



Orana
STEINER SCHOOL

Seasons Term 4 2021

FROM THE PRINCIPAL

This year has been full of many ups and downs for the community at Orana, but still, we find ourselves feeling strong and positive with a fresh outlook for 2022 and beyond.

This positive outlook is achieved through strong partnerships between our staff, students, and parents, and now, more than ever, our teachers are helping guide students towards future pathways with a sense of purpose, regardless of the circumstances around them. This is our DNA and will carry us through into next year where Mr Geoff Fouracre will be handed the leadership torch to continue Orana's revitalisation, where we will be showcasing the School and its amazing students to the wider community. We will be known as the caring school where students learn social responsibility as they grow and connect with the people and natural world surrounding them, where our mainstream education is distinctly different, one with a rigorous curriculum that provides academic success, and we will be known as the school offering outstanding education that lasts a lifetime.

To showcase student achievement and communicate the core difference of Orana, we have been working tirelessly over the past nine months to better understand the needs and wants of our parent community. We've surveyed and analysed the results; we've recreated our branding across our handbooks and we look to develop professional publications during the beginning of 2022; we've developed a core narrative of Orana's key value points and the distinct difference of why parents choose us for their child's education. Now we can move forward, ready to share these key messages succinctly across the whole school community in a clear and engaging manner, and Mr Fouracre will be overseeing the progress.

Mr Fouracre comes to Orana with more than 20 years' experience as a principal in independent schools and brings with him an outstanding wealth of knowledge and expertise in leading schools. I hope parents, staff and students will make him very welcome as he takes the School into a new, vibrant, and exciting future. Although

I will be stepping back from the role of Principal, I will still be liaising with the Board and Mr Fouracre in a consultancy capacity to ensure a smooth transition for Mr Fouracre into the role.

I am excited to see what 2022 brings and wish you all a wonderful Christmas and summer break.

Dr Paul Teys - Principal

FROM THE HIGH SCHOOL DEPUTY High School and Senior College

2021 was another unforgettable year for many reasons. We had more lockdowns, whole school and part school closures and periods of individual self-isolation for many.

On the positive side, what we have experienced is a great level of versatility, creativity, resolve and, above all else, fantastic team work. We have found new and exciting ways of working, many of which we will carry forward.

I'm extremely grateful to and proud of the students at Orana. They are a joy and make all our efforts worthwhile.

We have been able to finish 2021 with some slight sense of normality. Plays have gone ahead, we've had formals, graduations, Year 12 Projects, Year 7 bridge crossings, awards assemblies, camps, and excursions.

I would like to congratulate our Year 10 and Year 12 students who received the following external awards for 2021:

Long Tan Leadership and Service Award

- Year 10 – Cassandra Wright
- Year 12 – Chelsea Ciancio

ADF Future Innovators Award

- Year 10 – Maggie Ormes
- Year 12 – Riley Withycombe

Australian Catholic University Award for Academic Excellence, Leadership and Service

- Year 10 – Lawrence Pearce

BSSS Excellence in Academic Achievement

- Riley Withycombe

BSSS Excellence in Service to the Community

- Chelsea Ciancio

It has been a busy term for us all and against that backdrop, our teachers have been relentlessly working on their students' reports. These reports will be available on Schoolbox on Wednesday 17 December.

Congratulations to our Year 12 tertiary students who sat the ACT Scaling Test earlier this term. This examination measures skills necessary for success at university and facilitates the comparison and scaling of course scores both within and across colleges.

Over the two days, students completed three components: a multiple-choice test, short response, and writing task.

We congratulate those Year 12 students on completing the AST and wish them the very best with their results in January. Many of our Year 12 students have received early entrance and acceptance into Universities, CIT and other organisations.

I would like to extend my sincere thanks to all staff. Without exception, everyone has gone above and beyond, covering any roles necessary to ensure disruption has been kept to an absolute minimum.

Last, but certainly not least, thank you to all parents and carers. You have continued to show great patience in the face of change and have demonstrated, whatever situations we find ourselves in, our children will thrive when home and school work together.

For those families who will be ending their Orana adventures, thank you for letting us get to know and be a part of your child's growth as a unique individual. They have been a delight to work with and they are a credit to you. We shall miss them. We are looking forward to welcoming Year 6 and 7 students into the High School next year and the return of our High School students.

Please enjoy a well-deserved break as everyone has had a tremendously challenging year. May

Christmas be a time enjoyed with family and friends, relaxing and making the most of the Australian summer. I look forward to your return in 2022.

Kelly Armstrong – Deputy Principal / Head of High School & Senior College

FROM THE PRIMARY DEPUTY

Christmas in a Time of Covid

Christmas is well and truly on our airwaves and in our shopping centres, as was evidenced when Sean brought back reindeer-shaped crumpets from a grocery shop he braved with our six-year-old in tow. And if we couldn't escape the tentacles of consumerism this Christmas, Christmas has certainly not escaped the clutches of COVID-19.

This year's festive family photos have enforced the 1.5 metre rule from a socially distanced Santa, and a Nativity scene outside a local church has Mary, Joseph and the Three Wise Men wearing masks. Families long separated by oceans and flight restrictions are trying to navigate borders and quarantine periods to be reunited once more. The marks of the pandemic can also be seen throughout Orana. COVID-19 precautions touch almost every part of the day. Children line up with teachers reminding them to leave space between each other. They emulate a namaste bow to greet their teacher and they filter out into their single-cohort playground areas.

Everywhere you look in our school, people are wearing masks. I assure students I'm smiling behind the mask, using almost pantomime exaggerations of vocal intonation to convey whatever emotion I am trying to create. I keep waiting for someone to point and yell, "He's behind you!" at the obviously evil villain wearing a malicious grin. Except our evil villain is invisible and impervious to the enthusiastic exclamations of children.

How do you keep Christmas alive in such conditions? With hope. By acknowledging the daily small, but beautiful, gestures of our

community and by being reminded that kindness is bigger than anything.

Our students do this instinctively. I have smiled as my Year 2 students have filled leaves with water to place around the grounds for small creatures on hotter days. My heart swelled with pride when I was told of some of our Upper Primary students writing letters of love and support to a classmate who was finding the return to School after lockdown challenging and overwhelming. And when my Year 1 Teachers, Jacinta and Dan, told me of their 'paper hugs' solution to their very tiny charges feeling bereft at not being able to hug each other, I was yet again filled with wonder and awe at the everyday magic of my staff. Students were asked to create tiny, folded cards they could decorate and write a message on, like a rainbow-coloured paper hug. Whenever I was on yard duty, Year 1 students would proudly show me their pocket full of paper hugs: a kaleidoscope of messages of love and care from their classmates. One student showed me a particular paper hug he was especially proud of. Equally adorned with hearts as it was muddy fingerprints, he explained that this was his favourite hug as he had made it himself. "I gave this one to me! Because it's just as important to be kind to yourself as it is to be kind to your friends."

My wish for you this Christmas is kindness and that we might each be graced with the unfettered wisdom of my seven-year-old philosopher who already innately understands that the gentleness and love we extend to others should also be extended to ourselves.

I hope your Christmas is filled with love and people who inspire in your joy. Take care over the holiday period. I look forward to welcoming you and our gorgeous students back in 2022.

Charmaine Rye – Head of Primary School / Deputy Principal



EARLY CHILDHOOD

Nurturing Family Life During COVID

Recently in our Kindergarten Parent-Teacher meeting via Zoom, one area that came up for discussion was how we can support our children during this time of extended lockdowns and how do we support our families to relate to these experiences in a positive or strengthening way?

As is often the case, thoughtfulness and wisdom were drawn from the parent group to bring forward ideas that are nurturing families currently. What follows are some of the creative and insightful ways parents are supporting their families.

Winding down at the end of a busy day helps us, but especially children, to process what has occurred that day on many levels. **Unstructured play**, walking, climbing trees and exploring the beauty that surrounds us feeds our inner selves on a profound level. Building this relationship with nature in early childhood is a gift for life.

And by **changing our view** on self-isolating, rather than seeing it as a loss, we can see it as an opportunity to have the time to bake a special cake or do an activity with children.

A parent recently shared that over the last two years, she and her partner had really evaluated what was important to them and for their family.

