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Term 4 2018

A MESSAGE FROM THE BOARD:

The end of the year is always a good time to reflect on the year past and on our tasks for the year to come.

In the course of this year, we have conducted surveys of parents, teachers, students and within the Board itself. The parent survey in particular has been useful for understanding what Orana is doing well, and what we need to focus on doing better. Areas that the Board would like to focus on next year include regular (and better) communications to the community, ongoing review of our governance structures, and continuing to enhance our abilities in delivering a modern Steiner education.

The Board is very pleased to have recently appointed Jacqui Lee as Principal. Jacqui has long experience in Steiner education and in her new role she brings a level of understanding and commitment we know will be of great benefit to Orana.

Next year (2019) marks 100 years since the first Steiner/Waldorf school was established in **Stuttgart**. The name **'Waldorf'** reflects the fact that in 1919 Emil Molt (Director of the Waldorf Astoria Company) asked Rudolf Steiner to oversee the establishment of a new school designed initially to teach the children of Waldorf Astoria workers. The establishment of this first Steiner/Waldorf school is a remarkable story — in a difficult situation Steiner was able to engage and train teachers to implement his educational ideas. The Steiner/Waldorf movement has since spread around the world (to 80 countries with over 1000 schools and around 2000 kindergartens) **One hundred years later, Steiner's ideas** — the integration of the curriculum (particularly including art and music), age appropriate learning, and educating the whole child ('head, heart and hands') — are as important now (if not more important) than they were in 1919. Modern education research continues to show the relevance of these ideas.

We know that this task of educating our children — **and implementing Steiner's ideas** — wouldn't be possible without the work and commitment of the whole Orana community. The Board would like to offer sincere thanks to everyone involved: to all the teachers; the College of Teachers; the Administration and Finance teams and the Maintenance and Grounds team.

A number of our teachers are retiring or leaving **Orana for new opportunities, and we'd like to thank them all for their service to our community and wish them well in their future endeavours.** As we all know, the parents and carers also play a huge role at Orana. The Board would like to



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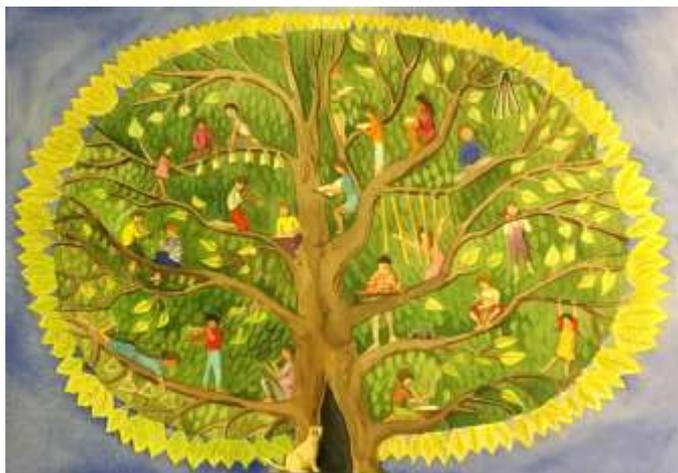
ACT 2611

thank the P&F, the Spring Fair Committee and all the Spring Fair volunteers as well as all the Class Coordinators and the special role of organising and supporting the coordinators.

Finally, on behalf of all the Board, I would like to wish you and your families all the very best for Christmas and the New Year.

David Pearce

Chair, Canberra Rudolf Steiner School Association
On behalf of all Board members



A MESSAGE FROM THE PRINCIPAL:

The founding of Waldorf/Steiner education took place on 21 August 1919 at the beginning of the first lecture of *The Foundations of Human Experience*, originally published as the *Study of Man*. The fourteenth lecture closes with a motto for the educator by Rudolf Steiner:

“The need for imagination, a sense of truth, a feeling for responsibility, these are the three forces that are the nerves of education. And all those who want to take up the pedagogy must commit themselves to this motto before approaching the education: Permeate yourself with the power of imagination. Have courage for the truth. Sharpen your feeling for responsibility of soul.”

I am happy to report that throughout this term the teachers and the leadership team have collaborated to build a solid framework for the School in preparation for next year and while our staff are looking forward to a well-earned break, there is a sense of excitement and renewed positivity for the coming year.

Going forwards into 2019, before the new term begins the teachers will be participating in the annual January Staff Conference at Orana. At the conference we will be examining the theme of where we now stand, at the threshold of 100 years of Waldorf/Steiner Education, looking back at the indications that Steiner brought 100 years ago and asking the question: why Steiner

Education now more than ever, and into the future? Our current society certainly faces traits similar to that of the nationalism/intolerance/uncertainty that was the mood 100 years ago in Europe. Our task - to educate, heal and meet the needs of *all* our children - still remains the same. Our focus looking ahead to 2019 will be to bring education as a healing process, in a digital world and with creative endeavor, whilst celebrating 100 years of Waldorf/Steiner Education.

At this point in time, I would like to take this opportunity to make particular mention of our teachers who will be retiring at the end of the year: Roger Targett, Marianne Ackland (second retirement), Carol Baines, Christine Oxley and Carol Armstrong. As many of you know, these teachers have served the School and our community with whole-hearted dedication. We will miss them immensely and wish them all the very best in the next chapter of their life journey. I would also like to thank our wonderful School Community, which stands behind our School and continues to contribute towards enriching our **children’s lives; the Board members, and their** marathon hours of deliberation; the P&F for their generous funds used to fill the cupboards of our Home Tech kitchen; the Spring Fair Committee for steering the organisation of an exceptionally successful Spring Fair; and last but not least, all of our parents and guardians for their support and well-wishes.

