

Seasons

Orana Steiner School Magazine | Winter 2022





12 Deeper Discovery



18 Challenges and Achievements



Seasons

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6 New Facilities on the Way

On the Cover

Isabella from Year 3, harvesting tomatoes from the school gardens.

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FROM THE PRINCIPAL

A Season for Community Reconnection

From a scientific perspective, a ‘living community’ is a group of living things that are interconnected, depending upon each other for their very survival. Living communities are complex, extremely fragile and easily damaged. And, living communities are highly susceptible to change – the tiniest changes can cause drastic and unintended consequences within another part of the ecosystem.



Geoff Fouracre

In many ways we are just like a living community. Whilst we don’t literally depend upon each other for our survival, I would argue that in a metaphorical sense it is true! Our school community is also complex, fragile and susceptible to change – but we survive and thrive because of our common goals, our commitment to a distinctive Steiner education, our sense of connectedness and our support for, and encouragement of, each other.

Over the past two years it has been incredibly difficult to enjoy, build and celebrate our sense of community. When you can’t physically meet and share community events together, something important is lost. More than other schools, we express so much of who we are and what we value as a Steiner School through our community life together. The various festivals, for example, which are so much a part of the life of Orana, have not been possible and we have been poorer as a result.

Over my time as a parent, educator and educational leader I have seen our whole society’s sense of community slowly wane. Sadly, we have become increasingly fractured, suspicious and individualistic. It is therefore critical that we help our children understand what a community is, why community is important, and most importantly, what our individual responsibilities are in keeping our community alive and healthy.

What a wonderful thing it is therefore to give our Orana students the ‘gift’ of participating in the vibrant community setting of our school. As restrictions are being lifted, organising school community events will be an important priority, and we look forward to sharing and celebrating who we are with you and your children – enjoying being together again!

Each day I marvel at the complexity of what happens in our school. There are so many different activities for our students; excursions, artistic, dramatic, musical and cultural events, sports and extra-curricular activities, and all manner of learning activities – all possible because staff, parents and students work together in a wonderful, vibrant school community.

However, in spite of all its joys, living in community is not always easy. It is at such times that our sense of community becomes vital, for it enables us to understand each other and to work through the inevitable challenges with understanding, grace, goodwill, and good humour.

I trust you will enjoy our new *Seasons* magazine which showcases our wonderful school and its ‘living community’.

Geoff Fouracre
PRINCIPAL

“ Each day I marvel at the complexity of what happens in our school. ”



FEATURE

Excitement Builds with New Facilities on the Way

Orana has two exciting building projects set to begin later this year. Each incorporates a range of features which pay tribute to our Steiner philosophy, such as unique angular geometry, exposed wooden beams, and child-friendly design. Studio Architects has designed, landscaped and oriented each building to harmonise with and connect to our natural outdoor environment.

A purpose-built Music Centre will bring the music resources of our school together into one precinct. This project features a large Music classroom, four large practice and peripatetic rooms, offices, storage rooms and a large breakout and undercroft area.

The second project is a Visual Arts and Year 4 facility. The Year 4 wing includes two large Year 4 rooms, staffrooms, a kitchen, sports store and other storerooms. The Visual Arts wing has two large Art classrooms, a kiln room, ceramics room and a digital art room. Both classroom wings are connected by a large, covered undercroft and external tiered seating areas.

Preparation of project tenders is currently underway. We hope to have a preferred builder engaged by the start of August, with building works commencing simultaneously around mid-September this year. All going well, both buildings are due to be completed in July 2023.

Over the years our parents have made generous contributions to our Building Fund, which will support both projects. We were also very fortunate to receive an ACT Government Grant, which will contribute substantially towards the construction of the Music facilities.

These two projects are the first instalment of our exciting future building plans. They will enhance and improve the quality of our

Steiner education programs by providing quality, purpose-built facilities for our students and staff to enjoy for many years to come. We look forward to sharing updates about these exciting new facilities with you over the coming months at parent information sessions and in our regular *Leaflet* newsletters.





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- ▲ *The Visual Arts and Year 4 facility features external tiered seating areas, connecting seamlessly with our natural environment.*
- ◀ *Classroom wings will be connected with a large breakout and undercroft area.*

PRESCHOOL

Relishing the Rain and Soaking up the Sun

Our Early Childhood Program lays vital foundations for physical health and vitality, while capturing our youngest students' wonder in the world and eagerness to explore and learn. Each day, learning is immersed in the natural environment and enhanced through our calming campus experience. Our 'Pippi' learners gain a deeper understanding of personal and social responsibility as they grow and connect with the people and nature around them.

With a home-like atmosphere, the transition from day care or home is always made with love and care at Orana, so it was very heartwarming to see our Pippi students reconnect so easily with their friends and get straight back to the rhythm of our day, after their Term 1 break.