Less is more was the overall conclusion. Quieter weekends were really valued, and the results were apparent in calmer, happier children and parents. As a teacher, I can see the benefits for the children in my class who have had the chance to slow down on the weekend and recuperate after a busy week at Kindergarten.



Lou Harvey Zara, on her website happychildhappyhome.com, also shared a suggestion for reviewing our day – the rose, thorn and bud. The rose is something we are grateful for or something positive that happened in your day. The thorn is something stressful or challenging that happened and what support you might need to work through that. The bud is something you are looking forward to or that motivates and inspires you right now. Of course, depending on the age of the children, this can be adapted so that it is meaningful.

This term we also spoke of how we can bring meaning to this time of year for the children. With all the expectations of family and perhaps too many presents all at once, which can overwhelm our children at this time, I recommend this article from Kim John Payne, *Fewer Toys for Deeper Play* (www.simplicityparenting.com/wp-content/uploads/2021/11/Fewer-Toys-For-Deeper-Play.pdf).

We talked of Advent and how to share this special festival at home. With lots of ideas for celebrations shared with parents by the Kindergarten teachers, we wanted to support parents in this festival and bring some of that Kindergarten light to families. We have been busy preparing an Advent candle holder to use at the dinner table with an Advent song or verse which the children will happily share from their experiences each day.



May Christmas bring peace to all our families and time to breathe out, reflect on a challenging year and find renewal to greet 2022.

Stephanie Gotlieb – Early Childhood Teacher

Advent in Kindergarten

Finding meaningful ways of celebrating Advent and Christmas and bringing these celebrations to our children and families is an endeavour familiar to Steiner teachers. We strive to explore ways of celebrating Advent that will inspire people so that the spirit of Christmas will shine. Advent is a time leading up to Christmas (four weeks) that can significantly enhance the gift of Christmas for our families.

The sense of anticipation for Christmas day is gently enhanced in Kindergarten by gradually building up a nativity scene on our nature table

during the four weeks of Advent. Advent is celebrated in Kindergarten by acknowledging different aspects of our world. One star is added to the cloth representing the dark blue sky every few days, and one new element appears on the table every day for the four weeks of Advent. Mary and Joseph journey along the classroom from shelves to tops of cupboards, and finally make their way to the stable on the last day of school.



In the first week of Advent, we reconnect to the mineral world – the world of stones, crystals, seashells and bones. In the second week, we acknowledge the plant kingdom – plants that reach up to the sun and in the breeze dance. In week three, we turn to the beasts – the light of hope that we may see in the greatest and in least. And the fourth light of Advent – it is the light of man, the light of love, the light of thought, to give and understand.

For the children, Christmas in the kindergarten is carried by the normal rhythms and routines, focusing on observing their world and their place in it through the mineral, plant, animal, and human kingdoms. When the children see the shepherds, the Angel, Mary and Joseph and finally the Christ Child, they know it is a special time. Through Morning Circle, songs, verses and stories, we gently bring them to this magical festival, which concludes with the family celebration on Christmas Day. The quiet experience of waiting and anticipating builds up an image still very

much alive in their souls, and which will hopefully nourish them for the coming year.

**Kasia Rymarczyk - Early Childhood Teacher -
Acacia Kindergarten**

YEAR ONE

Year 1 returned full of excitement and enthusiasm in Term 4. They had missed each other and school, so it was such a gift to all be back together again, learning face to face.

In the first week back, we concentrated on working together to keep each other healthy and safe. The children understood that physical hugs were not permitted, so they made paper hugs and shared them whenever they felt the need.



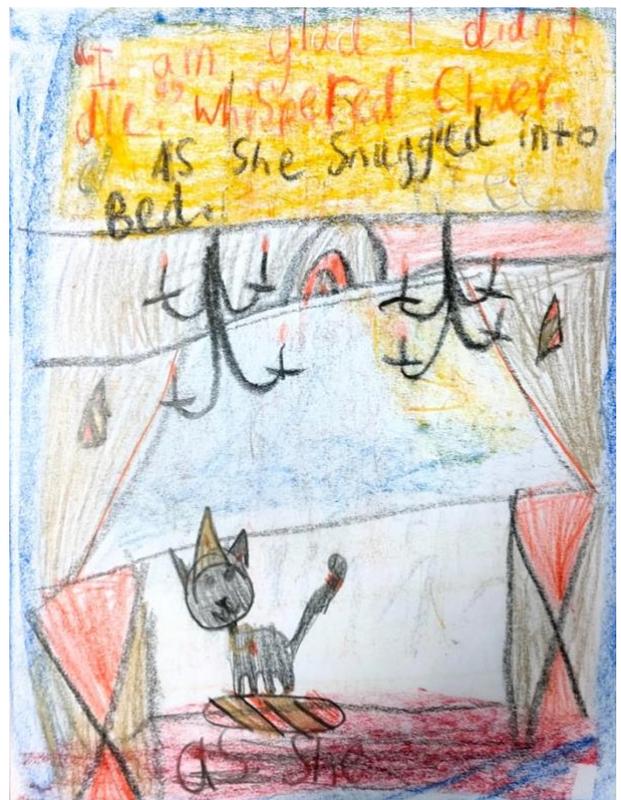
On our return to formal learning, the big focus for Year 1 English was reading and writing. In our Main Lesson, the children explored a range of narrative texts, including the fabulous story of *Herbert and Harry* by Pamela Allen. They described the main characters, drawing on the language of the text to explain their opinions. Then they wrote a brief book review. After *Herbert and Harry*, the children developed simple spoken narratives using key connectives such as: *once upon a time, one day* and *unfortunately*. There was much fun to be had inserting characters and events, using adjectives and adverbs to build a more detailed picture.

After our spoken stories, the children developed their own character and wrote and illustrated a short narrative, which was beautiful. They were eager to share their stories with each other and read them aloud to the class.

In Mathematics, the children conducted surveys on the favourite animals in the class and made simple graphs with the data results. They also explored the features of a pattern and made them using tessellation blocks.

Finally, we made candles as gifts to our Year 12 students and the children felt very special to be part of such a wonderful Orana tradition.

Jacinta Lai - Primary Teacher



YEAR TWO

Having completed their culturally rich Main Lesson titled *On Country*, Year 2 explored connection to Country, culture and community, acknowledging Indigenous perspectives and identifying their own.

Providing multiple artistic opportunities, we shared ideas about symbolism, creating artworks with a personal narrative. A collaborative project included their hand art that told each child's connection to Country and community. These are held with care by Shelby's and my hands that act as the trunk and represent the support we offer our children as they navigate childhood.

We also planted traditional indigenous plants and learned about both their nutritional and medicinal properties. A highlight included a special guest, one of our Indigenous parents who shared his culture, even teaching the children how to throw a boomerang.

Rich Dreamtime stories from Indigenous authors were shared, and these inspired each class to create a personalised Acknowledgement of Country.

During our final few days, we explored totems, discovering the Ngunnawal people's wedge tailed Eagle (Mulleun), which inspired some extraordinary artwork.

This beautiful Main Lesson honours our country's First Nations and their perspective as caretakers of Mother Earth.

Lynne Corbett – Class Teacher



YEAR THREE

In an age where we have invented and perfected 'storytelling machines', such as television, to soothe that part of ourselves that needs stories to nourish us, I would argue that the art of acting in front of a live audience has never been more relevant to the healthy development of children. In a year when so many iconic activities in the teaching program have been postponed or suspended, Year 3 have made the extra effort to hold onto the staging of class plays. There are so many skills to be practiced: cooperation, empathy, memory of lines and movement, diction and projection, and most importantly, an awakening to the needs of an audience.

No one is quite sure how class performances have come to play such an important part in the calendar of Steiner Schools. On the one hand, prosaically, it may be in response to the demands of the children. There is room for everyone to get excited by the collaboration that comes with making sets, learning lighting, assembling costumes and generally getting out from behind a desk and moving around.

On the other hand, it serves many pedagogical functions for teachers and allows them to weave in important moral elements from the curriculum in a non-didactic way, so that they 'live' for the children, and their audience.

As with many aspects of the vocation of teaching, the staging of a class play allows the teacher to extend him or herself by finding, writing and researching a topical play that will 'speak' to their group of children in the right way. The process of casting, to either demonstrate a child's one-sided development to him in a subtle way, or to allow another child to come out of their shell and experiment with a character unlike their own personality, is a pleasure and a great responsibility.