A couple of weeks ago our 17th cohort of Year 12 students were fare-welled with the warmest of blessings. Their journey at Orana culminated in the presentation of the Year 12 Projects, the crowning glory of Steiner Education. We are fully confident in their ability to begin forging their individual paths in freedom as their predecessors have done.

Throughout the term we have enjoyed dinners and formals, plays and performances, camps and excursions. While I write, the children are moving to into their new classrooms, one year group into the next, and there is a sense of excitement in anticipation for the future. I hope that 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 a very Merry Christmas and safe holidays with family and friends.

Jacqui Lee
Principal

AFTER SCHOOL CARE:

Season's greetings from Orana After School Care. The staff and children of After School Care wish to share our Christmas Shortbread Stars recipe with you and your loved ones. We hope you enjoy baking and sharing these festive treats as much as we have!

Many thanks for the goodwill and support extended by so many, throughout another wonderful year. We wish you all a safe and happy festive season.

CHRISTMAS SHORTBREAD STARS RECIPE

250g unsalted butter (room temperature)

125g icing sugar

2 teaspoons vanilla extract

300g plain flour

Icing sugar to dust

- Preheat oven to 160°C. Grease 2 baking trays. Using a wooden spoon, cream the butter, icing sugar mixture and vanilla in a bowl.
- Add the flour and stir until the dough comes together. Knead on a lightly floured surface until smooth. Form the dough into a disc, wrap in plastic film and refrigerate for 15 minutes.
- Roll out the dough to 5mm thickness on a lightly floured board. Cut out 5cm star shapes and place on trays. Freeze for 15 minutes.
- Bake until golden (12-15 minutes). Allow the biscuits to cool on the tray before dusting with a little icing sugar 'snow'.

The Orana After School Care program offers children from 3yo Pre-school to upper Primary a cosy, caring environment each weekday, during the school term. Government-subsidised care is provided between the hours of 3pm and 5.55pm in our beautiful, purpose-built space.

Orana ASC children are greeted each afternoon with a nutritious meal lovingly prepared by our **dedicated team**. The children's needs are further supported with opportunities for rest, homework and age-appropriate daily activities that are **inspired by, and compatible with, Orana's educational philosophy**.

We welcome your enrolment/bookings enquiries at afterschool.care@oranaschool.com or the Orana School office.



PLAYGROUP:



2019 Enrolments for Playgroup

Expressions of interest are now open for Playgroup enrolment in 2019. Playgroup sessions are held on Monday through Thursday mornings from 9.15 – 11.45am at the Acacia Building. If you would like to join our warm, growing community, please register your interest by emailing playgroup@oranaschool.com





Happy holidays from Playgroup!

*Natalie Mooney and Petra Wallace,
Playgroup Leaders*

EARLY CHILDHOOD:

Celebrating Festivals in Kindergarten

One of the wonderful, and wonderfully challenging characteristics of Waldorf early childhood education is that there is no set curriculum; we have no specific outline of activities or subjects offered by Rudolf Steiner for these early years. Rather, it is sometimes said that “the curriculum is the teacher.” To that I might add two other elements, forming a threefold curriculum: the teacher, the developing child, and the social and



cultural community, including the parents surrounding the school or program.

The teacher, striving inwardly and outwardly to be worthy of imitation, creates an environment in which each child may feel recognised and held

in a mood of dream-consciousness. The child, developing according to lawful, archetypal stages, yet a unique individuality, leads the deeply-observant teacher to provide nourishing surroundings and activities. And the school community, offering its particular mix of culture, race, religion, ideals, and questions, all within a



specific geographic location, provides a social context within which the teacher and children are active together.

In kindergarten, we like to acknowledge the cultures of the children in our care, and one way we can facilitate this is to celebrate cultural festivals meaningful to them. Diwali is the Hindu festival of lights, which is celebrated every spring in southern hemisphere. One of the most popular festivals, Diwali symbolises the spiritual “victory of light over darkness, good over evil and knowledge over ignorance.” Light in this instance, is a metaphor for knowledge and consciousness. The Acacia kindergarten children spent the week making and decorating little candle holders, and on the festival day, collected flowers and gathered together for a special afternoon tea, where parents and grandparents were invited to share Indian sweets. At story time we shared a Diwali story of triumph of light over darkness. +



(see *The Seasonal Festivals in Early Childhood* – Foster, N (Ed)) for more information.

CLASS 1:

1DGR & 1JC



Class 1 has had a delightful journey from Winter as we welcomed the change of the seasons to Spring heading toward Summer and Advent. Our Main Lessons have had a focus on Spring themed stories,

including stories from Enid Blyton. During our walks students take an interest in the major visual changes the plants have had from the beginning of the year through each season and the waking-up that is occurring as Spring moves closer to Summer.



Class 1 students went on two adventures that supported their main lessons. Students went to the National Botanic Gardens where they participated in the experiences of Habitat Hunting and Aboriginal uses of Plants. The students now

have knowledge of the many uses of the Native Grass Tree, Bottle Tree, Native Grasses, Bunya Pines and Bunya Nuts. There was a lot of excitement around the Water Dragon pond and in the mist of the rainforest. The second excursion took students to the Arboretum. They had a guided tour of the top section of the Arboretum, where they experienced plants from around the world, learnt about the Butter-Bum and the Cuckoo, collected gum-nuts and discussed the Bird-Poo Spider.

