

©RANA SEASONS

Term 1 2021

FROM THE PRINCIPAL

This year, 2021, we will celebrate Orana Steiner School's 40th Anniversary. I felt it was appropriate to recall the school's foundation which started from very humble beginnings and a mighty vision. I have taken this extract from Garratt, L. (2011). *Memories & Reflections Canberra Rudolf Steiner School 1981-1991*. Canberra, Australia: Blue Star Group Aust Pty Limited.

The Canberra Rudolf Steiner School opened its doors in August 1981. On reading of the history of our school we are indebted to Andrew and Alexandra Mackay whose generous gift of paying the first teacher's salary for over twelve months made opening the school possible.

The three children who began on the first day were Alistair Mackay, Joshua Garratt and Benjamin Garratt. Honey Webb came two weeks later and by Christmas, there were eleven children. Today the school has flourished into the Orana Steiner School, with more than 600 students learning together on 13 hectares of unique, natural landscape here in Weston.

Two pioneers of the school, Eva Hancock and Lou Posthumus, have sadly passed away, but I expect they would be overjoyed to see how the seeds they planted all those years ago have grown.

Thank you to the many other people who made Rudolf Steiner education in Canberra a cherished reality. Lorna Garratt, July 2011, p. viii

I conclude with this inspiration from Rabindranath Tagore – **"The one who plants trees, knowing that he or she will never sit in their shade, has at least started to understand the meaning of life"**

Happy Birthday Orana Steiner School!

Paul Teys, Principal

FROM THE HIGH SCHOOL DEPUTY

I would like to congratulate students on the way they have settled in to the year and into their learning. It has been a delight to meet new faces, and a privilege to be able to continue on the learning journey for those continuing students from last year. We look forward to sharing in the successes of our young people as they pursue their goals and dreams.

At Orana we value our parents and families as important partners in learning and have had some opportunities for people to connect and be involved. All classes have had information evenings at the beginning of term, providing a 'meet and greet' opportunity for families to come and meet Guardians, Curriculum Coordinators and our Pastoral Care Coordinator to discuss any questions they may have. We will continue with these opportunities at the beginning of next term with our Parent Teacher Interviews and information evenings on Senior College and the High School.

You will have received the first formal feedback for the year through Schoolbox, **where your children's Main Lesson Reports** have been uploaded. I would encourage parents to book interviews with specialist **teachers to receive feedback on their child's** progress for Term One on attendance and assessment items completed so far.

Year 8 have settled into the High School seamlessly and their enthusiasm - particularly in the Food Chemistry Main Lesson - has been exceptional. We are looking forward to expanding their social connections through some bonding activities next term.

Year 9 have had a Farm Stay Camp that tied in with The Developmental Geography Main Lesson. Students stayed and worked on a mixed and biodynamic farm. The students were able to carry out authentic farming activities and experience their environment without danger or disruption from machinery. The Farming Program aims to help students to build a connection to the

cycles of food production, an awareness of the social and health benefits of farming, and the delights of eating nutritious foods. Students also had the opportunity to analyse the water and its health at Ingelara Farm.

Year 10 students had the opportunity during week 4 to join the work force through our Work Experience Program. The school received lots of positive feedback from many work places on the outstanding work ethic, professionalism and enthusiasm of our Year 10 students. Many of these students have now been offered part time jobs through these experiences. Well done.

Following the Senior College Retreat that was held in the first week of the school year, Year 11 and 12 students have been leading the school in various events throughout the term. These have included The Harvest Festival, the Welcome Assembly, the Orana Swimming Carnival and various lunch time enrichment activities for Primary School children. Years 11 & 12 have also had some great curriculum opportunities throughout the term, including surveying at Regatta Point and The National Library of Australia, and an excursion to The National Zoo and Aquarium.

These authentic experiences enable students to develop their practical and social skills, and build self-reliance and confidence in their abilities. They learn the importance of working together to solve problems and complete tasks through realising the unique contribution of each class member.

After waiting patiently for 12 months, we were finally able to have the first Duke of Edinburgh Camp in early March at Namadgi Park. The feedback from staff on the incredible skills and collaborative, fun approach by all who attended was outstanding. I also received very positive feedback from fellow campers who were with their families on a weekend trip at the same time as our students; they indicated that they were apprehensive about camping

near a school group, but were then amazed **by our students' mature attitudes and their engagement with all activities.**

We have been busy on the sporting arena this term, with representation at Zone carnivals in Swimming, Futsal, Basketball, Rowing, and Slow Pitched Softball. We were very successful in the state rowing championships in Penrith and our basketball team has qualified for the ACT finals next term.

You may recall that the High School & Senior College were closed for Moderation day in March. This is a day that Senior College teachers from across Canberra get together in their teaching areas (i.e. Mathematics, English, Art etc.) and ensure that there is alignment between schools in assessment tasks, the grading of those tasks and the quality of the feedback given to students. The Board of Senior Secondary Studies (B.S.S.S.) captures and uses data from moderation day for schools to use to improve assessment. Some good news that was confirmed at Moderation Day is that, as a College, Orana has a number of consistently outstanding assessment tasks.

I'm looking forward to another term of action in Term Two. As always, I encourage you to contact the school if you have a concern and need to speak with a teacher **regarding your child's learning or wellbeing;** early communication is essential to your **child's progress.**

Kelly Armstrong, High School Deputy



FROM THE PRIMARY DEPUTY

On rabbits and an Autumnal Easter.

My 5 year old daughter has two pet rabbits. Minilops, to be exact. They are as small as they are warm and have floppy ears that stream out behind them when they run to greet her at the door. One is a sooty fawn named 'Tempest', and when I tell them that my daughter chose this name, our friends are always unfoundedly impressed, believing that she is some kind of tiny Thespian with a penchant for Shakespeare. **It's all rather disappointing when I explain it's actually a reference to a My Little Pony Character.** The other is jet black and answers to 'Night Fury', or 'Nighters', for short. He is the least furious animal you are ever likely to meet and an hour spent with him lying on his back beside you while you scratch his tummy is a sobering reminder of why rabbits are pretty much the bottom of the food chain. When we first got him I tried to persuade my daughter that he should be given a more rabbit-appropriate name – Twitch or Hop. She was having none of it and we now find ourselves calling him to come in without a shred of self-consciousness as **different intonations of "Night Fury" fill the air, much to the amusement of our neighbours.**

This will be our first Easter with our pet rabbits and just like when you get a new car you begin noticing how many of that particular make and model are on the road, **we're suddenly increasingly aware of the rabbit paraphernalia surrounding us at Easter time.** The folkloric figure and symbol of Easter, the Easter Bunny, a legendary creature who carries eggs and gifts in a basket to deliver to the homes of children the night before Easter Sunday, has infested our supermarkets and invaded our post offices in all his Cadbury consumer glory. **Annoying commercialism aside, though, it's an interesting custom to research and one that seems to be traced back to Celtic and Greek mythology.** The word *Easter* is thought to be derived from Eostre, or Ostara, the Goddess of Spring who was honoured at the time of Vernal Equinox. In Greek mythology, a humble rabbit (a rather fertile

animal, which is why we've had Tempest and Night Fury de-sexed) presented brightly decorated eggs, to please the Goddess, Eostre. The hare and the rabbit have also long been popular motifs in medieval church art, symbolising fertility, along with eggs, which carry the additional representation of rebirth and new beginnings. This all makes sense in the Northern Hemisphere because there it is Spring, and everything is green and new and lush. But here we are firmly embedded in Autumn, with the days growing shorter, the air growing crisper, and the world of our children becoming increasingly mud-luscious and puddle-wonderful.

