FROM THE DIRECTOR
Welcome back to term 4. It’s always lovely and enlivening, after the quiet lull of the holidays, when the school fills up with children again on the first day of term. This term promises to be another full and rich few months.

The Class 12s have this week handed in their thesis documents for their Class 12 Senior Projects which they have been working on independently for the last 12 months. The project is a cornerstone of the Steiner curriculum and our young people’s emerging independent thinking and unique ‘take on the world’ becomes evident in their project choices and presentations. The quality and depth of the projects is always impressive and I would encourage all in our community to come and witness the students. Please support their efforts through your presence and interest in their work on one or both of the presentation days: Saturday 22nd Oct and Sunday 23rd Oct.

We have welcomed several new families to the school community this term. A very warm welcome to our new High School students Hugo, Santiago, Rosario and Dylan, and to Kindergarten children Finn, Summer, Emily and Lucien as well as Tom in the Primary School.

On Monday our new Business Administrator, Roger Craig will be commencing at the school. I would like to warmly thank Ruth Caynes for so competently “holding the fort” as acting BA over the last 5 weeks.

The world of educational qualifications has undergone many changes over the past 20 years in Australia; the main one being a trend towards standardisation, testing and National and International comparisons of standards in education. Waldorf education has been increasingly affected and compromised by many of these changes.

Current situation
The development of the National Steiner Curriculum for K-10, and its approval as a comparable program to the Australian National Curriculum, has made it possible for schools in Australia to teach a Steiner Curriculum for those year levels very successfully within the Australian legislative context. Senior Education however is still overseen by the State and in Queensland to date, we have been fortunate to be able to submit school based work programs that can demonstrate an equivalency in standard and
quality with the State requirements. This has allowed us the opportunity to continue to deliver an authentic Steiner Curriculum through to Class 12.

Changes in 2018
The requirements for Qld Senior Education are set to change in 2018 and schools will be required to deliver highly defined, content-based curricula to senior students. Individual school based work programs will no longer be approved. With this comes a regime of external, standardised testing which will comprise 50% of a student’s overall grading in Mathematics and Science subjects and 25% in all other subjects. The College, Board and SLT are deeply committed to ensuring that the school is able to continue to offer our broad curriculum and Steiner Main Lesson program in an authentic way.

SVSS Solution
We have spent this year researching alternatives to implementing the State Senior Curriculum and have found a solution that we expect will not only meet state requirements, but will strengthen our already robust senior Steiner program and allow our graduates increased recognition and a clear pathway into post-secondary education. From 2017, commencing with our current Year 9 students (Class 10 2017), we will begin to implement the New Zealand developed Steiner Senior Certificate (SSC).

Steiner Senior Certificate (SSC)
The SSC has been developed and owned by the Federation of Rudolf Steiner Waldorf Schools in New Zealand Inc. and managed by the Steiner Education Development Trust (SEDT). This is a qualification that has a similar structure to the National Certificates of Educational Achievement (NCEA) of New Zealand. The SSC has been recognised by the New Zealand Qualification Authority (NZQA) and put on their National Qualification Framework. It has 3 levels: Level 1 after Class 10, Level 2 for most pupils after Class 11 and Level 3 with University Entrance after Class 12. Under certain international conventions, to which Australia is a signatory, there are frameworks and processes for recognition of international certifications within Australian schools and tertiary institutions, which we believe will allow us to meet our regulatory requirements as a Qld Independent School. The SSC has been designed as an International Qualification and is currently being offered by 3 schools in NZ, 9 schools in Europe (3 in England, 3 in Germany and 3 in Austria) and there is significant interest currently from the Chinese schools. Samford Valley will be the first Australian Steiner School to implement the certificate.

