

GRANA SEASONS

Term 2 2021

FROM THE PRINCIPAL

A snapshot of our Budget

The Annual Budget communicates to the School community a financial plan as to how it envisages carrying out its operations for the next year. It outlines the expected revenue, expenses, cash flows and operating result (profit or loss) for the year. It is developed based on events arising out of the previous year and also takes into consideration the School's longer-term objectives.

At a very fundamental level, we develop a Budget to achieve an operating surplus, so we can re-invest in the school's infrastructure, without the need to rely on commercial loans.

The Budget methodology is to determine if the income from all sources is likely to exceed our expenditure, and if so by how much.

Revenue

Broadly speaking, 55% of income is from Fees, 45% from Commonwealth and Territory funding and private sources.

As an overview, in 2020 Orana Steiner School had revenue of \$10,559,776 (excluding JobKeeper and Cash Flow Assistance). This comprised of:

- 1) School Fee Income of \$5,787,764 (Tuition Fees, Curriculum Fees, Levies etc)
- 2) Government Recurrent Funding of \$4,517,157; and
- 3) Other Income of \$246,163 (After School Care, Playgroup, Facilities Hire etc)

Commonwealth and Regional Recurrent Funding is paid to the School based on its student enrolments in years K-12 as at census date. This funding must be spent in the year it was received, used for operational purposes and only for expenditure relating to the K-12 students. The only way the School can influence the funding it receives is through its student numbers.

The most significant way a School can control or influence its revenue is through its school fees. Unlike Government Recurrent Funding which has defined parameters on

which it can be used, a School has complete discretion over how, when and why it uses its privately generated income.

Expenditure

Orana School's expenditure falls into six main areas:

- Salaries and Wages (approx. 70% expenditure);
- Operating Expenses (which includes Student Expenditure, Tuition Expenditure, Materials and Overheads) (approx. 15% expenditure);
- Buildings and Grounds (including utilities) (approx. 10% expenditure);
- Bad and Doubtful Debts;
- Borrowing Costs; and
- Depreciation and Amortisation.

Expenditure can be calculated based on a set of assumptions. The School knows its current staffing structure and can reasonably accurately cost any new staffing adjustments. Likewise, curriculum expenditure can also be projected based on classing plans, curriculum objectives and the staffing structure. The most significant administrative costs include insurance, workcover costs and professional services which the school engages. There is also a minimum amount of building and grounds maintenance which must be maintained.

Once the baseline is established, then income and expenditure can be adjusted for inflation and any capital requirements can be considered. We examine past records of income, past records of expenditure, predicted increases or decreases in the year ahead, new priorities, and evaluate likely variations in the year ahead.

We consider the school's plans for the year and factor in any changes in the pattern of activities from the previous year. It then estimated the effect of any likely changes in income sources or expenditure demands for the coming year.

Capital Program

As previously mentioned, the School needs to be able to develop and support its capital program from its school fees and private income, including donations. Capital grants are also available and the School has applied for these for 2022, however without certainty as to the result, we need to forward plan to a privately funded capital program. Capital expenditure between 2017-2019 has been seriously low (\$76k in 2020, \$141k in 2019) and needs to be addressed. The Schools facilities are in need of development and renewal to accommodate the current student intake as well as attract and grow future student intakes. It will only be through growing enrolments that the School will be able to fund a capital program based on its current requirements as well as forward plan projections.

One way parents can support the School's development is to contribute to the Building Fund. A letter was sent to all parents in mid-June with details about the Fund.

**Paul Teyss
Principal**

FROM THE HIGH SCHOOL DEPUTY

Dear Parents, families and students Orana has had very successful information nights, trial days, parent interviews and tours and I'm grateful for the interest from the community, and broader community in the High School and Senior College. Thank you to everyone who is speaking positively of the school. If you would like to find out more about what the High School and Senior College offer, we will be conducting further High School Tours throughout Term 3.

Parent teacher interviews occurred during week 1 of this term. This gave teachers the opportunity to catch up and engage with many families and to enjoy positive and constructive evenings about the abilities and future of our students. Thank you to parents who submitted responses to our survey on how they would like to see parent teacher interviews occurring next term. The feedback is divided, we will be offering one night at school and one night via ZOOM.

It has been a busy term for us all, and critical to building upon achievement for end of semester reporting. It's been very pleasant to hear of the wide variety of activities and experiences staff and students have had throughout the term.

Our High School and College staff are continually improving themselves in best teaching practice so that we can support our students. They have been attending various Professional Learning through SEA, A.I.S and the Directorate.

Our students have also been busy in classes and various incursions and excursions this term, including the following activities: Big Science Competition, ANU Maths Day, Cyber safety presentations for teachers, students and staff, Orana Athletics Carnival, Class 8 Debating, Science and Engineering Challenge, Main Lesson Architecture and Botany excursions, Photography excursions, BFIRM obstacle excursions and Duke of Ed camp.

Enrichment classes for Years 8 to 10 students that have been offered this semester have included Crafternoons, Mountain Biking, Study sessions, Ceramics, Master Cooking, Dungeons and Dragons, Soccer, Midsummer night's dream production and Creative Writing. We are looking forward to having Year 7 join us in enrichment classes next term as part of their transition process.

Orana has hosted or been involved in a number of events this term, including an ANZAC Day Assembly, Reconciliation Assembly, Winter Festival, Midsummer Night's Dream Production, AST Practice tests, Regional/ACT Swimming, Regional/ACT Cross Country, ACT Basketball Championships and AFL 9's Interschool Competition.

Year 12 students have presented to the High School and Senior College staff a mid year reflection and progress of their Year 12 Projects. The projects are certainly varied and exciting. As a staff we are looking

forward to the final presentations at the end of the year. We hope you can join us to celebrate their achievements.

We have been fortunate to have a couple of Prac students join the High School this term from the University of Canberra. It has been a great experience for these students to participate in a Steiner School, and to develop their knowledge of teaching with our professional staff.

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

Wishing you all a lovely break - we look forward to seeing you all refreshed again next term.