The Year 3 plays are examples of the different options available to teachers in this special medium. 3MJG staged a play that recapitulated and added compassion and depth to some of the Hebrew stories of the Testament, incorporating eurythmy and archetypes, while 3MT staged a play that told a story of pirates, giving the children a chance to show their 'piratical' personalities and have fun while learning from the excesses of the characters they played. Regardless of how plays have such an important part in the life of each class, some traditions are worth holding onto, despite what the world throws at us!

Michael Thompson – Class Teacher



Lila and Willow (Year 3)



YEAR FOUR

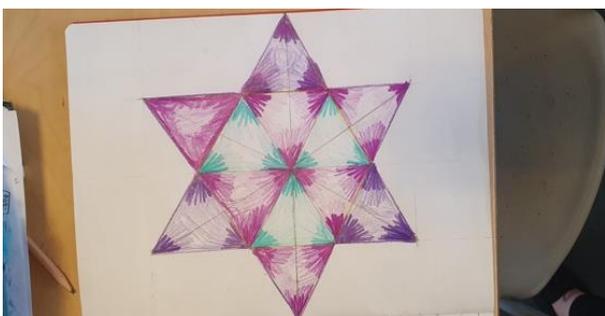
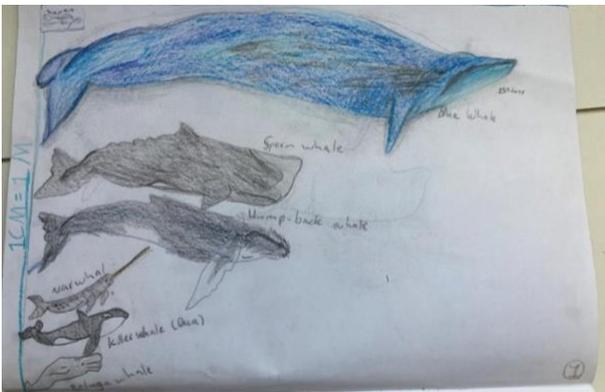
Term 4 began with our Human and Animal Main Lesson. In this home learning period, students learned about animal classification, life cycles and how the features of animals help them to survive. Students studied many exotic animals such as whales and elephants as well as observing and appreciating the animals in our local environment. The students chose a specific animal to research and presented their animal when we were back in the classroom.

Year 4 then enjoyed the mathematical and design elements of freehand geometry. They created beautiful geometrical forms and designed a Picasso-inspired portrait using the elements of line and shape.

During home learning, Year 4 enjoyed their Zoom calls but missed being together at School.

Students made the most of their days once they were back, enjoying each other's company and building dams and new watercourses in the Year 4 Playground.

Erin Gilbert and Julie Gray – Class Teachers



YEAR FIVE

Maintaining Positive Relationships

Year 5 began the term by delving into the history and geography of Ancient Greece. This was a wonderful continuation of our studies in Greek Mythology from Term 3 and gave the children a chance to learn about daily life and the people of this time. Through remote learning, we looked at Greek architecture, farming, food, and landscapes. We also learned about the different city states and the history of the Olympic Games. During the Greek period, a fresh way of perceiving the world was developing in the human mind and a greater interest was unfolding regarding experiences connected with the natural world. A new way of thinking was developing. This is mirrored in changes experienced by Year 5 children when, as they become more aware of their outer world, they attempt to find an inner relation to it in their own thinking.

Upon our return to School, we continued this theme as we heard stories about Alexander the Great and used our compasses to construct beautiful geometrical forms. Geometry is such an important part of Year 5 as children revisit and

build upon the forms first introduced in Year 4, extending this learning by using rulers, protractors and compasses with a sense of movement, balance, accuracy and beauty.

We concluded our term with a wonderful day trip to Green Hills Centre. After being so long without this sort of excursion it was clear how beneficial it was for a class to engage in these types of activities. The resilience, perseverance and teamwork that we saw happening on the crate climbing activity and the vertical challenge was amazing. There is nothing we can do in the classroom that quite lives up to an experience like this!

In the same week, the Year 5 Girls' and Boys' Health (PRIDE) Program, which began in Term 3, came to an end. We are very grateful to the work that Michael Aichholzer from [Menslink](#) has done with the Year 5 boys while the Girls' Program was running alongside it. The sessions have introduced the students to practical life skills that will help them develop and maintain positive relationships with themselves and others in their development.

The Girls' Health sessions concluded with a Seed Mandala Ritual which represents cycles of life. After collaboratively creating a beautiful Seed Mandala, the girls collected the seeds and took them home where they can treasure them.

Thomasina Henriquez - Class Teacher



YEAR SIX

Year 6 Japanese House Project

This term, Year 6 Japanese students learnt about Japanese architecture and gave their presentations on Japanese culture, lifestyle and traditions.

They drew their dream Japanese house and told the class what it looked like while speaking Japanese.

Their houses had a traditional roof, Japanese gardens and beautiful sakura trees. All their presentations were excellent. I hope they enjoyed learning about Japanese houses.

Fumi Page – Japanese Teacher



2021 Schools Reconciliation Challenge – Under One Sky: Yesterday, Today and Forever.

The Schools Reconciliation Challenge is an opportunity for students to learn about Aboriginal and Torres Strait Islander Australia and contribute positively to Australian society, while meeting the objectives of the K-6 and 7-10 syllabus.

Every year, students are invited to create artworks and stories inspired by a theme and to reflect on what reconciliation means to them. Supported by National Trust Australia, the winning entries are assembled into an exhibition and tour NSW. The finalists from Orana Primary Year 6 are:

Art

The Big Picture by Arabella Toms – Year 6

Uniting by Savannah Lancaster – Year 6

Writing

Wall of Glass by Saphira Ladbrook – Year 6

A Reconciled Friendship by Felix van Maale – Year 6

These students were selected as finalists in the 2021 Schools Reconciliation Challenge, *Under One Sky: Yesterday, Today and Forever* Exhibition and online gallery for their artwork and writing.

The Exhibition and Awards Ceremony will be launched by The Hon. Ministers Don Harwin (Aboriginal Affairs and the Arts) and Sarah Mitchell (Education) online in November, time and date to be announced.

The Exhibition will also be displayed at Questacon on monitors in the foyer in the ACT, and in Sydney during National Reconciliation Week at Barangaroo's International Towers.

Regional Exhibition details are to be confirmed.

Emily McKenzie Kay – Class Teacher

Wall of Glass by Saphira Ladbrook

The land is old,
As is the sky.
But we shall shatter,
The hideous lie.

That lies within our land,
The world is in our hands

A wall of glass,
Cuts between.
And though its translucent,
Nothing is seen.

Not within our land,
Weighing down our hands.

So we shatter the wall!
Break the glass!
To finally see the sky,
We finally see the lie.

That lived within our land,
Made by our own hands.

We are one people,
Under one sky.
Stronger together,
No crystalline lie.

That was between our land,
Torn down by many hands.

So we can always be free,
It'll start with you and me,
Yesterday, Today and Forever.



The Big Picture – Arabella Toms



Uniting – Savannah Lancaster

A Reconciled Friendship – Felix van Maale

Minjarra was strolling through the bushland; he had no idea where he was going. The sky was blue with a storm cloud here and there. He could smell the wattle already, the floral fragrance wafted into his nostrils. He could hear the rosellas chirping in the eucalyptus trees.

He could taste a smoky campfire nearby; he was following the trail of smoke. He could feel the twigs snapping under his feet.

“Hey there! The voice made him jump; he had wandered right into the camp without noticing.

“Who are you?” Minjarra replied.

“Who am I? I am Steve! Who are you?”

“I’m Minjarra, what are you doing?” asked Minjarra.

“I’m trying to cook some chicken.”

“Any luck?” Minjarra asked.

“No.” said Steve.

Suddenly a monitor lizard with yellow stripes on its neck and tail burst out of the bush, grabbed the chicken, and ran off.

Later, they were walking through the bush, and Minjarra pointed out some berries to Steve,

“These are edible, by the way, not poisonous.” Steve tried one,

“Very starchy.” he said, “I hope it doesn’t make me fart.” Minjarra chortled, “Ha!”