Class 1DGR has been busy readying themselves for their play Babushka, while also joining with Class 1JC to learn new songs for the Year 12 Assembly and a performance of Three Little Pigs for Kinder Students.

In the last term of the year, students are participating in guided Gymnastic activities each week, learning the basics of simple gymnastic movement and the use of equipment. The students are also becoming immersed in the feeling and anticipation of Advent as they look forward to the activities that celebrate this time of year. They are feeling proud about their learning journey through Class 1, from the moving Rose Ceremony at the start of the year, and becoming excited as they start to think about themselves moving into Class two.

CLASS 2:

Class 2TM began Term 4 with exploring numbers in our Factor Fun main lesson. We have been working very hard to learn our times tables and have played some fantastic maths games. We also looked at different patterns we can make with numbers and drew these in some wonderful formations. We welcomed the warmth of Spring with a new main lesson called "Saintly Lives". The stories were magical and consisted of people demonstrating courage, bravery, strength of all

kinds and caring and nurturing qualities. We came to realise that these characteristics are present in all of us. We finished the term with a fantastic excursion to Tidbinbilla Nature Reserve and were lucky enough to spot snakes, platypus, turtles and different kinds of birds in the wild as well as see a baby Koala! Our ranger, Travis, taught us a lot about how the Aboriginal people used different kinds of plants. Our final main lesson revealed the dramatic conclusion of an epic tale, "The King of Ireland's Son". We have had a fabulous year and we are very excited about going into Class 3!!!

DER WEIHNACHTSMARKT IN KLASSE 3:

Advent is one of the most beautiful times of the year in Germany. This is when the *Weihnachtsmärkte* (Christmas markets) begin. In Germany, the Weihnachtsmärkte are traditionally held in the town square. At the markets, food, drink and seasonal items are sold from open-air stalls and traditional singing and dancing can often be enjoyed as part of the experience.

For three weeks in Term 4, Class 3EM and 3CW students held their own *Weihnachtsmärkte*. Whilst the atmosphere was a little different from what is experienced in Germany at this time of the year, it was something very special for the students, teachers and parents. Both



classes put in a great deal of time and effort to set up their own stalls and sell beautiful handmade Christmas cards, wrapping paper, decorations, plants and delicious food items. Class 3 students bought and sold items using paper Euros. They did an amazing job with speaking German, using vocabulary and phrases practised in class over the last



semester. Well done to the Class 3 children for creating such a wonderful *Weihnachtsmarkt* atmosphere and thank you to the parents, grandparents and Kindergarten children who came along to enjoy it with us!

Frohe Weihnachten und alles gute zum neuen Jahr!

Lena Hoffman-Raap (German Teacher – Classes 1-5)



CLASS 4 CREATIVE WRITING:

The Maypole:

I never thought of the Maypole as being so hard! The Maypole is a grand, shining pole with colourful ribbons that dance in and out to make a glorious pattern.

Eleven forty-five! We meet at the Maypole, I watch the audience getting bigger and bigger and BIGGER!

Here comes Roger: “One, two, one, two, one, two” he says. We grab the ribbons, flying, flipping and flapping. Will we make it?

By Felix Groves, 4RT

The Trip to the Zoo:

She was asleep in bed, all tucked up and warm. But then she heard footsteps and they got louder and louder until her mother came in and said “Come on, come on! You’re going to be late for the Zoo!” She got out of bed as quickly as she could and raced to the kitchen, but all she saw was coffee and Weetbix.

“Owwww, not Weetbix!” she sighed. “It will have to do.”

So she packed her lunch, ate her Weetbix, looked at the time and “Oooooooooo!” it was 8am and she still had to do her piano, what was she going to do?

She heard her mum say that she had to do her piano, otherwise she’ll get into trouble, which wasn’t pleasant so she had no choice.

As soon as she finished she raced to the car and yelled out “COOOOOME OOOOOON MUUUUUM!”

“I think she would have heard that,” she said to herself.

Her mother came racing out and as quick as a flick they were on the road to school.

Finally they got there and – phew! – they were not late: they were right on the dot.

They went into class and everyone was bouncing here, there and everywhere because they were all so excited.

Then Roger called out the roll book and of course everyone was there!

They all sang a few songs arm in arm and full of excitement and by the time you could say they were off, they were off.

Well. I can tell you that they saw an amazing view. They rode past mountains, beautiful flowers, growing grasses, trees and sunny skies.

They went left and right, up and down and finally got there.

They all went inside the zoo and wow! It was full of animals and excitement. All of the groups got together and went around the zoo.

She saw monkeys, rhinos, meerkats, giraffes and fish and lions and tigers but her favourite was the peacock. The peacock twisted and turned and of course it was a show-off. But what a sight it was.

After that, Roger said it was time to go, which was disappointing, but there was no choice.

When we got back everyone was hot and tired and then we went home.

By Tilly Richens, 4RT

STARS OF HOPE is a volunteer student-run group for anyone from Class 7 - 12. We look at problems like environmental and social issues, homelessness, and we run events in support of organisations and people who help fix to these problems. This year, we have been meeting every Wednesday morning at 8am in the German, where we brainstorm plans and prepare for our **upcoming events over hot chocolate and muffins...**

In **TERM ONE** of this year, Stars of Hope held a disco in support of *Sleepy Burrows Wombat Sanctuary*. The students who came to the disco



donated old towels or blankets and boxes of Weet-Bix, which is a favourite snack for the wombats in the sanctuary. We chose the Sleepy Burrows Wombat Sanctuary because we had recently become **“Wombassadors”**-

This is a program where we support the Sanctuary and the wombats there with a regular donation. All over New South Wales wombats are dying from mange, which is a skin disease transmitted by foxes that can kill native wildlife. Some species of wombats could become extinct in around 10 years if nothing is done about it. The Sleepy Burrows Sanctuary receives orphaned or sick wombats and nurses them until they can be released back into the bush.

