

GRANA SEASONS

Term 4 2020

Cover painting by Maja Schroor, Year 2

WHAT AN EXTRAORDINARY YEAR IT HAS BEEN...

From fires and floods, through to hailstorms and a global pandemic, 2020 has been unpredictable and challenging to say the least. Throughout it all, Orana's staff, students and families have pulled together to support each other, consistently placing the education, stability and wellbeing of students at the top of their priorities. This sense of community underpins our school and has helped us through many a difficult time in past years.

As 2020 draws to a close, we look forward to 2021 with cautious optimism: borders are reopening, Covid regulations are relaxing and things are beginning to look up at last. Parents have been welcomed back onto school grounds, albeit in a new, Covid-safe way. After many months of being unable to come together, we were overjoyed to be able to conduct our first whole-school gathering for many months, in the form of our Year 12 Graduation Assembly.

After a year of such turmoil and uncertainty, we wish you all a calm and peaceful Christmas break. May you, your families and your loved ones enjoy a restful end to 2020. We look forward to seeing you all again for the new beginnings that will be ushered in by 2021.

From the Management and Staff of Orana Steiner School.

CHRISTMAS THOUGHTS

On Traditions

My Grandmother was almost a stereotype; she loved to bake and garden and she would make peasant tops and skirts from "upcycled" bed sheet sets on her ancient turn-handle Singer sewing machine, long before doing such things became aligned with Melbourne hipster culture. I remember having to stand on a chair beside her at the sink while we hulled kilos of strawberries for jam and feeling incredibly indignant that my first two days of school holidays were always spent in the kitchen with her, preparing the brandy-soaked Christmas

pudding that would cure for 12 months, hanging in cheese cloth from the ceiling beam in the pantry. She had kept four silver sixpences from a time when these were our everyday currency, and these would be placed in the pudding mix to be swapped for a 50 cent piece by whichever lucky grandchild found one in their bowl. So many traditions. So much fuss. And yet when she passed away, I yearned for the traditions and fuss. These rituals and processes that she had ensured characterised our every Christmas and birthday had infused us with a connection and a sense of belonging that was in danger of disappearing now that she was no longer with us. One of the items she bequeathed me in her will was a small embroidered purse crafted from cheesecloth and containing 4 silver sixpence. Suddenly those hours of sulky childhood indignation had not been a curtailing of my freedom; the gauntlet was mine to pick up, and they had been my Grandmother laying the foundations for me to do so.

Festivals and traditions are a vital part of Steiner Education. They provide nourishment to the individual and bring the community together in meaningful ways. The festival is an anniversary that brings to a community the richness of story and song, light and food, and celebrates our shared humanity. It is a joyous celebration of life and has the quality of lifting us out of the ordinary and into the mysteries and magic of the rhythm of the seasons. Each festival is a mood, an attitude, an experience. It is a social expression that reflects and celebrates an entire season. Our celebrations and traditions are interwoven with the life of the earth and the cycles of nature. They are also of special pedagogical significance for the development of our children, helping them to increasingly find orientation in time. In our often fast-paced lives, such a place of inner residence is important. The celebration of festivals and their accompanying traditions not only enables a home in time but also in space. Festivals can reflect the rhythms of the surrounding nature and provide mirrors of

local and global traditions as well as cultural customs, near and far.

Similarly, our family traditions are passed down from generation to generation, and they add to the rhythm and seasonality of life. Everyone has family traditions, whether new or old, and they hold a special place in our hearts. Although holiday customs are usually the first thing people think of when you mention traditions, they are not the only ones that families have. Traditions are rituals families engage in over and over. And there is a reason we intentionally maintain and **create traditions**; it's because they are infused with meaning and help bond us to those we love. They lend a certain spirit that nurtures the family connection, giving us a sense of belonging and helping us celebrate generations of family.

More importantly, traditions create positive memories for children. Children crave the warmth and promise that comes with traditions. They anchor family members to each other and provide a sense of belonging. Family rituals tell children a story about who they are and what is important to the family. They create a connection that comes from feeling a part of something unique and extraordinary. In both unique and subtle ways, traditions play a role in shaping a child's personal identity.

This seems like a lot for us to carry as parents and care-givers, and might feel a bit **overwhelming**, but the great news is that it's easy for us to find ways to create little rituals and traditions that everyone can look forward to and be anchored by. We do not necessarily need generations of relatives binding individuals for loving traditions to make a lifelong impact. It can come from family dinners, bedtime stories, and watching the sunset together. Happy childhood memories offer positive benefits that children take with them long into adulthood.