Kelly Armstrong
High School Deputy Principal

FROM THE PRIMARY DEPUTY

A Waldorf Winter

Growing up in Brisbane, Winter was very much “something that happened to other people”. I remember it being less humid and possibly having to don a jumper now and then. I am certain I owned one. However, living and teaching in Darwin for 4 years made me appreciate the non-Winter I had grown accustomed to in Brisbane! There, the seasons are but three; the Build-Up, the Wet, and the Dry – the Dry being two glorious months during June and July where there was no constant downpour or humidity that caused the very air to feel like treacle. The daily temperature would drop as low as 24 degrees Celsius and we would laughingly note that the local public pool would be drained because it was “too cold to swim”.

Perspective.

Upon my posting to Melbourne I had cause to buy my first proper coat and I fell in love with the distinct changes in seasons. A proper

Winter with shortened, darker days and the actual need for woollen gloves and beanies. Winter always feels like a time of introversion, stillness and reflection. The sun sends the least power to the earth and Winter contains the gesture of curling up or moving towards the inner most part of a spiral.

I have written before about how vital Festivals are to Steiner Education. They provide nourishment to the individual and bring the community together in meaningful ways. They are anniversaries that provide the richness of story and song, light and food, reminding us to celebrate our shared humanity. Our festivals are interwoven with the cycles of nature and they lift us out of the ordinary and into the mysteries and magic of the rhythm of the seasons.

The Winter Spiral takes place near to the solstice. The days are short, the nights are long and the Winter Festival helps remind us all of our ability to bring light into darker times. For our younger classes, a spiral of greenery is laid out on the floor of a quiet, darkened room. At the centre, a lit candle is placed and each child is given a turn to make their way through the spiral to the centre, carrying an apple candle they've prepared with their class. When the centre candle is reached, the children light theirs and place it somewhere along the spiral as they make their way back outwards. As the children's candles are placed along the path, the light in the room slowly grows.



Additionally, the School lantern walk takes place at night in the depths of mid-Winter. Under starry skies, each Primary Class makes their way in a long and glowing chain of silence to a designated, central place,

where the night becomes illuminated with the beauty of their hand-crafted lanterns. The silence and reverence are permeated by the **mesmerising strains of 'Enchantment'**, an instrumental piece performed by the **Little Yarra Ensemble**, and our Class 7's perform their presentation of fire and movement, something they have been perfecting for three months prior with their Class Teachers, Sharaine and Isabella, and supported by our groundsman, Den. It is magical. They are magical. We are witness to their magic and also our own as we are reminded of the importance of each individual candle in coming together to contribute to great light and beauty whenever the world feels dark.

Deep in the ground of the human soul
Of victory assured
The Spirit-Sun is living
All through the winter of the inner life,
The faithful heart divines it.

Rudolf Steiner.

Charmaine Rye
Head of Primary School / Deputy Principal.

PLAYGROUP

We have enjoyed a gentle transition to Winter, with the inviting warmth of baking bread regularly welcoming all Playgroup Families each morning. It has been lovely to see returning & new families settle into the Playgroup rhythm & continue to make new connections. The attendance of additional carers & grandparents has also been a wonderful way to further embed the morning songs, rhymes & rhythms in the **children's daily lives away from the Playgroup room**. It has been with a sense of togetherness that we have weaved our way through Term 2, with welcome help from attending parents on the housekeeping front keeping mornings running smoothly.

Our shared stories at the close of each session have reflected this sense of togetherness also, with all members of the little farm family, humans & animals alike, working alongside to pull the giant turnip from the ground. Moving into the colder months now, we are telling the story of a

group of forest dwellers who find warmth with each other in an abandoned winter slipper. With a much younger group of children attending this year, we have left (sharp!) needle craft for another time & instead turned our focus to knitting & crocheting over the past few weeks & a **number of parents' personal craft projects** also make a welcome regular appearance. We will be creating beautiful kite paper window stars upon our return to Playgroup in Term three.



EARLY CHILDHOOD

Numeracy in Early Childhood

You may have heard that academic learning starts in Year One in a Steiner school, but in fact the preparation for that more rigorous type of instruction has its roots in the experiential world of Kindergarten.

Here children are exposed to counting through morning circle songs (1,2 buckle my shoe, for example); addition and subtraction games (5 currant buns in the bakers shop), and one-to-one correspondence via setting the table, 18 cups, 18 bowls, combining and partitioning (10 china bowls and 8 wooden bowls); backwards counting and many other elements of mathematics which we encounter in our daily lives: for example, measuring out cups of flour for making bread, and other ingredients when making lunch food; fractions when we prepare the fruit and vegetables for morning and afternoon tea.

This morning the children asked for hopscotch. It's an opportunity to observe the written number and experience it in a playful way – then if a child is interested and ready, they may create their own version. Correction of number reversals at this time is not necessary, and will come with time and exposure to the correct model. They are also experiencing the numbers with their whole body as they jump through the game – whole body



learning is an intrinsic part of learning in a Steiner education.

Tracy Lewis
Acacia Kindergarten



YEAR ONE

Year One spent time this term working on their Dreaming Main Lesson, studying the Aboriginal stories of the Dreamtime.



As part of this Main Lesson, the children were lucky enough to have a visit from Wiradjuri Storyteller Larry Brandy, who regaled them with exciting stories and fascinating facts, using a variety of props to include the children in his performance.





In the last week of term, Years One and Two took part in the beautiful Spiral Walk, a long-standing tradition at Orana - and in Steiner schools across the world



The Spiral Walk celebrates the Winter Solstice and the finding of light in the darkness. In the darkened drama room, a spiral of ivy and camellias is laid on the floor. At the centre of the spiral is a plinth holding a large candle which is lit by the class teacher. One by one the children walk the spiral, each carrying an unlit candle held in an apple "candlestick". As they reach the centre, the children light their candle then return through the spiral, placing their candles along the way until the whole spiral is shimmering with light.



Years 1 & 8 Japanese

When Year 1 students were making Tanabata Origami decorations at the end of Term 2, Year 8 Japanese students came and helped the Year 1 children beautifully. The Year 8 students were previously Dan and Jacinta's students, and they really enjoyed seeing their former teachers as well as helping the younger children to do their Origami.



Both the Year 8 and the Year 1 students introduced themselves in Japanese, said the Japanese verse and greeted each other.

The Year 8 students helped the Year 1 students with great confidence and willingness and embraced the opportunity to work with Dan and Jacinta's children.

I hope that all the students enjoyed spending time together and that Dan and Jacinta enjoyed seeing their former students helping their current Year 1 children.
Fumi.