We then visited the Wombat Sanctuary to bring them our donations, and went on a tour, learning about the different stages the wombats go through before release- from the young babies who require almost constant attention, through 'primary school' and 'high school', where they gain foraging skills and more independence, and finally to the 'university' area where the wombats have minimal human contact. The people running the sanctuary were overwhelmed by the number of wombats in coming their care on a daily basis, but they were still enthusiastic and willing to share their knowledge and experience with us. We were even lucky enough to play with and bottle-feed three sweet little orphaned wombats that jumped around us and into our laps!

During **TERM TWO** our attention turned towards the Winter Sleepout, which we had done for the first time the previous year. Homelessness is an increasing problem that are aware of in Canberra. We were shocked to find that in the 2016 census there were over 116,000 homeless people in Australia, and we learnt that there are 1758 homeless people in the ACT, and that an estimated 35 Canberrans sleep rough each night through the winter. We decided that we wanted to make a difference by raising money for Backpack Beds for Homeless - an



Australian not for profit organisation that makes and distributes swags for homeless people. After the Orana Winter Festival, 22 students and a handful of adults participated in the sleepout. Everyone had a wonderful time although it was freezing (roughly -5 degrees). When we woke up in the morning all of us were covered in frost. But it was worth it. We raised over \$2000, which meant that we could supply more than 20 beds to people experiencing homelessness in Australia.

TERM THREE was definitely a busy one. In August we participated in the RSPCA's Cupcake day. The title is pretty self-explanatory. You bake a



mountain of cupcakes, sell them off to unsuspecting friends and strangers and all the profits go to the RSPCA. This year we decided to do two different Cupcake Days. On the weekend of week four we went to Cooleman Court, cupcakes in hand, and set up a stall there. The Cooleman Court management were lovely, giving us a stall at which we could sell our cupcakes. We had lots of fun helping little kids pick out the cupcake with the most sprinkles and kids at heart pick out some of the healthier options. We all had lots of fun and by the end of the day we had only 6 cupcakes left, a considerable achievement considering the fact that we had to pile boxes on top of each other and under the table at the beginning of the day. We all went home and frantically started baking for the school Cupcake Day which was the next day. After spending morning tea and lunch doling out these sweet treats to both students and teachers alike, we had raised an astounding \$900 for the RSPCA.

Also in Term 3, as a part of Mental Health Week, we held a whole school Walk for Wellbeing on the last day of term. The concept was based around the idea that both exercise and conversation with friends improves your mental health. The whole school gathered on the oval to say the morning verse together and Jacqui Lee welcomed everyone, after which classes were sent off one after another to start their walk. The youngest classes walked to the nearby Fetherstone Gardens, or around Oakey Hill, while the upper primary school walked to the Arboretum and the High School walked almost 12 kilometres to Black Mountain Peninsula. Apart from some minor map troubles a lovely time was had by all. We received lots of feedback saying that the students had really enjoyed the time spent walking and chatting with friends through pine forests and along bike paths. A wonderful sausage sizzle cooked up by some of the senior students awaited the High School students at the end of the walk, and the students were able to relax in the shade or have fun swinging, bouncing, spinning, climbing and running around at the playground until the buses came to take them back to school.



Stay tuned for what's to come next year!

HANDWORK AT ORANA:

The classes are in the process of completing their handwork projects for the year. Class 1 children have been watching their Satchkin Patchkins grow with each row and now they have started sewing them up and embroidering eyes and mouths. Both the children and the Satchkin Patchkins are looking forward to their many adventures together.

Class 2's have completed their slippers and have moved on to Poultry! They have been busy knitting chickens and already there



is enough for a coop to be built! Teachers will need to watch out for any 'free-range' eggs.



In both the Class 3's, there is a great deal of focus on sewing up afghan squares that have been crocheted

and will now be pillows. There is an array of colour and the 'oh's' and 'ah's' as they are assembled is exciting to watch and hear.

The Class 4 students have completed their fingerless gloves and are finishing the year with knitting

Christmas ornaments: bells, santa's hat and a stocking. We are using both plain and glitter wool to enhance the



festive season. This has introduced the class 4 children to 8 ply (double) knitting and smaller needles, which they have all easily managed after using only 16ply over the past four years.

Doll making in class 6 is producing beautiful stitching and care with construction. Most of the class have their dolls completed and are looking at making the hair and clothing their dolls. It never ceases to amaze me how the dolls take on



the characteristics of the students that make them.

It has been a wonderful year in handwork, from watching the class one children look at the two pieces of wood they are given to make into knitting needles, to the

crochet/cross-stitch /embroidery/knitting/sewing that takes place across the primary. The skills and knowledge the children are acquiring will last them a lifetime.

Carol and Christine

CLASS 5 GREEK OLYMPICS:

The Class 5 Olympic Games saw five city states from four schools compete for skill, endurance, spirit, and beauty over two days at Birrigai. Zeus, Athena and Apollo graced us with their presence to bestow their blessings, as the athletes sang beautifully in their honour. All the children supported each other no matter which city state they belonged to. They made new friends with students from other Steiner schools and had a wonderful time.