Assessment and the SSC
The SSC is an outcomes-based qualification designed for Steiner Waldorf education. It has a rigorous quality control system. Our teachers will work together on an internal quality assessment system. Experienced Steiner Waldorf teachers external to the school will moderate samples of internally moderated learning outcomes. The SSC is not a curriculum in itself but presupposes the Steiner Waldorf curriculum with its broad focus on many subjects. The achievements of the pupils are compared to a catalogue for each level of broadly described learning outcomes. All assessments are designed within the school to reflect our learning program and context and the student outcomes are then moderated for comparable quality through SEDT’s external system.

Next Steps
Our intention is to undertake a staged implementation, offering Level 1 SSC to our Class 10s (current Class 9s) in 2017. Our current Class 10s and 11s will continue with our existing Senior Education program under the QCAA approved worked programs. In 2018 we will offer Levels 1 and 2 SSC to Classes 10 and 11 (Class 12 2018 will continue with QCAA). 2019 will see the full implementation of SSC with the school offering Levels 1, 2 and 3 to our Senior cohorts.

I have visited two schools in New Zealand currently implementing the certificate and we have begun to form supportive partnerships with those schools. Karen Brice-Geard, SEDT Educational Director has visited the school to discuss the SSC with management and staff. Next week, two more representatives from SEDT will visit to commence work with teachers to support the implementation of Level 1. We are currently compiling an approach to the Australian regulatory bodies to gain approval to implement Levels 2 & 3 as our Senior Studies Pathway in 2018 and beyond. We are also putting together test
approaches to several Brisbane Universities using NZ graduate results. The Board, College, SLT and faculties are excited to be bringing this certification to our students and we are confident that it will strengthen their senior schooling experience at Samford Valley.

I will be attending the Class 9 parent meeting to discuss the SSC further and we will be hosting a whole school information evening on Thursday the 10th of November from 6.30pm – 8pm in the Hall.

Have a wonderful week,

Pep Wright

**WHY OUTDOOR EDUCATION?**

Outdoor education programs or ‘camps’ as they are more commonly known make up a significant component of the SVSS curriculum.

Parents and students often ask why this is so...

The overlaying goal of any outdoor program is for the students to work together towards a common goal and successfully complete the challenges faced throughout the program. Students can discover, perhaps for the first time in their lives, the magic that happens when people from different backgrounds and beliefs find their way towards a common ambition.

Studies show that challenges faced in a semi-wilderness environment bring about a greater understanding of the relationship we have with ourselves, others, and the natural environment.

These challenges can encompass physical, social, emotional and spiritual dimensions of experience. Learning how to respond positively to these challenges during a structured program are more important than ever as our youth navigate through life in these ever changing times of uncertainty.

When Mum & Dad aren’t hovering around to pad the way, the consequences are real and so are the lessons.

The most valuable lessons are the ones that stay with the students as they step out of the wilderness. These include teamwork, treating your peers with respect, doing your share of the work, and improving your personal value of self-worth.

Guy L’Estrange

Outdoor Education Co-ordinator
INTRODUCING CLASS 12 STUDENTS AND THEIR SENIOR PROJECTS

KATHLEEN ROONEY

What is your Senior Project about?

I have asked “How can I build a tiny house with the space that I have?” I did this by researching tiny living and put those aspects towards a 6 x 6 shed.

What led you to choose that topic?

I have an interest in interior design and I wanted to choose something that would keep me motivated throughout the year and by building this tiny house I had something I could potentially move into.

What have found enjoyable about the process?

Working out the design, and then picking colours and fabrics to go inside it. I really enjoyed the interior design aspect of the project.

What have you found challenging?

Keeping to a time schedule, staying motivated, working to a budget, finding research material. I found it hard to stay passionate about working on this project. Whilst I love interior design my love waned a little bit when I was faced with the extra pressure of meeting all the deadlines.

I also found it hard to get the thoughts out from my mind down to paper. I have not completed the house as of yet but will be continuing to work on it after school has finished.

To date what have you gained from the process?