I've no doubt the energy of Spring is a beautiful accompaniment to the message of Easter, but within our own Southern season, there are still strong archetypal messages and activities that we can bring to gently share the story of Easter. There are opportunities for us to breathe in the deeper messages of Autumn and find meaningful ways to present them to our children. The carpet of fallen leaves that marks this season provide endless craft opportunities and prompt us to be mindful of impermanence, and to be present in the moment. Apples and pears are ready to be harvested, and as a family, we journey out to nearby orchards on the fringes of Canberra at Pialligo, to pick fruit and re-enforce the connection to, and respect for, our environment, nature and our food sources. As the moon waxes to the final full moon just before Easter, my family and I sit outside rugged up and cradling hot drinks, moon-watching as each evening a tiny bit **more of the Easter Hare "hopping across the face of the moon" is revealed.** The shorter days and waning light allow us to make use of candles and lanterns on these evening sojourns, reminding us to kindle our inner light and believe that we can find the strength of will to provide illumination in times of darkness. To have hope. That lives are continually challenged, changed and empowered. To coin a Steiner-ism, **"Through celebrations in their seasons are the deeper powers of human nature realised."**

There are always simple ways to guide, connect and learn. The focus of our **celebration doesn't have to be rabbits or chocolate**, though those elements are also fun and magical. I think, as with anything, **it's about finding the balance and what works for you.** Autumn is a time for reflection and my wish for all our families this Easter is that you find your own seasonal rhythms and traditions that allow you to come together, realise your inner strengths, and that you each find a renewal of hope, health and love.

-Charmaine Rye.
Head of Primary / Deputy Principal.



EARLY CHILDHOOD

*Give thanks to the mother Gaia
Give thanks to the Father Sun
Give thanks for the flowers and the veggies
in the garden
Where the Mother and the Father are one*

Harvest is a time we all look forward to in the Kindies. This year there was an abundance in our Kindy gardens of zucchinis, pumpkins and tomatoes, as well as so many plums! Families have also been generous over the last few weeks with all their daily sharing of their home-grown veggies and fruit for our meals. We have had an abundance to be sure.

All of this harvesting activity goes a long way towards the children's experience of the authentic use of nature's gifts as we reap the

rewards of our labour of planting, watering, feeding and caring for our environment. This goes very deeply into the children and feeds their inner understanding of the cycles of life.

Harvest crown harvest crown we are weaving a harvest crown...



The children have been learning Harvest songs each day during morning ring, that we then sang together at the festival. Our Harvest festival this year was different and **similar.... sadly, we couldn't have parents with us due to COVID19**, but thankfully the **children's enthusiasm and joy** is contagious and so the creating of harvest crowns and the gathering of good things to eat was continued with gusto!

Our festival day began with children arriving with so much to share and contribute to creating a beautiful Harvest table **together...we**

also got to help harvest the Year 3 tomatoes that morning, which we have used for pasta sauce in Kindy.



Harvest crowns that had been decorated throughout the week, with the first fallen leaves, rosehips, seed pods and beautiful golden artichoke flowers, were worn during the festival and delicious harvest bread and

cake was also in abundance for our shared afternoon tea.



Gratitude is a quality that we consciously work with and nourish in the young child through imitation. As educators, our inner attitude of gratitude for what we receive is

foremost for the children and they perceive this in how we prepare for all we do, and



especially as we prepare for this festival. We gather fruits to preserve and turn into jam to be enjoyed on our bread at

festivals or for special gifts; apples harvested from family trees and the chook yard, are shared and dried or cooked; many seedpods, acorns and leaves are gathered and strung into beautiful decorations; the rosehips are ripe too and will be threaded and dried and beautiful harvest loaves will be created. There are endless opportunities for harvesting Mother Earth's offerings and working to create something beautiful together. As ever the children's enthusiasm to make and do things is infectious. In working together and sharing with others what we have made or gathered, the children learn the gift of giving and also of receiving; Mother Earth has given these things to us freely and we thank her.

How do we show thanks for all the bounty Mother Nature provides for us? Once again reverence is a quality that we foster daily in Early Childhood; a special harvest morning

ring and the verses and songs we sing together, as we greet each day, as well as the blessings we sing before we eat a meal, all reflect the deep inner connectedness the children have with their surroundings; the importance of acknowledging how very blessed we are to have this precious earth and how we can work together in harmony; giving and receiving.

Stephanie and Tracy on behalf of the Early Childhood faculty

YEAR ONE

Year One is when the children first start academic work and learn more abstract concepts such as letters representing sound and numbers representing quantity. We bring this new learning to the children through stories and imagery.

Their journey begins with the Form Drawing and Numbers main lesson. This was followed by the Alphabet Main Lesson.



In our current Main Lesson, Autumn Stories, the children are using their knowledge of the alphabet and phonics to write simple sentences describing a story.



Over the term the children have enjoyed nature walks to the Orchard and Featherstone Gardens to experience Autumn's beauty. Finally, as part of our Easter celebrations we have marbled eggs, made baskets and cards which all turned out beautifully and with only a few breakages.



YEAR TWO

Emerging from a sense of the world's unity, the children move to an awareness of the range of human characteristics and personality traits. Cultures have personified these

differing human qualities through the image of animal qualities such as those in the **Aesop's** fables. These imaginative renditions of human foibles are examples of how traditional cultures provided collective groundings in emotional intelligence. These narratives distil observations of human faults and failings into simple imaginative pictures which become part of the growing child's emotional repertoire of understandings of their social world. Through the internalized imagery of the imagination, the growing child is prepared for the variety of human personality traits they will encounter in the future. The children engaged with the fable, "the Crow and the Pitcher" by re-enacting the story in small groups with containers and stones outside.



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YEAR THREE

The Orana Harvest Festival 2021 was a welcome return to celebrating our traditional seasonal markers as a whole school. Not even the rain could prevent us from quickly transferring all the donated goods and produce to the Overture Hall in the morning and assembling for the festivities.