We start our days with outside morning free play and our first week included beautiful, sunny Autumn days as well as some fun-filled rainy days. Experiencing the outdoors in all sorts of weather is deeply valued and imbedded in our daily program and our Early Childhood philosophy. The environment is viewed as our third 'teacher', and we use our beautiful natural surroundings as an active learning environment.

The joyous cry of, "it's raining!" brings such excitement to the class as we scramble for gumboots and wet weather gear. Children who are warm and dry will spend hours

happily playing in wet weather. As the famous saying goes: there is no such thing as bad weather, just bad clothing!

The benefits of outdoor play in all types of weather have been widely researched and proven to be a great foundation for critical thinking later in life. So much learning is done through extended free outside play that just cannot be replicated or taught any other way and our outdoor environment at Orana is immensely sensory, especially for young children.

As our young learners run, dig, explore, build and play, they overcome challenges and build on their resilience and self-reliance. They also improve both their fine and gross motor skills and, as part of a group, they learn through social interactions to express their ideas and form a greater understanding of the world around them. Children flourish when their daily activities are arranged rhythmically to reflect the natural order of life.

Whether it is building fairy houses, creating cars, tents or trains from logs, wondering at worms being transferred from the compost to our vegetable patch, observing Maurice our rooster digging up the earth for bugs, climbing, splashing in puddles, log balancing, cubby building, creating water tracks, leaf gathering, observing nature and its creatures, gardening or playing sandpit kitchens, Orana children are constantly expanding their own learning in all the early development areas. These include cognitive, creative, social, physical and emotional development.

Outdoor play is such a fundamental part of teaching the whole child, or 'body, soul and spirit' in Steiner education, and it really is a wondrous thing. We are constantly in awe of how the children naturally draw together as a little community in their environment here at Orana.

◀ *Frankie and Chloe get stuck into some autumn raking.*





▲ Julian surveys the scenery using his telescope on board the log-ship in Preschool.



▲ Kindergarten children are ready for winter with their colourful knitted beanies.

KINDERGARTEN

Weaving Wonder Through the Seasons

Kindergarten at Orana is a calm and caring space for children to grow into capable and kind individuals, with each day designed around a predictable rhythm to provide structure and security.

In Term 1, we consciously prepared the children for our Harvest Festival and for Easter. We brought seasonal elements into our morning circle work, such as playing a game where leaves fall from the trees or picking apples from the orchard. The simple task of polishing an apple brought a sense of anticipation, as the children were eager to take it home and see if a star was hiding inside. We plaited harvest crowns and adorned them with nature's gifts. We also shared harvest soup and bread, made with contributions from the children's home gardens. Through these experiences, our Kindergarten students learn that our Earth is bountiful and that if we care for it, Earth will care for us, fostering a feeling of gratitude.

Easter preparations involved dyeing eggs, felting eggs, and hearing through story about the Easter Hare who brings the symbol of new life (an egg) to the children. They delighted in searching for felted eggs on the last morning, finishing a term filled with nurturing experiences.

Our Lantern Festival in Term 2 marks the coming of winter, as we journey through the darkness with our carefully made lanterns lighting the way to Mother Earth's grotto. The children will give Mother Earth the seeds we have been collecting so she can wrap them up in their cosy earthy beds, ready for the Spring.

Spring will bring with it renewal to the earth, new life, hope and joy. We will honour spring through song, story and simply relishing in the natural beauty within our Bluebell garden. In essence, the festivals are a fundamental element of our Kindergarten that bring rhythm and order to the children's year as well as fostering a deep appreciation of the life of our Earth and the cycles of nature, all the while cultivating a sense of community and belonging.

Handwork and Seasonal Crafts are an essential part of our Kindergarten day. Learning traditional skills that have become lost in the modern world, help the children gain a sense of community and deep appreciation for the beauty and artistry of what has been handmade. Along with being a calming and meditative activity, handwork is also a powerful method of developing strong, nimble fingers. It also has a proven relationship to cognitive development.

Handwork activities begin with finger knitting, creating a long stream of rope that is dutifully sewn into a simple treasure bag or mat. This builds the skills necessary for learning to French knit, strengthening the will of the child and their persistence to produce a beanie, ready for the Winter, or a cushion in preparedness for Year 1. On completion of a project that has been worked on every day for weeks, each child experiences pure joy and pride. Seasonal crafts, such as Autumn hangings, or shell necklaces, again build a sense of beauty and wonder in what our Earth has to offer and provide ways in which we can honour and show appreciation for Mother Nature's gifts.

LOWER PRIMARY

Bringing Imagination to Life

Orana's Lower Primary classes engage students in concepts that challenge and engage imaginative experiences. We recognise that during this phase there is a burgeoning imaginative thinking ability which flourishes in an environment filled with creative endeavour. A Steiner education meets the child's development with appropriate tasks and content at every stage. This ensures a balance of the academic, artistic and practical so that children are fully prepared for life.

