TERM FOUR AND THE YEAR IS ACCELERATING TOWARDS CHRISTMAS

In our school this term there are camps, Olympic Games, plays and the Senior Project Presentations.

I have had the privilege of being the supervisor for one of the Year 12 student’s Senior Research Projects. When I was at school there was nothing that came anywhere close to the opportunity that exists here for a student to consider an avenue of interest, to select one and then pursue it rigorously for a whole year and then present your work, your findings, your discoveries, your encounters with procrastination, your relief after completion, to the whole community.

Soon after starting here I got a request from one of the students to see if I would supervise his project. I was delighted to be asked.

As a task Kyle took on to design an art room for the school (Editor’s note: Kyle’s interview was in the last newsletter of Term 3). He had got a brief from the Art teacher, contacted Paolo Denti (the school architect) who agreed to act as his mentor, and he was away. We have met every week and he has shared his progress, his questions and his ideas. He confronted issues like ‘what makes a building green?’ What makes it ‘sustainable’? He studied Steiner’s architectural ideas, other architects, building and design processes, drainage issues, aesthetics, variations in roof design, and any issues around the actual (hypothetical) location. All this research he has written up. He also worked with a computer based design programme, from which he produced a design, and artist’s impressions, and a 3D model.

He has had a busy year. All this on top of a regular Year 12 curriculum of Main Lessons and subject lessons. As a finishing touch Kyle visited the School Board. He was allowed ten minutes to present his ideas for the art room to a prospective ‘client’. Kyle described the brief and how he had attempted to answer that. He showed impressive drawings of the project and ones that showed floor plans and how the building would look from different angles. I think the Board was impressed with what he had done. I was impressed by the depth of knowledge he had, and what came out in response to any question he was asked. Finally, one member of the Board said “and what do you plan to do when you leave school?”

Senior Project Presentations

Saturday 22 October 8.30am – 2.30pm
Sunday 23 October 8.30am – 1.30pm

Please come along and support our Year 12 students.

(read the final Year 12 interviews on pages 5-8)
Kyle has already been accepted into a University course in Architecture. He will finish this year knowing that his work so far, even before the year has ended, has been of such a standard that the university could see was more than enough for accepting him as a student.

Kyle is only one student out of a large class. All of the students have been on a journey similar to his. Their findings have been reported in past newsletters. I thoroughly recommend to parents that you find a time to come and hear the presentations over the Saturday and Sunday the 22nd and 23rd of October. What these students can achieve is like the cream on top of the milk for those who can remember what that looked like in glass bottles.

John Davidson
Education Administrator (Primary and Early Childhood)

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**CLASS 2 NEWS FROM TERM 3**

Class Two is always busy, but Term 3 was by far our busiest! Every minute was filled with knitting, as the children wanted to get their Rainbow Teddies finished for the Teddy Bear picnic at the end of term.

Lucie taught us to knit and purl stitches alternately. This was a little challenging at first, but with support and will we worked through the challenges together. Once they got the hang of it the children knitted every chance they could get. In the morning before class, during play breaks, and some even made their own bears and additional accessories at home.

Once the children had finished their Teddies, they made bags, backpacks, scarves, shorts, dresses and blankets. There were always cheerful, helping hands about to assist those who ran into difficulty. Many skills were taught and shared amongst peers. Nani made a backpack and a pair of shorts for Isaac’s teddy which pleased him greatly. Amy brought in a dolls cradle which the Teddies rested in during the day whilst we were doing our main lessons, but were nursed and cradled during story time. Each Rainbow Teddy emerged with its own unique character and we were very proud of them all.

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**Dates to Remember**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>Monday 17 October</td>
<td>NO SCHOOL BUS TODAY</td>
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<tr>
<td>Saturday 22 October &amp;</td>
<td>Year 12 Senior Project Presentations</td>
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<td>Sunday 23 October</td>
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<td>Monday 24 October</td>
<td>Student Free Day for Primary and High School students</td>
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<tr>
<td>Tuesday 25 October</td>
<td>Class 2 Parent Teacher night 6pm</td>
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<tr>
<td>Thursday 3 November</td>
<td>Community Forum – Steiner Senior Certificate, 6.30pm</td>
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<tr>
<td>Saturday 19 November</td>
<td>Summer Advent Markets</td>
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The children also performed *The Life of St Francis of Assisi* as their class play with great aplomb, bringing joy to all who attended. Although they were quite nervous about having a large audience, they remained steady for two days of solid performances. This emerging confidence in creative expression lent itself to the challenge of learning the Spider’s Web maypole dance for the Spring Festival.