Families are not perfect, and there is no "perfect family tradition." To create a ritual in your family, just bring a little creativity, a

great story and a lot of love to the table. You can start with something as simple as hulling strawberries.

Charmaine Rye, Primary School Coordinator

EARLY CHILDHOOD

Advent Wreath Making in Early Childhood.

We recently held a workshop in Kindy for parents to make an Advent wreath, to share this festival with their families. The workshop was enjoyed by all of us, as we worked together to each create a beautiful wreath to take home.



The Advent festival is the gateway to Christmas and is very strongly a part of our festival year in early childhood at Orana. Advent, from the Latin *to come* is a time of preparation for the coming birth of the Christ child.



Advent in the Kindergarten is welcomed with absolute delight and wonder by the children. An Advent wreath with four candles sits on our advent table and in the first week stones, pebbles feathers and shells start to show the path of Mary and Joseph to Bethlehem. In the first week we light one candle on our Advent wreath, the second week two candles etc until on the fourth Sunday (already in the holidays for us) all four candles are lit and we are ready for the coming birth of Mary's baby. All this

is experienced by the children without explanation, but through our stories and songs. In my experience, the children take the gift which this story provides, and it nurtures them and provides 'soul food' or spiritual food in a very unconscious but very meaningful way. This feeling of anticipation is wonderful to foster in the young child, particularly when our present culture is so focused on instant gratification. Good things come to those who wait, and I think the festival of Advent provides an opportunity to deepen our inner experience as we prepare for what will come. Children relate so easily to this festival. They love to make gifts and prepare good things to eat and share together and we work through our final weeks of the year, preparing small craft items to share at home with our families, as well as of course Christmas baking!



Advent and Christmas have the potential to be a spiritually rich and a special family time if we can feel inspired to perhaps

let go of the outer push to consume and indulge and actually take the opportunity to create a festival which may be simpler in some ways but in others so meaningful.

Luckily for us, our children can provide the inspiration to connect with the Spirit of Christmas, which is ultimately a festival about the gift of giving and of love. The children in their innocence see so much in the giving and if we can help to provide a space which can nurture and support this enthusiasm, I think Christmas can really be meaningful for us all. The sense of anticipation which comes with the beginning of Advent is an example of this. Advent is a time for inner as well as outer preparation, for the coming of the Star child,

Christ Child or baby Jesus as he is varyingly known.

Each week of Advent a different realm is acknowledged. First, we begin with the stones, rocks shells and feathers of the Mineral Kingdom; representing the ground on which we stand. This is the first element which we place on our advent table. In the second week, we acknowledge the Plant Kingdom- flowers and plants become part of the Advent table; representing how we are nourished by these living forces. In the third week the animal kingdom comes, and the animals join our nativity table, acknowledging the warmth of feeling and thankfulness we have for all the birds and animals on earth. Then in the final week the human being, how all these different kingdoms support us and are a part of this experience of being human. All these elements, which are in preparation for the arrival of the baby Jesus, are simply placed on our advent table. This is not a grand affair, far from it. Something simple yet beautiful is created with the children: a walk in the garden on the first Sunday can provide little pebbles and stones that begin the journey that Mary and Joseph will make as they journey to Bethlehem.



In my experience the story of the birth of the baby Jesus, the Star child or the Christ child, whichever name you relate to, is in a sense a universal story of humanity and love: of giving freely from your heart to another and in the process of giving, receiving so much more. I feel it is a story that young children relate to easily and in that sense, I think it is a very valid story for young children to hear

and experience. We as adults may not connect strongly with this festival, as it can have strong religious overtones from our own childhood experiences, which may or may not have been positive or meaningful. However, if we can look to the *essence* of the story of Mary and Joseph, their journey to Bethlehem and the birth of their child, who brought a gift to humanity, then I think we can see a universal message, which can bring meaning to a festival, which has I think got a little lost in our very materialistic culture.

At a time when human beings may be finding it challenging to find a sense of empathy within themselves and a connection

to community, Advent and Christmas I think have real potential to connect us with who we are and what we want to bring to those



around us. It is a gift for our children and ourselves.

Stephanie Gotlieb

(on behalf of the Early Childhood Faculty)

Natural dyeing in kindy

After using the lovely muted colours of the rainbow for some time, I wondered how to bring the process of dyeing to the children in which they could participate from start to finish. I had previously taken the white wool home over the holidays and worked away over boiling pots one afternoon to dye the colours needed for all the kindergarten projects.

How to make this process available to the children? We read the story “Pelle’s New Suit” every spring which details how the wool

grows on the sheep, is clipped off, carded (combed), spun, dyed and then woven into cloth. The children are involved in carding fleece every autumn and winter and watch me spin it at rest time through winter.