This year we have introduced the Synthetic Phonics Program, an evidence-based approach to learning to read which matches a combination or individual letter with its appropriate sound. Alongside reading and writing, Lower Primary children are taught Maths, Art, Health, Sport and aspects of Drama. Specialist teachers work with students in both German and Japanese languages, Library, Music and Handwork throughout each year.

Year 1

In Year 1 we introduce the children to working at desks and learning academic work on the chalkboard, through stories, movement and imagery. To celebrate Easter, Year 1 students made beautiful baskets and cards, marbled eggs and autumnal lanterns from leaf rubbings they had collected from our beautiful surroundings.

In our main lessons, we have learnt about form drawing and understanding how to form straight and curved lines. This supports the children's learning to recognise and write numbers, say the sounds letters make and form them correctly. We are also learning about Aboriginal Dreamtime Stories and using our phonics to write simple sentences ensuring clear finger spaces, capital letters and full stops.

Science lessons include learning about our local and wild flora. We have a plant diary



▲ Year 2 made wax puppets of Little Red Riding Hood as part of their Talk for Writing unit.

to record our observations of a sunflower through drawings and simple sentences. The children have especially enjoyed our Friday nature walks to the Orchard and Featherstone Gardens to experience the change in season.

Year 2

A focus for Year 2 has been the development of effective reading strategies and narrative writing. Our classes have had a great deal of fun working on a narrative writing unit called Talk for Writing. We have focused on the story of *Little Red Riding Hood* as a model text for guided and independent writing.

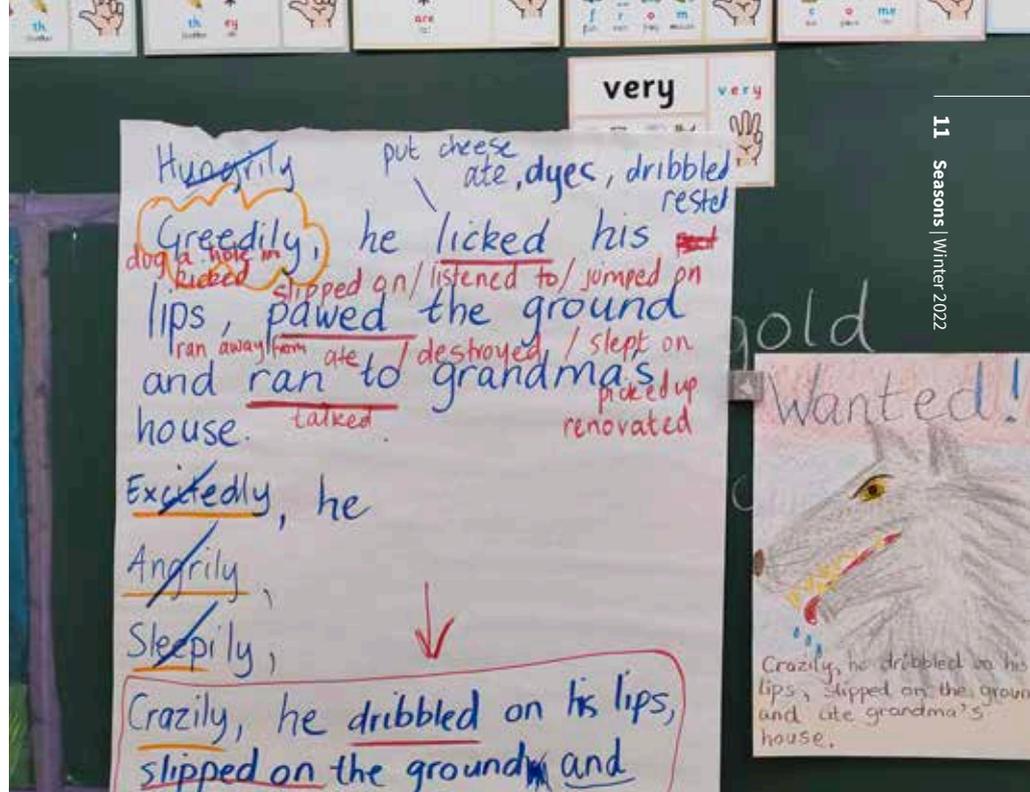
The children first learn the story, retelling and acting it out as a chorus with gestures, until they know the language of the narrative by heart. To assist with comprehension, they also draw scenes, and make puppets and wax models of the characters. Through these activities, the children internalise the structure and language features of the story and build a deeper understanding about its meaning. The learning combination also aligns beautifully with the Steiner ideal of working their head, heart and hands.



► An inventive and descriptive poster. Watch out for the wolf who dribbles!

▲ This year's Harvest Festival brought the whole school together for the first time in many months.

► Collecting autumn leaves for some artistic inspiration.