We celebrated the unique character of the Australian Spring with stories, songs, poems and drawings of native flowers. After drawing these lovely flowers into their workbooks, the children began to take note of just how many different kinds of Grevillea we have growing at the school. We started to see them everywhere. The children also brought in Banksias and Bottle Brushes from home so that Class 2 was awash with native flowers.

*Stefi Montano Ardila*

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**Viewing of Bath House**

A couple of weeks ago, Keelan from Class 12 was interviewed for his Senior Project, which involved the construction of a Bath House inspired by Japanese bathing traditions.

Keelan’s Bath House will be open for viewing on Friday 21st October from 4 – 5.30pm for anyone who is interested at looking at the practical component of his Senior Project.

The address is 188 Yarrabee Road, The Gap.

*Instructions:*
*Could people please park their cars out on the road.*
*Visitors are also welcome to bring their togs if they’d like to try out the bath!*
*Our house is a little tricky to find...it is the first house on the left hand side of the road approximately 1.5km from the start of Yarrabee Road.*
You are cordially invited to the annual Samford Valley Steiner School Art Exhibition, which is scheduled to take place on Friday 11th November at 3.30pm to 6.30pm and Saturday 12th November at 10am to 1pm in the school library.

This exhibition explores the themes of identity, the self, self-consciousness and self-awareness. We ask the questions, if art-making always involves conscious decision-making and self-portraiture reflects self-consciousness, then what is the message or meaning of self-portraiture? Why do certain artists decide to create self-interpretations or visual archives of their presence and decidedly so in a particular time and space? The question answers itself. The self-portrait declares “I exist”.

Throughout history, the self-portrait has been used to not only present an image of the artist but also to express their feelings and reveal their personality, attitudes and mysteries surrounding the self. The Year 12 students explore the concept of self-consciousness through their self-portrait and uniquely display themselves and their being through self-portraiture. Our seventeen/eighteen year-old students are immersed in the study of mankind and are connected deeply to this theme. What is a human being? Who am I? Who is the other? The theme of the portrait reflects the relationship between the inner and outer human being.

Year 9 students have been introduced to the theme of identity and self-portrait in Art and will be exhibiting their interpretations of their personal identities through their work. In Year 9, we emphasise practice and understanding of light and dark, exploring and experimenting with tonal values and relationships to express atmospheric mood and form.

We are very proud to stage this school event, which recognises and celebrates the unique talents of students within our Steiner school community. We see this as an exciting opportunity which allows our students to explore and display their artistic talents.

We hope this event will become a valuable part of life for the Samford Valley Steiner School community and we encourage you to come and enjoy, interpret and decipher the identities that are thought-provoking and uniquely displayed by each individual. We sincerely look forward to the pleasure of your company.

Samuela Bettega
Art Teacher
INTRODUCING CLASS 12 STUDENTS AND THEIR SENIOR PROJECTS

This week we bring the final four presenters to you: Naomi Ruckert, Jodie Wadham, Patrick Williams and Reuben Wright.

Naomi has been at SVSS from Preschool all the way through to Class 12 – she is a film buff who loves a good horror movie and often has a head full of stories that she is working on – usually more than 1 at a time. Jodie joined the class in Primary School, Class 7. She adapted to her new surroundings very quickly and is an insightful young woman who can provide a good argument in most debates. Patrick was here for Preschool and some of Primary School before the family moved to Adelaide and then onto Cairns; he returned to SVSS for the start of Class 10. He has a dry sense of humour and a no-nonsense approach to life. If you are able to come along to the presentation’s you will see how much knowledge he has gained on bees and their important role in pollination. Reuben also joined the class at the start of Class 10 from Cairns; he is a bit of a cheeky larrikin (with a smile to go with that cheekiness) and is the baby of the class, but by no means the smallest. He is a keen basketball and volleyball player as well as an impressive artist.

Mercedes Logan

PATRICK WILLIAMS

What is your Senior Project about?
My Senior project is about bee keeping. “How do I sustain and utilise honey bees?”