When we ventured out to the orchard in late winter, there was an



abundance of wattle, so the idea was formed that maybe we could get some colour from them for our wool....We picked bunches of wattle flowers, carefully stripped them off the stalk, simmered them on the stove and left overnight, strained, and gently simmered wool that was mordanted (prepared for dyeing) and then left overnight to absorb as much dye as possible. The next day voila, beautiful golden wool.



So then we were hooked! We couldn't go on a walk without wondering...what about that plant, what about that flower, so the resulting wool which is now hanging in kindy waiting for next year's beanie makers and finger-knitters was mostly made from plants harvested from Orana:



Left to right: Eucalyptus Melliodora (behind kindy); Onion Skins (from kindy parents – thanks!); Eucalyptus Cinerea (old cottage garden); wattle flowers (behind kindy); wattle flowers (from the Orchard); nettle (from my garden); camelia flowers (from my garden); Avocado pips and skins; lichen dye.

It's quite easy and fun to experiment and helps the children see a process from start to finish. Now they will wind the wool into colourful balls and start to use them when handwork starts again next year....

Tracy Lewis.

YEAR ONE

During our 'Return to Numberland' Main lesson, we continued to explore the four processes through the demonstration of grouping and regrouping of the whole. The four processes are enhanced with imaginative content that brings the inner gesture of the process in gathering, giving or



sharing through stories. To extend on their learning the children of class one organised and engaged in 'Nature Treasure Markets'. They collected and created natural treasures to buy and sell using stones as currency. Through this the children were able to apply all the skills learnt about the maths processes in real life context.



YEAR TWO

It is rare in modern education - and in society in general - to value working with the hands as much as working with the head. A strong argument can be made that tactile experiences, as well as a sense of how much work is required to manufacture even the simplest items, can feed back into brain development. Truly, our hands teach our intellect. Class two has been deeply involved in the process of gaining control over the limbs, and in particular the fingers, this term. Some elements of the Steiner curriculum, particularly traditional handcrafts such as knitting and felting are well known, but less well appreciated is the deeper impulse that drives these activities.

To understand the world, we must all wrestle with the mysteries of manufacture: how a hollow ostrich egg allowed early hunter gatherers to bend time and distance by giving them and extra stomach's worth of water, the invention of the wheel, or how the majority of the everyday items that surround us are actually brought into being. It takes a whole civilization to make a toaster, as Thomas Thwaites discovered when he recently tried to make one from scratch!

In class two we aren't tackling anything as grand as a toaster, but we are manufacturing a range of items that are both practical and aesthetic. So far we have harvested the weedy Cootamundra wattle to make French knitting spools, which in turn are used to make thick woolen ropes for turning into bird houses. We have made juggling balls from sand and balloons and are now bringing the Finn MacCool stories to life by making boards for the ancient game of 'nine men's morris'.

The old adage 'give a person a fish and they'll eat for a day. Teach them to fish and they will eat for a lifetime' remains true, but as teachers we are asked to look past the immediate practicalities of an item and see the deeper connections that are formed in the growing child to give them a sense of the steps of manufacture, and a 'can-do' attitude towards the more complex and

often inscrutable embarrassment of riches we are surrounded by.

The onset of the warm season has been helpful in allowing us to work outside and enjoy the serendipity of sights and sounds from the natural world. As the children work, errors and accidents, although minimized by good induction and work practices, are unavoidable. The safe and effective use of a range of tools is something that will continue to provide benefits to the children as they travel through school and beyond.

At this stage the tools are simple and effective: sandpaper, hand-drills and hammers, but soon they will graduate to whittling knives and gouges. It is rare these days to have such 'real' tools being used by young people. In school, the many examples of role-play and 'practice questions' of the type used in maths class have their place, but nothing can substitute for handling real tools with real consequences and real power to shape natural objects. As a result of these sorts of practical activities, hopefully the children of class two will begin to see themselves as shapers of their world, as well as participants in it.



YEAR THREE

Year three has had a fabulous term four! Both classes did spectacular class play performances: 3EG performed 'James and the Giant Peach' and 3JG performed 'Danny the Champion of the World', both based on fun novels by Roald Dahl. Both classes worked well as a team and thoroughly enjoyed themselves.

Year three also enjoyed an excursion to the Yurt Farm, an early start and a big day packed with wonderful experiences including milking a cow, collecting eggs, grinding wheat and then cooking pancakes with these ingredients. They did some woodwork in the workshop, learned how the yurts were built and no one wanted to come home!