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Short burst writing is an activity that helps the children modify the text, while keeping the structure and language of good writing. Year 2 has worked on adapting this sentence of three; 'Greedily, he licked his lips, pawed the ground and ran off to grandma's house.' As you can see, the students focused on verbs and adverbs in the sentence. They then swapped out the words for their own verbs and adverbs to create their own sentence of three, and used their sentence to create a 'wanted' poster. Of course, the funnier or sillier the sentence, the more effective the learning process!

Year 3

An important event in the Steiner curriculum is our annual Harvest Festival at the end of Term 1. Orana's seasonal festivals foster in children our connection to the natural environment. This year's Harvest Festival was our first all-school event for some time, so it marked an exceptionally special celebration. It was also wonderful to welcome the families of Year 3 children who proudly hosted the event.

At harvest time, children identify and recognise the changing rhythms of the

Earth and learn to appreciate the treasures we reap from Mother Nature. Our Harvest Festival is a time to give thanks to nature for all she provides and to remember as human beings, we have to keep finding the inner strength to care, not only for each other but for everything in this world. Perhaps this is more poignant now than ever.

For those who attended, we hope you enjoyed the Year 3 children's singing and dancing performances, the beautiful musical accompaniment of Year 6, and the regal arrival of our senior students who performed the Master of Ceremonies duties with aplomb.

The generosity and spirit of our School was on display with so many donations offered. We were able to provide boxes of non-perishable produce to Little Pantry, and the perishable items to Mother's Kitchen. They are both local charity organisations that greatly appreciated our bounty.

UPPER PRIMARY

Deeper Discovery

In the Upper Primary Years, students learn to recognise strengths and limitations, plan tactics and strategies, evaluate and make informed decisions to improve. At Orana, the Steiner and Australian Curriculum are woven together to broaden and deepen each student's knowledge, developing them holistically as they mature and grow. Upper Primary students are ready for a wider approach and broader range of Humanities and Science subject areas.

Year 4

A perennial favourite of our students is the Sleeping Giants main lesson. This lesson broadens the child's view of their home here in Canberra through mapping techniques, developing varying perspectives and exploring the seasonal and migratory flora and fauna of our territory. It also provides opportunities to enhance connection with an earth older than our imaginings, to ascend the hills and mountains of our local area and stand among the very bones of the land, surveying Canberra.

In Term 1 we ascended Mount Ainslie, after visiting the National Capital Authority and listening to the excellent guides describe Canberra prior to selection as the nation's capital. We then made our way from Lake Burley Griffin and along Anzac Parade to the base of Mount Ainslie, and there began our climb. The children were guided by a treasure hunt of sorts, a narrative that foreshadowed our chosen path and helped direct their attention, such as identifying human structures and natural features along the route. Accompanying rain enshrouded the top of Mount Ainslie, so that even children who are regular visitors to this part of Canberra felt a sense of mystery as to our destination.

In stark comparison weather-wise, our second ascension occurred on the last Friday of April. The sky was a perfect blue as we set off to explore an area closer to school – Oakley Hill. The familiar trig point at the top of the hill served as a base for lunch and reflection, whilst the she-oak forests were perfect for a game of Camouflage. With the end of the day fast approaching, some brisk walking brought us back to Orana in time for buses and parents to collect weary students and deliver them to a restful weekend.

Next stop? Mount Tennent!



Year 5

Year 5 started the year with the Ancient India main lesson. Students designed mandalas and elephants with intricate Indian style patterns, drew sophisticated maps of India and enjoyed traditional Indian stories. Our learnings were also enriched by a cultural visit from Bhavna Chawla, who spoke to the classes about Indian culture and conducted a henna workshop.

In Maths, the children were eager to understand the concept of decimals in our Introduction to Decimals main lesson. It was rewarding to watch them grasp this new concept of numbers.

The student's Personal Projects were truly outstanding. Each project was unique, diverse and showcased their individual talents, learnings and effort. Topics included transforming an old tandem bike frame into a working tandem bike, using parts from various old bikes; learning to do an ollie on a skateboard, learning how to bake profiteroles and drawing portraits of family members after a visit to the Portrait Gallery.

A significant learning in Term 1 was The Great South Land – an Australian History main lesson about the journey of the Endeavour, the First Fleet and the settlement in Sydney Cove. Students learned about these events from different perspectives and then produced creative projects from the perspective of one person at the time.

A visit to the Ancient Greek exhibition at the National Museum provided a little taste of what Year 5 will learn about in Term 4. It was quite challenging to comprehend that the museum exhibits were genuine artefacts which had been created and used by the ancient Greeks!

◀ *Far left: The familiar trig point at the top of Oakley Hill served as a base for reflection, and well-earned lunch!*

◀ *An intriguing discovery at the base of a tree at Oakley Hill.*



◀ Year 4 students exploring Oakley Hill.

▼ Year 4 Japanese students' attentive cooking efforts produced some tasty traditional meals.



Year 6

Term 1 was very eventful for Year 6, and set the scene for a year of enriching hands-on experiences. These experiences enable learners to make new connections between what they already know and what they can observe to deepen their knowledge of the world around them.