The photos say it all...





CLASS 5 GERMAN AND JAPANESE EXCURSION TO THE NATIONAL ZOO AND AQUARIUM:

In October, close to 50 bike riders from Class 5 headed off from Orana to the National Zoo and Aquarium for the annual combined excursion for the German and Japanese classes. It was a hot day but for the first time in three years, we didn't have to postpone because of rain!



It is always great to see the students engaging in German and Japanese-related activities outside of the classroom. I was extremely impressed with the way students approached the activities using pre-learnt vocabulary and worked together in their groups at the Zoo to complete their activity booklets.



The National Zoo and Aquarium keeps getting bigger and better so I'm wondering whether next time around we might need to leave earlier to fit in more time with the many animals that can now be observed at our Zoo. We are very fortunate to have such a wonderful zoo in Canberra.... and so close!

VIELEN DANK Naomi, Chris (parents), Kirsten, Jacinta and Dan for assisting me and the students on the day. Vielen Dank/Arigato also to the students for getting their bikes road ready, riding safely and working together to ensure that the day was a very enjoyable learning experience.

Lena Hoffman-Raap
German Teacher (Primary School)



OUTDOOR CLASSROOM:

This term, to tie in with their Ancient Egypt Main Lesson, class 5 worked on making mud bricks to construct a pyramid.



CLASS 6:

Class six has been studying Graeco-Roman culture as part of that strong strand in the Steiner curriculum that seeks to understand how humans fit in to a complex and ancient world. The impulse is to take our world as it is now and tease apart the antecedents that have made it so. The same thought process was applied to physical phenomena last semester with our studies of light, sound, magnetism and electricity; we start with an unbiased observation of the phenomena and work back towards an understanding of *why* it is.

The class six's approach to Roman history has been quite contrasting but complementary, with 6MT studying the Eastern Roman empire, based in Constantinople that led to the rise of the concept of 'Christendom' that was to be so vital in Europe in the Middle Ages. 6KA has been producing amazing dioramas and posters that relate to Western Roman art, culture and architecture. They capped their study of history with a moving excerpt from Shakespeare's 'Julius Caesar' and the hilarious whodunnit; 'Blood on my Toga'.

We will take up the threads of history that have led to the world as we see it next year...

CLASS 6 CAMP:

Class 6 enjoyed 4 days in Jindabyne during Term 4. There was enough snow for us to have an alpine experience as well as enough sun for the students to get wet, while making rafts, but not get too cold.



The class camped out on one night, which for some students was an unusual experience.

Class 10 were on their camp at the same time. On the last night of camp the older and younger students got together to play games and activities. This was a rich experience for all the students.



MUSIC AT ORANA:

MUSIC TOUR 2018

For 3 days in October, an intrepid band of High School and Senior College musicians undertook the second Orana Performance Group Tour. After the bus was packed carefully with instruments, food and bedding, they set off at midday on Sunday. The journey to rural Victoria was very long and they eventually arrived in the dark at Little Yarra Steiner School. Waking next morning was a delight; the school was set in beautiful countryside surrounded by mountains. A fruitful day of concerts, workshops and socializing with the Little Yarra students ensued. Late in the afternoon, after another bus ride, the band was glad to reach Mansfield Steiner School and an evening of



relaxing in its beautiful grounds and enjoying a lovely dinner of spaghetti bolognaise and Simon's special brew of hot chocolate.

Next day was again crowded with music and learning; workshopping song arrangements in student-directed groups, presenting and listening to concerts and meeting the

Mansfield students. Orana students also enjoyed reconnecting with Mansfield's music teacher, Howard Chaston, who visited during our Gala concert week this year. The exciting tour seemed to end all too soon! During the long bus ride home, students were asked to reflect on the highlights, learning and challenges they experienced during the music tour. The following is a selection of the responses:

"I made more of a connection with people from other year groups and improved my skills with my instrument."

"I got to talk to people I would not normally talk to, as well as playing music with new people and feeling more confident about it."

"I liked meeting and socializing with people from other schools, playing with them. Getting to know the other years. The long bus rides."



"I loved exploring the playground of Mansfield"

"I enjoyed seeing other Steiner schools and learning skills of improvisation. Learnt new things from other music teachers. Thanks. (P.S. bus trips were long but fun)."

"I really liked working with the other students and seeing how all the Steiner schools are connected."

"A highlight was how amazing the food and the school in Mansfield was."

"Exploring the other Steiner schools and the amazing hospitality. Cheers!"

"It was fun to talk to the other kids and to see other Steiner schools in Australia and to see how they

build their buildings. It was good to work with the other students and hear what they can do. Thank you!"

"Workshopping, especially with Howard and the Mansfield school was incredible and lots of fun. It was cool to play with the other school and listen to their pieces. Also, just being on the bus and getting to know musical / generally cool people from other classes was great."

"I had an amazing experience traveling to other Steiner schools and can't wait to do it again next year! This trip made me more confident playing my instrument. I made new friends. Thanks Maia, Jenny and Simon!"

"We should stay at one place for longer. Really enjoyed it!"

"The trip should have been longer; the bus ride took ages; really fun seeing other schools; good pizza."

It was fun to socialize with other schools. We did play a lot of music and the days were very long and tiring."

"I really enjoyed spending a few days surrounded by lovely people and music. I had lots of fun chatting with new people and the rest of the group. Workshops were great, food was awesome, company was amazing. 10/10 So much fun!"