The Senior College did a fabulous job as the Harvest Court, their opening parade and blessing set just the right tone for the festival, while our two Harvest Queens Ebony and Chelsea emceed the proceedings. We enjoyed a beautiful autumn song from Lena's German students, donations from the Year 9 farm-stay camp, and some heartfelt words of thanks from our charity OzHarvest. Year 3 closed the proceedings with their performance of the classic story 'Stone Soup' and a couple of foot-stompin', hand-clapping folk tunes.

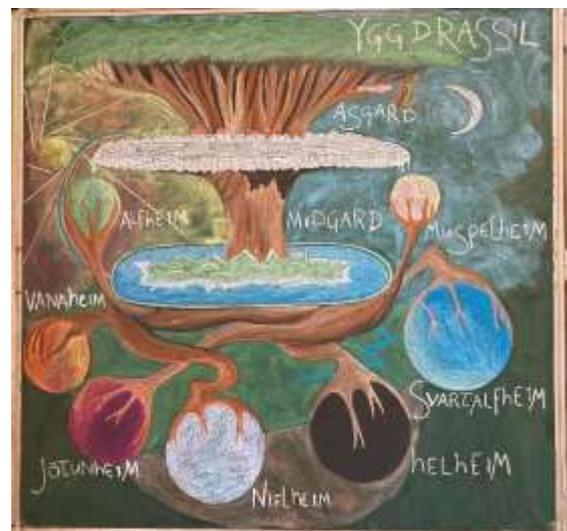


The celebration of the seasonal festivals is an enriching part of the school's cultural and community life. Through art, music, story and poetry, the children are helped to identify and recognise the changing

rhythms of the earth, and in turn honour this rhythm. Whilst Orana enjoyed the chance to reclaim our festivals as a whole school, we look forward to when we can - with parents - again celebrate as a whole community.

YEAR FOUR

Year 4 launched into the school year with the enthralling Norse Myths. Students were captivated and inspired by the courage and bravery of these bold and lively characters and their escapades.



In our second Main Lesson we explored number patterns, multiples and factors.

During the final three weeks of term students enjoyed listening to some Aboriginal Dreamtime stories and learning about traditional Aboriginal culture. A visit to the National Museum and creating some Aboriginal artworks were great hands-on experiences. Students especially enjoyed the Dreamtime story 'How the Kangaroo Got Its Pouch' and set about designing their own personalised 'pouches' or bags.





Another highlight of the term was meeting their Year 1 buddies which has been a positive leadership and bonding experience for Year 4.

We are all looking forward to term 2!

YEAR FIVE

This term, for our Great Southern Land Main Lesson, Year 5 students have heard stories, researched and viewed a wide variety of resources to gain an understanding of the experiences of both Aboriginal and European people when Australia became colonized by Europeans in the late 1700's.

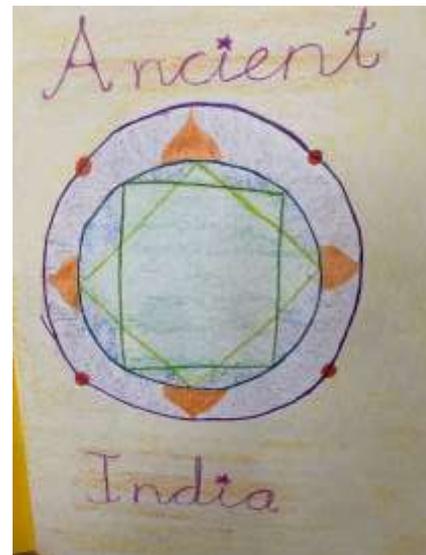
Students in 5LHR undertook a project to demonstrate their knowledge of what life was like during this time. They were asked to make and/or collect various artefacts and mementos that painted a picture of a chosen person's life either in the early colony, on board the Endeavour or another ship that came out from England loaded with convicts or as one of the Eora people who lived in the area that is now Sydney.

Towards the end of the term, students from other classes in the primary school have been invited to view the amazing displays that have been created by students in Class 5LHR. Here are some of them:





We concluded the term with our Main Lesson “Ancient Cultures”, exploring the stories of the Mahabharata and Ramayana from Ancient India. These stories, much like the Indian culture, are rich, vibrant and engaging, and they have offered us many wonderful opportunities to create lovely artworks, revise grammar and narrative writing skills and sing songs in the Sanskrit language.



Both classes thoroughly enjoyed their excursion together to see “Untold Stories of Cook and the First Australians” at the National Museum of Australia. The exhibition was a beautiful way to enrich and deepen the learning of the Main Lesson.



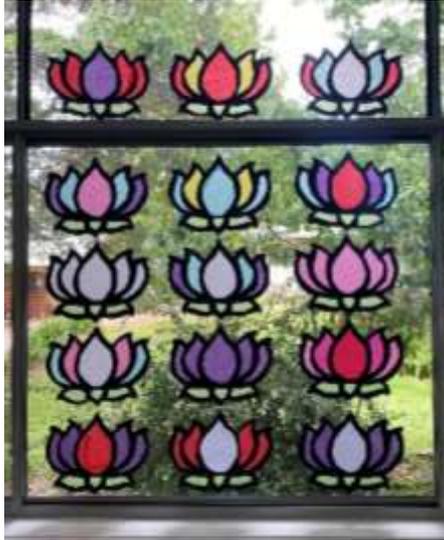


The Exciting Excursion to the Museum

By Zohar Mor

On Monday, February 22 we lined up after the bell rang. Thomasina called the roll and both Year 5 groups clambered up the steep bus steps and took our seats. Then we drove for about 15 minutes until we arrived at the museum.

At the museum we were greeted by Brendan and Liz and divided into two groups. My group went with Liz, and the other group went with Brendan. In the exhibition, we used the information on the displays to help us fill out our papers about the different stops made by The Endeavour on its journey. When we finished, we had a play in the grounds of the building. I rolled down many hills but then I got itchy on my legs so I went to climb the walls instead. Afterwards, we got back on the bus to return to school. The trip felt so long, I thought I was nearly dying of old age.



Our Trip to the National Museum of Australia

By Ava Millet

This term we went to the National Museum of Australia to see the "Endeavour Voyage: The Untold Story" exhibition. We were allocated groups for completing the exhibition activities. When we entered the exhibition, we sat down and listened to an audio story about the three water spouts and how they represented bad luck for the Aboriginal people.

After we listened to the story of the water spouts, we were told to find the station in the exhibition that corresponded with our worksheet. We collected information and completed the worksheets before we were given a short presentation by one of the museum staff. I think our class enjoyed the trip and learned about how this Voyage was experienced by the Aboriginal people.

I thought it must have been pretty difficult to make the displays in the exhibition, but all the hard work paid off because they were incredible.