Sustainability

Students participated in a series of *Climate Solutions for You* seminars, presented by ACT Smart. The seminars gave the class an opportunity to hear from local experts on various climate change and sustainability issues, to participate in stimulating activities and to ask lots of questions!

The children took their inspiration and knowledge from these learning experiences to plan and implement Sustainability Projects around our School. After investigating problems and identifying actions that could reduce the impact we have on our beautiful environment, students were given the opportunity to present their projects to our Head of Primary, Sharaine Talip and Facilities Manager, Jason Scott. We are looking forward to instigating positive change through these projects and educating our younger students about the importance of taking action for our environment.

▶ *Shining coloured light on different coloured objects.*

Physics

Our study of Physics has involved the exploration of light, colour and sound. Students tested paper cup telephones to explore how sound travels. Soon after, we discovered that the new amphitheatre playground has incorporated this element of sound through the installation of pipes. What a fantastic way for all to explore!

Luciana set up experiments using Chladni plates to investigate visible sound. We were all mesmerised as we observed ground rice forming various shapes from the vibrations of a violin bow rubbing on edges of the plates. A visit to the Woodwork room helped us to investigate sources of light. Craig demonstrated for us the glow of carbon steel after heating it in the forge.

We had a range of different light sources set up in the classroom, to observe, draw and learn about the primary colours of light. We all worked together to investigate what happens when different coloured light shines on different coloured objects. Miraculously, none of the coloured objects disappeared during our experiment!



Performance

After many changes to the scheduling of the Class 5/6LHR performance of *The Odyssey*, we were finally able to present our show to parents in April. A huge congratulations to the amazing cast who, despite last minute changes due to illness and restrictions, worked together to deliver a wonderful show. And with that, we could finally move on from Ancient Greece and into Ancient Rome.

Japanese

Tanabata play

Year 6 Japanese students performed their Tanabata play on May 6 in the Overture Hall. Known as the Star Festival, Tanabata is a very special event in Japan. It tells the story of two stars, Altair and Vega, which are normally separated by the Milky Way. There are many characters in the story, and although several students were absent on the day, the class's diligent work since the start of the year showed in their beautiful performance.

Cooking

Year 4 Japanese students had a cooking lesson in the top kitchen, where they made Onigiri (rice balls) and Miso soup. They listened to the teacher's instructions attentively and cleaned the kitchen beautifully after cooking. The students worked collaboratively and managed to use chopsticks to eat Miso soup! It was lovely to see their smiles and concentration during the lesson.

HIGH SCHOOL

Theories and Real World Thinking

Our High School students are encouraged to be independent thinkers, to use their own observations and research to draw conclusions and develop a wide range of expertise. In this way they establish an active, articulate and well-rounded thinking capacity for engaged, real-world learning that lasts a lifetime.

Complementing a full range of Arts, Science and Humanities subjects, Orana's High School students also study Creative Writing, Poetry, Medieval History, Geography, Physics, Astronomy and Geology in much more depth, providing a unique and distinctly enhanced education.

English

Year 9 students are exploring Multimodal Texts in English. These include graphic novels, posters, or picture books – any text where the meaning is communicated in multiple modes. The following is an extract from a piece of creative writing which was inspired by an illustration of Emma Chichester Clark.

The ground is low, bumpy and marshy, coloured in rough shades of grey leading down to clear grey water. The wind is cold, rushing over the water and up long sloping hills, flying out of the cloud's shadow and over hills bathed in sunlight, fading into haze. The sky, covered by clouds, turns the land grey. The sun shines through cracks in the cloud, lighting glimmers of brightness here and there that are weak compared to the sunlight on the far distant hills.

The woman is tall, with short dark hair and a long black dress. Her face is blank and somehow coldly certain at the same time. She takes one gliding step toward the boy and then another. He scrambles to his feet. She holds out three round boxes, stacked upon one another in tiers, the top one done up with ribbon, waiting for him to take them. The tree has always known that this day would come, someday, and wished it would not and now the day is here all it can do is watch. Now there are birds (there have always been – will always be birds) circling behind the woman, their shrill cries carrying on the wind. The boy is still.

There is already the taste of dust in his mouth.

I had no choice. This is the only way.

He steps forward, taking the boxes from the woman.

The first two are tossed aside without being opened, he knows – feels, (he can never forget) that it is in the final box. He opens it and takes out the object inside.

The crown is already cold, leeching the warmth from his fingers.

He looks at the woman's face. It is blank.

He holds the crown between his fingers for one moment more, then carefully, carefully, places it on his head.

And changes. Fading and becomes less. He has stopped being.

His fingers are no longer cold.

The woman smiles at the boy. The first real emotion on her otherwise blank face. *Now the bargain is complete.* He hears her voice although she did not speak. The boy says nothing. He will never say anything ever again until -

- one day in the immeasurable distance of the future he will give the crown to another.