What led you to choose that topic?
When I was a lot younger, I saw a friend extract honey in their shed and I was interested in bees from that day. I have always had a passion for bees since then and when the SP opportunity came along this was the perfect topic for me to study, except now it is not about the honey it is about the pollination that the bees provide to the environment.

What have you found enjoyable about the process?
I have enjoyed everything! I had one negative experience with one of the bee hives, which was diseased. I had to burn this hive, everything about this experience was not pleasant, except I did learn many things about buying second hand items and learnt to trust myself and my knowledge.

What have you found challenging?
It has all been fun for me, the first 5 minutes of my speech may be hard, but after that it will be fine.

To date what have you gained from the process?
Absolute mountain of knowledge about bees and pollination.

How would you describe the Senior Project to someone who did not know what it was?
The senior project is a yearlong project that could be used to potentially discover a career, or at least a passion.

How are you feeling about the completion of the project?
My project will never end, this is because I now own 15 hives. This is a good thing.

What are your plans once you leave school?
Expanding my bee keeping operation. Adding more hives to the ones I have – I won’t be buying more – just splitting them at the right time.

Describe in one sentence your experience at Samford Valley Steiner School
Not too bad, having a Steiner Education as the only education I have had I don’t know any different.
NAOMI RUKEERT

What is your Senior Project about?
Throughout the year I looked at the horror genre, how scripts have evolved through film history and how to format a script correctly. From this, and the knowledge I had prior to the year, I wrote a feature length horror movie script. The working title of the script is ‘The Apocalypse’.

What led you to choose that topic?
I love films and have been passionate about films and how they are made. Long before Class 12 I knew that I wanted to do my project based around films and their creation. In Class 11 I enrolled in a Tafe course with the Qld School of Film and Television where I did a certificate III in Media. Here I learnt about how to format a script, write scripts and the overall production of a film. This course helped and influenced my choice of my senior project.

What have found enjoyable about the process?
I have enjoyed writing the scripts, creating the world of the movie, seeing the completed script and the completed bound written report. Even working on the title page of the script – seeing my name under the scripts working title all professional like I was a real screenwriter – was one of the highest points of this whole project.

What have found challenging?
Staying on track with the project, overcoming procrastination and fighting off my evil love, Netflix, were some of the challenges of this project. At one point I was writing 5 scripts, including both the original script that I scrapped and the completed script, “The Apocalypse”. It was hard to manage my script for this project when the other scripts were also calling. Writing the written component was a challenge – though I love the topic and project, staying motivated long enough to put the year down on paper was a challenge – Netflix, and my self-doubts, were my enemies.

To date what have you gained from the process?
I have more extensive knowledge on the history of scripting and how the formats have changed and evolved over the years and an in-depth knowledge of horror as a genre, how it evolved to the modern film we see now, and I’ve learnt too some knowledge of the theories for why we watch horror and why the genre is so popular. From what I learnt, my script writing has become more professional. When I recently reread the first script that I scrapped, I could see how my scripting has evolved to be far more professional compared to my completed script “The Apocalypse”. I already knew that I wanted to work in the film industry and this project has only cemented this in me.

How would you describe the Senior Project to someone who did not know what it was?
It is a yearlong project where you choose a subject or topic to study. As long as the project is approved by the school, you can study anything you like, whether you’re just interested by the topic, or it is something you are passionate about. The project has 3 components – a written report showing the research that was undertook throughout the year, a description of what happened throughout the year and a reflection on the year – a practical component where something is created throughout the year (for me I wrote a script as my practical) – and finally a talk at the end of the year detailing what you did throughout the year.

How are you feeling about the completion of the project?
I’m feeling pretty good. I completed my script and written report and I am currently preparing my speech and feel I will be able to present with confidence.

What are your plans once you leave school?
The Qld School of Film and Television (QSFT) offers a diploma in Media, I will apply for this and then see where I go from there.

Describe in one sentence your experience at Samford Valley Steiner School
It has been an up and down experience, but this is life. This is the only school I have been to so I cannot compare it to anything, but I am glad my parents enrolled me here.
JODIE WADHAM

What is your Senior Project about?
My Senior Project is about learning how to write a novel, and what the process involves. My thesis statement was “What it takes to write a Young Adult Fiction Novel”. The working title of the book is ‘7 Souls’.

What led you to choose that topic?
I have always loved to read as many books as I can, and in the past few years I have developed a passion for writing. This project awarded me the opportunity to challenge myself and attempt my own novel, of which I had never endeavoured to do before.

