

©RANA SEASONS

Term 4 2019



info@oranaschool.com

ph. 6288 4283
 Orana Steiner School
 Unwin Place
 Weston
 ACT 2611

TERM 1 2020

February 4	Term 1 begins
February 17	Swimming Carnival, years 5-12
February 20	Year 3 overnight camp, Ingelara Farm
February 21	Welcome Picnic 5.30pm
February 25	Primary School Tour 9.30am
February 26	Year 10 Meningococcal Immunisations Year 7 HPV Immunisations High School Tour 9.30am
February 28	Early Childhood Tour 9.30am
March 2	Year 9 Farm Stay Camp
March 4	Nepal Leadership Challenge Final Briefing
March 6	Early Childhood Tour 9.30am
March 9	Canberra Day public holiday
March 16	Years 2-5 Swimming lessons begin
March 19	Early Childhood Harvest Festival
March 21	Working Bee
March 30	School Photos this week
April 2	South / Weston Primary swimming carnival
April 3	Harvest Festival
April 6	Year 6 ALI camp, Jindabyne Year 10 ALI camp, Jindabyne Japan Trip begins
April 7	Years 5-12 Athletics Carnival
April 8	Nepal Leadership Challenge departs Secondary combined region swimming carnival
April 9	Last day of term
April 10	Good Friday

FROM THE PRINCIPAL:

Every Steiner School has a biography like an individual and with that each life phase brings its own task. For Orana, which in 2020 will enter into its 39th year, it is a phase **where the question must be asked, "Do we have the necessary courage and conviction to face the mirror of the effects of our social behaviour?"**

The interactions we carry between the children, parents, teachers and staff within our school should be handled with great care and attention. By its very nature the people who come together in our school hold very high expectations for the school, in particular with regard to its social qualities. All are motivated by idealism, with the expectations of high standards of achievement in every respect.

The expectation is that teachers will continually strive, through personal spiritual activity, towards cultivating a capacity for human love, moral qualities and the deepening of understanding which this education depends on; all this as well as expanding their professional expertise and skills as a teacher of various subjects. It is clear that as a teacher, one can only be on the path to such a goal; one could never claim to have achieved it.

Rudolf Steiner referred to two special points of view with regard to understanding social interaction. He spoke of the fact that every person has both constructive forces for positive development within them that he called the **'higher self,' as well as the destructive forces that can bring about negative development which he called the 'shadow'.** Each one of us can observe how these two forces determine our feeling, thinking and willing in certain moments and it is a question of our socialization, our own attitudes, and sense of values as to how **far this 'shadow' comes to expression.** With a deepened knowledge of the human being, one can observe that it is particularly the **'shadow' in other people that speaks to this side in us and prompt us quite spontaneously to react.**

Often times we need to be reminded that the goal of these interactions is to stimulate the learning process in our children and students. The process of learning is often accompanied by painful experiences in **relation to one's own limitations but it is though such pain that one's own will to change is activated.** The satisfaction derived though success at learning, the joy of new knowledge, comes later.

To stand witness to the outstanding quality of our graduating Year 12 students, who expressed their passion and commitment to social justice and equal opportunities that unconditionally embrace the diversity of all people on this precious planet in their Year 12 Project presentation, was testament to the education our students receive at Orana. I would like to therefore thank our wonderful School Community, who stand behind our school and continue to contribute to the **enrichment of our children and students' lives;** to our extraordinary teachers and support staff and our exceptionally committed parents and guardians.

I hope you will take some time to enjoy reading the Summer edition of the Seasons, highlighting the many activities your children have participated in for the past term.

On behalf of the School, I wish you all peace, a very Merry Christmas, and safe holidays with family and friends.

Jacqui Lee
Principal



FROM THE COLLEGE OF TEACHERS:

Throughout the year we fulfil the common tasks and duties of daily life; but at festival time we turn our attention to the links which bind us with eternity. And although daily life is fraught with many a struggle, at these times a feeling awakens within us that above all the strife and turmoil there is peace and harmony...We do not want to promulgate a dogma or a doctrine or a philosophy. Our aim is that everything that we say and teach, that is contained in our writings, in our science, shall pass over into life itself...The immortal, eternal, spiritual sun will shine into the soul at the great festivals, reminding us of our divine, higher self.' Rudolf Steiner: **The Festivals and their Meaning**

In term 4, so much is squeezed into daily school life beyond curriculum teaching. It is a time of transitions. Managing the practicalities of tasks at the year's end is one aspect of the school's work at this time, but teachers also must work with care to create positive social and emotional environments in these times of transition. They have at heart Steiner's wider picture of the children at all their different stages of development. These stages of development determine the myriad events experienced by the wider Orana community at this time. Every event is imbued with layers of meaning for the participants.

With the year 12 Project Presentations, we begin to glimpse the adult who is emerging to meet the world. This is a wondrous transformation for those who have witnessed these students at all the previous points in their school journey. One cannot help but remember the 6-year-old clutching a rose as they walked from the Kindergarten on the first day of Class 1. At the Bridge Crossing ceremony, we see the mingled eagerness and wistfulness as students leave behind their class teachers and launch themselves into their High School journey. One class 12 student recently reflected that hearing the music for the Bridge Crossing at the time, "I was happy because I was excited to experience a new bigger world and things

I didn't know, but sad because I was leaving what I had grown to know and love". In Class 10, students must think carefully as they make decisions about their future educational paths. In Kindergarten, children that have lived so much within their teachers' guardianship are beginning to stretch and grow and show readiness for receiving the tools of reading and writing that they will need for their work in the world.

At this time of year, teachers both reflect and prepare. Forms of reflection include, but are not limited to, the writing of reports, the completion of formal TQI reflection processes and debriefing with others during the handover of resources, strategies and programmes to fellow teachers. Forms of preparation include curriculum and timetable planning, physically moving to new classrooms, collecting, cleaning and ordering resources, writing curriculum documents and strategically researching the new tasks to be met in 2020. As well, teachers are grappling with the practical logistics of running our inspirational January staff conference.