YEAR SIX

A Healing Education

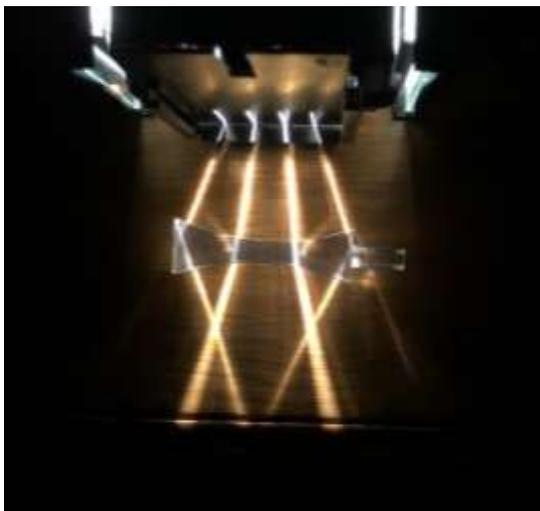
The wonderful Den carefully set up the storeroom behind the Overture as a darkroom for Class 6. We needed it to conduct our physics experiments in complete darkness for the Sound and Light Physics Main Lesson. On the first morning, the excitement was very high as we lined up along the narrow hall to go in. In fact, it was so high, it was hard for me to concentrate on recalling the line-up of experiments I had planned!

I noted that a few students were afraid of the dark and I wanted to watch this education approach start its healing right in front of my eyes. I am lucky, because I've taught Class 6 twice before and I've seen many examples of the 'healing' over the years. I was excited to see the effects happen so rapidly once again.

I set up the basket of equipment in the centre of the room, under the little table Den had provided. Den helped us close the door so the flaps of black paper overlapped properly, and made sure that the towel was sufficiently pushed up against the bottom. I had a little torch on and told the students that I was going to light a match to light a candle. I turned off the torch.

The room was quite small and everyone was next to their friends (some holding hands for comfort to brace for the darkness). There were small whimpers from some while I struggled to find the matchbox right in front of me. I struck a match and relished the intensity of the sigh of wonder and relief that exhaled all round me. It was only a few seconds in the pitch black, but it was enough to build incredible tension and therefore, release. I lit the candle; the beautiful, coloured story candle we use each day in our classroom for our main lesson stories.

Immediately, some noticed that the light from the match was much brighter than the **light from the candle and that's when the curiosity began to heal.** From that moment, we experimented with different lights, candle flames, torches, glowing wires etc. From then on, we spent so much time in the pitch dark without a second thought, awaiting the outcome of a prediction or simply awaiting the next new thing.



We bounced torchlight from mirror to mirror around the room, then tried it with a red laser beam. We shone light through holes, banged dust into beams, found after-images after staring at a certain shaped shadow. Then came the games in the dark. The games were directly linked with the first half of the main lesson – Sound!

In the pitch black, certain students said something, one by one, and we all had to identify who it might be. To mask identity, many voices were



attempted, and mingling slowly in the dark was essential. For a class that has been together for many years, it was difficult to disguise a voice to sound unfamiliar. However, the familiarity and trust built up in this class over the years was there to support the healing too. Everyone begged to play the games in the dark for longer, and then again each day after the first. It was really engaging and fun and all fear had vanished completely. The healing had happened before my **eyes. I can't wait for the next healing opportunity!**



Storm Boy

Colin Thiele wrote this moving story many years ago and it remains one of the favourites in our school library. Class 6EM students have been reading the book and have been lucky enough to experience the version with Robert Ingpen's illustrations.



Set in the Coorong in South Australia, the **artist's incredible paintings really give** a tangible mood to the story. The paintings in this article are ones our Class 6 students did in the same mood.



As a class, we have read the story in stages and discussed the main characters and their characteristics.

Here is a description of Storm Boy, written by Charlotte Woodward:

My favourite character is Storm Boy. I like him because he cares about animals. He also loves the beach and I like the beach too, so I can relate to him. I also like him because he doesn't care about his clothes, he just wants to be free.



Izzy Donnelly wrote the following story in response to our reading.

The sound of the waves is deafening, I thought, as the wind pushed me around. The sand was flying into my face and I had to turn away. My eyes were watering from the strong wind, and the injury I got from a rock (just before the storm) was stinging from the salty water brushing against my heels.

I saw a shell-less crab run under a rock for shelter and a bird trying to fly against the wind.

I struggled to walk forward, crossing my shivering arms to keep warm; I felt as if I were in a movie. The experience was terrifying and all I wanted to do was curl up into a ball and wait for the storm to clear up, but I **knew that I'd probably freeze to death.**

Suddenly, lightning flashed in front of my face, making me trip on a stray piece of seaweed. I got up, spitting out the salty sand and water that I had inhaled.

Using my last piece of energy, I ran towards the forest cover to evade the fierce storm. I ran through the forest, trying to find better cover than a dripping forest. I found a small hole in a rock, covered by growing vines, and I nearly shouted with

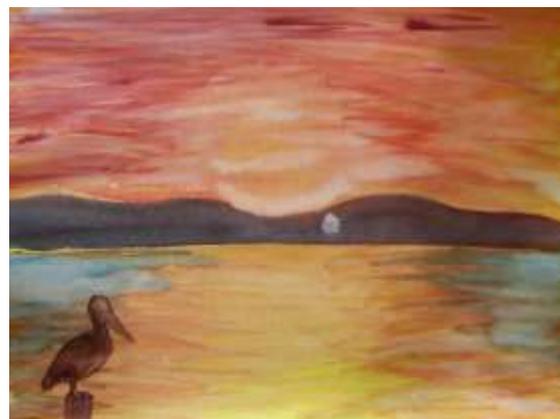
happiness to be out of the freezing rain.

For the next few hours, I waited for the storm to pass, inside the small hole, trying to entertain myself with rocks. But I felt so tired, I ended up falling asleep, and when I awoke, the storm was over. I headed out into the warm sunlight-filled forest, brushing the vines away and inhaling the fresh air. That was the end of my experience... or so I thought.



Here is a short piece of writing by Saphira Ladbroke in response to reading the first few pages of Storm Boy.

The tempest raged; sand blowing up, my hair whipping against my face, blinding me. The salted spray from the gray-black ocean crusting on my lips. I push my hair out of my eyes and look up, peering through rain and sleet, trying to catch a glimpse of the far-off horizon.