YEAR TWO

One of the favourite Main Lessons for this term was Saintly Lives. While the Fables (studied in Term 1) deal with the *animal* instincts, these stories are metaphors in which the human nature of such individuals overcomes and transforms the animal element. Called Saints in some cultures, these great individuals manifest a self-realised nature that although based within one cultural tradition, speaks to the universal human beyond particular cultures.



Learning about these individuals through imaginative means enables the children to develop their own sense of Goodness and to begin to create their own image of personal direction and ethics.

Exploring the lives of the Saints also lead to a curiosity about world Geography: where on our planet did each of these saintly people come from and how did their location impact their lives? This questioning then lead to a fantastic extension exercise in which the students constructed their own globes in order to locate the Saints in our world.





YEAR THREE

Connections

Often when we think about children, we can focus on the qualities that make each child unique, participating to a greater or lesser degree in the exciting revelation of the unfolding being we see before us. This focus is understandable, but it can obscure an appreciation of the threads of connection that bond each child to their peers, carers and teachers, past, present and future, places and spaces as they chart a course through life.

Seeking connections is the spice of life, and we do it easily, often without conscious thought. It is like the satisfaction of endlessly fitting lego blocks together inside one's brain. For example, we seem to be much more comfortable when we have a clear idea of our connections to our human and natural surrounds. How many times have you been in a conversation that reveals a hidden connection between two newly

a friend in common, or the pleasure of applying knowledge gained in one context to another completely novel one. Connections stretch across time and space. We experience the reverberations of previous events on current affairs every day, but how often do we experience smaller connections and resonances: to smell a perfume or eat a type of food that reminds us of our Grandmother's cooking?

As you can probably tell by now, I love making connections, so as I walk from my car to the class room every morning, I get to thinking. I pass a clump of snowgrass *Poa labillardieri*, named in honour of the fabulously monikered, Jacques-Julien Houtou de La Billardière, naturalist on *Le Recherche* in the 1790's. Interesting no doubt, but where are the connections?

It was at this exact spot last autumn where my students and I saw the eruption of some spectacular fungi, *Aseroe rubra*. These so-called anemone stinkhorns have evolved to have their spores spread by carrion flies, and hence emit a foul odour. *Aseroe rubra* was the first fungus to be given a Latin name in Australia. Guess who described it scientifically, who got down in the Tasmanian soil to pull it out and to inspect it, gross though it was? La Billardiere!

I should be thankful to La Billardiere for other reasons. He brought news of Australian fungus - and probably the odd spore - back with him to Europe, where his experiences filtered out into his community, as well as into the international community of scientists. Even though the study of mycology is just at the threshold of understanding the role that fungus play in all of our lives, the perspectives they have gleaned have been nothing short of revolutionary. The lives of fungus living at Orana are no less fascinating and full of potential connections, both physical and in terms of metaphor, than the fungus in a pristine rainforest.

As I continue my walk to the classroom I pass the garden beds with fresh mulch that

were the site of an epic coming-together of some slime moulds last year, prodded at and wondered over in delight by the kids in my class! I continue past the office, my eye is caught by some very well-fed and watered lichen. They have taken up residence under an air conditioning outflow, contentedly digesting the asphalt. Heading up now towards the classroom, I can see the tell-tale bulge of a bolete fungus poking out like a nose from one of the trees in the playground. I'm glad it isn't on 'grandmother tree', the magnificent Yellow

Box that towers regally over the class one playground. Even though these bracket fungi often only consume dead wood, it can be a sign that a tree is weakening from other, more subtle, causes. On I go over the lawns, past some opportunistic ephemeral mushrooms, until I arrive at the classroom.

As I arrive at the classroom, I'm greeted by a group of children, arrived early to catch up with me and to play. They cluster cacophonously around me and, speaking simultaneously, each shares what is on their mind. Then in a wink they scatter in all directions only to re-form, on the playground or to meet another friend who has just arrived.

The 'wood wide web', a term that encompasses the connections formed between plants and fungi, forming a living, trading, network in all soils, is a concept that is growing in popularity. I think it is ripe with metaphors for a deeper consideration of the role that communities play in each child's biography.

For starters, fungi are notoriously hard to classify. They are free and easy with their genetic material and can form connections that interpenetrate the hyphae of other species of fungus. It is a constant source of amazement to me how permeable children are to the 'will of the group'. It is sometimes confronting for parents to realise that the way their child behaves in a large group of same-age peers is often very different from their behaviour in a smaller nuclear family.

Many people have tried to find the correct way to interpret the course of development of children, but no-one has yet been able to capture the full picture.

In Steiner schools we seek to provide the broadest based education possible, without premature specialisation. The idea is to 'till the ground well', so that whatever ends up growing there will be healthy. Just as in childhood, it can be difficult to pinpoint where, in an undifferentiated mass of hyphae, a nucleus for a fruit (mushroom) will form. Fungi absorb nutrients every time their hyphae encounter the environment. Children are constantly 'tasting' the air the community bathes them in, providing them with information on what is valued or reviled, absorbing for all they are worth, and only later 'pruning' off less useful concepts.

The fungi I passed on my way to school are each living parables about how to work with children and understand their driving mission to become. Of course, the journey of becoming doesn't stop over a lifetime and the metaphors provided by the natural world are worth considering by adults as well.

The stinkhorn fungus is an example of how an overlooked means to an end was turned to advantage. Harnessing flies is a great idea to disperse spores! It may not be the prettiest fungus, but it has found a niche and has refined it.





The slime mould (not strictly speaking a fungus) is made of individual mobile cells that hunt bacteria in a solitary existence. When conditions turn unfavourable, the individual cells come together to erect a structure that will carry their spores – little life-capsules – to greener pastures.

The lichen is a shared colony of fungus, providing the protective architecture, and algae, providing the energy. By cooperating, they can live in any and all conditions, including the poles by forming a living ‘skin’ over all parts of the earth. They are self-contained and make their own food rather than eating other organisms.

The ‘Grandmother tree’ is a node in the network of the playground that long predates the school that was built under its boughs. It has made connections to almost all of the fungal networks providing nutrients in return for sugars from the plants. It is no doubt aware of the bolete fungus I saw on my walk to the classroom, growing in one of the nearby gum trees. The bolete is not an ephemeral fungus, but grows over years (you can often count the growth rings of bracket fungi), in turn providing an environment for other life forms to live in. Koori people used to burn this fungus as a mosquito repellent and fire starter: another profound connection through time and space to consider.