Beyond the busy-ness of the preparations, concerts, drama productions, Graduation and Farewell Assemblies, Formals, Celebratory Dinners and even the Christmas Festival, our attention is directed to the dynamic nature of the world and of young human life. We offer our work at this season as a positive and radical act in embracing change and seeking the peace and harmony that Steiner spoke of in the quote above.

May the blessings of this festive season surround the Orana community.

Maia
Harrison
Chair,
College of
Teachers



FROM THE HIGH SCHOOL & SENIOR COLLEGE DEPUTY:

It has again been another eventful and busy term for both students and staff. Lots of celebrations have occurred during the term, with the conclusion of school for our Year 12 students.

Year 12 were farewelled at our annual Graduation assembly. The event was dignified, not without humour and was quite moving. A morning of deep emotions was enhanced by the exceptional conduct of Year 11 students who farewelled the class beautifully. Year 12 2019 had a style and personality that impressed itself upon their teachers. As a cohort they had a wonderful work ethic both for academics and for community service. We wish them well in their future endeavours.

We had the Year 10 and Year 12 Formals in week 8 of this term at the Boat House. It was delightful to see the students dressed so beautifully and elegantly.

The Year 12 Projects were yet another highlight during week 7 of the term. It was wonderful to see so many members of the community come and support our students. The Year 12 Projects involve an extended inquiry into a subject of passion. The students build on the wealth of knowledge they have gained over the years and focus on a specific subject, producing an extended report integrating research with their own personal investigations, constructing a display to highlight their work, and then giving a presentation to the community.

We finished off the year with an awards assembly. We certainly had many students to acknowledge for outstanding achievement. These included The Australian Olympic Change Maker Award, The Australian Informatics Olympiad Awards, The Australian Mathematics Competition, The Australian Science Olympiads and The Australian Mathematics and Physics Association Awards.

The school was fortunate to have two guest speakers attend the assembly to present 3 awards to students for outstanding community service to Orana. Associate Professor Patrick McArdle presented the Australian Catholic University award to Ebony Gagel from Class 10. Military Officer Cheryl Elston presented The ADF Long Tan Youth Leadership Award to Riley Withycombe from Class 10 and to Arthur Pearce from Class 12. These students have been exemplary in their participation in the life of their school and in local communities. Orana has had many and varied activities continuing throughout the term, such as the Duke of Edinburgh canoeing trip, CSIRO excursions, camps, drama and music performances, The Head of the Yarra rowing competition, CSIRO robotics and forensic science workshops, Civic Pool excursion, AFP Partying Safely Program, Escape room excursion, NIDA drama excursion, Science and Engineering Challenge and The Urban Design in Canberra Geography excursion.

I would like to congratulate all our students for the way they have applied themselves so readily to their studies over the year. I hope that they can take on the feedback from their teachers that will be provided in their end of year report, and continue to improve on this next year.



FROM THE EARLY CHILDHOOD & PRIMARY DEPUTY:

"Feeling gratitude and not expressing it is like wrapping a present and not giving it."

William Arthur Ward

Why this quote when there are so many sentiments to express at this time of year

when we find ourselves in a space of annual reflections?

At the end of this year I would like to express my thanks all the wonderful people I have come in contact with in person or through email during my time at Orana. I have commented in a previous Seasons publication on how I love the lollipop duty. I completed my last duty yesterday and today **can hang up my orange fluorescent 'hi-vis' vest** as I farewell the most enjoyable part of the day. Seeing the parents and children who cross the road has been wonderful as I got to know names and know who belonged with whom. I saw friendships develop between students as different groups and pairs emerged as they headed to the office on last minute errands just as the school day started. I also watched the children in the younger years learn road safety under the watchful eye of their dedicated teachers. The safety awareness was always complemented by children learning to look at me, thank me and acknowledge me by name.

While lollipop is fun the thing I am most grateful for is of course the amazing cohort of Orana teachers. They hold the keys to successful classroom dynamics and learning and of course cannot do that without the support of administration, teaching assistants and learning support assistants, IT support, grounds maintenance, specialist subject teachers, our Chaplain, parents, coordinators and leadership. We have much to be grateful for.

I have enjoyed so much of Orana and in particular, watching the seamless movement of the kindergarten teachers always accompanied by gentle encouraging words of positive reinforcement. In primary it is the pure artistry of the teacher that I love to observe. It is as if the fairy tale continues as the students are capable of deep listening and are adept at so many artistic life skills.

I don't have anything to wrap, but I do have gratitude. I have enjoyed every day working at Orana as I was deeply committed to supporting teachers and parents as well as

seeing to the normal administrative work involved in supporting the Principal in keeping all systems operational. Now it is time for me to embark on a new direction with a new organization. Equipped with new understandings of Steiner philosophy and teaching I do hope to remain in education into the future.

Farewell and take care.

Regards,

Aine Barker.



AFTER SCHOOL CARE:

Season's greetings from Orana Before and After School Care. As we prepare to farewell old friends and look towards greeting many new faces, the staff and children of Before and After School Care would like to acknowledge the goodwill and support extended to us by so many, throughout 2019.

We wish you all a peace-filled, safe and happy festive season!

For enrolment information on the Orana Before and After School Care programs in 2020, please visit us at www.oranaschool.com or write to us at afterschool.care@oranaschool.com We look forward to responding to your enquiries and providing enrolment confirmation upon our return later in January

PLAYGROUP:

As a playgroup leader these are the things I observe, that makes my job so wonderful.....

I see the joy on the little children's faces as they come into the room to start their day. The parents making good connections with each other and welcoming the new families openly and happily, as well as giving each other the space they need.



I love the way the parents share. There's always someone with good tips, a reassuring word, giving a moment of togetherness, a laugh or a planning a 'get together'.