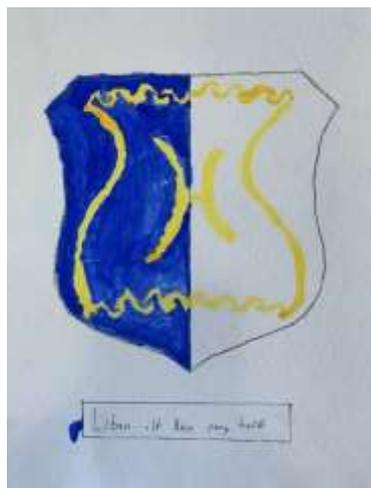
I smile, salt-parched lips curving up, and ice-blue eyes gleaming, pushing down the wind-tossed rags of my clothes to stop them from whipping about me. I started to run. My strong bare feet gripping the sand and pushing me forwards into the free-flowing storm.

YEAR SEVEN



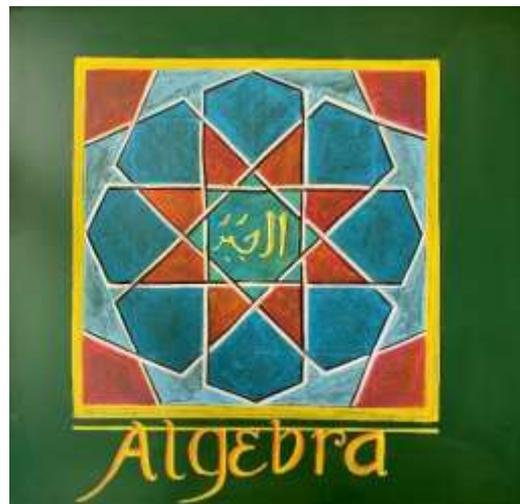
Year 7 have started the year with enthusiasm and courage for venturing bravely into the unknown. Our term began with the tales of the legends of King Arthur's

court, where students immersed themselves in the world of the knights of the round table, and stories of love, courage and valour. The classes created their own Coat of Arms to represent



their true self and they learnt about the Code of Chivalry.

Each class had their first High School Science Main Lesson in the realm of chemistry. Students learnt about different types of fire and experienced the wonder of the High School Science lab for the first time. Year 7 expanded their knowledge and understanding of abstract rules and variables in the Algebra Main Lesson. The classes learnt about the history of Algebra and connected this to their understanding of number.



As part of our Winter Festival preparations in Term 2, Year 7 have been learning and practising the firesticks routine each morning. This is a significant rite of passage for each Year 7 student as they transition from the Primary School into the High School. Year 7 have also stepped into a leadership position within the Primary School in various ways, including tree planting in the Orchard each week, supporting Year 3 in the Harvest Festival and raising the flags each morning. Year 7 is looking forward to continuing their studies of History and Geography through the Middle Ages and the Age of Exploration in Term 2.



YEAR EIGHT

Still life with Year 8



Students in Year 8 Visual Art have begun exploring watercolour techniques by studying still life objects. They will continue building up their images with layers of pigment to express form colour and light.



YEAR NINE

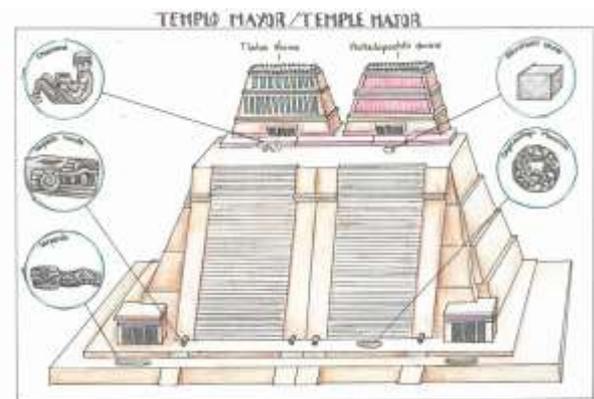
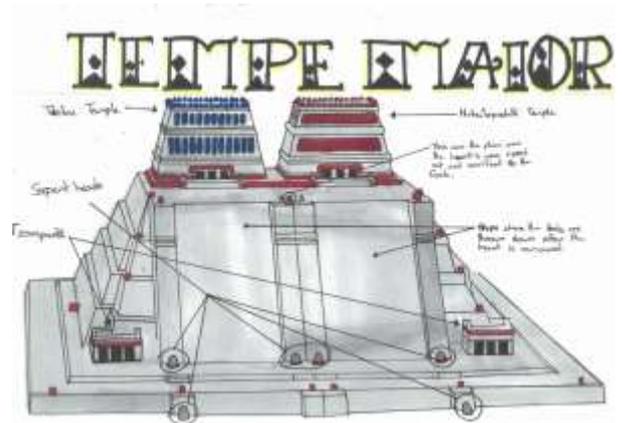
History: the Aztecs and Incas.

Year 9 History students have begun the Semester Unit by studying the history of Spanish Colonisation of Central and South America. The students investigated various aspects of the very colourful civilisation of the First Americans, including the barbaric custom of human sacrifice by the still beating hearts being ripped out of their victims as a special gift to the local gods. When the Christian Spaniards arrived in 1519, they were determined to seize as much gold and silver as they could but also stop this terrible practice.



The two Spanish leaders were very fortunate in the timing of their arrival. In the case of Cortes, it was believed that he was a reincarnated god and, initially, he was treated as royalty. Pizarro arrived in Peru in the midst of a civil war and was able to use this to his advantage. Both civilisations were destroyed by a combination of fighting and the introduced European disease of smallpox against which the indigenous population had no immunity.

The task for the students was to research the history of the Templo Mayor in Tenochtitlan, especially the years 1519 – 1521, looking into the pivotal role it played in the lives of the people and how it was finally destroyed. To accompany the text, the students were instructed to either draw and label the Temple Pyramid or make a model. I have picked out a few examples of what was submitted for marking last week. The smaller of the two models is a 3D model, the first I have received as part of an assignment.



The class now moves location, to the other side of the world. For Term 2, the students will be studying the history of the Shogun in Japan; the students are already beginning their next assignment, a Research Essay on an English Samurai, which will be followed by the final assignment which involves both text and drawings.

Lorna Fleetwood

YEAR TEN

Year 10 students have been studying the news industry in English this semester. At the moment they are looking at Tabloid vs Broadsheet style. After the swimming carnival, they created the front page of a newspaper in one of the two styles. In the attached images, Zoe Wiseman has gone with Broadsheet and Juliet Withycombe has gone with Tabloid.