"I enjoyed the new experience of going to another Steiner school and meeting new people and seeing the other Steiner schools and how they operate. I loved the food,

atmosphere and workshops, although doing the same songs over and over again was a bit tedious!

Thanks for organizing this and definitely continue the tours."

"The bus-cakes were cracking."

"The music

tour was a really exciting and memorable trip. I got to meet so many wonderful people (miss you Adele!) and share so many happy moments doing what I love most. Thanks for the opportunity ☺ Also, can we get a playground for High School please and can we make the trip longer?"



YEAR 9 STREET ART:

This term, Class 9 Visual Art students had the opportunity to work with local Artist, Geoff Filmer, to create a beautiful new mural for the school. The mural wraps around the entire shed and consists of local wildlife and flora - take a look at some photos of the fabulous end result!



HIGH SCHOOL MATHEMATICS:

Congratulations to Dana Atkins for achieving a Credit in the Australian Mathematics Olympiad



The Australian Mathematics Olympiad is an event undertaken by those who love to challenge themselves with maths. It involves answering 10 questions over a period of 4 hours. Congratulations to Dana Atkins for achieving a Credit in this event.



STEM PROFESSIONAL PARTNERSHIP:

This year Orana began a STEM (Science, Technology, Engineering & Mathematics) professional relationship with a working statistician from CSIRO, Petra Kuhnert.

Throughout the year Petra visited Class 8 & 9 to work with those who chose to participate in the Australian Statistics Poster Competition. On one

of Petra's visit, she brought along ACT senator David Smith as he wanted to see a STEM



professional relationship at work. Senator Smith agreed to be a participant in one of the groups data collection and undertook some blind taste-testing.

As a result of this relationship, all of Class 9 visited CSIRO to partake in a forensics workshop where they had to work in groups to attempt to solve of "who done it" mystery.



Class 9 at CSIRO attempting to solve the crime.



Some of the Class 9 students who participated in the Australian Statistical Poster Competition



Some of the Class 8 students who participated in the Australian Statistical Poster Competition

REMEMBERING THE ARMISTICE:

At 8.45am on Friday, 9th November, the High School assembled in the Overture for a short commemorative service. With the overhead screen displaying an image of the 62,000 hand crafted poppies “planted” close to the War Memorial, the students listened to the story of how poppies became an important symbol of the World War I battlefields. Amelia Masters (Class 10) then read John McCrae’s poem, “In Flanders Fields”.

This was followed by a brief explanation about the significance of the date, 11th November 1918, the day when the guns fell silent on the Western Front. Jen Cox read “Everybody Sang...” by the poet Siegfried Sassoon and Oli Dicer (Class 10) read an extract from “A Private’s View of World War I” about Bert Bishop’s response to the news that the Armistice had been signed.

The ceremony concluded with a minute’s silence and the playing of “The Last Post” by Simon Grayston and Naoise Boden - Brown (Class 8). The respectful attention of the students throughout the ceremony and as they left the Overture in silence was testament to the way they responded positively to the occasion.

The Armistice forms part of the Year 9 History curriculum. Year 9s do a Main Lesson entitled “Revolutions” which covers World War I and the Russian Revolution. The Armistice and the Treaty of Versailles of 1919 together form the catalyst to the background of World War II which is studied by Class 10 as a semester course.

Lorna Fleetwood

YEAR 11

*We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time. T S Eliot*

In Year 11 students have a Main Lesson focused on *Parzival*, the mediaeval Grail Knight and his journey. The timing is perfect, for as students say in their daily verse, “I have come far already; I have acted; I have felt; now I think”. Parzival tries to be a good knight. As a young person he takes advice, he is enthusiastic, he wants to live with honour. He is respectful to his elders, but slavishly so. Do we want our young adults to hang on our every word as parents, or as teachers, and to do our bidding? In short, we don’t. We want them to weigh up choices for themselves, and take responsibility for them, in spite of risk, in spite of mistakes and moments of shame.

Orana has a labyrinth in the grounds, built by Michael Nekvapil and students some years ago, modelled on the 11 row labyrinth in Chartres Cathedral in the Middle Ages.

Each day we have walked the labyrinth in our school grounds, in quiet, considering a question while walking. This week we considered what is the most important thing in the world? The answer students came up with after consideration was: relationship to someone else, relationship with a higher power or purpose, which when combined, leads to happiness. Interestingly, they did not say the right to be free, or the right to make our own choices. We are in week 2 of the Main Lesson and this is yet to come, which will lay the foundations for Steiner's idea of ethical individualism in the world.



Students have commented on their daily labyrinth experience as follows:

'The labyrinth is symbolic of life; there's the people who try to take shortcuts and get lost and there are the people who take the journey in their stride. After travelling the whole journey you end up right where you started.'
'While it is impossible to track your journey on the labyrinth, each turn somehow seems familiar'
'You think you're near the end but you just continue''



'Walking through the labyrinth is soothing; clearing your mind and allowing you to think deeply about a difficult question'

'The labyrinth is like life: if you rush through you often don't understand, but if you go slowly and take time you will have a wealth of knowledge'

The students are fine young human beings. The future is bright with promise.

The labyrinth is located near the Primary School Car park. It takes about 10 – 15 minutes to walk slowly to the centre and the same time to walk out. It is sitting there and available to walk. We recommend it.