It was getting dark, and they had nowhere to shelter for the night, so they started to look for a place to sleep. They suddenly discovered a cave that was dug into a cliff-face. There was a striped, yellow tail sticking out of a crevice that was covered in moss.

“Hey!” said Steve, as he pulled the lizard out of its hole, “Where did you put that chicken!?”

Minjarra showed Steve how to cook the lizard. First, he made a fire and let it burn down to the embers. Then, he rolled the lizard into the ashes and covered it in embers. He waited for a little, before taking it out, finding it soft, and when he poked it with a stick, the flesh fell right off the bone.

Steve watched, as Minjarra pulled the lizard out of the embers, brushing the ashes off. He began to pull chunks off by holding the legs and passed some to Steve.

“This is soft bush tucker, traditionally for old folks, but it tastes rather good.”

They sat together eating the lizard, contentedly, until Minjarra asked Steve if he had ever had bush tucker before.

“Have you ever tasted lizard before?”

“I’ve never really eaten anything like this actually.” said Steve, with his mouth full of lizard flesh.

“You don’t really have to chew much, that’s why it’s for the old folks. Usually, we clear out the tall grass by lighting small fires, that way it is easier to find them – lucky we did not need to do that this time, thanks to you yanking it out by its tail.”

Steve sat quietly chewing the tasty meat and watched Minjarra expertly tear away more delicious chunks.

“I guess I should thank you for sharing your bush tucker knowledge with me. I would have been pretty hungry without the chicken.” Steve mentioned.

Minjarra chuckled, “Tastes better than chicken anyway.”

YEAR SEVEN

This term, Year 7 began their studies during the home learning period by extending their understanding of the geography, customs and cultures of different countries and the ways in which we, as global citizens of the world, can work together to propose change for the better of humankind. The Year 7 World Geography Main Lesson block is centered around a study of Asia and its sub-regions and countries, before learning about different environmental issues affecting these areas. Students worked in collaborative groups to generate ideas and proposals to eliminate plastic pollution in the world’s oceans, develop a deeper understanding of the factors impacting rising sea levels on low lying countries, and how we, as consumers, can make informed and proactive decisions around the food we

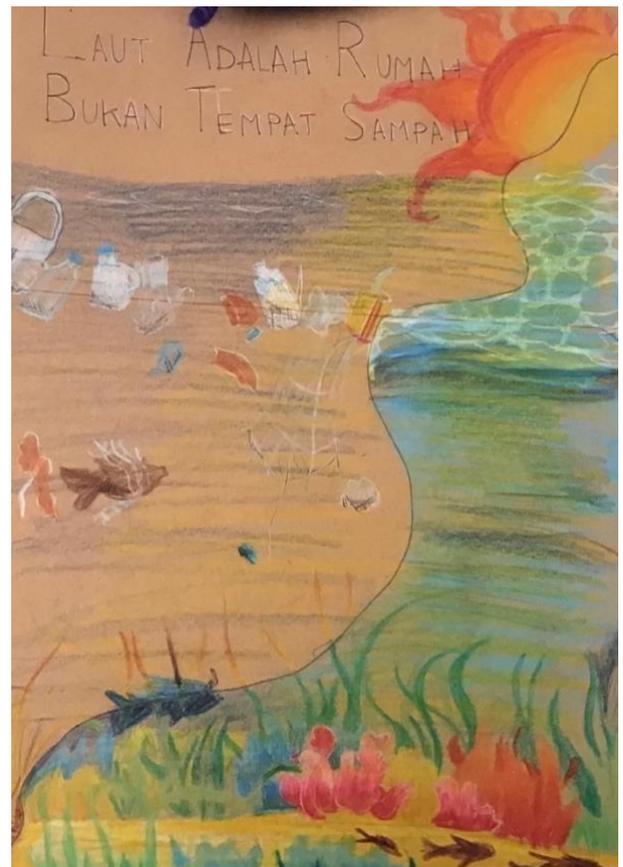
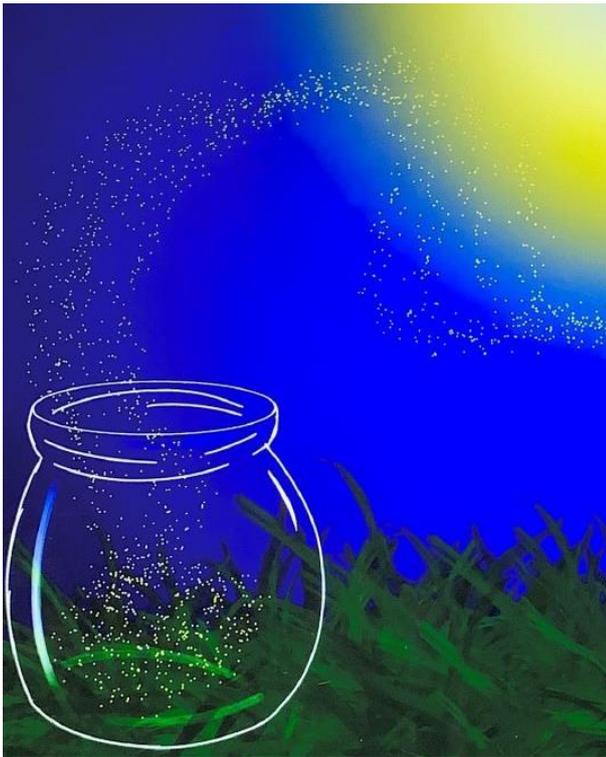
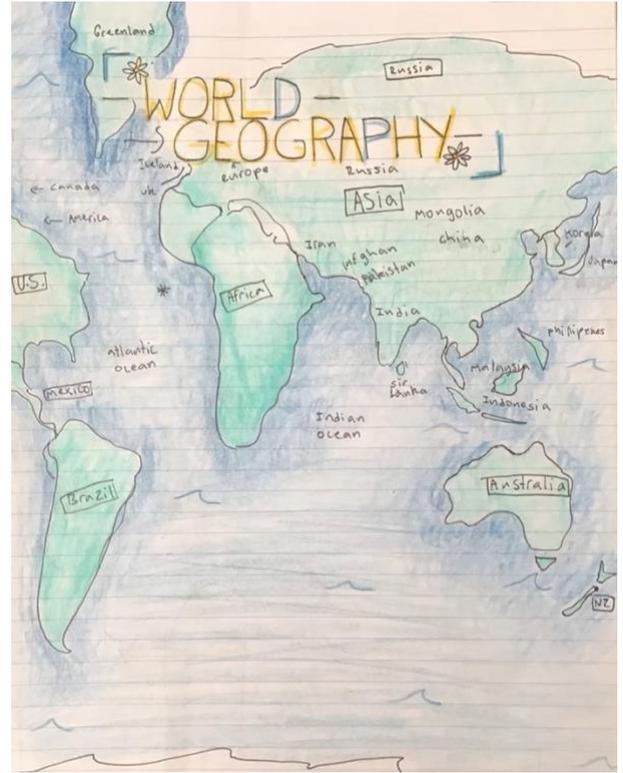
produce and eat, such as the use of palm oil and subsequent deforestation of natural habitats.

Once we returned to campus learning, Year 7 shifted their focus and attention to the world of the Renaissance period, where they learned about how great thinkers, artists, inventors and scientists developed new ways of thinking and impacted the lives of those who came after them. Students studied and analysed the artworks of great Renaissance masters, such as Leonardo da Vinci, Michelangelo, Botticelli and Jan Van Eyck and completed many artistic exercises that connected them to the real-world application of artistic expression and scientific observation that was so prevalent in the Renaissance period.

Lastly, Year 7 have ended the seven-year journey of their Primary School cycle with their final Main Lesson titled *Wish, Wonder and Surprise*. This Main Lesson is a wonderful way to end the year, as the students explored one of their favourite topics – creative writing. The three soul moods of *Wish, Wonder and Surprise* are represented by different writing exercises that students undertook throughout the Main Lesson, from real world scientific observations and descriptions (*Wonder*) and the ideal of thinking and wishing for something for ourselves and others (*Wish*) to reacting and engaging with the world in a whole body experience (*Surprise*).

As the last few exciting weeks of the year draw to a close, Year 7 students will soon be making their journey across the bridge into the High School, where they will be welcomed by their new High School Guardians ready to begin the journey onto Year 8.