Then he will speak again.

And then the woman, boy, and birds are gone. The buzzing ceases until there is only the tree and the wind and the cloud's shadow.

The frogs begin croaking again.

Anneke, Year 9



◀ The image that inspired Anneke's creative writing piece.



Students worked collaboratively and purposefully to plan their production.



As part of a unit on Romanticism, Year 11 students have read Mary Shelley's 200 year-old novel, *Frankenstein*. Students re-examined the idea of a 'monster'. The following are extracts from their analyses.

'Frankenstein' is the name that has come to be associated with a monster, however, it is in fact the name of its creator in the novel of the same name by Mary Shelley in 1818. A monster is someone who acts against moral law. Frankenstein was an arrogant man driven by the thirst for knowledge, who created a being capable of destruction. He then abandoned it when he could not bear its appearance. The monster was merely a product of society's cruelty and therefore does not deserve the title of monster.

The monster was capable of complex emotion but its longing for vengeance was strong. The reputation of monster was bestowed upon it while it was innocent, but the monster grows into the label. Only Dr Frankenstein has any identity beyond being a monster. The wretch is a product of Dr Frankenstein's hubris, so as a result, is a reflection of his flaws. Dr Frankenstein is a monster because he knows the moral laws and chooses to act against them. The wretch is a monster because it is visibly only part human and takes the lives of others. The anonymity of the wretch gives it the ability to haunt Dr Frankenstein and drive him to madness.



Drama

In Semester 1, students in Senior College Drama performed Act 1 of the murder mystery *The Mousetrap*, by Agatha Christie. The unit focussed on how to communicate meaning in drama. Students worked collaboratively and purposefully to plan their production. With help from our lighting team, all students considered and contributed to decisions involving the stagecraft, character physicality, voice, lights, and costumes.

Each student created and brought their character to life during workshops and rehearsals, making all characters a suspect to the murder. They presented an intriguing production with sophisticated humour, whilst remaining composed throughout the whole performance, and should be proud of the commitment and effort they put into the production. Audience members are now eagerly awaiting Act 2 of *The Mousetrap* in Semester 2, to discover who the Culver Street murderer is.



▲ Madeline, Roma, Alex and Jackson during Act 1 of *The Mousetrap* performance.



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... we like the students to learn through practical activities and then match the theory to their observations.

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Science

In all our main Science lessons, we like the students to learn through practical activities and then match the theory to their observations.

In their Motion and Rest main lesson, Year 10 students learn about kinematics, Newton's laws of motion and energy transformations. This provides a foundation for students who want to study Physics in Senior College.

For their Plant Chemistry main lesson, Year 9 students focus is on the various energy transformations that occur in plants through a cycle of different products. The final transformation is when the plants die and the energy is trapped in the crude oil after millions of years. Students observe crude oil being distilled into its various fractions of natural gas, petroleum, diesel, kerosene, machine oils and tar.

Class 7 students studied Chemistry of Combustion for their main lesson. This involved investigating the properties of fire and substances through burning a range of different products in practical activities. Students also tested ashes and house-hold products for acidity and alkalinity using red cabbage leaves.

We also observed what happens when you burn non-metals and metals. We watched as sugar and bicarbonate soda burnt and grew into a 'fire snake'. This left an ash that could be tested using the indicators created using the red cabbage.

- ▲ Year 10 students measuring acceleration by using ticker-timer machines on a trolley car as it rolls down an incline plane.
- ▲ Year 7 created a "fire snake" by burning sugar and bicarbonate soda.



Art

Our High School students have been exploring art history in both theory and practice during main lessons. In Year 8, students explore ancient art history, investigating the art and artefacts of Neolithic and Paleolithic cultures. This year they have focused on fertility symbols, ancient rock art and stone carving. During their main lesson, students made their own *Venus of Willendorf*, one of the world's most important and precious artefacts, and an animal carving from soap stone. This lesson challenges students to examine where belief systems may originate from, but also how ancient civilisations perceived themselves and their world, which in turn encourages us to critique our own values as a society and the images we make of ourselves.

- ▶ *Students made their own versions of one of the world's most precious artifacts - the Venus of Willendorf.*



- ▶ *Students carefully carving animals from soap stone.*

SENIOR COLLEGE

Challenges and Achievements

In Years 11 and 12, Orana's curriculum is carefully designed to balance a Steiner approach with the contemporary requirements of Senior Secondary studies in the ACT. Purpose-built facilities support a broad choice of core and elective subjects to emphasise the development of well- rounded students.

Our Enrichment Programs provide an exciting and wide range of activities and opportunities for students to further their skills and expand their interests. Currently, these include the Community Service Program and the Duke of Edinburgh Award.

Duke of Edinburgh Award

This Award is a leading youth development program aimed at empowering all young Australians to explore their full potential, and find their purpose, passion and place in the world, regardless of their location or circumstance. Students from Years 9 to 12 are invited to join the Orana Duke of Edinburgh Scheme.