An understanding of my abilities in pulling a big project together and what I am capable of. What my knowledge allows me to do with this project – this knowledge expanded over the year which allowed me to do more than I thought I was capable of.

A house to live in.

How would you describe the Senior Project to someone who did not know what it was?

An opportunity to explore a topic that you are interested in with the added pressure of meeting deadlines and expectations from teachers (assessments).

How are you feeling about the completion of the project?

As the house is not completed I am upset about not meeting the deadline, however I am still working on the completion of the house and look forward to moving into it. I am also relieved that I have finished the thesis. I am looking forward to the speeches and having that also behind me.

What are your plans once you leave school?

Plan to get work and chill out for a year; at the moment I am still figuring it out as there are many opportunities that are coming my way.

Describe in one sentence your experience at Samford Valley Steiner School

Stressful at times, but I have learnt how to question things and I know how to think for myself; this has given me confidence to face many challenges as well as be confident in expressing my opinions.
**GAVIN REQUENA-SEPTEMBER**

**What is your Senior Project about?**

It is about researching and building a water course that is aimed at targeting the development of cognitive and physical abilities of children in Class 4 – 7.

**What led you to choose that topic?**

I started my plumbing apprenticeship early this year and had an interest in doing something for my project around plumbing. John Salmond approached me to see if I would be interested in building this watercourse and applying some of my plumbing skills to the water course.

**What have found enjoyable about the process?**

I enjoyed the practical, the building and the prepping for the water course.

**What have found challenging?**

The research component, finding the motivation to do the theory work, which also impacted the practical component.

I am not looking forward to doing the public speaking component – this will be challenging.

**To date what have you gained from the process?**

That I need to act earlier, do my planning and research earlier and not leave it to the last minute.

I have learnt more about concreting; it is not as easy as it looks.

The Senior Project is not something that you ‘can wing’. It requires time and application.

**How would you describe the Senior Project to someone who did not know what it was?**

The Senior Project is a year-long process which you undertake in Class 12, to research, complete a practical element, in order to present your project with confidence in the topic you researched.

**How are you feeling about the completion of the project?**

I have handed in my thesis; I am not confident in the completion of the practical and am not confident about presenting.

**What are your plans once you leave school?**

I plan to continue with my apprenticeship but on a full time basis.

**Describe in one sentence your experience at Samford Valley Steiner School**

It has been good, up and down due to every day adolescent stuff, family life etc. During these rough times I have felt supported by the friends I have made here as well as the staff.
We continue with a look at the development of the child as it progresses through its education and growth. We have already seen how Steiner observed that the child grows down rather than up. Observation reveals that the child is more aware of the area where the emphasis in growth is occurring, the most obvious evidence of this can be seen in the behaviour of the five and six-year old’s, whose emphasis in a growth is occurring in the metabolism and the lower trunk and limbs. These children have an irresistible fascination, perhaps heightened by social taboos, with all things to do with genitals and anus such as elimination, farting and sexing (their word) between adults if they are aware of it. Their behaviour and jokes reflect this interest.

At seven years when the emphasis in physical growth moves back to the head and nervous system, this obsession with their lower trunk and its functions subsides a little. Instead we see a time of oversensitivity in the nerve-sense system and new ways of thinking.

There is also a more subtle psychological or soul development that manifests parallel to the emphasis in psychological development within each seven-year cycle. With the emphasis in physical growth chest/rhythmic system we see new feeling, sense of self and relationship with others. Lastly when the emphasis in growth is in the metabolic system and limbs there is stronger will activity. These more subtle influences should not be confused with the major soul development stages introduced below.

The development of the soul in childhood. Steiner observed that in the maturing of the soul within which willing, feeling and thinking becomes conscious tools for the child, development occurs in seven year stages and corresponds roughly to the major phases of schooling—the preschool years, the primary years and the high school years. From 0 to 7 years the will predominates, although thinking and feeling are present. From 7 to 14 years feeling predominates, while both thinking and willing are subordinate. From 14 to 21 years thinking predominates.