Sharaine Talip – Year 7 Teacher / Primary School Coordinator

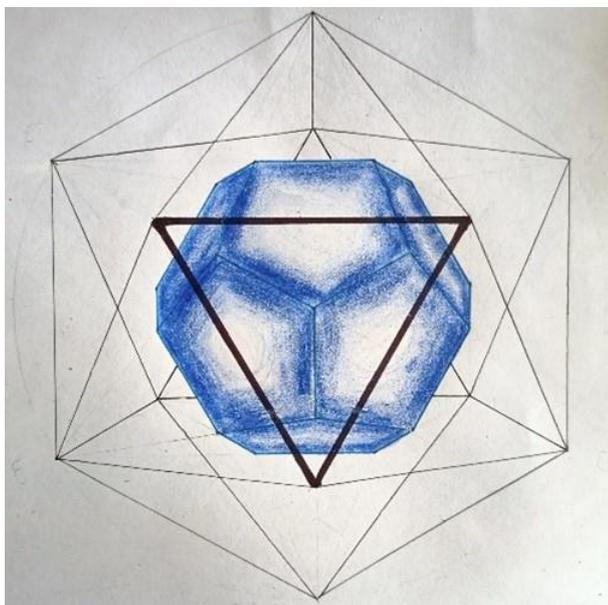
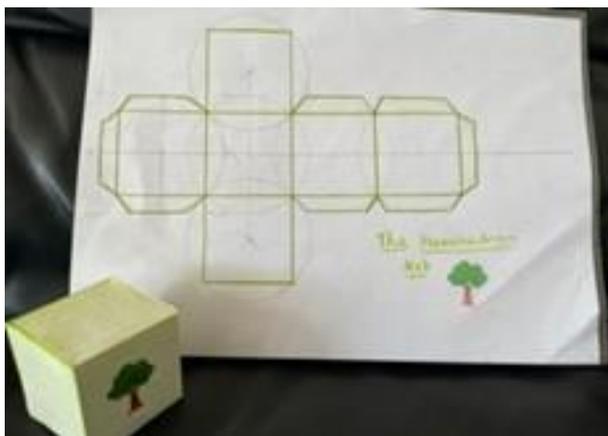


YEAR EIGHT

Year 8 Platonic Solids

"Behind chaos there is order" – Plato.

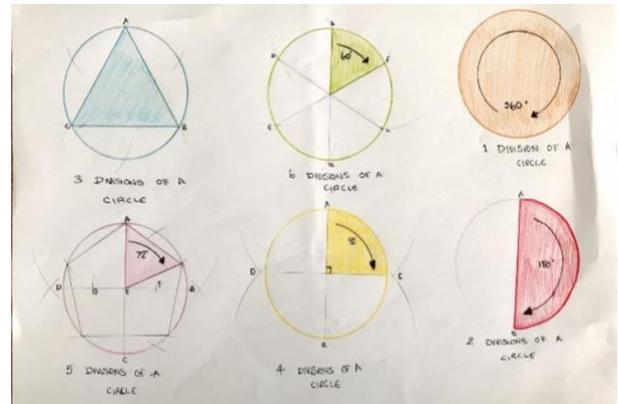
Solid geometry, starting with the five perfect solids, was explored this term. We sought the appreciation that geometric forms, which can be understood purely from thinking, and can be constructed from mathematical laws, are found in nature.



During Main Lesson, students were asked to think of ideals. Simultaneously, they constructed ordered forms, all based in the circle or sphere, guided by measurement and precision, thereby creating forms of nature. Our world of thought and the world of nature are connected through this mathematical ordering. Students developed

concepts of geometry, e.g., ideals of point, line and plane which are manifested as vertex, edge and surface of all solids.

Chris Matthews – Design Technology and Science Teacher / Class 8 Guardian

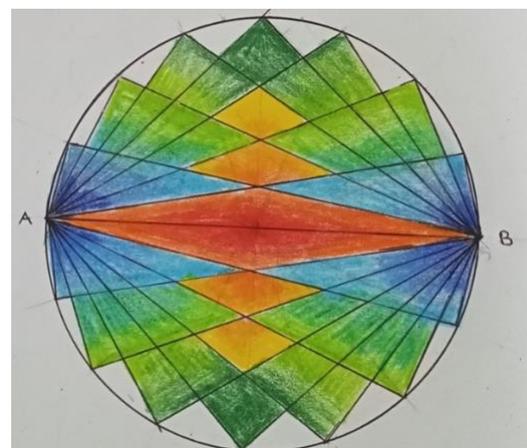


YEAR NINE

Year 9 Main Lesson – The Conic Sections

This term, Year 9 have been studying the curves of the conic sections – circle, ellipse, parabola, and hyperbola. Although these are usually studied in the academic mathematics subjects later in High School and Senior College using a more analytic approach, the subject can also be treated pictorially and has been a great way to introduce Year 9 students to these curves. The four different types of conic section can be drawn in a range of ways using straight lines, right angles and concentric circles.

Emily Nowlan – High School Teacher / Curriculum Coordinator for Maths & Science



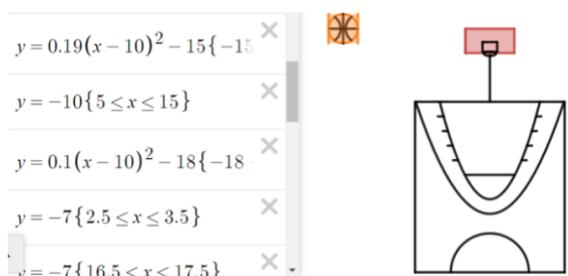
YEAR TEN

Cartesian Plane

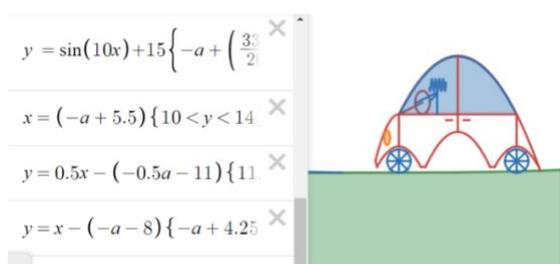
During lockdown, Year 10 completed a Main Lesson on the Cartesian Plane. Students looked at how a variety of equations can be manipulated to create different lines and spaces. Students were given the task of creating their own image using what they had learnt. Here is a sample of the efforts by Amy, Jack, Cassie, Jade and Stephen that were produced in that time.

Some students wrote their equations in a way that allowed their images to move. You can't see it here, but Jack's car is an example of this. When shown properly, you should be able to see the car pattering across the page.

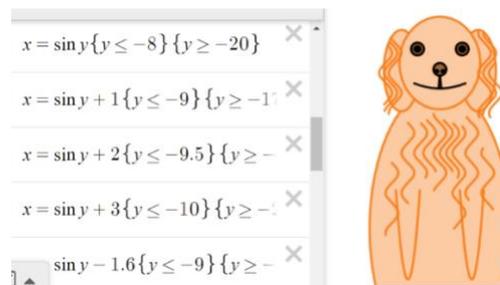
Emily Nowlan – High School Teacher / Curriculum Coordinator for Maths & Science



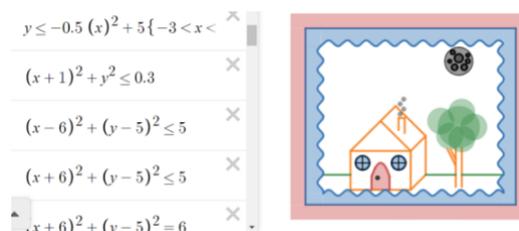
Stephen's Cartesian plane artwork of a Basketball Court.



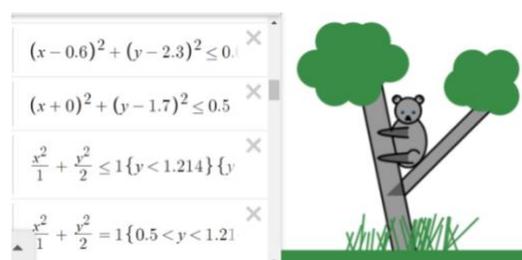
Jack's Cartesian plane artwork of a car.



Jade's Cartesian plane artwork of a dog.