REGENERATION OF THE DAM:

Over the last few years, the land around the hill campus dam has become increasingly over-run by blackberries and bulrushes, making the area largely unusable. Since the building of the new kindergarten rooms on the hill, the area around the dam has been the focal point of the Early Childhood winter lantern walk, however the inaccessibility of the land made this increasingly impractical and, at times, dangerous.



It was obvious that the area needed regeneration so, following an environmental impact study and in consultation with local rangers (who recommended either a burn off or poisoning of the area), a decision was made to begin a major ongoing regeneration process.

Preferring to burn rather than poison the invasive blackberries, the site team conducted a controlled burn one



afternoon, with the back-up of rangers and a fire crew. Since then, large patches of the overgrown bulrush have been dug out, replaced by native reeds and flowering natives including the water-loving melaleuca. Planting of the area will continue for another three to four years, in order

to encourage more diversity in plant, insect and animal life.

Class 5 have been busy building nest boxes and bat boxes which will soon be installed in the larger trees. Habitat log piles are being added as part of the fauna-friendly regeneration, providing housing for frogs, reed-warblers and choughs. The ultimate aim is to create a botanically diverse space, a better environment for wildlife – and for the whole Orana community.



CRAZY CAMEL FUNDRAISING:

Thank you to all who participated in Crazy Camel fundraising. The school raised over \$2400 that will be put towards IT equipment for the school.



CLASS 9 CONICS:

On the last day of the Conics Main Lesson in Class 9, students make their own playdough, turn it into 4 cones, created the 4 conic sections and then took the playdough to share with Class 1.



The playdough is made



The cones are made, then the conic sections are made.



The playdough is shared with class one!

INTO THE LIGHT - A CRAFT GROUP SUMMER:

The arrival of summer means a winding back of the busy-ness of Craft Group - the Fair is over and we are moving gratefully towards the light and warmth of the summer break. Over the holidays, the co-ordinators hand-dye felt, try out samples of new craft items and plan for 2019, and all the crafters recharge their creative batteries among their loved ones.

The community playmat, made by the many hands of the Orana community at the Spring Fair, is on display in the cabinet in the foyer of the

Kurrajong room - if you took part in the felting, you may want to check out your handiwork in person, but as you can see from the photo, it's already found a smiling friend! Watch out for it in next year's Silent Auction, and be ready for a renaissance of knitted creatures next year.



Craft Group will return on the first Friday of Term One – we invite you to join us to make new friends, learn new skills and be part of the creative Orana community. Keep an eye on the Craft Group page on the Orana website for updates -



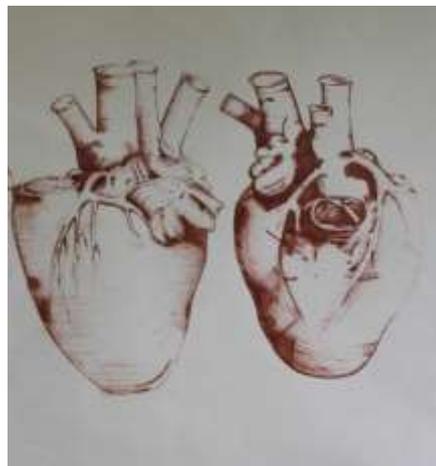
<https://www.oranaschool.com/community/craft-group.html> - it has links to our Pinterest site as well. And if you would like to be added to the CG mail list, drop us a line at craftgroup@oranaschool.com and we'll keep you up to date on all the exciting crafting going on!

We wish you all safe and happy holidays!
From the Craft Group Co-ordinators

YEAR 7 RENAISSANCE ARTWORK:



Artwork by Juliette Withycombe



Artwork by Evie Atkins



Artwork by Lawrence Pearce

TALK FOR THE OPENING OF THE ORANA SPRING FAIR GALLERY:

By Louise Curham

Nicole [Hoffman, curator] invited me to give this talk tonight. Why did she ask me? For the past 25 years I have made films and been part of performances and exhibitions.

My friends are used to seeing me and my watercolours on every bush walk. The children rely on me to bring paints and paper for them too.

Am I award winning? In a small way.

Am I collected? In a small way.

Do I call myself an artist? Not all the time.

But for tonight I will.

In my book, an artist is an explorer taking us, exciting us about the strange and the unfamiliar - shifting us between what we already know and **what we don't, helping us 'get fit' for strangeness** in an encounter that does not make the encounterer feel stupid but helps them see the world a little differently (those who heard Professor Ross Gibson in Canberra earlier this year in a talk on writing and empathy will recognise these ideas).

And an artist is a participant, they carry out a process that changes something.

Clay turned to cup, felt turned to picture, timber carved to objects, it's all around us in the gallery. What is art?

Here's my limited understanding of Steiner's view: some aspects of the spiritual are only accessible to us in artistic form so it's essential we have that experience—not just observe someone else's experience of it—but have it for ourselves.

For me, this idea that we need to have this experience ourselves is inherently democratic. That was an important impulse for Steiner, he wanted his ideas to be accessible to all.

It's very hard to get Steiner in a nutshell but we can use some words that return consistently in those who were influenced by him - Marian Mahoney is an example pertinent for us in Canberra, as is, one step removed, the great game changing environmentalist Rachel Carson (I just recently discovered Tasmanian John Paull's scholarship making a link to Carson). And words we can use are (w)holistic, connected and interconnected. I would add participation and experience - for Steiner, you can only access the spiritual attributes he considers to be important through participating and experiencing them yourself. Regardless of your views about the **merits of Steiner's spirituality, the by-product of the experience of making, without judgement, is very important.**



So what are our children getting in the classroom? Practical and material

contact with putting their own experience of the task on the page or through their knitting needles or crochet hooks, with techniques that scaffold them.