Next time we continue to look at these patterns of development.

*Compiled by Tricia Scott from “A Passionate Schooling” by Dr. Alduino Mazzone in collaboration with Susan Laing (Available from The Treehouse bookshop)*

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**CUPPA TIME**

Cuppa Time is on every Friday morning at the Hub from 9am-11am. It is a time where we get an opportunity to learn about the different of our school, the Steiner/Waldorf philosophy and other aspects of Anthroposophy. Come join us on a Friday as we get to delve deeper behind all things Steiner. Here are some date savers for next term. More information about the sessions will be provided early next term.

Here is the line-up for this term:

- **Week 1 (7th Oct):** Catch-Up Morning Tea
- **Week 2 (14th Oct):** Raising Adolescents--Navigating the Territory from a Parent and Teacher Perspective with Mercedes Logan and John Salmond.
- **Week 3 (21st Oct):** Connection and Community with Pep Wright
- **Week 4 (28th Oct):** Form Drawing and how Writing is Taught in the Steiner Curriculum with John Davidson (Child minding available for this session for $5 per child please email Amy amy@kulgan.net for details)
- **Week 5 (4th Nov):** Understanding the SVSS Music Program with Brendan Hook
- **Week 6 (11th Nov):** Technology with Tim Dunn
- **Week 7 (18th Nov):** Advent with Speaker to be Advised
- **Week 8: (25th Nov):** TBA
- **Week 9 (2nd Dec):** Last Day of School.
CRAFT NEWS
Welcome back fellow crafters, it was lovely to see you this week. We have now finished our Spring Maiden, hopefully she is adorning everyone’s spring nature table.

Next week we will be making toys for the new Lillipilli Classroom.

CALLING ALL LILLIPILLI PARENTS and any other hands that wish to assist. Come along to Craft Group; for the next 3 or 4 weeks we will be making:

<table>
<thead>
<tr>
<th>Hand sew felt</th>
<th>Knitted</th>
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<tbody>
<tr>
<td>Pigs x 5</td>
<td>Sheep x 5</td>
</tr>
<tr>
<td>Chickens x 10</td>
<td>Cats x 5</td>
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<tr>
<td>Hens x 5</td>
<td>Horses x 5</td>
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<tr>
<td>Roosters x 2</td>
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<td>Ducks x 5</td>
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Standing dolls - family of 5
Large limb dolls x 3

If you are new to the Steiner School and your child is enrolled in the Lillipilli room next year, now is a perfect opportunity to meet and mingle with our community. We gather at the Hub which is near the Tree House Shop every Wednesday from just after drop off until 12.30pm. Many hands will make light work as you can see we have a lot of crafting to do.

Children are welcome, bring a packed snack and lunch for them as well as a water bottle and hat. Morning tea and coffee is provided for a gold coin. Baked goods are more than welcome. We would love to see the new parents and of course any others for help in making all of these toys for our Lillipilli Room. We also intend on a Saturday or Sunday “child free” crafting in the kindergarten during this time, this date will be decided later.

Hope to see you at the Hub next week.
Warmly
The Craft Team

ASSOCIATED INITIATIVES
These Steiner/Anthroposophically related activities and services, whilst not directly related the school, can be seen to be in sympathy with and supportive of the impulse of Steiner education.

Brisbane Branch of the Anthroposophical Society
Great to connect with you all again and hope you are well rested after the school break. I know I am. Please enjoy reading the September issue of our Staying Connected newsletter. Kate Sharp has a workshop flyer you may be interested in and of course we have information about our next getting together with Sally Martin and the journey of light and dark using charcoal! And for those who couldn’t make Brian Keats Astronomy workshop, I have summarised this for you too. Monique Davies
Secretary BBASinA

Please click on this link to go to the newsletter https://goo.gl/h66H2p.
CLASSIFIEDS

Please note: All Classified Advertisements are submitted by individuals for the community benefit. They do not in any way express the views, opinions, endorsement or policy of the school and should not be relied upon as such. There is a flat $5 charge for each advertisement and payment is required prior to inclusion.