The Building Main Lesson was another highlight of our term and involved many construction activities that used creativity, problem solving and teamwork. Part of this Main Lesson included the model house project and the models were outstanding! We have thoroughly enjoyed this term.

Julie and Erin



YEAR FOUR

Term 4 has been an exciting one for 4TM with lots of hands-on learning. We began the term with the Human and Animal main lesson during which we explored the physical features of many different animals. This was mostly done through real-life experiences.

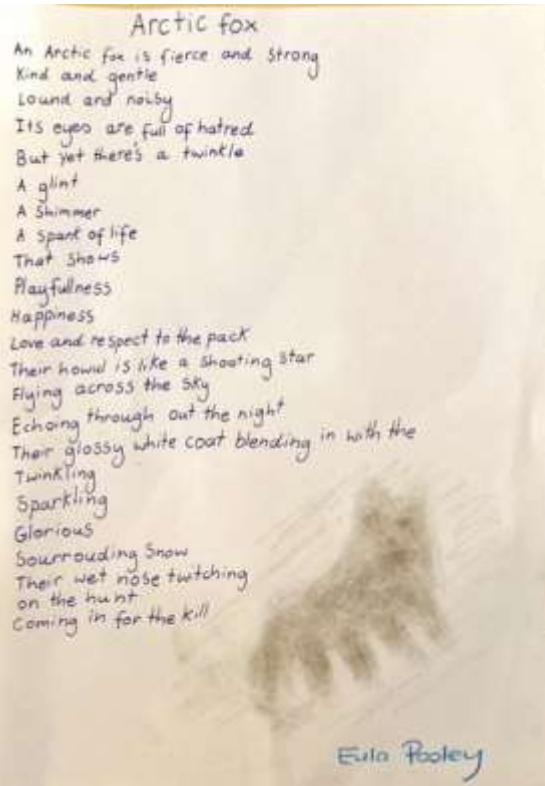


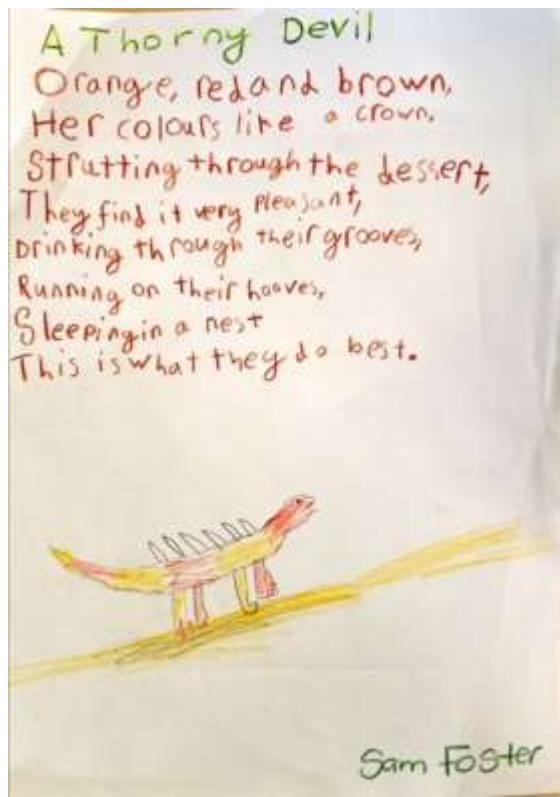
A bike ride to the zoo deepened our learning of animals from around the world. We appreciated the differences in each other through the creation of paper mache masks which deepened our trust in each other and our patience in ourselves!

We then built these masks up to represent animal faces which flowed nicely into Freehand Geometry, our final main lesson of the year. We again explored aspects of this main lesson through hands-on experience, building shapes out of various materials and comparing different features, such as, angles and surfaces. The term concluded with a wonderful Maypole performance! My last term teaching this beautiful class and I couldn't be more proud of the wonderful, unique individuals that they are.



This Term, Class 4LHR students embarked on the wonderful Human and Animal Main Lesson. We observed and discussed animals and their adaptations at the National Zoo Aquarium and were intrigued by the information that the Frog Watch and Water Watch Team from the Southern ACT Catchment Group gave us about frogs and bugs on our visit to Holder Ponds. Class 4 children also had the chance to become the experts when they researched an animal of their choice. Here are some of the poems that students in Class 4LHR wrote about their chosen animals.





YEAR FIVE

Year Five learnt more about Ancient Greece in the first Main Lesson of the term. We also prepared for the Greek Olympic camp which occurred in Week 4. Both classes started our days with running, then we marched in formations, all in preparation for the Olympic ceremonies.