It's not only the children who love to knead the dough each morning, the parents and I do too: it's a time for connecting, singing, sharing or simply working the dough.

I delight in seeing a clinging child gradually feel happy and comfortable enough to play joyfully by themselves or with another child. It's wonderful and reassuring for the parents to be able to rely on each other when their hands are full.

The child developing their will through work, play, testing the boundaries, and playing the same thing over and over and over.

The eagerness to sing and move and share a verse as a group: the parents feeling comfortable and happy and the child with a smile and moving freely.

The silence of anticipation when the small bell tinkles to begin the story.

The intake of breath when the unveiling of the cloth reveals the puppet story yet to be told.

The eager eyes and stillness of these little children whilst the story is being told.

The children's willingness to help me or the parents with cutting the fruit, buttering the bread, washing the dollies' clothes and blankets, watering the plants or packing away.

I love to watch the franticness of the parents' everyday lives wash away as they settle into the rhythm of the playgroup morning. The tiredness in the eyes of the child after a good morning of working, playing, storytime and singing.



EARLY CHILDHOOD:

The season of Advent is upon us.

Advent is a period of preparation prior to Christmas. It lasts for approximately four weeks and its length depends on which day of the week Christmas falls.

This year, the first Advent Sunday falls on Sunday 1st December. The first week is related to the mineral kingdom, the physical foundation for life. The mineral world gives us a fixed stage, a basis for our ever-changing existence. Without the mineral world we would have no ground to stand on.



The second week of Advent begins on Sunday 8th December, and this week focuses on the plant kingdom from which we receive nourishment from living forces. Earth, rain, light and warmth create a balance of growth and decay. The plant world has life that distinguishes it from the mineral world. It is life itself which human beings share with the plants.

The third week of Advent begins on Sunday 15th December. This week focuses

on the **kingdom of beasts**. We share our capacity for movement and feelings with the animal kingdom. In this week of Advent, we are reminded of our relationship with the birds, beasts, and other members of the animal kingdom and how they reflect our most basic soul states.



The fourth week of Advent begins on Sunday 22nd December. This week of Advent speaks of the **human being**. All the kingdoms of nature contribute to our existence. We all have mineral, plant and animal aspects surrounding and supporting the flame

of our individual human spirit, this flame that is the essence of what it is to be human. Advent can move us toward a deeper understanding of our place in the universe, of all that supports us and all that we aspire to, as well as all that needs our protection and support. (From *The Seasonal Festivals in Early Childhood*, pp 71-2 – edited by Nancy Foster)

Advent Verse

*The first light of Advent is the light of stones
-
the light that shines in crystals, seashells
and bones.*

*The second light of Advent is the light of
plants -
that reach to the sun, and in the breezes
dance.*

*The third light of Advent is the light of beasts
-
All await the birth, from the greatest to the
least.*

*The fourth light of Advent is the light of man
-
the light of hope that we may learn to love
and understand.*

YEAR 1:

This term, Year 1 have become more confident and cohesive socially and have further developed in their capacity for meaningful work. They have risen to new responsibilities and challenges and are increasingly aware of how they and others can contribute positively to the group. This was very apparent in the preparation and performance of their class Christmas plays, which were a fitting culmination of the **year's efforts and growth** and were highly anticipated and well received by all. The children worked together co-operatively, showing qualities of patience, encouragement, courage and gratitude; qualities which are so desirable, especially at this time of the year as we enter Advent. The children have also been able to experience elements of the Christmas season in the way we uniquely do here in Australia, tied in with our Seasonal Summer Main Lesson and Indigenous stories both within the classroom and beyond.

YEAR 2:

In Year 2, our Main Lesson for Term 4 began with the continuing story of the **"King of Ireland's Son"** which commenced earlier in



the year. This is a wonderful Irish tale with interwoven stories involving quests, hags, giants, friendships, long journeys and mystical Kings. The students truly engaged with the story, living the tale through the eyes of each character. Conclusions were made at the end of this tale, but many questions were left unanswered for the students to contemplate using their own imaginations. The students created beautiful artwork in their Main Lesson books reflecting the spirit of the stories in this tale.

The Mathematics Main Lessons also continued an earlier theme, this time from the Main Lesson of "Riley and the Ruler Knight". Each story integrated Mathematical concepts into a story where students used comprehension of the events to discover then solve Mathematics related problems.

In between the two, we have learnt about writing for different purposes through our Plays from Around the World Main Lesson.



We have continued to enjoy our nature walks and artistic endeavours, often incorporating both by recalling lessons in our outdoor environment, from answering maths questions about Featherstone Gardens, to enacting plays in the sandpit.



YEAR 3:

Term 4 has been another busy one for Class 3. We began the term with our Building Main Lesson, during which we listened to a visiting architect and to a talk about building a straw bale house. Children constructed their own model houses and explained their designs, which were of a very high standard.



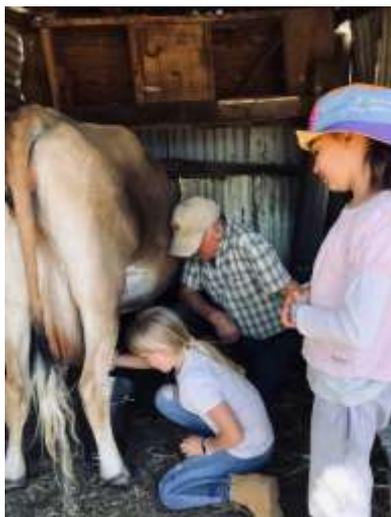
Our first bike ride of the term was to the Lindsay Prior Arboretum on a nice warm day. It was wonderful to challenge ourselves up the hills and then to enjoy a refreshing icy pole upon reaching our destination! Our second bike ride for the term took us to the Royal Australian Mint in windy weather; the tour of the Mint was a fantastic way to begin our Money Main Lesson. We learned all about how our currency came to be and what life was like before our currency existed.