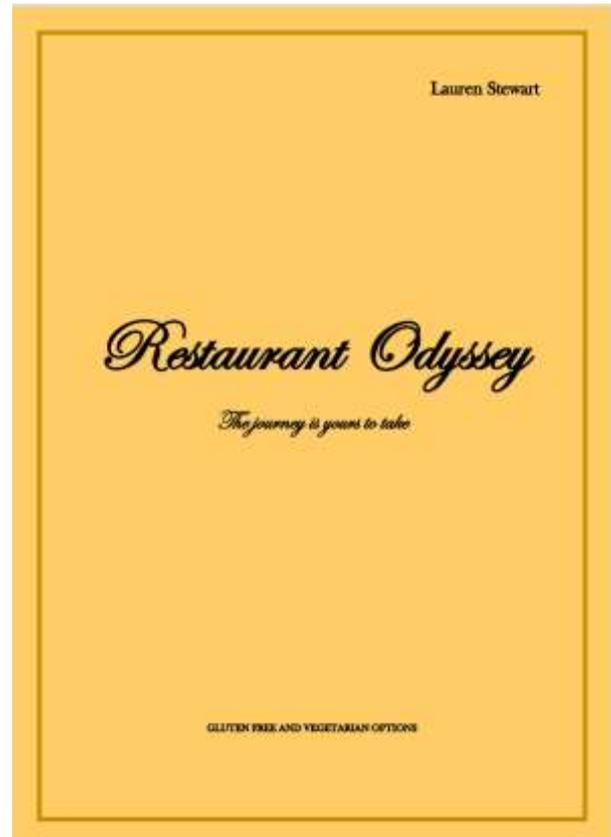
this reminded me of the laistrygonians eating most of Odysseus' crewmates. I chose to represent Odysseus and Circe's affair with Patsas, a Greek food made of pig's tripe and trotters representing how Circe turned them into pigs, "she struck them with her wand, drove them into her pigsties, all of them bristling into swine", and red pepper and other sweet spices to represent their momentary love affair.

The Kingdom of the Dead was represented in the third course. In Greece around easter time, people will see a lot of roasting lambs on the spit. This reminded me of the people trapped in the kingdom of the dead, the way the dead lamb is trapped on the spit. I added blue cheese to this meal to represent the mouldy vibe I get from the Kingdom of the Dead.

The fourth course includes the sirens and Helios' cattle (the sun god's cows). I represented the sirens with sea urchin salad, because the seemingly calm appearance of the lettuce and tomatoes from the garden would hide the nasty spikes of the urchin. The beef Odysseus stole from the sun god was represented with beef stifado (Greek beef stew).

Dessert was simply called 'Ithaca' because the entire menu journey up till then had been Odysseus trying to get back to Ithaca, and dessert being called Ithaca just made sense, as dessert is what you have to finish a meal. Dessert was made up of loukoumades (mini fried doughnuts, to represent Odysseus reuniting with faithful wife Penelope, and son Telemachus. The brutal deaths of the suitors were represented with chocolate hearts infused with chilli, as their intentions started off romantic but ended in a surprising and gruesome way.

I tried to make my menu look realistic, with small details such as Vegan and Gluten free options to add some humour but also to make it feel like a menu, not a just a list of food.





SENIOR COLLEGE

Fractal Geometry Main Lesson

The Year 12 retreat offered the most beautiful backdrop to the beginning of the Fractal Geometry Main Lesson. Cockatoo Island in Sydney Harbour puts on display an amazing mixture of man-made structures together with rich and natural surroundings: the perfect inspiration to start a discussion on order versus chaos; the deterministic predictability of certain patterns versus the apparent random nature of certain natural processes.

In the Patterns in Life Main Lesson in Year 8, the students began to explore the beauty of the patterns found in the natural world around them; in the Fractal Geometry Main Lesson the students have the opportunity to extend upon these beginnings and discover the beauty in the subtle patterns hidden the apparent chaos around us.



Year 12 showing off the Sierpinski Tetrahedron they built



Senior College Leadership Retreat, Cockatoo Island

Senior Students in the Frame

The following photographs are from our Senior College Main Lesson at the beginning of the year. Students learnt how to use the manual functions of the camera which led to understanding long exposure image capture while also demonstrating movement with light.

Earlier this term the Senior College students attended a human biology and Japanese excursion to the National Zoo and Aquarium as part of their Human Biology unit, Human Health and the Environment. The students learned about zoonoses and how the zookeepers protect themselves and lower their infection risk.



Students engaging with the Cyanotype process.



A result of the Cyanotype process.

DUKE OF EDINBURGH AWARD

Over the Canberra Day long weekend, 17 of our Year 9 and 10 students set out on their first Duke of Edinburgh Hike. It was perfect weather for camping out at Mt Clear in Namadgi National Park, and the students were able to see first-hand the amazing regeneration of our bushland after the fires. The first day saw them venturing cross-country over hills and through gulleys, using map and compass to learn off-track navigation skills. Having mastered this, the 10km Settler's Track was too easy a challenge for them on the Sunday! One group decided to up the challenge and take the hard way back to base by setting a bearing and traversing an extra mountain! Everyone was glad to get back to Brayshaw's Hut that afternoon. We're looking forward to our next hike out at Blue Waterholes in Kosciusko NP next term!



MUSIC

In term 1 each year, music classes are filled with all manner of interesting sounds, as students encounter new stages of musical growth. Year 1 children sing sweetly and learn to gently play in time with each other on exciting classroom percussion instruments. Year 5 stretch growing fingers wide to accommodate the new large treble recorders. Year 8 students don headphones as they find their way around the piano keyboard. Co-curricular choirs and orchestras play new repertoire, ranging from folk songs through Viennese waltzes to pop song arrangements.

Meanwhile, in Year 3, the students embark on a wonderful musical journey. For the first time, they sing in rounds and learn to play descant recorder. As well, they begin learning to decode a wonderful language – music notation.



The Year 3 Music Main Lesson is an enormous milestone. Each day begins with rhythmic movement, singing, listening and

recorder playing. Active participation is the key and there is something for every learning style, with exercises encompassing movement, drawing, creating, writing, memorising, thinking, feeling and willing.

"In the land of the Magical Musical Rainbow, there was a village of gnomes – big gnomes, little gnomes, old grandparent gnomes, tiny wee baby gnomes and everyone in between.

After working hard all day the gnomes gathered under a special tree in the forest and played music, sang and danced until bedtime. Unbeknownst to them a fairy lived in the top of the tree. She loved their music and was sad every night when it finished.

One day she thought of a special magical way to keep the music she heard. Next evening, when the music began, she took 5 strands of her long golden hair. The gentle breeze tugged at them as they stuck, one to the tip of each finger. Then, as the gnomes' notes wafted up from below, each note stuck magically on, or between the 5 strands of hair. "Aha!" the fairy thought, "Now I never need to be lonely... I can play the beautiful music using these notes to help me remember..."

Formalities of musical notation are taught through ongoing stories and images. Children engage with the notes through felt board play, composition and creative work in the outdoor classroom. Gradually, they build the capacity to make the physical response required by each written note. They begin to read the notation as they play recorder. This is a very high-order skill. It helps to create neural pathways useful for all learning, not just music learning. Becoming fluent and confident in this art will be an ongoing process requiring many years and much practice.