To achieve an Award, each young person must learn a skill, improve their physical wellbeing, volunteer in their community and experience a team adventure in a new environment. All Participants are supported by adults who supervise and support their endeavours. Students can choose between three different levels; Bronze, Silver and Gold, each progressively more challenging. Achieving an Award recognises individual goal setting and self-improvement through persistence and achievement.

Here, some of our Year 11 participants reflect on a challenging hike at Mount Jagungal:

On our Duke of Ed Jagungal adventure, we hiked up steep mountains, crossed slippery flowing creeks and pushed our way through thick shrubbery whilst carrying our packs containing food, tents, clothes and water. Throughout the three



▲ Year 11 Duke of Edinburgh Award participants Zoe F, Zoe W and Maggie crossing cool waters on their hike at Mount Jagungal.

days we all walked together as a group, sharing stories and stopping together for breaks. Every day someone new would lead the pack and take us through the beautiful mountains. At night we cooked our meals around a fire and played games together. On the second day of the hike, we climbed up Mount Jagungal and although it was tough the view from the top was all worth it. Mountains stretched around us no matter where you looked and even Mount Kosciuszko could be spotted with its top hidden in a cloud. At the end of the three days, I felt a great sense of achievement from the mountainous walk, and I am sure my fellow hikers did as well. With every Duke of Ed camp, I learn new skills and accomplish new goals and meet new people.

Maggie, Year 11





▲ *Stunning views buoyed spirits on a challenging hike for our Duke of Edinburgh Award participants.*

◀ *Congratulations to Year 10 Duke of Edinburgh Award participant, Atticus, who achieved his Bronze Award earlier this year.*

We all felt a sense accomplishment after reaching the top of Mount Jagungal. The bush bashing required to get there made the hike an adventure and gave an exciting story to tell. Campfire games are always a fun way to strengthen the group bond and I enjoyed learning what it's like to be out in nature. The experiences we have on Duke of Ed will be cherished forever.

Zoe W, Year 11

I was part of a small group from Year 10 and 11 who went hiking in the Mount Jagungal wilderness for our Duke of Edinburgh awards. I like the bonding that comes from overcoming challenges with your peers through teamwork. There is a sense of achievement in looking back at Mt Jagungal to see how far we walked. It was wonderful to watch the sun set behind the mountains as we walked into camp on the first night, knowing we made it just in time to pitch our tents in the light. At night we searched the sky for constellations and in the morning, we woke up to the ground glistening with frost. We walked together down winding trails, through pristine alpine streams, and in between dense shrubbery.

Zoe F, Year 11



CO-CURRICULAR

The Seasons of Music

In Music, as in life, there are seasons; life's rhythms weave through our entire experience of music and give it different meanings at different times. Music at Orana reflects this. Students play instruments, sing, compose, listen to, discuss and move with the music that is appropriate for their level of development. Everyone has something new to explore.

This year for the first time at Orana, Kindergarten children have had specialist Music lessons, usually outdoors, where sounds of the environment were blended with seasonal songs and lively movements in happy musical immersion.

Year 1 children have explored basic elements of pitch and rhythm with enormous will and curiosity. They've played games, used percussion instruments, and learned a repertoire of songs which they are now beginning to play on pentatonic recorder.

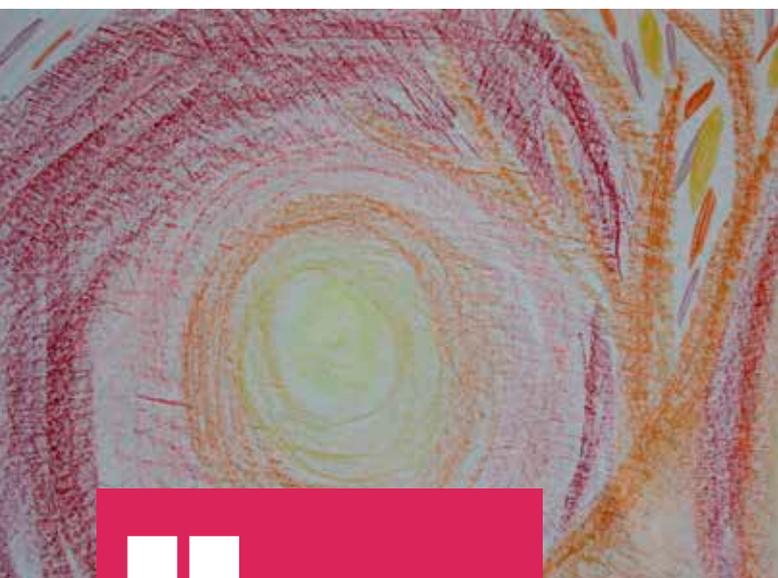
Year 2 students have learned to listen for musical cues and respond actively with complex movement patterns. They've also used Orff rhythmic symbols and terminology to be creators and composers.