This year many activities have been different and our Olympics camp was no different. Unfortunately other Steiner schools were not allowed to attend, so we changed things around a little and held our Opening and Closing Ceremonies here at Orana. This allowed parents to come along and watch as we opened with a fanfare, then marched and chanted in groups as well as a variety of marching formations.

We then travelled to Birrigai and spent two nights there for our camp. The first day was spent doing some exciting activities such as crate climbing and high ropes, which the children enjoyed. On the second day our Senior College students and PE coordinator extraordinaire, Mike Brady, ran the events of the ancient pentathlon, running, wrestling, discus, javelin and standing long jump. Lots of Olympic spirit was seen and heard from all of the participants.



Both Year Five classes also performed their own class plays this term. 5EM gave a visually rich and spectacular musical rendition of the Ramayana. Sparkling and glittering costumes coordinated with Bollywood dancing and fabulous lighting and music. The children were swept along in the Ancient Indian epic, as was the audience. 5KA performed a series of four short Greek plays - they couldn't get enough of Greece! The Gods and Goddesses tried to vary their diets, Pandora opened a box of mischief, Icarus met an unpleasant end (because he didn't listen to his dad) and King Midas finally understood that wealth isn't measured by gold. Both classes did a wonderful job, had fun and learnt some classic stories along the way.

YEAR SIX

This term, Year 6 delved head first into the world of financial mathematics with real-life, hands-on experiences planning, preparing and selling goods at their own class market. Over the course of three days, the markets became a vibrant hub of community activity, drawing students and staff from all around the school. Students in the High School reminisced about their own Business Maths Main Lesson, and younger students dreamed of future business ideas in the years to come.



We continued with our focus on experiential learning through our Physics 2 Main Lesson on heat, static electricity and magnetism. From

explorations of hot and cold and generating static electricity, the Main Lesson culminated in investigating the common uses of magnetism.



Leaping from the natural sciences into history proper, Year 6 immersed themselves again in the world of Ancient Rome, this time spanning the thread of time from the early Republic of Rome to the Fall of the Western Roman Empire. Gruesome accounts of battles won and lost and biographies of heroes and tyrants filled our days as we travelled through the ancient world.



Year 6 ended the year on a high note after coming together as a team during our three-day camp to Warrambui in Murrumbateman. Students worked cooperatively in teams, built on their personal capabilities and renewed their love of campfires, nature and being with friends.

YEAR SEVEN

This term, Year 7 students attended an amazing ALI camp in Jindabyne, where they hiked through Kosciusko National Park, went river sledding and mountain biking, learned navigational skills and created outdoor artworks using the natural environment as their backdrop for inspiration.





YEAR 8

One of Year 8's favourite Main Lessons this term was the History of Art, with Craig. As part of this lesson, students learned the ancient art of carving soapstone.



great team work. Approximately 50 teams from High Schools and Senior Colleges took part in the (extremely tough!) challenge and, despite being one of the youngest teams in the competition, our Year 8 boys came 5th! Fantastic work, boys – we are so proud of you all!



Earlier this year, Year 8 students attended an "in house" camp, sleeping in tents pitched at school but attending a variety of activities within the ACT. One of these was BFirm's obstacle / rope course challenge. In October, schools from across the ACT who had attended the BFirm course during the year were invited to compete against each other in an Ultimate Ninja Warrior Challenge. Orana fielded a team of six intrepid Year 8 volunteers, who impressed us all with their determination, agility, effort and – even more importantly – with their

YEAR 9

In Year 9's Agricultural Geography Main Lesson, we examined the way that human land use impacts on the environment. We looked at the competing uses of our land, and how we balance sustainability, conservation, food security and action on climate. These are difficult problems; we looked at resources such as David Attenborough's documentaries, and an episode of 'Fight For Planet A', and researched different industries which use the land for ourselves, looking at how to source, reference and represent data in an engaging way. We also went on a number of field trips to see for ourselves how some of these land usages are managed in practice.

Meet A Bettong

One of our excursions was out to Mulligan's Flats where we were able to pet a bettong (an endangered species). We also went on a tour of the pristine area (fenced to keep it safe from invasive species) with a ranger who was able to explain about the importance of the habitat and the diversity of species it houses.

The Zoo Trip

We visited the Zoo, where our guides explained how the National Zoo and Aquarium partners with conservation groups, such as those who rescue sun bears, how they contribute to breeding programs for endangered species, and who spoke about the importance of koala corridors, and the way in which the destruction of wilderness to make way for palm oil plantations threatens our biodiversity and endangers different species. Our guide also spoke about the live animal trade, and the consequences this has both for the animals being trafficked, but also the flow on impacts for other species because of the way in which they are all interconnected.