Another fantastic way to learn about money was through our German Christmas Markets experiences. These ran over one Main Lesson period for three weeks. The children hand made their wares, priced accordingly and practised their German language skills through buying and selling using paper Euros. The goods ranged from wooden nesting boxes to Christmas ornaments, delicious baked goods and lucky dips!! A truly wonderful experience that the children thoroughly enjoyed.



What a fun-filled and adventurous few days Class 3 had at the Yurt Farm in Weeks 5 (3LHR) and 7 (3TM)! From the time we stepped off the bus, our hosts, Judith and Mike kept us busy with so many rich and new experiences....and delicious meals. We milked a cow, played "hospital cricket", created artworks and boats out of wood and nails, flew around the farm on



flying foxes, followed an orienteering course, spent time with the chickens and collected their eggs, made pancakes, rode ponies, played with Maggie the dog and even enjoyed a beautiful campfire when the bush fire warning dropped. Every day on our way up to the shearing shed, someone would call out "I love this place!" or "I never want to leave this place". None of us wanted to come home and we all thoroughly enjoyed the busy but simple way of life. Many stories of the Yurt Farm will no doubt live on in our memories for many years to come. We wish that Class 3 did not have to end but who knows what awaits us in Class 4?? Tash and Lena



YEAR 4:

Rudolf Steiner saw the arts as a way of deepening our learning. There is an emphasis that through the arts we work more with our body and less with our intellect.

Each day, classes in Steiner school use the vehicle of story as a tool for remembering and sequencing events. It is a natural progression then, in kindergarten, that stories are also given by the teacher as a puppet show. The children will also use the puppets in free play to replicate the stories or to make up their own stories. By creating characters who have feelings and an interaction of conversations and gesture, children begin to understand and work with their own emotions. As speech and gesture are our primary means of communication the small child begins to

explore and build up their own emotional toolkit through play.

When drama moves into the primary school a greater raft of skill are developed. The teachers chooses a script that resonates with themselves and the needs of the class. Sometimes the script will echo the theme of the year, for example Vikings, animals, or fairy tales. The script becomes a vehicle for reading and working with the richness of language and character type. In later years through a rich understanding students will write their own scripts.



The move to performance becomes a class journey, memorising parts and matching the children to their most appropriate part begins to unfold. Importantly, that class must act as a cohesive team in order for the production to be meaningful and successful. The experiences of working with drama help children support a positive sense of themselves, to understand strengths and weaknesses in self and others. It becomes a microcosm of a community in action.

As true learning is associated with activity, drama is used as another way of exploring the complexities of relationships and interaction in our ever changing world.

MOVING TIME:

It's that time of the year again; time for children to carry boxes and tubs to their new desks in their new classrooms. Time to pass down classroom items that have done their time. Time to say farewell to favourite playground spots and seek out new ones. Time for teachers (me) to sort out their messy desks.

For the year 4 children, it's a particularly sad farewell to the 'best playground in the school'. The delightful hill to roll down, run down or slide down, the monkey bars to hang from, the beautiful leafy green tree swinging with hammocks, the shifting sands of the two sandpits, the beloved cubbies with longstanding territorial showdowns, the fire pit, the waterway coursing through the centre (if it ever rains), the worn-down circle of ground well-trod for the maypole and, of course, the paved area sufficient enough for several games of handball.



Year 4 will hand over to the year 3 students, knowing that their sticks, bricks, forts, holes and territories will be well-loved for another year. Meanwhile, they'll step up into the amphitheatre zone as the youngest and have to work out the boundaries and expectations.

It's also a time for me to reflect on my class, after taking them three years ago and having three years to go, I'm only halfway. Soon, some of them will become taller than me. Some are already faster than me and



hopefully some are smarter than me. Some will become better writers, better drawers, better inquirers, better singers, dancers and musicians, better protestors, carers and better teachers. I love my class and all their supportive, long-suffering parents who have to drag bikes across town to school so often. What a time of year!
Emily McKenzie-Kay



DANCE!

During Term 3, Years 1 to 4 enjoyed weekly dance lessons from Susan Innis in the SRC. Each week we added some new moves and new dances to the repertoire, bringing it all together for a final dance performance for parents in the Overture Hall in the final week of term.

Year 1 delighted us with 'The Lion Sleeps Tonight', 'Danza da Maozinha' and some 'Purple People Eater', while Year 2 performed 'Pate Pate', 'Tightrope' and, (giving me a run for my money) 'Irish Party'. Year 3 took on 'Destination Moon', 'Accordion Dance' and 'Ella Me Copia'. Year 4 moved to 'African Sunrise', 'Alive' a fast Russian dance, and our very own Viking song, 'Higher Ground'.

Coordination and cooperation increased over the term, as did fitness and rhythm.

Enthusiasm increased and two of our own students, Olive Ray Hoy from Class 3TM and Carl Anderson



from Class 2JC participated in the 'One Giant Leap' event at Canberra College on Sunday 24th November.



Over the past year a group of intrepid dancers have been celebrating the first moon landing which happened 50 years ago. Two Orana students were given the opportunity to join these celebrations performing in an inter-generational group, aged 7- 70 years of age.

The response from the audience was that it was fabulous and they wanted to jump up and join in too!

WORLD FOR THE TAKING!



Listening to the stories of the Norse gods and goddesses, and the battles in the Kalevala, Class 4EM were in Viking mode. Shields were cut, sanded and decorated, and swords were designed and created during their Outdoor Classroom lessons in Term 3. In the final days of school, preparations were made for a Viking-style raid on Class 4EM's buddy class, 7MT.



Little did the students in Class 7 know that one morning, 23 ten-year-olds would run screaming into their quiet classroom brandishing swords and shields, wearing furs, belts and war paint. Paper was thrown, pencil cases were strewn, swords were waved about, and Michael Thompson was tied to a chair and left holding a lump of charred wood - instead of the golden crown he'd had in his possession.