What do I mean by scaffold?

American museum studies scholar Nina Simon studied participation, particularly in museums. What she found is that out of every 100 visitors, 90 spectate, nine participate and just one creates. What she means by this is that one will welcome the opportunity to 'make whatever you like' with the wool and cardboard provided. 90 will welcome knowing the activity is happening or watching others do it and nine will join in if you scaffold the activity for them. By this she means **step them through the activity so they don't have to start from scratch or initiate the idea themselves but they can still 'try it on', still do the actions.** How does this happen in our classrooms?

Thoughtful materials and techniques that don't end up with a right or a wrong.

Why is it important? In my view, we each make the world - what we do has an effect.

I did a straw poll of one child and some adults about their experience of art at school.

The child, who loves handwork, said "it's important to learn how to do this so you can **make stuff in the future and if you're poor.**"

Of the adults, reflecting on their art education, one said "I was no good", the other said "I wasn't in that group". For most of us, we've got this perception that we're good or no good at these aesthetic pursuits and that dictates whether we do them or not. But like the way yoga poses work on you, you do the actions and the feelings follow, the task is not about 'being good' (those who know Iyengar yoga luminary Alan Goode will recognise this insight). My limited reading of Steiner is that the process of aesthetic participating has an important effect.

Participation is a very important idea in contemporary art. I don't know if you've noticed how many artworks are about this - one I love is **Lee Mingwei's letter writing booths** - what the artwork does is scaffold your experience, letting you join in as you write a letter of gratitude, forgiveness or apology to someone absent. Artists **working this way don't just want you to look at the work and observe, they want you to be part of it in some significant way.**

And a second important idea in contemporary art - some artworks end up with no object at all - **that the process is important and there's a lot to be gained from the process.** That one's really important for my own work.

So what do I want you to take from my little homily?

Show your appreciation of the time and effort to dwell in aesthetics by the artists exhibiting here tonight who have made stuff.

Get courageous about seeing what happens if you try making some things yourself using the very simple techniques our children learn - wet on wet painting, felting, knitting, crochet. Look on it as action research about Rudolf Steiner if you **just can't find another way in.**

See if you can set aside your inner judge of good no good and let the actions work on you.

Revel in the participation and the process.

And tomorrow at the Spring Fair, maybe you'll notice how actually this is like one giant work of contemporary art our school community has worked together to produce - a work that shows up our social relations, that is all about participation and experience and, for that reason, a rich experience for many of us.

And I want to conclude with a little devotion to our teachers.

It seems to me that what Rudolf Steiner gave teachers was a method and an invitation to meet every child as they find them. That method means classes with wildly diverse abilities can work together for the most part harmoniously and without judgement.

It's hard for all of us who hold this idea that our art was no good, or we were not in that club, to set aside this idea of being 'good'. But Steiner's core belief, as I see it—that every soul has a contribution to make—is an invitation to us to have the courage to use this scaffolding to explore what doing through making, through art, through aesthetic experience, can do for us.



CLASS 10-12 CAREERS ADVISER AND PASTORAL COORDINATOR NEW POSITION 2019

I am delighted to be taking up the position of Class 10 -12 Careers Adviser and Pastoral Coordinator in 2019. This new role will enhance the support provided to our students during their senior years of schooling.

My key aims for our senior students will be to provide them with:

- Positive/proactive pastoral care
- Partnerships in facilitating pathways to further education and employment
- Support in developing lifelong career management skills
- Successful transitions from Class 10 to Senior College
- Support in taking up community service opportunities to enhance community connectedness
- Provision of a quality Work Experience program to increase student capacity to set educational and career goals

The key responsibilities of Careers and Pastoral Coordinator include:

Transition support - High School to Senior College and Senior College to further study or employment

Coordination of the Work Experience Program

Coordination of ASBAs

Pathways planning and goal setting

Study package guidance

Subject selection support

Study skills guidance

Personal study plan support

Support with applications to university, CIT, apprenticeships and employment

Facilitation of community service opportunities within the school community

In conjunction with Class Guardians, to be the point of contact for students to discuss academic progress and wellbeing issues

In conjunction with Class Guardians, to be the point of contact for parents and carers for support regarding academic progress or wellbeing issues

Work experience 2019

Our first big event for Class 10 students, Work Experience, will take place in Week 5, 4th-8th of March.

For further information on Work Experience at Orana please visit

www.oranapathwaysandcareers.com.au on the Workplace Learning/Work Experience page.

We are also very interested in hearing from members of our school community who are in a position to host Class 10 work experience students. We have always received excellent feedback from hosts!

New Sports / Extra-Curricular and Inter-schools Coordinator 2019

We are pleased to announce that Mike Brady will be joining us in 2019. Mike is an exciting addition to our High School Pastoral Care Team and Physical Education & Health Faculty. Mike joins our staff with a wealth of experience in both Sports Coordination and Pastoral Care. We warmly welcome Mike to the position of Class 10 Guardian and Sports Coordinator.

We believe that sport plays a vital role in the personal development of our students, provides many leadership opportunities for older students and enhances student connectedness within the school. Mike is excited to work with the Orana community to provide positive experiences in sport. He is keen to work with community members to build an inclusive and relevant extra-curricular program.

Kirstie Brass

Class 10-12 Careers Adviser and Pastoral Coordinator 2019