The National Arboretum

At the national arboretum, we learned more about the web and interconnectedness of not just different species, but of all different aspects of the life cycle and nature. We looked at the relationships between the sun, rain, decomposition, flora, fauna, carbon and different environments. We also learnt about water conservation and sustainable water use.



The Farm

We had a day trip out to Beatrice's Farm, not far outside of the ACT. We helped with fencing and with pulling up plants which had not survived the drought. We walked the property to see the impact of the bushfires. Beatrice explained the importance of ground cover in conserving nutrients, moisture and the temperature of the soil. There were many incidental moments of learning, but this also gave an insight into the lives of farmers who put food on our table.

The Climate Commissioner

We concluded the Main Lesson with a visit from the Commissioner for Sustainability and the Environment in Canberra, Sophie Lewis. She wanted to hear from our Year 9 students what they understood about sustainability and the environment and what they felt positive policy ideas were. Students drew on their research projects to talk about what they had learnt about urban farming (in vertical buildings), aquaculture, preservation of the Murray Darling Basin and much more.

Comments from Our Students

I enjoyed the Zoo, because we learnt about animal species which are dying along with our trees and it made me realise that we had to do something now.

I enjoyed the Mulligan's Flat excursion- I learned about animals that aren't seen in the wild in Australia, and how the sanctuary is trying to bring the population back.

I found the farm stay the most fun and interesting. I learnt about what a lot of different crops looked like, and also how gentle some cows can be (we sat with cows which i loved :)) I also learnt about how all the different year 9 classes over the years had built something at the farm to improve it for the next year (such as tables, chairs, statues).

The zoo was interesting. It was cool to learn about the different animals and how they were being affected by deforestation. I learnt that trees take around 200 years to form hollows for birds, possums and sugar gliders. I learnt about animals that live in arid areas such as snakes and meerkats aren't being as badly affected by deforestation and climate change.

I enjoyed going to the Arboretum; I learnt about how trees were interconnected and that they talk to each other using their roots and about the watering system. The Zoo was also interesting because I learnt about the animals and about the sun bear that was in captivity and was saved.

We learnt about the impacts of fires and floods on the farm.

YEAR 10 CAMP

Year 10 had a fantastic week on camp in Week 4. On Monday we honed our mountain biking skills, riding the tracks around the Bungarra Alpine Centre in Jindabyne. The next day we scaled rocks and abseiled down some impressive drops, before completing some Community Service in the Jindabyne Community Gardens. After a night camping at the foot of the mountain range, we hiked in to White Rivers Hut, enjoying the sub-alpine landscapes and braving the increasingly inclement weather. On

Thursday morning we awoke to a blanket of snow covering the hut and freezing our hands as we packed up our tents. The snow continued to fall heavily for the next three hours as we hiked back down to the bus - we were so happy to have a delicious hot pizza lunch before heading back to school. And because that wasn't quite enough walking for one week, we spent the next day on a 10km hike, walking to the Arboretum for a class picnic! What a brilliant way to celebrate our last High School camp together!





YEAR 10 POETRY

A Way to Say It: A Villanelle

How can I say it with words so few?
When I've found a way to convey it,
I'll tell you then, I've always loved you.

I'll never lose that sparkling hue.
The glint that danced in your emerald gaze.
How can I say it with words so few?

When I can stand beside you, true
To every word I've ever said,
I'll tell you then, I've always loved you.

Cream-pale curls, glistening with dew,
The wish to touch each falling ringlet.
How can I say it with words so few?

When all the world is born anew,
My heart, as well, then purged of scars,
I'll tell you then, I've always loved you.

When all time's debts are finally due
And your gentle face is a memory past,
How can I say it with words so few?
I'll tell you then, I've always loved you.

Untitled

Lungs burning, heart racing,
Just keep going.
Sun-touched shoulders twist and reach,
Legs move in rhythmic unison.

Just keep going.

Don't think, don't stop.
Legs move in rhythmic unison,
Feet pound the pavement.

Don't think, don't stop.
Eyes locked and legs churning.
Feet pound the pavement,
Push through the pain.

Eyes locked and legs churning,
Legs move in rhythmic unison.
Push through the pain,
Legs burning, heart racing.

The War: an elegy

The war is raging on.
Our forests have burnt,
Our cities have fallen,
We die, but our legacy lives.

The frontier of the war is here,
Destroy our labs, destroy our research.
Burn it all, leave nothing left,
We die, but our legacy lives.

The Apex of the war is here,
We defend our position,
We defend our people,
We die, but our legacy lives.