What have you found enjoyable?
I have loved the new experiences of creating my own world and developing my skills. The skills I have learnt are editing text; creating the plot, storyline etc. and formal writing (emails etc.). I have also enjoyed being able to delve into a subject I already know and love on a deeper level.

What have you found challenging?
Finding a place to start with my writing process. At the beginning of the year it was a very daunting prospect, but every day I worked on my project it became a little bit more manageable. It was also challenging to keep on top of everything in my life and find a balance in my school work and other activities/goals.

To date, what have you gained from the process?
I have gained a broader understanding of the writing community and the process of writing novels. I have also gained new skills, conviction in my abilities, and a possible future career choice.

How would you describe the Senior Project to someone who did not know what it was?
The Senior Project is the chance to explore a passion or discover new prospects through your own work and the guidance of your mentor and supervisor. It is a combination of applying your skills and learning new things in a self-driven project which ties in to the Steiner education system and becomes a part of your final grade results.

How are you feeling about the completion of the project?
In terms of completion, I feel that I have gained an understanding of the process of writing, which I set out to do. Disappointingly, my novel is still in a draft form and has not been completed yet, although I do plan to finish and edit it over the Christmas break. Once completed I probably won’t aim at selling it as I have other adventures I am committed to.

What are your plans once you leave school?
I have applied for a job position in Canberra that allows me to complete a Bachelor of Arts degree through the University of New South Wales in Canberra. I am waiting for my letter of offer after I flew down for an interview these past holidays.

Describe in one sentence your experience at Samford Valley Steiner School
My experience at this school has been phenomenally unique, and although not always pleasant, it has generally been a rewarding affair. Coming to SVSS gave me the ability and confidence to strive beyond academic achievements, it was more about developing the person as a whole and not just the academic side.
What is your Senior Project about?
Looking for how the raising popularity of tattooing can be explained through the evolution of human consciousness.

What led you to choose that topic?
I have always enjoyed art and it was a toss-up between something physical or something arty. I chose the art as my brother had previously worked on a physical Senior Project.

What have you found enjoyable about the process?
Most enjoyable part was the research behind the practical part of my project. My practical component was a representation of the 8 stages of human consciousness through art, and I really enjoyed the research behind this – it gave me a meaning behind the art that one produces, rather than just drawing from scratch.

Experimenting with different mediums e.g. Henna, body paints and tattooing (using a needle with the ink in it). The tattooing was practised on fruit, plastic and pig skin (not live).

What have you found challenging?
Finding the motivation to start – this was with any new aspect that I reached throughout the year, the challenging part was not the process itself but the actual starting of the process.

To date what have you gained from the process?
I know that a tattoo artist or any artwork is not a future career for me. I enjoy art but not when it is a thing that you ‘have’ to do. I will keep doing this as a hobby.

More contacts in the art community; I have made good friends through this process and will stay in touch with them – both here and in Cairns. My mentor was up in Cairns.

How would you describe the Senior Project to someone who did not know what it was?
A major assessment piece that we undertake through Year 12, it is a year-long project that requires a lot of dedication. The outcome is definitely worth it – the knowledge you gain, the completion of the project gives you a sense of achievement, a sense that you don’t get in any other area of schooling.

How are you feeling about the completion of the project?
Everything completed and handed up – speech is to come and is pretty daunting. The process will only be completed once I have done the speech – then I will feel relieved.

What are your plans once you leave school?
Planning to work with my dad for a year and then look at applying to the Police Academy in Brisbane – then look at going into Firefighting. This is a long term picture – over the next 7 years or so.

Describe in one sentence your experience at Samford Valley Steiner School
It has been very welcoming and gives all the students the ability to learn, if they choose so. The students are enabled to learn rather than the information being forced down their throat.
INTRODUCING LEARNING SUPPORT AT SAMFORD VALLEY STEINER SCHOOL.

All students at SVSS experience learning through our rich multi-sensory curriculum. This involves the children in using their hands, heart and head. This is a primary aspect of our Learning Support. We also have valuable Assistants working with the teacher in each class to support those who need it.