Cassie's Cartesian plane artwork of a house.



Amy's Cartesian plane artwork of a Koala.

Lyric Poetry

Put It Down

A musician full of satisfaction
 Comes home
 And puts their instrument down on the sturdy
 table
 They put down their sheet music,
 The book they read before practice,
 And the pencil they finally remembered to bring
 after weeks of reminders.
 They brush off the smell of bow rosin,
 And put down the sound of the orchestra
 perfectly in tune.
 They put down the jealousy of Ruby getting the
 first violin part AGAIN.

They also put down being the only one to hit the high note,
And cast away the annoyance of the time signature.

Just one more thing...

They put down the promise of improvement.
The table does not waver under all this weight,
Because, like the musician, the table must play on.

Searching

There is so much more to see

Beyond that old wood sign,

If I only held the key.

Once I have paid the fee

I should surely find

There is so much more to see.

Behind the old debris

Lie secrets quite divine,

If I only held the key.

With clouds that dance and flee

Just to their own design

There is so much more to see.

Close to that ancient tree

Are treasures all so fine,

If I only held the key.

In a place inside of me,

In a place that's truly mine

There is so much more to see

If I only held the key.

My Boredom

The sound of flies that buzz against the glass,

The sun that beams across into my eyes.

I wait and wait, the hours never will pass.

The clock ticks on yet tells nothing but lies.

The cool grey walls that press from every side.

I watch the shadows pass from left to right.

Few sounds of nature seeping from outside.

Nothing that seems to change nothing to fight.

Outside the wind and grass and birds and trees

If I were there this boredom could not last.

Out in the world where things must surely please
With light and laughter time should move so fast.

Yet now I'm out I slowly start to see

The dullness comes, not from the house but me.

Ode to the Ocean

You create the calmest environment,

A plateau of wordless thoughts,

Your beauty knows no limits, Your strength, no bounds,

You enchant me.

One wrong move, a step too close, too far from the edge,

You'll take my breath a final time,

The way you dance, movement beyond this world,

The moon becomes your muse.

Oh, so rare is it that I get to see your form at night.

But when I do, I feel I lose myself in a trance.

So many old tales, but it was never the sirens, it has always been you.

Who would've thought that you brought on an emotion so empty,

Yet stronger than the purest form of ecstasy,

But I fear you turn me into something I'm not.

A lotus eater in your presence.

Lights in the distance shudder, disappearing when you turn,

How many caskets have you hidden? Buried in your gentle murmur?

How many stories lost, forgotten in your hands,

Oh so pretty murderer.

Poetic Prose

In the style of nature writer Barry Jones, students explored the possibilities of defining geographic features incorporating a poetic viewpoint without reducing it to anthropomorphized

sentimentalism. They discovered that they were more inclined to value the geographical feature as a result.

Jetty

A jetty is a man-made structure projected from land into the sea and is usually constructed from rocks, earth and sometimes a concrete walkway. Derived from the French word *Jetée*, which means thrown, a jetty guards the coastline from erosion by acting as a barrier against currents, tides, and waves, not to be confused with a pier, whose open structure has no interference with the forces of nature. Stretching out in a long straight line with jagged rocks down the sides, an abundance of crustaceans and echinoderms shelter amongst the crevices, letters of love in a time of war. Enduring, alluring, protruding. If the wind is blown from the sea, then the air will smell like the salty freedom of open water, but if it comes from inland then it smells of petrol and beer battered chips. Seagulls squawking and waves crashing accompany the sensation of cooling breeze against bare goose bumped skin. What gives a jetty its beauty is its ability to harness the power of Jesus and walk out over the water. A jetty protects the coastline from the phenomenon that shaped it.

Creek

A creek is a small body of water that travels through the land and eventually meets up with larger streams and rivers. As creeks travel down hills, through towns and under bridges they carry with them rocks, branches and minerals as souvenirs that they gift to the river. For wildlife such as kangaroos and wombats, creeks are the perfect drinking location. For humans they are used for picnics or swimming on a scorching summer day. For frogs, fish, leeches, bugs, eels and lizards, creeks are their home. Large amounts of rain will cause a creek to become terribly furious. It swells, its water flow becomes strong and fast and it destroys everything in its

path. A wrathful creek will crumble bridges, invade buildings and swallows up trees, fences, and anyone who gets too close. During droughts the creek's water flow becomes slow and fatigued. Eventually what is left in its place is a dry desolate dent in the earth, a ghost of the creek's former glory.

Billabong

A Billabong is a place where animals can eat and drink, a place where sunlight filters through the gum trees and magpies and cicadas call. It's a place where red kangaroos can lounge around, and wombats can graze. It is a place where the heat is less intense, it is a sanctuary to native animals. It is a place where the echidnas can scavenge for ants, and where platypuses can swim. It is a place hidden amongst the gum trees, a secret haven for wildlife. It is a place where old crocodiles lurk in the murky water, and snakes slither in the reeds. Everything is calm and relaxed at the billabong.

Apartment

An apartment is a home in a high-rise. Apartments are typically small, even cramped. A favourite of students. They are owned by a landlord and rented to tenants. Apartment buildings vary in quality, from brick tenements with rickety fire escapes to glass and steel condominiums with concierges. Apartments themselves exist on a spectrum of quality, with studio apartments occupied by sluggish undergraduates who can roll out of bed and find themselves right next to the Dorito cupboard on one end and penthouses occupied by hollow young urban professionals who introduce themselves with their address rather than their name on the other.

The Oval

Perfectly flat, perfectly trimmed. Used for so many things, yet just a field of patchy green grass. Named after a shape that doesn't always

represent its form. A plot of land, with no houses, no buildings, nothing important but still a central part of suburban life. Smells of freshly cut grass, sweaty sports uniforms, and kangaroo poo. Noises of whistles, dog barks and laughing families. Feelings of excitement and freedom. Allure of fitness, fun and nature.

Jetty

The jetty stands out over the ocean
Battered by the waves
Wood rotting in places
Stretching out like a caterpillar
Reaching out to ships
Bringing them to safety
Creaking, splashing, yelling
Children jump from its heights
Bringing joy, comfort and safety to the world
without anyone noticing.

Avalanche

An avalanche is a natural disaster in which masses of snow, ice and rocks fall downhill, Sometimes, people get entangled in the mess. Quickly flowing down the slope like lava as it engulfs everything in its trail, showing no mercy. Cascading blades of ice slice during this natural phenomenon. This beast of snow unleashes its anger in a short and quick lethal burst, lasting only 60 seconds. The heavy snow lets out booming screams and deep rumbles. And then all is still, the only telltale sign is a cloud of icy snow circulating through the crisp air. The beast of snow goes back to hibernation until it is disturbed again and forced to release its temper.

SENIOR COLLEGE

Year 11 Main Lesson Camp

At the conclusion of their studies, the Year 11 students consolidated their learning from the Botany and Water Chemistry Main Lessons by getting out of the classroom and experiencing some of the botanical communities and waterways at the north-eastern end of the Kosciuszko National Park.

The three-day camp included a hike with spectacular views, swimming, and a visit to the caves and thermal pools at Yarrongabilly. At the accommodation, there was plenty of time for cricket, frisbee throwing, more swimming, bonfires, good food, and indoor games to while away the evening.

Sharon Kolano – High School Teacher



Senior Visual Arts

Our Senior Visual Arts students have just completed their assessment for the year, one disrupted by lockdowns. Each student has produced a successful body of work using a wide range of inspiration and conceptual content. Students made artworks in a range of mediums and styles ranging from traditional painting techniques, dry point etching, contemporary painting and installation art.



Sarah Moss, Year 11 – *Self Portrait* – oil on board

Self Portrait by Sarah Moss in Year 11 is an investigation of the self and invokes the hopes and fears that such self-reflection can conjure. The medium is oil on board and the technique is one that investigates the 'Chiaroscuro' technique, made popular in the 17th Century by followers of Caravaggio. It typically shows the highlighted face contrasted by the dark values and tones.



Paul Napier, Year 12 – *Untitled* – dry point etching

Paul has been exploring traditional printmaking, a process that demands skill and self-discipline to obtain consistent results. This dry point etching technique uses a laborious and precise process that scribes' marks into metal sheet with ink rubbed on and off the plate until it can be passed through a press to reveal its image.