I recently found some bracket fungi busily breaking down an old pine log on the playground and we were able to work out that the fungus had started at Orana at about the same time that my students did, four years ago! In that time, they have forged friendships and networks of

influence that will subtly shape and provide support to them over a lifetime.

I don't have long to muse on all of this before the bell rings and another day of making connections in one form or another begins.

Michael Thompson

YEAR FOUR

Year 4 have enjoyed several excursions this term that brought our local geography and local history Main Lessons to life.

We enjoyed examining the model of Canberra at the National Exhibition Centre and then walking up Mt Ainslie and looking down at the same view in real life. Examining maps of Canberra after visiting Lake Burley Griffin and sketching the view from Mt Ainslie and Telstra Tower linked the maps to the physical reality. We also enjoyed tracing our bike ride to Scrivener Dam on a map.



Physically visiting Blundell's Cottage and experiencing the inside of St John's schoolhouse and Church made Canberra's history more real.

We also enjoyed a day at Birrigai. In the morning we went on a bush walk to a rock shelter and learned about the traditional culture of the local Aboriginal people. The afternoon activities included lighting fires, cooking damper and making string.

Class 4 has enjoyed another term of authentic learning experiences and had a lot of fun together!



raising money for Médecins Sans Frontières (Doctors without Borders).

Year 5 students began the day by learning a traditional Indian wedding dance from Class 6EM. We went on to create seed mandalas and finished this most wonderful school day with an afternoon tea of Indian desserts specially prepared by Bharat International Grocery Store in Phillip.



A huge thanks to Olive Ray-Hoy (Class 5TH), whose compassion and ideas instigated the fundraising efforts for India. Thanks also to Caroline Xeri (Class 5LHR parent and P&F member), who organised and provided the Indian desserts and brought this special day beyond the Year 5 classrooms and into the Orana Community by holding an Indian-themed Community Market after school on the same day. All proceeds from the day were donated to Doctors without Borders and as a community, Orana raised over \$1,200 for this cause.

Olive did an amazing job raising awareness for Year 5 students about the purpose of our Indian Day. Her speech to her fellow students is included below.

"I would like to talk about the reason that we are having our Indian markets.

We are doing this to donate to a worthy cause, called Médecins sans frontières, translating to Doctors Without Borders.

YEAR FIVE

Term 2 has taken Year 5 from Ancient India, through Ancient Persia and Mesopotamia to Ancient Egypt with stories of holy men, gods and powers of darkness that have taught us of major changes in human consciousness and the relationship between the geography of these lands and their cultures.

Our studies of Ancient India culminated in an Indian Day through which our focus was brought to present day India and the devastation that COVID has brought to the people there. It was decided that we would use this day to help those in need in India by

They were founded in 1971, by a group of doctors and journalists. Today they have a worldwide movement of over 42,000 people. Right now they are working in Myanmar, Liberia, Jerusalem, Palestine, Yemen and India.

At the moment India is having a terrible problem with Covid-19. Many people in India are poor and don't have access to good hospitals, and many also live in overcrowded conditions, where COVID spreads quickly.

In Canberra, some of us have had a hard time with Covid, but in India it is much worse, so today we're doing something to help out.

Thanks everyone for such a good effort!"



Another key event for Year 5 this term has been our participation in this year's Floriade Community display. Find more information about this event through <https://floriadeaustralia.com>

Year 5 students were given the task of designing ten flower beds, preparing soil and planting some of the 300,000 bulbs provided



by Floriade in the Weston Creek Orchard. The students will nurture the flower beds over the coming months. The classes have embraced this opportunity with great enthusiasm and we are very excited about seeing our flowers bursting into bloom in Spring. Other classes and Orana Families will also be able to enjoy this little piece of Floriade which is right on our doorstep.

Thank you to Chris Boswell who organised the tools and activities and brought us this wonderful opportunity.

As a culmination of our studies of Ancient Egypt, at the end of the term Class 5TH performed their play, "Isis and Osiris". The children worked together as a group to memorise their lines, sang songs throughout the play and designed and constructed all of their own props and costumes. Our heartfelt thanks go out to Maia, who helped us with the music, to Ursula, who lent us some costumes that we needed, and to all of our families for supporting and encouraging us. The teamwork, cooperation and skills that are developed by putting on a play are so valuable, and we are very lucky to be able to give these important opportunities to our students.



In Week 3, Year 5 students hosted a Japanese market at the SRC Hall. The 'shops' had beautiful Origami flowers, hats, and toys that the children had made in class, while the 'bookshop' had magazines that the Japanese Embassy kindly donated. The children took turns to be shopkeepers and customers and did a great job in communicating with each other in Japanese!



YEAR SIX

Dr Stovepipe – Musica Viva

A few weeks ago, primary school classes had the opportunity to attend a live music performance by Dr Stovepipe. We had an early concert for Years 1-4, then an afternoon concert for Years 5-7. I was not able to attend all of both, but I was witness to some high energy engagement across all the years, with dancing, clapping and enthusiastic singing along!



The younger grades (and my class) had learnt one of Dr Stovepipe's catchiest songs during Tuneful Tuesday and were able to fully participate musically – no dogs in the doghouse for that song!

The older classes were inspired by a few uninhibited Year 6 students who took the dancing down to the dance floor... and then my job changed to bouncer, to keep a clear zone around the musicians and their equipment! It was electrifying and deliciously fun! We all got hot and happy very quickly.

We are so lucky to be able to have all types of different live music surround and influence us, and we look forward to the next Musica Viva visit in Term 4.



Tuneful Tuesday

Each Tuesday morning (in dry weather), Years 1-3 plus 6EM gather outside the Year 1 rooms and sing together. We usually begin with a clapping rhythm or two, sometimes complex and sometimes silly, and then spend some time learning a seasonal song, a plain old fun song or a song from another culture.

I like to choose songs that are joyful or meaningful with a fairly simple tune and rhythm, and our calendar provides a lot of inspiration. Anzac Day, Musica Viva, Reconciliation Week and winter have been the recent themes I've chosen, trying to bring more connection with those events in the children's lives.