We have a team of two LS staff to support those students whose needs go beyond the healing aspect of the curriculum as well as a school counsellor:

**Caroline de Rijke**

Caroline has a role which spans the Upper Primary and High school to ensure that each student has appropriate adjustments in place and resources are available for their development and progression. This support may happen within the classroom or outside of the classroom depending on the needs and temperament of each student. The communication with parents is a vital aspect of this role. Caroline also looks after the wellbeing of students in Class 6 and 7 to support a smooth transition into the High School.

Each student brings new questions. Many difficulties shift over time; some are short term while other needs have deeper origins and will remain with the child into adult life. We have adjustment plans in place for the students with needs to ensure all those who work with the child understand the needs and direction of each individual.

**Our aim is to provide a balance of support; too much can create a learned helplessness on the part of the student and the feeling of being incapable of any academic work, while too little can mean the student is excluded from their learning.**

In our Learning Support, we use evidence based class resources and we also use additional programmes e.g. the Orton-Gillingham approach for Literacy, combined with the multisensory learning tasks within the curriculum. Close collaboration and communication with parents, teachers, class assistants and the learning support care group are essential. External services are used whenever that is necessary for these older students and we also collaborate with and refer to our school health consultant, and discuss relevant therapies when that is needed.

It is our policy that when a parent wishes to discuss concerns regarding their child, their first point of contact must always be the class teacher/guardian.

**Janet Bitschiné**

Janet’s role covers children from Prep to Class 5 and she works with developmental movement, wellbeing, rhythm and sensory integration in these younger years so that their development may progress through movement and games rather than through abstract thinking. The process is then unconscious learning rather than conscious thought, which can become a heavy burden for the younger child. Class 5 is the age of the real awakening of the intellect and so more formal learning is very appropriate from class 4 onwards in the period leading up to, and after the intellect awakening.

Developmental movement comes from a program designed by Audrey McAllen in the UK, who was a class teacher for many years and her work bears the wisdom of Rudolf Steiner and his insights into the development of the child.

Between 0-7 the child discovers their own body geography, spatial orientation movement co-ordination and the ability to change their sight perception instantly from distant to close up work. These elements happen naturally as the child plays and explores the space around and they are vital to help the child learn easily in the classroom. Here the child needs to handle objects, assimilate his sense perceptions and be able to reproduce them when required as in reading and writing. Without the healthy
development of the sensory capacities and where the development is hindered in any way, difficulties may arise and learning will be fractured. Any gaps in the child’s learning can be supported by this work.

In Class 1 children are still merging with their world. Through Class 1-3 the children are slowly with themselves and learning to master their bodies. Here Janet works closely with the teacher and works with the children in small groups through Classes 2/3. Some children are worked with individually when that is seen to be the best option.

In Classes 4-7 we are guiding the child to become more individualised and further developed in their abstract thinking. The Class Four year is like crossing a river. (a Rubicon year). The child can still be supported by this work to enable them to access the curriculum with greater ease; the movement supports the child in developing more pathways of understanding into their own world of thinking.

Janet also spends time in the lower classes observing the children and supporting the teachers. She is available to meet with parents, regarding concerns around their own child’s development however the first point of contact is always the class teacher.

Janet and Caroline run Child Studies when needed with groups of teachers or sometimes with external specialists, who wish to understand a particular child more deeply. Each child study is run with great compassion and respect, building pictures of the child... who they are, and what they need.

This work is not trying to ‘fix the problems’ but walk alongside the child until they are confident enough to walk alone.

Each child is silently offered an invitation to grow into and feel their body with greater comfort through movement.

Caroline de Rijke & Janet Bitschiné

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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 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
This week at Craft we commenced making some of the toys for the new Lillipilli class. For the next 3 weeks we will be making toys to donate to this new classroom. Many hands make light work so please come along and help us as there are a lot of items to make. Everything is supplied so you do not need to bring any craft equipment with you. We need knitters and sewers please.
It would be lovely to meet some of the new parents from the Lillipilli class; you are welcome to bring your children along, bring a packed morning tea and lunch for them and a water bottle.
Looking forward to seeing 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
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/h66HZp.

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.

Self-contained Flat for Rent
The downstairs of a upstairs/downstairs house in the village. Separate entrance. Newly renovated, suitable for single or couple. Quiet with private verandah. Partially furnished. Quiet street. No smoking. Healthy lifestyle preferred. $285 per week. One-month bond. Contact Janet 0417 143 981 (or catch me at school)

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. riseandbloomdance@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

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 – http://www.health.qld.gov.au/metronorth/oral-health/