Of course, Michael had been in on the raid and it had worked really well for the Year 7 Wish, Wonder and Surprise Main Lesson. It was a surprise!

It was all over in a flash and the Class 4 students immediately wanted to raid every other classroom and/or office in the school. So good to have fun while you can as a child.

MATHS EXTENSION:

Maths extension and enrichment is not new at Orana and recently, Liam Sutherland of Class 4EM achieved a High Distinction for his participation in the Dirichlet Mathematics Challenge for Young Australians – Enrichment Stage and he achieved a Distinction in the Australian Maths Competition completing a Grade 7 level test paper. Liam also won the Best in School award and should be congratulated on his enthusiastic participation.



YEAR 5:



In our last term of Year 5, the classes revisited the world of Ancient Greece, this time

through the lens of revising and refining their grammar skills, whilst still being immersed within the stories of the great battles and epic adventures of the Greek gods and heroes. We ended our journey through Ancient Greece by celebrating with other Steiner schools for a three day Greek Olympic camp



where students ran marathons, threw javelins and became Greek athletes.

Finally, our last Main Lesson of Class 5 culminated in hearing the stories of the Indigenous people here before us. We also explored the landscape, climate and terrain of the local region through the eyes of the first white explorers and settlers of our beautiful country. Class 5ST ended the term with a bang, by completing a class play of *'Persephone'* to the awe of the audience in the Overture Hall.

YEAR 6:

At the start of the term, Year 6 travelled to Jindabyne for the ALI Camp. We had a wonderful time. The children worked together to build rafts and race them, we went canoeing, competed in archery, camped a night in the bush and painted beautiful totem poles. One of the camping groups had a bit of a scare when a giant black, salivating dog, that looked to be from



the Hound of the Baskervilles appeared at night from out of the trees. It turned out to be a

neighbour's dog but made night time toilet trips a bit more exciting. The highlight of the trip was hiking up above the tree level to the snow and having snow ball fights - although the snow ball fights became a bit unfair when it was the forty children versus two teachers!



YEAR 7:

A long journey gives the traveller a larger vista from which to survey the topography of the road that has been travelled. As the current group of class sevens approach a way-point in their life and education, it is a good time for carers, teachers and the students themselves, to look back over the profound changes that have taken place over the course of years. The road has held many peaks and valleys: some personal and some shared.

The self-control that comes as the children leave early childhood as 'school-ready' marked one of the first turning points. The 'nine year old crisis', with its often painful self-awareness is probably the most well-known 'valley' in Steiner Education. Of course this just paves the way for the 'heart of childhood' a transitory peak in which the body proportions change and the enjoyment of physical activities comes to the fore.

The 'twelve year old valley' is less well known, but is equally profound for the individual experiencing it as any of the previous way-points. Emerging from this process of self-examination, a new posture towards the world is reached. For teachers and parents year seven can be a bit challenging, as peer influences become very important to the child and their tribal bonds, now with the overlay of budding romances and 'being cool', become almost overwhelming. Adults are discouraged, often in no uncertain terms, from prying too deeply into the affairs of the peer group. Opposition is often blatant, and one can get the impression that this chance to resist authority is almost welcomed by the children!

Class seven has experienced all of these impulses this year and has bonded in a new way as a result. In main lessons we have looked at physiology and reproductive health, seen the similarities and differences found in biographies of various inspiring people, and used the opportunity provided by our camp to strengthen friendships across class groups. The new vistas opened by the beginning of perspective-taking at this age can be used to add nuance to ethical discussions.

With each new challenge in the life of a developing human comes opportunity, and we have enjoyed being with the children immensely as they sit on the threshold of adolescence. It has been particularly gratifying to see how the core personality of the children we received from Kindergarten seven years ago is being transformed into a

new mode of being that will fit them for their lives in Secondary School and beyond. Bon Voyage!

YEAR 8:

Textiles students who completed their term 4 project early have enthusiastically taken to making Bat Wraps for wildlife injured in the Northern NSW fires.

Through instructions we sourced from the Animal Rescue Craft Guild, we hope to send a helpful package to wildlife carers



at the end of term to assist them in their vital work. Wraps pictured were made by Celina Falzarano, Anna Naumovski and Maggie Ormes.

MUSIC:

PRIMARY SCHOOL CHOIR

"Since Singing is so goode a thing, I wish all men would learne to sing." William Byrd, 1588

"You must stand before your children...with the clear feeling that every child is a musical instrument and inwardly senses the pleasant feeling of sounds." Rudolf Steiner, 1924

"...singing is particularly beneficial for improving breathing, posture and muscle tension...Research shows...people feel more positive after actively singing..."
Jacques Launay, Oxford University, 2019



In term 4, the Primary School Choir was a happy group of committed singers from years 3 to 7. They met once a week on Tuesday afternoons, to sing, play, share afternoon tea, deepen musical understandings and extend vocal abilities. This dynamic group experienced musical **games, vocal 'warm-ups', rounds, part-songs** and listening tasks with fellow choristers.

The choir blended children of different year levels. Older students took on leadership and mentoring roles and there was a strong sense of community in the group. **Sometimes 'alumni' students from High School** assisted in rehearsals and performances.

Primary School choir has always been a flagship performance group for Orana. This semester, they delighted audiences at major festivals and community gatherings. The benefits of the performances were not only for audiences; students enjoyed working positively as part of a large creative team, being able to give something back to the community.

Primary School Choir rehearsals are times of challenging work, but also lots of fun. We are lucky to be surrounded by the goodwill and support of staff, parents, and all the school community in this endeavour.

Maia Harrison
December 2019

AROUND THE SCHOOL:

Dollar birds have returned from their time in New Guinea. Look for lone individuals or pairs perched on the power lines. You might be lucky enough to hear their manic Donald Duck quacking on a quiet day.