Each week, I try to create opportunities for a variety of children to come up onto the 'stage' and lead or contribute to the music in some way. All are encouraged, no matter their ability. Every now and then we use shakers, drums and other percussion instruments to add some more layers to the sound, and we often put dance moves or actions to the songs if we can.

My own class has been participating in Tuneful Tuesday since I began with them at the end of Year 1 and though they haven't always loved and appreciated being 'stuck' with the younger grades, they sing beautifully and support the music, and the other children, with their input. I try to give them a more complex part or harmony to give the songs more richness and to challenge their abilities as Year 6 students. Ultimately, it is part of their learning to be able to give something of themselves to others less experienced or others less fortunate. My class has been visiting the Mirinjani Aged Hostel residents in Weston and singing with the same altruistic intention since Year 3.

Emily McKenzie-Kay

Local Attractions

To teach Year 6 in Canberra is a great privilege because of the many local institutions which offer programs that tie in with our curriculum. After learning about Ancient Greek and Roman democratic political systems, we explored the Australian political system at Old Parliament House through MOAD (Museum of Australian Democracy) and NEEC (National Electoral Education Centre). Both have amazing programs for students to experience first hand some of the history and development of our political nation. It was also really lovely that we could independently travel by bike to both.



Our classes especially loved the hands-on activities at NEEC where we got to try preferential voting, and they loved sitting in the old Senate seats at MOAD, discussing Governors General over the last 100 years or so. We also biked to the National Museum of Australia for the Deadly Defining Moments program, which explores our history through Indigenous perspectives. Next Term, we will bike to Parliament House and possibly the National Archives to continue our exploration of Australian civics and citizenship.



Delving right into the sciences in Year 6 has given us good reason to visit Geoscience Australia, Mt Stromlo Observatory and the Canberra Deep Space Communication Complex, just this term! Looking at our world from the geological aspect and then the astronomical aspect developed many connections in the students' learning.

Next term, all primary classes will be bussed out to the Waste Management Centre to witness the impact of landfill, plus the recycling centre in action. We try really hard to follow the coloured bin system at school and often the students are better at it than the adults!



YEAR SEVEN

This term, Year 7 students started their studies of History and Geography with the Middle Ages Main Lesson. Students learnt about life as a peasant in the Middle Ages and explored what life would have been like for people under the feudal system. We also listened to stories about the Catholic Church and the rise of Islam during this time. In the Age of Exploration Main Lesson, we heard biographies of courage, exploration and independence through learning about different explorers and adventurers who bravely went out into the world on their own.



Year 7 was also lucky enough to visit the National Gallery of Australia to see the Botticelli to Van Gogh art exhibition.



Students extended their learning about the impacts of the Age of Exploration by researching and presenting a biography about an influential person they admire. We

have ended the term with investigating mathematics in nature through our Geometry Main Lesson.

Year 7 have continued to embody the leadership skills that are expected of them in the upper grades of the Primary School. Over the course of many weeks, we cultivated and planted trees and shrubs in the Weston Creek Orchard for other classes and community members to enjoy. We will continue to care for these plants to ensure their successful growth in the future. Finally, our preparations for the Primary School Winter Festival came to fruition and all the students' hard work paid off. The lantern walk and firesticks performance were a magical experience for all who attended, and the whole community was incredibly proud of all Year 7's efforts and achievements.



Year 7 German

This term the students have been learning about House and Home, constructing miniature house models in the style of German *Reihenhäuse*. The students created labelled floorplans for their houses, and presented their models to the class with a description in German.