The war is in its final days,
We watched as our forces fled,
Saw how they marched to capital.
We die, but our legacy lives.

Word Search: A Sonnet

I used to know the words that I would say
Until one day they just escaped my mind.
Whatever made my dear words go astray?
Set out to search all words that I could find.
Searching far and wide for all my words
My word amount was still a full, vast
nought
The only thing I found was nests of birds
My right for words was human right, I
thought!

Determination didn't come to me
And I was just preparing to give up
Until I heard a sound beyond a tree
I ran so fast I trampled buttercups.
And finally my pile of words was found
I talked for hours and basked within the
sound!

If

If I fake a smile then maybe I'll be happy.
If I pretend to laugh, then maybe it's funny.
If I hold my head up, then maybe I'll be
confident.
**If I smile and laugh, then maybe he'll leave
me alone.9**
If I give in and I do it, then maybe I'll be
worth it.
If I get better grades, then maybe they'll be
proud.
If I help them with their problems, they
maybe they'll stop hurting.
If I fix their pain, then maybe they'll be ok
without me.

Lounge chair: An Ode

The soft cushion padding
Your carefully embroidered covers,
The finest wood to be found.
You bring people together.
You create comfort
in a world where there is no rest.
You help people relax.
You brighten my day.
Who wouldn't want you?



YEAR 11 CAMP

This term Year 11 students had a fantastic camp, travelling to Tumut, via Adaminaby, Yarrongabilli caves and thermal pools. The photos below were taken on the Blowering Cliffs walk, at Adelong Falls and at the old gold mill ruins.





YEAR 12 VISUAL ART



Replenish 300 x 250 mm
Oil on Canvas



Regenerate 250 x 250 mm
Oil on Canvas

Griffin Taylor
Painting Unit



No. 57 100 x 200 mm
Oil on Canvas



No. 21 105 x 105 mm
Oil on Canvas

Ivalo Goodman-Viereck
Self-Directed Painting Unit



Amelie Hayes
Expansive Landscape
Multilayer Lino Cut 400 x 300 mm
Year 12 Printmaking Unit



Paul Neary
Mineral Landscape
Multilayer Lino Cut 590 x 130 mm
Year 12 Printmaking Unit



Christina Davies
Almondles
PVA medium Transfer print from an original drawing
260 x 140 mm (16 x 23 cm)
Year 12 Printmaking Unit

JAPANESE

Congratulations to Kevin Nguyen (3EG) and Tin Ching Chau (3JG), who came 1st and 3rd respectively in the 2020 ACT Primary School Japanese Calligraphy Contest. Well done, we are very proud of you!



This term **Year 8 Japanese** students visited 2MT and 2MJC and had a lovely time with Japanese traditional wooden toys. We had Kendama (cup-and-ball toy), Taketonbo (bamboo helicopter), Koma (spinning top) and Taiko Sumo (wooden Taiko Sumo wrestling game). The Year 8 students introduced themselves in Japanese and taught the Year 2 children how to play with the different toys and games. Being in the Year 2 classrooms brought back memories of their own time in the same classrooms 6 years ago.



I hope both Year 8 and 2 students enjoyed this session and hope to visit them again next year.



Year 10 Japanese students had a wonderful cooking lesson at the end of Term 4. We cooked Karaage (deep fried chicken), Gyoza (pork dumplings), Macha cookies (green tea cookies) and Furikake Gohan (rice with seasoning).

They read my **mum's recipes** in Japanese with Japanese-English dictionaries before the cooking lesson and enjoyed

speaking-only-Japanese cooking experience at the top kitchen. I hope they enjoyed eating the food, and I was very impressed with their great cooking skills.

Fumi Page





CRAFT GROUP

For the whole year that I was away in the US, the things that I missed most were my friends and family, magpies, and Craft Group.

I so very missed my time quietly crafting on a Friday morning with the happy hum of conversation around me, followed by the delightful view of all the beautiful felt creations waiting for their time at the Spring Fair. I took some comfort in the fact that we *all* missed things like that this crazy year. However, *your* absence from crafting was, thankfully, short lived. The wonderful Craft Group coordinators were able to make take home kits and sort out the logistics of getting the kits out and back again all completed, as well as get weekend sessions up and running as quickly as possible. It was a mammoth effort from everybody all year,



despite no certainty of a Spring Fair at all. So many creations found form in that crazy time when we were at home, in a quiet, sunny spot by the window or in the evening when everybody else had gone to bed, or, at last, on a safe Saturday morning craft session.