Year 3 students have made several important musical progressions. In earlier classes they absorbed music through being immersed in it in their environment, but at this stage they need the tool that is music notation to progress to more complex instrument learning. In the Music main lesson, they began to read music. Playing recorder while reading notation will help them to develop complex neural pathways that assist learning in all subjects.

In Years 4 and 5, students are playing string instruments. Year 5 has considered what it means to play in an ensemble. Through participation and discussion, they learned that communal music-making requires similar awareness and co-operation to team sport!



▲ These beautiful drawings from Year 2 were inspired by the musical piece 'Autumn' from Vivaldi's *Four Seasons Concerti*.



Year 6, as leaders of Primary School, worked towards several beautiful public performances. They played Greek-related music for an exhibition at the National Museum. They provided orchestral accompaniment for the Harvest Festival and prepared to host and perform in the Twilight Concert in May.

In High School, students encountered three strands of music learning: Performance (practical music-making), Composition (Crafting your own sounds) and Musicology (Analysing music, its place in human societies, and its history and cultural meaning). Students learned new instruments (guitar, keyboard, drumming circles), experimented with expressing themselves through music and examined how different sorts of songs are used in different situations.

In Year 7, the question, "What is Music?" was a contentious topic of debate. Year 8 students investigated Music Theatre and created their own short musicals. Year 9 and 10 students composed original film scores to a short video clip.

At the heart of all this musical endeavour is the nurturing of effective listening skills. This looks different in different areas of the school and with the different 'seasons' of our students' growth and development. In Year 10, in-depth technical discussions of the minutiae of musical elements show the quality of the students' listening. In contrast, in Year 2, the beautiful drawings accompanying this article show the quality of the immersive listening to the old favourite, 'Autumn' from Vivaldi's 'Four Seasons' Concerti.

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... sounds of the environment were blended with seasonal songs and lively movements in happy musical immersion.

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SPORT

Hard Work Supports High Performance

The Orana Steiner School Physical Education and Sport Programs aim to improve student engagement, concentration, behaviour and physical health, as well as academic performance. Students learn control, precision and fluency in a range of activities while working collectively to achieve as a team. Sport also provides great opportunities for leadership roles.

This year we welcome back a range of sports and activities into the Orana community. Our Cross-County carnival was completed in class with Air taking the Spirit plate and Earth winning the event, followed by Water, Fire and Air. Our School Athletics Carnival was held early in Term 2 and from there we formed our teams for interschool events.

Netball season commenced with our students affiliating with Jetsetters at Arawang. Our boys Year 10 Basketball team is in the local ACT competition, and we have a junior Football team hitting the pitch each weekend.

Many students have been pursuing their own sports outside of school as well, and a couple of those that I have been made aware of deserve a special mention: Benny placed fourth in the Australian Junior Athletics triple jump. Jessica has been performing well on horse-back, placing third in the Stock Challenge at the Man from Snowy River Festival in Corryong, and first in the Team Sorting at the Royal Easter Show in Sydney.



◀ Year 12 student, Alex, training with Steve McKinnon.



▲ Students playing basketball on the school courts.

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Orana students can do anything when they put their heart and head into it!

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The Rowing season began with strength and conditioning training run via Zoom sessions, but finally more than 20 rowers got back onto the water to enjoy the beautiful conditions and prepare for the racing to come. The training that the students had undertaken prepared them well for the regattas that began towards the end of the season. The Head of the Lake regatta in Canberra showed that our junior girls and boys were ready to mix it with the best in the state, finishing in the minor places and rowing some personal best times. Mannon surprised the field in the singles as she flew out of the start and held on for the gold medal.

After competing well in the State Championships, our senior girls set their sights on the Nationals to be held on Lake Nagambie in Victoria. The training was amped up, and the bodies put through their paces as the finishing touches were put to technique and race plans. After a six hour drive to the pleasant (but very windy) Nagambie, it was time to rig our boat and get ready for the four days of racing. There were heats, repechages, semi-finals and finals to get through against over 40 of the best crews from schools across Australia, who were all just as hungry for success.

Orana students can do anything when they put their heart and head into it! Paloma, Eleanor, Amy and Zoe, coxed by Katya, gave themselves every chance as they continued to row successive personal bests and gain top placings in every race. Our realistic expectation was that the rowers would be competitive at this level, but these girls had other plans - and they pushed other elite crews out of contention on their way to finish second in their final.

Several of the race placings were separated by less than a second. Mike Brady said, “It was brilliant to see what our students are capable of, and I am confident when I say, that with determination and hard work, Orana students can compete at the top level in anything they choose.”

Paloma Padovan finished off her Nationals week racing as a member of the Under 21 ACT Eight. Paloma is the first Orana student to achieve representative honours in Rowing – but hopefully not the last.

Congratulations to all the students who have been putting effort into their chosen sports and we encourage you to continue in the future.



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