Peregrine Mitchell Jenkins, Year 12 – *Beyond Goldin* – installation size variable (detail)

Peregrine has explored the nature of art and how the audience can find meaning within the intentions of the artist. This installation makes tangible the atmospheric photographs of Nan Goldin's photographs. This detail of an installation sculpture challenges the viewer to make a personal response by stepping into the artwork arranged by found objects intertwined with two dimensional artworks. This combined effect of the real and the illustrated respond to the subjective emotions of human relationships.



Griffin Mitchell Jenkins, Year 11 – *Untitled (Architectural Distortion)* – acrylic on board

Griffin has explored the techniques used by the Pop Artist Roy Lichtenstein in conjunction with his interest in architecture and photography to combine photographic, digital manipulation and more traditional painting techniques. This image is distorted to examine the elemental shapes of an iconic building, portraying a personal response to this location and its design elements.

Andrew Jones – Coordinator Arts, Design and Technology

Year 12 Graduation

Congratulations to our photographed Year 12s on their Graduation: Liam Elliott, Alex French, Cooper Keegan, Ela Mor, Hannah Endres, Chelsea Ciancio, May Labios, Chris Matthews, Riley Withycombe, Oliver Eagling, Peregrine Mitchell Jenkins, Amelia Hayne and Amara Thomas.



Hannah Endres, Chelsea Ciancio and Ebony Gagel



Liam Elliott, Alex French, Cooper Keegan and Ela Mor

Year 12 Project

The Year 12 Project at Orana is the culmination of the students' formal school education and an opportunity for students to integrate the skills and knowledge of the preceding years, to explore their life-long passions, and perhaps discover new ones. A year-long exercise in synthesis, the Year 12 Project provides students with a public forum in

which they can articulate their own views and experiences, and an opportunity for personal reflection. Through the process of objective evaluation, the students learn as much about themselves as they do about the world around them.

Kelly Armstrong – Deputy Principal / Head of High School & Senior College

Photos: Year 12 students and their displays for the Year 12 Projects, showcased on Friday 26 and Saturday 27 November. What an incredible group of artists!



Paul Napier – Kryptos – The end to end, PGP encrypted messaging app and the importance of data protection in our post-truth world

The original concept for my Year 12 Project was to design a video game from the ground up as an exploration of the core concepts of digital interactive media. However, this Project was beyond me based on the resources and time allocated to the concept.

The more actionable Project that this morphed into was something I think is far more important for us as a society to acknowledge. This being the importance of data security and channels for free speech and open communication to take place. In this talk I will be covering the process, difficulties, and successes I faced when creating this Project, I will also be covering the eventual successful execution and deployment of an app on the open market.



Ela Mor – Finding my voice

For my Project I decided to write, compose, sing and produce a music single. I have combined my love of song writing and curiosity for music production to create a project that will push me outside my comfort zone, overcome fears and put together something that I can share with others. However, after having to navigate changes of lockdown the Project became an experimental process of learning new skills, overcoming fears and trying things I never thought I would do. My Project has evolved, and I have grown with it as a person and as an artist.



May Labios – *The human wonders of great live music performance*

What makes a live music performance great? This is what I asked myself almost 12 months ago with the naïve thought that I would be able to come up with an answer. Instead, this question took me on a challenging and profound journey of eye-opening conversations, priceless memories, and musical eureka moments, and has left me with a question that seems to become bigger every time I face it. There are so many complex factors relating to this topic that it will take a lifetime of exploring to understand them all.

For my Year 12 Project I have concentrated on the psychological fundamentals of great live musical performances. It turns out that the ‘greatness’ is more than just the music or the performance: it’s about human connection. From the extraordinary amount of knowledge that I have gained, I have not only developed my skills as a musician, performer, and audience member, but also as a human being. I still don’t have a clear answer to the question, but I am excited to share my thoughts and feelings on this topic: welcome to the psychological, musical, and human wonders of a great live music performance.



Alex French – *Alleviating depression*

Throughout 2020 I experienced an episode of major depressive disorder. At the beginning of this year when we began our Year 12 Projects, I encountered some recurring symptoms of depression and decided to address this issue by making it the subject of my Project.

I desired to obtain a better understanding of depression and what could be done to manage future occurrences. I have attempted to research some of the challenges of depression by posing and answering some questions which addressed my curiosities and have undertaken some practical ventures to accompany my research.

Taij Mundy – *Cosmic waste*

I’ve named my Year 12 Project “Cosmic waste”, as I am focusing on space junk as my subject matter. During the course of my Project, I have explored different classifications of space junk, space junk management resources, and why we implement management plans.

I also contacted Dr. Brad Tucker, an expert Research Fellow for Astronomy and Astrophysics at the ANU by interviewing him online. In my Project speech, I will be discussing these issues as well as providing a brief overview of what I have done to complete my Project. I have also researched environmental impacts and some further implications such as reduced space exploration.



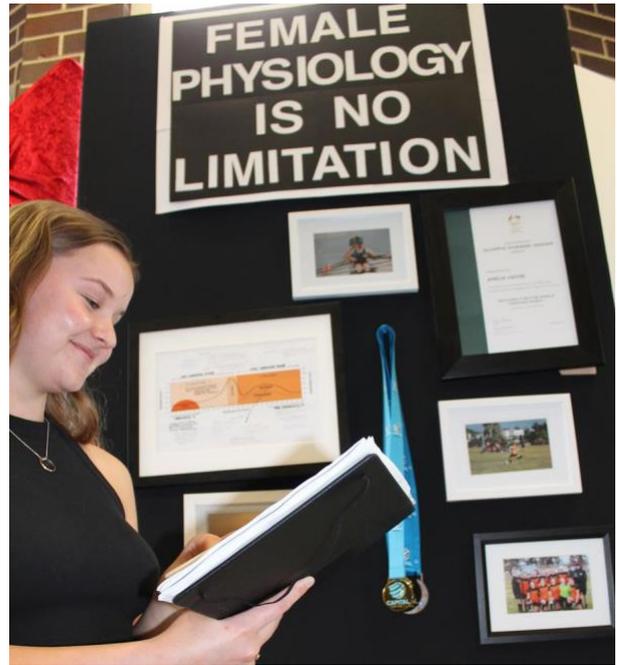
Riley Withycombe - *Misinformed*

Humanity is living through an age with public access to information on a scale never seen before. Out of the sheer glut of information available in the digital space it is almost inevitable that some may not be as accurate as it may at first appear. Some of the information online may even be deliberately deceptive.

For my Project I explored the difficulties of living in a world rife with misinformation. I tried to find out how to navigate the labyrinth of digital information while avoiding the pitfalls of lies. I will be discussing what misinformation is, how it can spread and be believed, and how we as individuals can avoid misinformation in our online activities.

Liam Elliott - *The last minute*

As an avid learner of all things interesting, I find that a new subject can often take over my life as I passionately discover everything I can about it. I've learnt a lot of things in my life and this year was no different. I wanted to know why I can study so intensely about these discovered subjects and yet find studying for school to be an immensely difficult task.



Amelia Hayne - *Female physiology is no limitation*

Female athletes have unique characteristics that are influenced by hormonal fluctuations and nutritional changes, which in turn affect performance outcomes. As a young athlete myself, I dedicated my Project towards progressing my baseline knowledge gained from experience into pursuing an understanding of these influences that impact female athletes' performance, at any level of athletic professionalism. Through research and interviews, my Project highlights the sex differences in the sporting sector, not only in practice but in attitudes, where a shift needs to be made to instead appreciate the natural, physiological diversity.

Discussing unique female characteristics and the menstrual cycle, while it may be uncomfortable for some, isn't a topic to be avoided or hushed, and instead is a conversation that needs to be normalised, to promote advantageous training and competition, and further to assist and escalate the baseline knowledge and acceptance towards the upcoming generations of female athletes.



Hannah Endres – *Mind over matter*

As a child I was spontaneous, curious, and my intuition was my best friend. Today, these qualities have been gradually replaced by my struggle with my overcrowded and noisy mind and being stuck with the logical and analytical mindset. Some people may call it overthinking, but I believe it carries a deeper meaning about how drastically our mind changes throughout growing from a child into an adult.

