up to, we have a Pinterest Board at <https://au.pinterest.com/bluecardy/orana-craft-group-ideas/> and a page on the school website (under the Community heading) where we give a bit more detail on each term's activities.

RESCUE CRAFT:

Some of our High School students have been using their Friday afternoon enrichment time to undertake some rescue craft, crocheting nests and pouches for animals affected by the bushfires.





Orana
STEINER SCHOOL