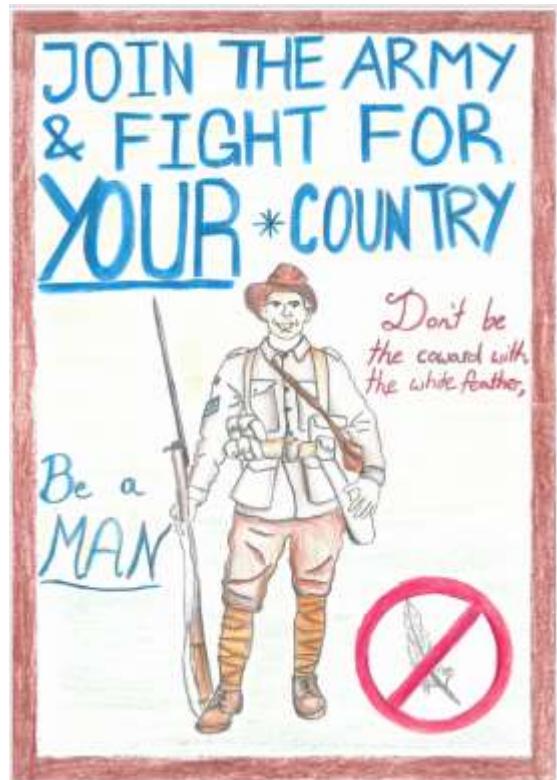
YEAR EIGHT POETRY

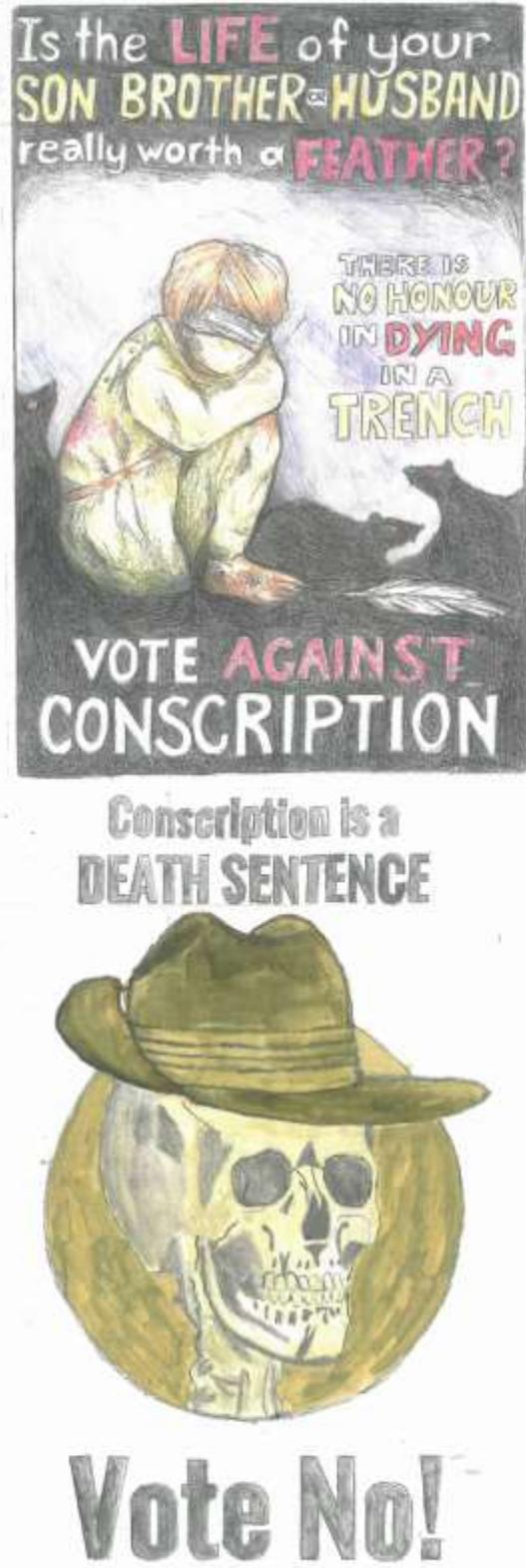
Pantoum

The dim orange light shone brightly
through the room
A vinyl player turning in a spiral of sound
and warmth
The warm smell of a hot cup of jasmine tea
floats in the air
A symphony of sense blending together like
ink.
The vinyl player turning in a spiral of sound
and warmth
Old tunes whispering into the ears of the
well known
A symphony of sense blending together like
ink
Shelves and shelves of bound paper and
knowledge line the walls
Old tunes whispering into the ears of the
well known
Families and couples meeting in rejoice of
a week well spent
Shelves and shelves of bound paper and
knowledge line the walls
A lonely soul sits in the shadowy corner,
content with the books provided
The bright golden light of the soul shines
through the room.

YEAR NINE

The Middle Main Lesson of Term 2 for all of Year 9 was "World War I and the Russian Revolution". The majority of the Main Lesson was devoted to an overview of the long term causes of World War I, key events and the tragic results for all participating countries. Students were given lots of resources so that they could appreciate the horrors of life in the trenches for ordinary soldiers. They worked in groups to research a particular battle in which Australia or Germany was involved. For the major assignment, each student chose one Aboriginal soldier. Through a study of the man's life, students developed a better understanding of how the equal treatment that Aboriginal men experienced while at war was not repeated when they returned to Australia. A secondary assignment was the opportunity for students to create a poster which either encouraged young men to enlist or persuaded them to vote "No" to Conscription. Here are a number of the posters which the students produced.





HURRY! JOIN US!



ENLIST TODAY!

YEAR TEN

During Semester 1, the Year 10 History cohort followed on from their studies on World War I in Year 9 by studying World War II and the Cold War.

Introduction to the Arms Race

- The Cold War was a period of ideological and geopolitical tension between the United States, Soviet Union, and their puppet allies
- During the Cold War there was large competition between the U.S.A and The Soviet Union for nuclear supremacy.



The students started by covering the long term reasons which led to a second world war so soon after the finish of the first. Focus was placed on the rise of Hitler and how his ambitions to create a new German empire led to the outbreak of World War II. Students undertook an in-depth investigation into one aspect of World War II for the assessable Research Essay. Both the Western Theatre and the War in the Pacific were studied in class, culminating in the dropping of the atom bombs in August 1945. This segued

smoothly into the background of the Cold War, which lasted from 1946 – 1991. After an initial introduction into the concept of Cold war, students divided themselves into small groups to take on one aspect of the Cold War. Here are slides from a variety of PowerPoints produced by students for their presentations to the rest of the class. Topics included The Arms Race, The Korean War, The Cuban Missile Crisis, Propaganda, The Berlin Wall, Espionage and The Space Race.

Telephone Shoe

- Shoe phone.
- It was used by the USA to send messages within medium to short range communications.
- Not very useful for agents far behind the Iron curtain with no other agents in support.



American poster propaganda from the Cold War

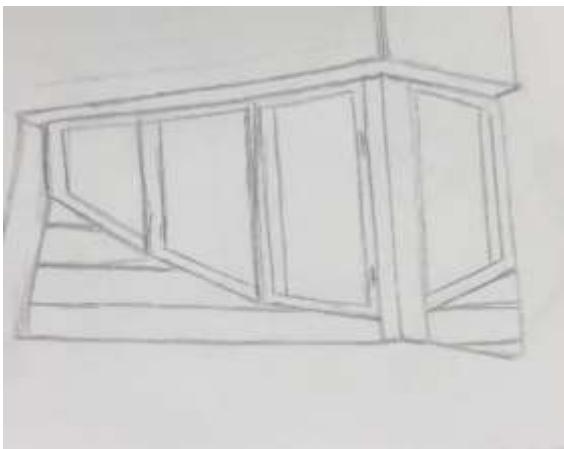
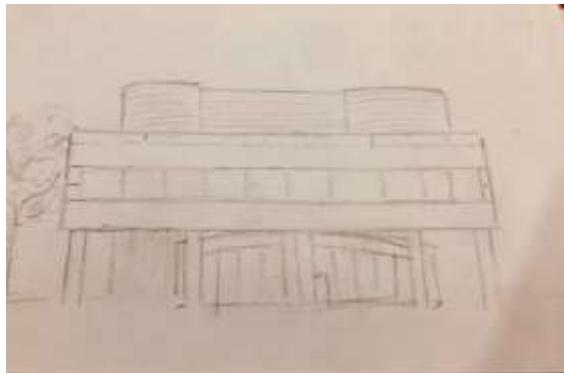


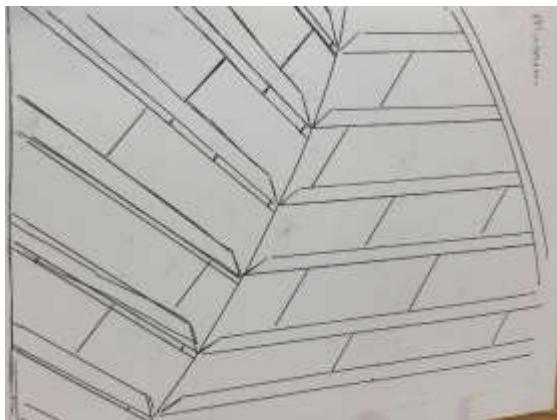
SENIOR COLLEGE

In the Architecture Main Lesson in Year 12 we made several short forays into Canberra. Can you spot where we went from these student sketches? Can you answer the questions we posed ourselves?