Creative Dance and Yoga classes
Saturday 10-11am, held at the Closeburn Hall (near the Cedar Creek turn off).
Ages: mid- upper primary school.
Classes run during school terms and bookings required. Come along for a free try out class. Please get in touch with Emma for more info:
Ph. 0487342909
E. riseandbloomedance@gmail.com
W. www.riseandbloommove.com.au

Healthcare Practitioners Applying Anthroposophical Therapies
Treating physical and emotional symptoms in children and adults with natural therapies as indicated by Rudolf Steiner. The therapies are used separately or in combination to assist an individual overcome acute or chronic symptoms that may be related to environmental factors or developmental stages throughout life.
To enquire contact Louise, Lorraine, Karen or Kate.
Prescriptions in Remedies and Home Healthcare
Louise Schnitzhofer
P: 0439 896 025
E: louise@seasalthomeopathy.com.au
W: www.seasalthomeopathy.com.au
Clinic: Wights Mountain

Rhythmical Massage
Lorraine Birse
P: 0403 760 680
E: birse75@gmail.com
Clinic: Camp Mountain

Therapeutic Eurythmy
Karen Foster
P: 3851 2550
W: www.livingmovementnaturaltherapy.com.au
Clinic: Arana Hills

Art Therapy
Kate Sharp
P: 0402 884 205
E: sharpcatherine1@gmail.com
W: katesharpartstherapy.com
Studio: Highvale

Spring Pamper & Nourishment Afternoon for Women
Our last Pamper & Nourishment Afternoon for Women for 2016 will be held on Saturday, 22 October.
We will be offering 6 wonderful women 3 hours of relaxation and nourishment including:
* A luscious foot pamper to rest and rejuvenate your feet
* A relaxing leg or head & shoulder massage by our experienced relaxation massage therapist, local Annette Ross
* A fun & easy creative beading activity between nourishment treatments to take away with you as reminder of your relaxing time with us
* Have a cuppa, a bite to eat, connect and chat with other lovely women like yourself
* Enjoy and read any of our books within our communal library throughout the afternoon
* All held in a relaxing, local and tranquil environment at Samsonvale for an all inclusive value of $50 per person
If you are looking for rest and rejuvenation during Spring time please call me on 0427 272 994 or email at pamperandnourishment@gmail.com for more information and to book your place at your pamper and nourishment afternoon. Bookings RSVP is Wednesday, 12 October 2016.

Until then, give yourself a little nourishing self-care during this beautiful time of year.
Sam Beetson (Class 2 Mum)
Pamper & Nourishment Events

Your child is now due for a dental check-up
We’ve improved our school-based Oral Health Service. Good dental health begins at home. That’s why we’re making changes to our school dental program to give all parents the opportunity to be involved in their child’s dental care.
What’s changing?
We now ask that a parent or guardian attend dental appointments with their child. To fit in with busy families, we are offering FREE dental treatment at Ferny Hills School Dental Clinic. That means you can now book an appointment for your child; you do not have to wait for us to arrange appointments through your child’s school.

How can I make an appointment?
Simply call our new telephone line – 1300 300 850 – to arrange an appointment at Ferny Hills School Dental Clinic. Or you may contact the clinic directly on 3851 2304.

Who can now attend?
ALL students 4 years of age through to year 10
Students in years 11 & 12, who have a current Centrelink Card, Healthcare Card or Pension Card
0 -3 year olds, whose parents have a current Centrelink Card, Healthcare Card or Pension Card
2 - 17 year olds, who are eligible for the Child Dental Benefits Schedule (CDBS).
To check your eligibility, visit the website at my.gov.au or phone 132011.
We look forward to welcoming you and your family soon.
For more information, visit –