And what can grow from this ability to read music and participate actively in music-making? A creative outlet and means of human communication that is not reliant on words or language opens before us. There is the possibility of being part of the

community of music makers, learning to work effectively in a group, giving expression to, and sharing each of our rich inner worlds. Steiner spoke of music's ability to build our world, both on individual and on cultural and social levels.

The Music Main Lesson is a first step on the path in this exciting and challenging journey. It is a delight to witness the joy and enthusiasm expressed as children awaken to the possibility of such an adventure.

Maia Harrison

CRAFT GROUP

Craft Group Seasons Article Term 1, 2021

With things yet to get back to "normal", we have had a gentle start to Craft Group this year. A small group of dedicated crafters has been meeting on Saturday mornings in the Kurrajong Room to do craft. So far this term we

we have created some beautiful gnomes and animals, cute



Easter-themed craft, and the more energetic among us have taken the opportunity to create lush, colourful hand-made felt play mats.

Personally, the best part of Craft Group for me is giving myself those three hours to stop everything else (housework, grocery shopping, being the mum-taxi driver) and take the time to nourish my soul. Creating with your hands takes you out of your analytical brain and relaxes you, something akin to meditation. Sitting in a room with a beautiful view of the kindy garden, working with my imagination while talking with friends is truly relaxing. In our disrupted world it is a little oasis of calm.

Coming along to Craft Group is a lovely way to become part of the Orana community. You will meet parents from across the broader Orana community, and at the same time you can earn your community hours. We have already seen some new faces this term, and would love to see more. The skills we use to create our craft items have been handed down and shared across many generations of Orana parents. Each person brings their own particular flavour to the group.

We use high quality, natural materials in our craft. Not only it is a pleasure to create using these materials, but the items created enrich the play of our children through the senses – and engage their imagination.

All of our creations will be sold to the community through our stall at the Spring Fair, and throughout the year at the community markets. We plan to sell our Easter craft and seasonal items for your nature table at the upcoming market on 1 April 2021.

We would love to welcome new members to the Craft Group. You don't have to be an expert – just be willing to learn something new, or bring your existing skills to use in a new way. Information about craft group is on the school website www.oranaschool.com where you can find our email address if you need more information. I do hope to see you at our group in Term 2.

Julie Harvey – long-time Craft Group member and new to the coordination team.

Choosing toys is not about “good toys” vs. “bad toys.” Rather, it's about bringing new consciousness to selecting children's

playthings. *Is it beautiful? Does it feel good? Does it leave room for the imagination? Will it inspire imitative play? If you can answer yes to these questions, you will be providing your child with all the tools needed for years of healthy play!*

Sarah Baldwin, Waldorf Early Childhood teacher in the USA.



LIBRARY NEWS

Term 1 has been busy in the library with lots of new resources arriving for the students. The year 3 -10 students have commenced the Chief Ministers Reading Challenge, with a twist. Years 4-7 will also be challenging their class teachers in their endeavours – nothing like a little pressure for the teaching staff- thanks to a great group for supporting this in their class rooms. Please note the CMRC finishes in September so plenty of time to start if you haven't already done so- forms can be collected from the library. Don't forget you can access the library catalogue through School Box- just click on the library link – then Orana Library Catalogue .

Our school will also be participating in the Kids' Literature Quiz again this year. The Canberra heats will be in May and we are fielding 2 teams.

We will be celebrating Book Week in September this year, so keep an eye out for notices later in the year.

The children are loving the new Autumn themed display prepared by Rosa (mother of Sol in 3MJG). This display is built around an amazing carving done by our very own Michael T and oiled and mounted by our ever-helpful site team.

Our library lessons have continued along, with Year 1 practising their library listening during story time. Year 2 have begun

borrowing for their class room and extending their library language i.e. author, illustrator as well using their magic predicting skills.

Year 3 are our newly independent borrowers, with most students able to remember their library bags each week. Please note that they must have their bags and no overdue books in order to borrow. Year 3 are developing independence in sourcing and returning fiction books that interest them. Year 4 have been working on their countries project, utilizing their fact-finding skills, and **learning the librarians' favourite- Dewey Classification.**

Year 5 are continuing work on book skills, including character work, plot and themes. Year 6 are turning into seasoned debaters whilst Year 7 have been working on online safety issues, including oversharing and anti-bullying strategies. They are in the process of creating posters to share that highlight must know safety facts.

As always, the library enjoys the ongoing help of Ange Telfer, Kristen May, Rosa de Castillo-Bartolich and Bonnie Babic. Thank you all for your continued support.

Cheryl Sharkey, Librarian



Library Autumn display

CREATING A MEANINGFUL EASTER

The egg is an ancient symbol of life all over the world. In many homes in German, at this time of the year, branches of trees or cut branches are hung with decorated with eggs. This tradition is centuries old, but its origins have been lost. On Wednesday of Week 8 students in Classes 2 and 5 were given the opportunity to experience the art of egg dyeing using a batik dyeing method.



In Week 9, we will be able to enjoy our beautiful Easter displays in our classrooms - just in time for Easter!

Please see below an article which describes other meaningful ways in which Easter can be celebrated at home.

Creating meaningful Easter celebrations

Much can be done to make a meaningful beautiful Easter within the sacred religious traditions of course. But we can also bring more meaning to what has become secular, the eggs, the chicks, rabbits, Easter hunt and hot cross buns. You can work with the concepts of new life, service to others, and the seeking in the Easter egg hunt.

Traditions like finding a hill to watch the sun go down on Easter Friday in a quiet contemplative mood, and come up on Easter Sunday, with the experience of the renewal of life in all the joy of increasing light and life and bird song, can provide special moments in the festival. Planting something for the future in the earth on Easter Friday can be a wonderful thing to do with children— bulbs for later flowering, trees for the good of the earth, flowering plants for the native birds to feed in. Such activities can bring a continuity of

awareness from Easter to Easter as the children watch their gifts to the earth grow. In such activities children can experience the joy of the traditional Easter event, of renewal, of unconditional love, of the re-enlivening of the earth and humanity.

Lena Hoffman-Raap, Year 5 teacher.

From Susan Laing: Conscious Creative Courageous Living with Children <http://www.creativelivingwithchildren.com/nurturing-childrens-growth-2/enriching-life-with-children/creating-a-meaningful-easter/>

NO WASTE SUSTAINABILITY KITS

Several weeks ago, Orana was fortunate to be the first to borrow the ACT NoWaste Sustainable Sanitary Education Resource Kit to use for education purposes. Our students are in the next generation of consumers and they will need to be smarter about their consumption than the generations before them.



The kit came in an easily transportable display case and included a wide range of alternative samples and information resources. As I wheeled it around the place, I had many inquiries as to where I was headed on holiday. When I wheeled it into our faculty meeting to demonstrate its wonders, it got the teachers wondering too.