- Magna Carta Memorial: why does this building appear 'too short'?
- What is the inspiration for the windows at the National Museum of Australia?
- Why is the Le Corbusier's Villa Savoye hiding behind the IATSI building?

- How can you make window 'turn the corner'?
- What architecturally significant plant is growing behind the Year 10 classroom?





Year 11 Japanese

At the end of Term 3, Year 11 Japanese students had a cooking lesson after their final exam. They cooked Japanese savoury pancakes (Okonomiyaki), Inari (Deep fried tofu sushi) and Tonkotsu Ramen.

The teacher spoke only Japanese during the cooking lesson, and the students enjoyed listening and speaking Japanese through cooking. They loved what they cooked and ate everything they had made (nothing was left on their plates!).

They washed all the dishes independently and thoroughly cleaned the kitchen.
I hope they enjoyed the cooking lesson, and I would love to have more cooking lessons with them.

Fumi



Year 11 Botany Main Lesson

The Botany Main Lesson is one of the traditional Steiner Main Lessons for Year 11. The Main Lesson now falls under "Interdisciplinary Science", which is an integrated Science course available through the BSSS Senior College program. The Botany Main Lesson takes an in-depth look into the world of plants. Students identify the characteristics that

make plants unique, and follow the evolutionary development of important plant features such as the vascular system, seeds and flowers. The class discusses plant anatomy by examining major taxonomic groups of plants with regard to the order in which they evolved and the structures they developed. Students prepare plant specimen slides to observe under the microscope and observe plants in the field on a visit to the National Botanical Gardens. Goethean observation is practised through the Botanical Drawing activities and some students choose to extend their observational skills by producing a botanical drawing for their assessable project.



Stunning Botanical painting by Sarah Moss, Year 11.



A Midsummer Night's Dream

Earlier this term the Senior College / High School combined Drama students presented an incredible production of Shakespeare's *A Midsummer Night's Dream*. Supported by extras and musicians from many year levels, the students gave an astonishingly polished and confident performance and should all be very proud of their work.





DUKE OF EDINBURGH AWARD



Earlier this term, 20 Year 9 and 10 students participated in a Bronze Award Hike in Ben Boyd National Park. They walked the 33km Light to Light walk with full packs, carrying all their own provisions and equipment. The weather was beautiful, thankfully much warmer than in Canberra, and the students proved themselves to be excellent trekkers, even handling an unexpected and very cold river crossing without any drama. The Year 10 students have been practising their leadership skills on the camps this year, with two students taking their turn to be in charge each day. It's been great to see the students' confidence and competence in the outdoors, and we are all looking forward to the Urban Hike next term!



WINTER FESTIVAL

Our term culminated in the wonderful Winter Festival. Despite light drizzle beforehand, the Festival went ahead without a hitch; the night was cold and clear, the lanterns beautiful and the students walked the spiral with a sense of reverence and awe.



CRAFT GROUP

Winter is truly a time when nature is on display - through the fun in crunching through a pile of fallen leaves, the beauty of bare branches scribbled on grey clouds, to the graceful and intricate patterns created in ice on grass blades, bird baths and car windscreens. We notice the shorter days and hurry home. We feel the need to be warm, to

draw near the fire, and nourish ourselves with warm drinks and hot soups. It's a perfect time for getting cosy with friends and crafting over a cuppa!

All of this overt display of nature brings to mind the role of the nature table. We see these beautiful seasonal displays in the Kindergarten and early primary classrooms. They are changed to reflect the changes going on outside in the wider world, bringing an awareness with a sense of magic into the space where our children learn. If you have ever wondered about the beautiful nature table in your child's classroom, you might enjoy this article:

<https://www.themagiconions.com/2010/04/discovering-waldorf-nature-table.html>

Craft Group has been making toys and nature table items to reflect the changing seasons. We would love your help as the Orana Spring Fair draws ever nearer. You don't have to be an expert - we have plenty of people who are happy to share their skills.



We have welcomed some new members as well as old hands to our crafting sessions during Term 2. We have been able to hold double sessions (both Saturday AND Sunday) on the occasional weekend to help catch up on those times when the room has been booked out. It's wonderful to see the revival of activities and social opportunities as we get used to "COVID normal".



During Term 3, we plan to make Steiner doll heads, finish off our woollen dolls and sew more felt animals. We're also exploring the possibility of a special workshop to learn

how to sew dolls clothes with advice from our expert dressmaker.

We have recently had some good news - children are welcome to accompany crafty parents to Craft Group next term! But to make this work, we need to know **you're coming** - please make sure you email us before the day so we can keep track of numbers. Reminders will be sent out through the Leaflet or you can email us at craftgroup@oranaschool.com to join our email list.



RECONCILIATION WEEK

National Sorry Day is the day before Reconciliation Week and several classes gathered under the flagpoles first thing that morning to commemorate the apology to our First Nations People. At Tuneful Tuesday, many of us had learned the Maranoa Lullaby, in Gunggari Language, and we managed to sing it in three parts, after listening to an Acknowledgement of Country written by Charlotte Woodward in 6EM.

This was the beginning of all kinds of reconciliation activities throughout the week to come, including a moving assembly for Years 5-12 on the Friday. A pop-up choir was formed to sing 'We are Australian' during the assembly, and it was so lovely to see primary and secondary students volunteer their time during lunch to rehearse and then stand on stage and even give solo singing a go.

The afternoon of the assembly saw classes meeting up with their buddy classes and sitting around fires throughout the school. Marshmallows and baked potatoes were

devoured messily after acknowledging the traditional custodians and the importance of reconciliation. The moments spent around the fires, singing, yarning or just reflecting were powerful and important, especially shared with buddies across different year levels.



In my class, we spent time creating Reconciliation Week posters, contemplating the meaning of the theme, 'More Than a Word - Reconciliation Takes Action' and discussed how well they conveyed their meaning. After some collaborative brainstorming for essential elements, each student in 6EM wrote their own Acknowledgement of Country. Now, every day since, a different student speaks their own acknowledgement at the beginning of Main Lesson and we plan to continue for the rest of primary school.