The result of all this effort was set out at the Craft Fair this past weekend; table after table covered in brightly coloured cloths and beautiful creations of felt farms and wild animals, unicorns and pegasus, fleece angels and ladies, wands, gnomes, felted play mats, wooden swords and shields, it was an absolute joy to behold!

So many hours of work, apart and together, to make this Craft Fair come to



fruition. Thank you to all of you for your handwork, thank you to the coordinators for constantly solving problems and seeking solutions, thank you to all of you for supporting our endeavours with your purchases at the Fair, and a warm welcome to anyone who would like to help us make more beauties for next year! It really is a lovely way to spend your Friday morning.



Next year will, hopefully, bring more regular opportunities to craft. From all of us at Craft Group, we wish you all a very Merry Christmas and a Peaceful New Year!

Lis Stinziani, Craft Group Co-Ordinator

Information regarding next year's time and location will be on the School website. If you have any questions or comments, or you would like to join us to craft, please contact us at craftgroup@oranaschool.com



THE GIFT

Twenty-five hundred days ago,
You came into our lives,
To give our children a gift.

You unpacked it slowly like a puzzle box;
A combination here; a lock there...
And our children's precious gift
Unfolded before our very eyes.

Sometimes, we couldn't see the gift
In all the noise of life...
Was it mad maths skills or artistic flair?
Debating prowess or coloured hair?
But now we see, it was there along,
And all is understood.
You gave a gift beyond compare....
The gift of childhood.

A love song to Steiner education, written for and presented to Dan Flannery on the day of his Year 7 Bridge Crossing.

REFLECTIONS OF A STUDENT TEACHER

Class 2MJG were lucky enough to host a student-teacher for a number of weeks during term three and four this year. Jo taught half of the Saints main lesson, among other subjects, and to her credit also put in a great deal of extra time outside of school practising her art skills, recorder playing and singing.

Jo didn't know anything about Steiner education beyond it being an alternative system, though interestingly she attending a school holiday program many years ago run by Orana and distinctly remembers the school being 'different'. Despite this vague memory and her uncertainty, Jo took a 'stab

in the dark' (as she described it) and selected Orana for her placement.

Sometimes it is helpful and refreshing to see our education system through another's eyes, and Jo kindly allowed me to share some of her reflections on her time at our school:

Working with an experienced teacher in an alternative education system prompted me to continue to develop my personal beliefs and values about teaching and learning.

Firstly, the Steiner curriculum emphasises a narrative-approach to learning; creating a thread that underpins most of the academic learning in the school day. Indeed, it became apparent to me that content learning does not, and therefore should not, take place independently. Conversely, in order for students to gain a deep and contextually/personally relevant understanding of content, that content should be taught within a familiar context and reiterated in different academic disciplines throughout the day.

The Steiner pedagogy also endeavors to teach the child to become an independently motivated learner. Thus, it became apparent to me that students should be made aware of the various resources and materials around them (in particular their peers) and ultimately provided the structures and knowledge to become independent learners.

Finally, the Steiner curriculum challenged my understanding of art and the place it holds in the curriculum. My supervising teacher revealed that art should be created with care and science, and for the process more than the product. Further, it became apparent to me that consciously adding art to work gently eases students into the more cognitive aspects of a task and promotes students to take greater care and pride in their work.

My professional experience was a highly positive one. I learned a great deal about the Steiner pedagogy, the growth and

development, interests and academic attitudes of students in year 2 and was guided by a highly knowledgeable and supportive supervising teacher. I feel incredibly blessed to have had an opportunity to work in such a supportive educational environment and would be interested to apply for any work opportunities at Orana in the future.



GIVING TREE 2020

Thank you so much for the generous donations to our 2020 Giving Tree. Anglicare were once again delighted and grateful for our support to families in need this Christmas.



YEAR 10 GRADUATION & FORMAL

Many congratulations to our small but wonderful Year 12 cohort: Tom, Indigo, Griffin, Ivalo and Dana. Towards the end of Term 4, these students presented their Year 12 projects to an audience of peers, family and staff.

The Orana Year 12 project is the culmination of the students' formal school learning and an opportunity for the students to integrate the skills & knowledge of the preceding years, to explore their life-long passions & to discover new ones. A year-long project in synthesis, the Year 12 project provides students with a public forum in which they can articulate their own views and experiences, an opportunity for personal reflection.

This year, as always, the subject matters were wide ranging and diverse, including Language Policy; Theories & Methods of Equine Training; Interior Design & Project Management; Conversations on Equality; and The Writer's Journey. Many congratulations, Year 12 - we are so proud of you all and wish you all the very best in your future endeavours, whatever they may be!