Over the past few years, I have noticed that I need more time than other people to get used to new things, to be brave enough to meet new people and to learn new skills. Although this belief always had a negative connotation attached to it, the journey I have been on throughout this year made me realise it is something I am able to see positively. My focus for this Project is on mindfulness, and how it has impacted my outlook on everyday things.



Cooper Keegan – *Young fella*

I came to this Project with a goal focused on the desire to restore my grandfather's 1950's motorcycle to a roadworthy condition. I had never attempted anything like this before, but I knew that this was the perfect opportunity. Years ago, this actual motorcycle was what sparked my initial interest in motorcycle culture and has 'fueled' it ever since. Along with the motorcycle itself, I have also learnt many skills that will help me in the future.

I am excited to present a forgotten piece of history that has now become a family heirloom.

Ebony Gagel – *Ebony May Bakes*

I've always had a passion for all things business and baking from a very young age. So, this year, I decided that for my Year 12 Project I would make these dreams and ideas into a reality and open a cake business by the name of Ebony May Bakes.

I undertook great amounts of research and experimentation and found out just how much there is to learn as a business owner. Throughout the course of the year, I am proud to say that I have experienced success, grown my business dramatically, created yummy cakes and experienced many happy smiles! I am so excited to tell you my story of running a successful cake business while still at school!

Amara Thomas – *What makes you tri?*

At the beginning of the year my ambitions were huge and ignorant of the year to come, so I set out with the intention of combining my passion for triathlons and interest with exercise and all the good and bad things that surround it.

With the goal to complete a standard distance triathlon before the year's end, I have studied, trained and pushed myself to complete as much as possible, as well as looking into the motivators of exercise, exercise trends, obsessions and how exercise influences the brain. To keep up with the times, I have also investigated how exercise has been affected during lockdown, both physically and mentally.

Harini Rangarajan – *The vindication of Rini's rights*

In accordance with the words of pioneer feminist Mary Wollstonecraft, "All the sacred rights of humanity are violated by insisting on blind obedience". I have never shied away from questioning corrupt authority, even from a young age. I decided to put down my stake and involve myself in the institution of government.

I have always yearned for a career in social justice and politics and so I spent the past year reading the political works of Machiavelli to Marx, raising funds, campaigning and writing petitions – just to get a taste of what it's like to be an activist and politician. In the words of the revolutionary Che Guevara, "Youth should learn to think and act as a mass", and I want to help amplify the voices of our generation.

Peregrine Mitchell-Jenkins – *More than pretty pictures*

Through these last years of my schooling journey, career paths have become an ever-pressuring decision, begging the question whether my art

skills have any significant worth outside of the schooling world.

This Project was an opportunity for me to exercise this notion and experiment with the layers of influence my skills can have to educate and provide new understandings of complex topics. I chose to tackle the conversation of climate change and offer a fresh viewpoint on the urgency of the situation through a time-sensitive installation. Its design has been tailored to be relevant to the typical public Australian audience.

MUSIC

Listening

One important element of music education is learning to listen actively. In Music this semester, there have been many opportunities to exercise listening muscles.

Every day we are surrounded by sounds; so many sounds that we are unable to give attention to them all. Sounds can be restful, healing, annoying, repetitive, intriguing, familiar or frightening. Part of a young person's growth and development is learning how to process sound effectively.

Sheila Johns from the Association for Waldorf Music Education posed the question, "What does it mean to listen to something? We speak of the 'phenomenon of hearing', but we also speak of the 'activity of listening'. Our sense of hearing gives us the physical possibility to take in what we have heard outwardly and do something with it inwardly. Whether it is conscious or not, listening actually requires a decision to act. Within the aural realm, when we meet something that comes to us from without, with intentional activity from within, the result is listening. It is a meeting that takes place in our inner being, the result of soul activity that goes beyond our sense perception of hearing. And it is only through such an inner

meeting that understanding can actually take place.” (*The Erosion of Listening*, 2009)

What this means is that there is a difference between being bathed in sound, and in consciously taking meaning from the sounds we hear. Music education helps to build the human capacity for understanding and for communicating with sounds.

How were listening skills built this semester at Orana? Students engaged with different types of listening activities in different levels of the School. Movement and listening were inextricably entwined. In Primary School, movement exercises meant that students had to listen and take cues from the music itself. Students actively responded with their bodies to the questions, ‘Does the piano tell you to run or to walk?’ ‘Should the steps be heavy or light?’ ‘Are the patterns in threes or twos?’, etc. This is kinaesthetic learning at its most profound.

In ‘Music Maths’ (Aural exercises), students listened to simple sequences of notes and described attributes of high and low, same and different or fast and slow. This helped students to increase aural awareness and build concentration and the ability to discern.

In ‘Musical Viewpoints’, students heard music from many cultures, places and times. Directed listening activities helped to build awareness and appreciation of the wealth of ways that humans make and use music. Students glimpsed how people everywhere attribute meaning to music according to the social and cultural context they live in. Listening of this kind fosters cultural understanding and empathy.

In playing and singing together, students created their own music. They learned to accommodate others as they listened and blended everyone’s sounds. In this activity, they began to hear themselves as part of a much larger community. This is an important step in building social and emotional understanding.

In negotiating the uncertainties of 2021, it has often been a balm for the heart to be immersed in

the music at Orana. We are so lucky to witness playful interactions, movements, profound observations by even younger students, smiles at creative endeavour, curiosity, and wonderment in the music lessons. These are all both the precursors for, and the results of active listening.

Maia Harrison – Music Coordinator

LIBRARY

Spring in the Library

Spring saw Library classes at Orana take a new focus: Sharing. Years 5, 6 and 7 prepared book recommendations for Years 3 and 4, with students required to choose a book that their Year 3 or 4 partner would remember as a favourite, long after the cover was closed. Years 5 and 6 have also learned how to create a zine, drawing on inspirational quotes and images to develop their own booklets to share with their friends.

Lockdown also meant that last term’s Book Week was played out online, and we were fortunate to have Shane W Smith record his workshop for the students (which is available on the Library page on the School website). Our Primary staff dressed up as their favourite characters, and as always, it was well received by students who participated in their own Zoom class parades. Our guessing competition this year required students to match the teacher to their bookcase. This competition was won by Shari in Year 5.

Lockdown gave the library staff the opportunity to reduce the number of outdated and unused resources in the Library to create a more accessible and vibrant area in both the fiction and non-fiction areas. The photo is of the Library decorated as Narnia for Book Week, achieved with great support from Rosa (Sol Year 3) and our helpful site team.

Wishing everyone well for a relaxing holiday.

Cheryl Sharkey – Teacher Librarian



SPORT

Rowing out of Lockdown

Orana rowers have burst out of lockdown to enjoy some gorgeous times on the water. We have been training three times a week to improve our rowing and love being out on the water. Every stroke we are improving and are looking forward to racing here in Canberra and Sydney in March next year.

Mike Brady – Sports Coordinator



CRAFT GROUP

Crafting Can Go On

On any other Friday, a couple of years ago, I would have been snuggled up in the Craft Group Room, hand work project out, a cup of tea at the ready, merry chatter around me. But this is no normal Friday. We haven't had them for a while. Instead, I am at home in quarantine with my boy.

My task for today is to assemble the beautiful little walnut babies for the Year 12s when they graduate. The embroidered blankets and heads have been made by generous and skilled teachers. Such a lovely tradition we have at the School to gift these little treasures. I am grateful for the nurturing rains of La Niña and the chance to stay at home in quarantine to finish these tasks. Despite lockdown, crafting can go on. And we are looking forward to making more treasures for the Spring Fair and community markets next year when we return to our new normal. We will be in a new room in Rosewood. A beautiful garden and room for all our hard work. We welcome any new crafters to join us. No experience necessary, just interest and willingness to learn, and at this stage, small children are also very welcome. Please email craftgroup@oranaschool.com for more information and to receive our weekly emails. We are still unsure when we will be meeting, so being on the mailing list will keep you in the loop.

I would like to thank our hardworking coordinators for finding solutions to the many situations that have arisen this season and thank all our crafters for creating the beautiful little people and creatures.

There is the perfect opportunity to gather some Christmas gifts at the pop-up craft stall near the P&F School Shop on Sunday December 5, 10:00am-11:00am. See you there!

Craft Group