It was very exciting opening the big blue suitcase in front of the curious Class 6 students.

There were quite a few sections inside the case and each was packed to the brim with sustainable alternatives to the disposable products many of us use.



Apart from a whole section for washable nappies – including a baby doll to practise changing, there was a bamboo toothbrush, different reusable or sustainable bathroom items like floss, make-up accessories and



washable wipes, and even some lunch-wrap alternatives. There were toilet training pants that were washable and reusable, along with toilet paper made from

recycled paper (by a well-known brand with a controversial name).

Amidst the underwear for all ages, designed to replace disposable nappies and incontinence pads, was a whole selection of newly designed period-undies in all shapes, colours and fabrics. I'm sure you can imagine the giggles in a class full of 11 and 12 year olds, as these items joined the others being passed around. Other menstrual product alternatives, either sustainable or reusable, were also available to see, hold and talk about.



Gasps of disbelief and disgust filled the room when the information factsheets stating the environmental impact of many of the disposable items discarded by Canberrans each year were read out. The

sheer number of disposable nappies going to landfill was mind-blowing for many – around 15 million each year in case you weren't aware. These days, 95% of all nappies used in the ACT are disposable, having increased from 40% in the last 30 years.

Having the opportunity to see and hold the many alternatives will hopefully have an impact on these young peoples' lives and help them make sustainable choices in the future.

Cost comparison of menstrual products*

* Data has been collated by ACT NoWaste from a range of online sources and retailers.

	Average unit cost	No. of uses	Cost per use
Tampon	.50c	1	.50c
Disposable pad	.40c	1	.40c
Reusable pad	\$23	100	.23c
Menstrual cup	\$40	432	0.09c
Period underwear	\$24	180	.13c

KING SANGARA AND HIS HORSE

Once, a long time ago in India, there was a King, and that King was King Sangara. One day King Sangara decided that he was feeling unlucky and wanted infinite wishes for eternity...all for himself. He decided to sacrifice his best horse, a really beautiful pearl white stallion. The next day he went to sacrifice his horse, but it was gone!!! Who dare take my horse!!!! He said "sons, go and search the land for my horse". Now the King, who had an uncountable amount of men at his fingertips, was startled when his army of sons came back to him with nothing. Now the King at this point was getting desperate and so he ordered his sons "go and search the mine shafts, the horse must be there". So his sons went digging and searching down in the mine shafts, until they came upon a man. Little did the sons know the man was Vishnu, the god in human form. "Wait" said Vishnu..."stop digging, you are putting the Earth to great pain". Vishnu, being the one who hid the horse said "I know where the pearl white stallion is!". The sons, not knowing the man before them was Vishnu, said "thief!" and another son said "he is the one who stole the horse" and started striking Vishnu with their spades and shovels. Vishnu, being a god, couldn't die, and instead burst out an explosion of flames, burning the sons to ashes.

Now the sons' souls could not ascend to Heaven for their death was caused by their striking of shovels on Vishnu the God.

When the King found out that all of his sons were dead, he was devastated. He said to his one-and-only grandson "go and find the ashes of my sons, and, when you do, bring them to me. The Grandson set off and after a long harrowing search, he found the ashes down the mine shaft, guarded by a great Eagle watching over them. The Grandson, with great bravery, stood up to the eagle and asked "how do I get the souls of the sons to ascend to Heaven and join the gods and live forever in peace?" The Eagle supremely replied "well, let me tell you a story. Once among the Himalayan mountains, there was a great river and that great river was

the Ganges. The river was so beautiful that it gave off shimmers of sparkling diamond light to anyone nearby. The river was so beautiful that the Gods wanted it all for themselves, so one day Shiva descended down to Earth and stole the river Ganges and the Gods bathed in its beauty among the heavens. For you to return the souls of the sons to Heaven, you must bring the river back down from the heavens and throw their ashes in". "But how must I do this?" said the Grandson, "I have no such strength of that to bring the Ganges back". "Well, take this piece of knowledge then" said the Eagle. "you must have children, and those children must have children and the child of one of those children may be so strong, so brave, so good, that only then may he throw the ashes in the river and the sons may finally ascend to Heaven and join Brahma, Shiva and Vishnu.

Oliver Laughlin, 5LHR
March 2021

ORANA ROW AT HEAD OF THE RIVER REGATTA IN SYDNEY:

For the first time ever, Orana was represented at the Head of the River Rowing Regatta in Sydney. Felix and Rueben took part with Daramalan crews on the Saturday,



while a larger team of girls competed on Sunday. The boys enjoyed some solid results with their respective crews as they took on the best of the NSW school teams in hot conditions. On Sunday our girls shone through very wet conditions as the Year 8 girls - Lucia, Geordie, Georgia, Izzie and Ava - had a great race to finish off their first season of rowing.



Our Year 10 girls quad - Eleanor, Amy, Zoe and Roma - finished 5th in the A final. Our senior girls - Paloma, Peri, Amelia, Eleanor and Roma - battled through their heat to make the final, and then rowed perfectly against the biggest rowing schools in NSW to finish 5th. This was a great achievement by our Orana rowers who have been training with Daramalan for the season.



TERM 1 SPORTS ROUND-UP



In early March a team of our Year 7 & 8 boys competed in the ACT Secondary Softball Tournament. They played some very good defence and showed excellent team spirit, winning two games and losing two. This **wasn't enough to get them into the finals**, but they learned a lot about the game and had a great day out in the sun!



The Year 10 boys competed in the Southside Basketball tournament earlier this term. Despite being at half strength with the Year 9s away at Farm Stay, they managed to put in a great performance. They started the day strong with two wins against Namadgi & Lanyon, then led the third game against Melrose almost the entire way, until Melrose tied it with 30 seconds left on the clock. Orana then won the next game against Calwell to guarantee a spot in the next tournament.

With only six players available they had to go to the limits of their fitness to get through

each game, but they stayed determined and should be truly proud of themselves.



ACT Zone Years 7 -10 Boys' Futsal.

After a late start due to some minor flooding (!) the boys took to the court against competition favourites Radford. With a 1-1 score line at half time the team grew in confidence with some great passes through the middle. This one ended up being the first of a few narrow losses as the boys kept pushing hard throughout the tournament. Atticus took the Players' Player Award for his efforts in goal. His heroic goal keeping skills were the backbone of our defence, keeping us in many of our games



Our Primary School swim team had a fantastic day out at the South Weston Swimming Carnival. Eula led the team out with a second place personal best, with all our athletes following with super swims attaining new PB's in every race. Huge congratulations to our Primary School team including Maya, Hugh, Will, Eleanor, Petra, Skye, Eula, Jessica, Finley and Xavier - fantastic work everyone!



Orana
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