Large Brown snakes (1.5 metres) have been removed from the school recently. It is an open question about what happens to them when they are relocated.

Callistemons (bottlebrushes), members of the myrtle family (along with Eucalypts, Corymbias and Angophoras and many others) are in a riot of colour and nectar: a lucky break for the feral bees who have established themselves in nesting boxes and **tree hollows. It has been a low year for 'flows'** and, although the ironbarks and some peppermints are in flower, **there hasn't been much nectar to sustain large colonies of honeybees. The first 'wild' colony of bees** has been relocated to one of our brand new **'Kenyan' bee hives. In coming years, we plan** to incorporate bee-keeping into our curriculum.

Blackwoods and the silver wattles are **maturing their seeds. It won't be long before** the pods can be cracked and the odd juicy green seed extracted to eat. Blackwoods have a distinctive salmon coloured aril (a little tail of fatty tissue) that attracts ants who carry it, seed and all, down into their **burrows. New trees sprout from the ant's** dump sites where they abandon the large hard seed.

Many umbellifers (members of the carrot family) are finishing flowering and forming seeds. Each upside down umbrella-like group of flowers is a miniature universe of beetles, bugs, lacewings and other insect life too small to discern. Well worth the time to stop and observe!

It is an odd sensation to be living inside topsoil, but apparently over the last week that is what we have all been doing. Some of the particles were from the Tallaganda bushfires but the majority were topsoil from

South Australia and western NSW. I was on camp with my class a few weeks ago and saw the snowdrifts on Kosciusko stained a delicate shade of pink. Something is wrong with the 'biocrust' of the land if so many thousands of tonnes of soil are moved in this way.

Like a tree's living cambium – that thin green layer that overlies the dead heartwood - 99% of the life of the planet lives within a metre or two of its surface. This living matrix, primarily made of old life and some broken rock, supports everything we do.

The soil at Orana, sited halfway down a ridge, is so thin that the 'bones' of country rock stick through the soil layer. The rocks are mainly rhyodacite and ignimbrite emitted from volcanoes some distance away from Canberra, when the area was a shallow sea 425 million years ago. The rock has a beautiful buttery colour when weathered, and when it is freshly cracked it is dark, with pale crystals. Some of this rock in other exposed sections of the Deakin Volcanics contains garnets (semi-precious stones). I'm still searching for one on the school site. They form little cubic crystals. Some newer rock faces can be found at the top carpark entrance.



There are significant sandstone boulders, possibly from the Piallago sandstone or even the Black mountain sandstone, spread around the school, not to mention the beautiful bedding of the dressed

sandstone blocks at the entrance to the Overture hall. By looking at walls and road cuttings, Geologists can use the orientation

of these deposition layers, laid down in the delta of a massive Ganges-like river, to know where they are in the Sydney basin. Quite a party trick!

There are also large blocks of limestone on the western side of the top oval and further down near the canteen.

These show the distinctive response of limestone to rain, forming 'rillenkarran', miniature peaks and valleys.

Finally, basalt from Nimmitibel has been



used to landscape the flowform sculpture in the amphitheatre. This basalt represents one of the last great volcanic events in Australia and a deep sheet of it forms the largely treeless Monaro Plain to our south.

The plant to watch this week is the spectacular flower head of the Xanthorrhoea outside the top office. At the moment it is covered in star-like flowers dripping with nectar. Apparently it makes honey taste gross, so the feral honey bees, flies and beetles that are crawling all over it are welcome to it!

In the animal world, the falcons keep taking prey in spectacular fashion and I've spotted one lonely cicada moult. It seems like it might be a quiet year for cicadas. For a nice change, Christmas beetles seem to be having a bumper year!

Michael Thompson.

CSIRO ROBOTICS EXCURSIONS:

Earlier this term, years 8 & 10 attended excursions to CSIRO, where they had an introduction to innovative thinking, and were then set the challenge of designing robots to solve problems.



HELLO FROM THE LIBRARY:

We have been super busy this term working on the parent library, following a very generous donation from the Sophia group. Thank you especially to Rosa Bartolich and Chris Boswell for making this happen. For those who are not familiar with the parent library, it is a curated collection of Steiner books that support parents in areas such as child development, Steiner Education, Festival celebrations, craft, and biodynamic gardening. These books are available for borrowing by parents of the school. (The hours for parents are 8.30- 9 and 3- 3.30 daily – unless there is a class using the library space).

The last few weeks have been great fun, with the younger children enjoying stories of giving and caring in the lead up to the festive season. Some classes have participated in reader theatre to express

their understanding and joy at the simplicity of kindness from the stories. Thank you and good wishes for the holidays. Cheryl

JAPANESE:

Year 6 Japanese

This term, year 6 Japanese students are following a new Hiragana and Katakana study programme.

We started our "Hiragana/Katakana Karate belt system" this term. With this, we have been reviewing Hiragana at our own pace. Hiragana and Katakana characters are divided into different belt colours, and the students have been enjoying this self-paced activity.



In week 1 of term 4, year 8 students visited the year 6 Japanese class and had an intensive reading session.

Year 6 students enjoyed working with the year 8 Japanese students, and have been enjoying the challenges they meet as they work towards mastering Hiragana and Katakana.



Year 8 Japanese

Japanese calligraphy (書道 shodō) also called shūji (習字) is a form of calligraphy or artistic writing of the Japanese language. Japanese people believe in the value of calligraphy as a Zen meditation practice, and Year 8 Japanese students enjoyed giving it a try on a lovely warm day in Term 4. We expressed ourselves by writing and drawing what we wanted, and I really enjoyed seeing the students' artistic work.



Japanese at the Spring Fair
Thank you for buying Sushi at the Spring Fair!

Japan Trip students (Year 8 and 9 students) and Year 10 Japanese students made the Japanese Tea House a big success. P & F members kindly supported us, and all of our Sushi rolls were sold out before 12:30!