RECONCILIATION WALK

On the Friday of Reconciliation Week, a handful of primary classes walked together to Oakey Hill to eat lunch under the gumtrees and to commemorate Reconciliation Week. They all then climbed to the trig point at the top of Oakey Hill to gather reflectively and hear some Acknowledgements of Country written from the heart by Year 6 students.

All students sat respectfully and spent some time listening, feeling and seeing the country around them, thinking back to the significance of the hill for the local Indigenous people - the cold wind on cheeks, under the crisp, blue sky, sitting on the sun-warmed rocks.

Oakey Hill is named after the she-oaks (casuarinas) all over it and is a special place for the Aboriginal people, with a number of sites discovered over the years.

They looked at the view from the top of the hill to establish where we were in relation to all we could see around us, Black Mountain, the Arboretum, Mt Tennant, Mt Taylor, the Mint, Parliament House etc. The next half hour was spent playing on the northern slope, amongst the casuarinas and the rocks. It was wonderful to have children six years of age interacting with their older buddies, receiving piggy backs from 12 year-olds, or just playing freely across the grades.



TERM 2 ASSEMBLIES

During Term 2, there were two major Assemblies held in the Overture for Years 5 – 12.

ANZAC Assembly, Friday, 23 April.

The main themes of this Assembly were the reason why 25th April is the day when Australians remember all the wars in which Australian soldiers have participated and the evidence of humanity shown between soldiers on opposing sides during the Gallipoli



Campaign in 1915. Apart from an ongoing narrative to explain the key events, some students in Years 11 and 12 read extracts from primary source documents, with a number of slides to provide a visual component. The Assembly concluded with a bugle playing the Last Post and the traditional One Minute's Silence.



Reconciliation Assembly, Friday, 28 May.
The first Reconciliation Assembly for Years 5 – 12 took as its theme the sharing of knowledge about why there is a complete week of celebration and commemoration at this time of the year. The event began with the whole of Year 5 doing the Acknowledgment to Country in three languages, English, Japanese and one Aboriginal language. Teacher Steve McKinnon gave a brief explanation about the significance of the two dates which bookend Reconciliation Week: the 1967 Referendum to allow Aboriginal people to be counted in the Census and the 1992 High Court Ruling on the Mabo Native Title Case. Four Year 7 students then spoke about the origins of the Aboriginal Flag. Class 7IS recited a Poem, "All one Race" by Aboriginal writer and activist, Oodgeroo Noonuccal, and the Assembly concluded with the combined High School & Primary School Choir's rendition of "We are Australian."

LIBRARY

We have been having a big term in the library.

We are enjoying the beautiful winter table by Rosa (Sol's Mum 3MJG) – please pop by and take a look.



On 19 May Years 1-6 participated in the National simultaneous Storytime Extravaganza. This event is promoted by ALIA (the Australian Library and Information Association). This event is to simply the joy of sharing an Australian book simultaneously with thousands of other students throughout the country. This year's book was "Give me some Space" by Philip Bunting.

This year was super special because the Australian Space Agency and the Office of the Chief Scientists became involved and not only got the book delivered to space, but they had Dr Shannon Walker read it from the International Space Station. So, in a Covid-impacted environment, we were all happy to be able to watch together in the Overture. The students were very impressed to see and hear a female astronaut read to them.

On 21st May we had the Kids Lit Quiz, which is a National Literature Trivia Competition for our senior primary students. Our teams this year were Orana 1: Zen Xeri, Ada Harvey, Angus Sheehan And Samson Droney, (all from Isabella's class) and Orana 2: Liam Sutherland, Charlotte Woodward, Felix Van Maale and Saphira Ladbrook (all from Emily McKenzie-Kay's class).

This competition runs like a normal trivia competition, with 10 rounds (plus a Joker round). We competed against 21 other teams including from Shore and Frensham schools.

Orana 1 came second overall, and Orana 2 won the Australiana round outright!

This competition does not have set readings to study, but relies instead on a general knowledge or wide reading of literature, including myths, legends, classical, modern and historical literature and fantasy. It was a great result for a huge effort: the students came to the library at lunchtimes and did practice questions several times during the preceding weeks.

Needless to say, both teams were pretty chuffed at their experiences and results. Congratulations to all who took part!

KNIT A GNOME FOR OUR 40TH BIRTHDAY!



As part of our 40th Birthday celebration, we are encouraging anyone who would like to take part to knit a gorgeous Orana Gnome!

The Gnomes can be knitted in 16 ply wool (standard school wool) or in 8 ply wool, which will give a half-sized gnome using the same pattern.

Directions:

Use 6 mm needles for 16 ply wool or 4 mm needles for 8 ply wool.

Begin knitting at the top of the head: cast on 30 stitches in whatever colour you want the face to be.

KNIT stocking stitch (1 plain row then 1 purl row) for 20 rows.

Body of gnome - Continue in stocking stitch for 20 rows (the children often do 2 colour stripes).

Legs: KNIT 15 stitches - place remaining 15 stitches on a stitch holder.

KNIT 15 rows of stocking stitch.

Row 16: knit 4 stitches knit 2 together, 2 times, knit 3.

Row 17: purl and all alternate rows.

Row 18: knit 3 stitches knit 2 together, 2 times, knit 3.

Row 20: knit 2 stitches knit 2 together, 2 times, knit 3.

Row 22: knit 1, knit 2 together, 3 times (6 stitches).

Cut wool and thread through remaining 6 stitches.

Second leg: pick up remaining 15 stitches and work to correspond with first leg.



Arms: cast on 15 stitches and work the same as legs.

Pointed gnome hat: Cast on 34 stitches. Work 4 rows of plain knitting then 12 rows of stocking stitch.

Shaping: knit 2 together at beginning and end of every plain row (no shaping on purl rows)

Purl every alternate row until 4 stitches remain. Cut wool and thread through stitches. Use this thread to stitch up the hat.

To assemble gnome, stitch up back seam, leg seams and arms.

Stuff gnome and arms with wool fleece through top of head. Close head with gathering thread. Stitch arms in place. Sew hat onto head.

Neck: Starting at the centre back seam and using a thread of the face colour, weave over and under every second stitch where face joins body twice around neck and pull in gently to create the neck indentation. Secure with several stitches at the centre back seam.