Thank you those parents who made Sushi for this. I am so proud of our students who worked really hard at the Japanese Tea House.

We will have a couple more fundraising events coming up, and I am hoping our 2020 Japan Trip will be fantastic for our students.

DRAMA:

On Friday 1 November, Year 9, 10 and 11 Drama students went to Sydney with Catherine Jean-Krista and Ricardo Veloso to participate in a workshop at NIDA on Shakespeare. Students were introduced to techniques from Laban as a way of developing the physical character. They explored a scene between Prospero and Caliban from *The Tempest* looking at how to use iambic pentameter, how to pull out antithesis in the work (Shakespeare loves to include things opposite to each other within a single line or couplet), and how to identify motivations and intentions for the character. The workshop was run by Sean O'Shea, an amazing Shakespearean actor with a wealth of knowledge and experience.



Later, students visited Bondi's Sculpture by the Sea to have a picnic and undertake the Sculpture Walk. Students were given artist



talks by two of the artists whose work was on display.



It was an absolutely beautiful day for the event and the sculptures were diverse, intriguing and beautifully placed to take advantage of the setting. Some of our students took photographs for our production of *The Tempest*, which caught the attention of some onlookers with some believing that Caliban was, in fact, a part of the sculpture exhibition. The Sculpture by the Sea and NIDA education teams were both



incredibly supportive of our students and ensured that we had a successful trip.

DUKE OF EDINBURGH:

Mid way through the term, a group of Orana High School students attended a Duke of Edinburgh Award overnight canoe camp to the Kangaroo Valley. The river's water level was extremely low, as millions of litres had been diverted to Sydney's dams. Nevertheless, the group had a fantastic time – with no capsizes!



ORANA CRAFT GROUP - A SUMMER SUMMARY :

Summer holidays are a welcome break at the end of a busy school year, when we can recharge our creative batteries ready for new challenges. For Craft Group, 2019 has been a year full of change.

Thank you to all our crafting community who worked so hard in 2019 to create the beautiful Craft Group Stall at the Spring Fair and bore patiently with us as we worked through the new community hours arrangements. Your patience and support were really appreciated by all the co-ordinating team. Hopefully the newly revised arrangements will work better for everyone in 2020.



We tried some new crafts – the knitted Steiner dolls are delightful, and we'll be making them again – as well as revisiting our favourites such as the Lady Spring, felt animals and peg dolls.

Holding Craft Group on the weekend has opened up Steiner craft to a whole new audience, and we hope to continue to offer this opportunity to the Orana community.



The Craft Group pop-up stall at the Gallery opening was a roaring success, with many people taking advantage of the opportunity to purchase

treasures ahead of the Spring Fair rush. And the Spring Fair was once again a success for Craft Group, with the initial estimates being that our stall made around \$10,000.

Altogether it has been an eventful and innovative 2019, and we are looking forward to continuing to try out more new ideas in 2020.



We urgently need new co-ordinators, however, for 2020. With children and co-ordinators leaving the school, there are vacancies in the co-ordinator team for interested and motivated people to lead Craft Group into a bright future and continue to make the changes that Craft Group needs to remain a vibrant part of the Orana Community. The roles are varied, and **attract community hours, and you don't need to be a brilliant crafter to take on some of the organising functions.** We meet at least once a term outside of school hours to plan activities and manage supplies, which is always a fun night out. Please drop us a line expressing your interest to craftgroup@oranaschool.com by early January, so we can include you in our Term One planning meeting. Wishing everyone the best of breaks over the summer and looking forward to seeing old and new faces in 2020 for another fun year of crafting.

For those who want to know more about Craft Group:

Find us: in the Kurrajong room from 9-12.30 on most Fridays and on occasional weekends from 11 to 4; join the mailing list or check out the Community/Craft Group page on the Orana website (<https://www.oranaschool.com/community/>

[craft-group.html](#)) for details. Come for the whole time, or for a couple of hours, or just drop in for a coffee and chat while you sew or stab. **You never know what you'll learn or who you'll meet.**

What to bring: Children are welcome under your supervision on Fridays. You can bring along something to eat (especially if you or your child have special dietary needs) as long as it is nut and sesame free, or add a small donation to the duck to contribute to the café basics. We supply hot drinks and nibbles, and all the material for the craft we are making. The conversation, thankfully, is never something we need to force!

Keep in touch: To join our weekly 'what's happening at Craft 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 and what we're thinking about making, we have a Pinterest Board at <https://au.pinterest.com/bluecardy/orana-craft-group-ideas/> and the previously-mentioned page on the school website (under the Community heading) where we **give a bit more detail on each term's activities.**

We look forward to seeing you at Craft Group soon!

SILVERSMITHING MAIN LESSON:

Last Term we ran a Silversmithing Main



Lesson for the first time at Orana for the Class 12 students. It was a dip into a very old and specialised

skill with the aim of looking at the history of jewellery making as well as jewellery design and construction.





We concentrated on two types of jewellery, stack rings and delft clay casting. Both are traditional methods that require a lot of patience, dexterity and imagination. It was also an opportunity for the Class 12 students to enjoy and relax a little during the stressful AST period.



DESIGN TECHNOLOGY:

Year 7 have been creating fantastic shields in woodwork – and are showing great aptitude with the pyrography pens!



The results were outstanding and everyone reported that they enjoyed the experience immensely. We hope to continue this Main Lesson in the future

as it has a wonderful connection to Design and gives the students the opportunity to develop more hands on skills.



ORANA ROWERS:

Several of our students ventured to Nelligen for a rowing camp at the end of last term.

Chris Matthews

The fantastic weather presented us with some awesome time on the water learning new skills and putting some valuable time into practice. We were joined by some Daramalan rowers in some combined





sessions which was great for our skills and really good fun meeting other rowers. Many different coaches worked with us to make the weekend a huge success. We all can't wait to go again!



With many of our rowers just enjoying the learning and having fun on the water, Felix, Paloma and Amelia joined Peregrine to tackle their first regatta representing Orana in their new zoot suits. Each of them raced really well and are eager to get out and do it again.



On Saturday November 30 our first Orana Eight rowing team participated with 270 plus crews in the biggest race in the Southern Hemisphere, the Head of the Yarra in Melbourne. This race is a time trial race

with a crew starting every 10 seconds and racing their way down the windy Yarra River.



Our coxswain Roma was one of the least experienced on the course but showed no signs of nerves as she navigated and drove



her crew down the 8.5km course. It was a credit to the team just to make the

event with such a short learning and training period, and they were oarsome! They survived the Yarra, and they did it in style.



Excitement was a plenty as they dragged their bodies up the boat ramp carrying their boat as the festivities of live music and food stalls eased their exhaustion. Thanks to Michelle and Nathalie for helping us out for the weekend as well as our support crew, especially Sarah (super sub) and Merle who rode miles in support!

YEAR 10 LYRIC POETRY:

How innocent they are,
Look at how they protest,
Look at how they riot,
Look at how they adapt,
 To your authority.

I love the way they protest,
I love the way they riot,
I love the way they adapt,
 To your authority.

How innocent they are,
They are a mere small rebellion
 in a great empire,
Like termites in a castle,
 Or rats in a kingdom.

How innocent they are,
Their efforts feeble,
Their actions weak,
Their attempt flimsy.

A piece of it slips away every day
Precious memories are starting to fade
It's like a darkness is ahead
And pressure surrounds
As much as I want it to stop
It accelerates 10 times the speed
I feel like I'm watching my childhood leave.

The pen drops, the walls echo.
One being, being one.
Anticipation rises, adrenaline thriving
For another being, another pen to drop.
Within the peace, silence awakens.

The Waking: Villanelle

I wake up to sleep and take my waking
slow
I feel my fate in what I cannot fear
I learn by going where I have to go.

We think by feeling. What is there to know?
I hear my being dance from ear to ear
I wake to sleep, and take my waking slow.

Light takes the tree, but who can tell us
how?
The lowly worm climbs up a winding stair;
I wake to sleep, and take my waking slow.

Great Nature has another thing to do
To you and me; so take the lively air,
And, lovely, learn by going where to go.

This shaking keeps me steady. I should
know.
What falls away is always. And is near
I wake to sleep, and take my waking slow
I learn by going where I have to go.

Ode

How amazing that song is!
Look at the way it flows in and out of
space!
Look at how it glides through the air
Like a majestic eagle.
I love the way that it sounds like a
thousand angels.
It will take you on a journey to another
planet
Drift through the hyperspace
Leave the world behind as you enter a new
dimension
That's why I love it,
The song will take you to a place you've
never known
And make it feel like home.

Pantoum

The sky a cloak of grey
The sand under my bare feet
Seagulls soaring high
The sunshine flowing through the waves

Sand under my bare feet
Seashells sparkling in the light
The sunshine flowing through the waves
Thunder rolling from up above

Seashells sparkling in the light
Rainbow stretching from cloud to cloud
Thunder rolling from up above
Raindrops splashing on my face

Rainbow stretching from cloud to cloud
Seagulls soaring high
Raindrops splashing on my face
The sky a cloak of grey.

In delicate elegance
The hairdresser snips
Snip, snap, snix
Falling, falling to the floor

As a sculptor carves
In strained, delicate silence
Little pebbles fall and a rain of dust
Tik, tok tchik
Scattered, scattering beneath the looming
figure

So those nimble fingers
Unveil a ruffled, cut-up beauty
Left a smile upon those lips.

Everyone is meant to be tall, so they say,
To fit a nice dress you have to be tall
To be attractive you have to be tall
Tall is the new black.

Tallness is essential for safety precautions
To ride rides at the theme parks you have
to be tall
To see over the railing you have to be tall
Tall is the new black.

You need to be tall for sitting on the back
seat of the bus
To show that you're old you have to be tall
To prove your 'coolness' you have to be tall
Tall is the new black.

Everyone should be tall,
It is essential for life
Tall is the new black.

BSSS AWARDS AT ORANA STEINER SCHOOL:



Academic Studies Award:

Grace Andlee

Grace has approached her college education with a sense of diligence and commitment. She has harnessed her considerable skills with the English language to produce excellent creative and academic work during her English, Photography, and Global Studies courses. She demonstrated her well-rounded

academic potential through her work in Interdisciplinary Science and her dedication to her French studies has led to an exciting opportunity to work in Paris next year.

Excellence Award:

Ryan Crozier (Information Technology)
Ryan has demonstrated a strong engagement with Information Technology throughout his time at Orana Senior College. He has displayed a high degree of competence in the construction and programming of robotics in a variety of different contexts. He has an appreciation for integrating the aesthetics of his products with the functionality of the machine. Through his projects he has also displayed leadership skills with primary age children and the ability to manage stakeholder expectations.

Community Service Award:

Arthur Pearce
Over the last two years, Arthur has consistently demonstrated a commitment both to the ethos of Orana and to the practical demands of the school. He has fully engaged in all r-unit Main Lessons, contributed to the running of our whole-school music performances, and has regularly spoken on behalf of the school to audiences large and small. He has volunteered his time to assist with the running of our canteen, sports carnivals, fairs, and a variety of other public service endeavours. Arthur has been an important and valued member of the Orana community and the school thanks him for his service.

We are so proud of our 2019 Year 12 cohort and wish them all the very best for all their future endeavours. We know that you will go on to do amazing things.

ORANA GIVING TREE 2019:



This year our giving tree donations were presented to Anglicare. The Anglicare representatives were overwhelmed by the generosity of our school community. Many, many thanks to everyone who took part!



Orana
STEINER SCHOOL