

NEWSLETTER

Term 1 Week 2

8 February 2019

WELCOME TO 2019

What a wonderful start to the year we have had! Last week we welcomed and celebrated our two new Class One cohorts and their teachers with our beautiful Rose Ceremony. The Class 12 students offered each small, eager child a rose as they stepped into the first day of their primary school journey. At the end of the year, this ceremony will come full circle, as the Class Ones will in turn present a rose to the Class 12 students who will be then completing their journey.



On Tuesday we held our first assembly for the year. We welcomed new staff and students and we spoke together the two verses that the students say each and every school day. These two verses, one for the first four grades and one for classes 5 -12, were given by Rudolf Steiner to the students and teachers of the first Waldorf School, which opened its doors 100 years ago in September 1919. We reflected on the fact that these verses have been spoken, in many different languages and contexts, by children in Waldorf schools across the world for 100 years. Given that there are now over 1600 Waldorf/Steiner schools – there are a great number of people in the world who know, who have spoken and who speak these same verses. We finished the assembly with an offering of a song of welcome from the

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teachers and staff to the students – check out a snippet of it on our Facebook page
<https://www.facebook.com/Samford-Valley-Steiner-School-106275046117815/>



2019 is an important year for Samford Valley Steiner School, not only because of the centenary celebrations, but also because our first group of Class 12 students will graduate this year with a Certificate of Steiner Education; an internationally recognised senior school qualification. We welcomed and honoured this pioneering group of students at the assembly - we are very proud of them as individuals and as a class group.



You may see some lovely new faces about the school engaged in gardening and beautifying the school with their work and their art. These are the students of Pacifica College of Eurythmy, a new Eurythmy training initiative being hosted by SVSS. A very warm welcome to Neish, Jules, Janet, Beatriz, Brianna, Ty and the Eurythmy trainers Josefin and Jan.



Opening of Pacific College of Eurythmy

The College of Teachers is heading off this weekend for our annual working retreat. Over three days, the College will work together to further develop and strengthen our understanding of our task, to set goals and

Dates to Remember

Wednesday 20 February
School Tour 9.15am

Friday 22 February
Friday Foodies 2.45pm onwards

Friday 22 & Saturday 23 February
Sensitive Children Workshop

Art of Early Childhood Education program

Tuesday 26 February
Kindergarten Parent Night
6:30pm -7pm –Cuppa
7pm- 8:30pm meeting

Saturday 2 March
Working Bee 8am – 1pm
School Tours, 9.30m, 10.30am

to establish ways of working for the coming year. We look forward to sharing the fruits of that work in the next newsletter.

The Senior Leadership Team has commenced the task of developing and setting our next School Improvement Plan to guide school development over the coming two years. The School Improvement Plan is re-established every two years and considers and is developed from multiple inputs including: the school Strategic Plan, The College 20-year Vision, the annual goals of the faculty and parent and community feedback (from the Annual Parent Survey). Next week the Senior Leadership Team will step into the first of a series of strategic development meetings to advance the new plan. Our work will commence with a review of the 2017 - 2019 plan, considering the aspects of the plan that have been achieved and those that are still a work in progress and need to be rolled into the 2019 – 2021 working plan. Over the last few weeks, the EAs have also been gathering new faculty priorities, initiatives and goals to provide fresh focal points for ongoing school improvement. We are also keen this year to formally include student voice and will be gathering and considering feedback from our senior classes and the High School Student Representative Council in our planning and improvement process.

Our new music building is complete and is absolutely beautiful! The teachers and students are delighted to have such an inspiring space to make music in. Thank you to Paolo Denti and pent

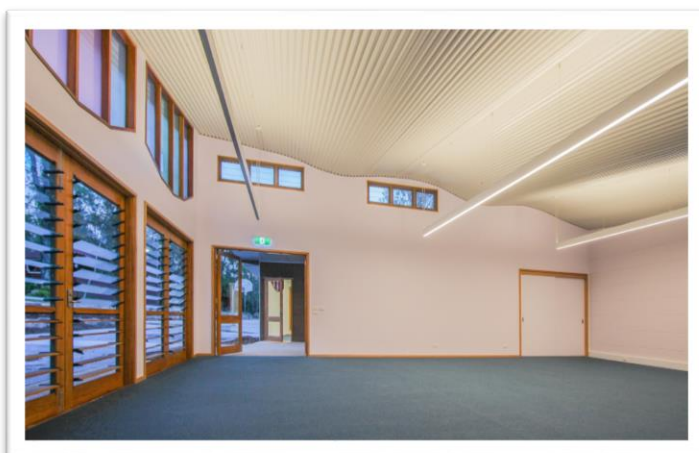
Archi, who designed the building, and to Murray Bailye and the team from Art House builders for bringing the design to fruition. Four of our past students Sam Bailye, Ollie Bailye, Harry Hughes and Dael Carroll are a part of Murray's building team and it is wonderful to have them continue to be connected to and contribute to our community in such a tangible and meaningful way through their chosen work in the world.



Finally, I would like to take a moment to acknowledge our site, maintenance, ground and admin crew who worked tirelessly over the school break to get the school ready for the new year. Thank you Paul, Peter, John, Urs, Robbie, Ruth, Katie, Judy, Joan, Lianne, Mercedes, Stef, Delaney, Cristina and Marilou.

Have a fabulous week.

Warmly
Pep





CLASS FIVE 2019

Class Five have dipped their toes into the consciousness of Ancient India, woven artistically into all aspects of the curriculum, including Mathematics and English. For example in Mathematics, we are exploring Vedic sutras, re-engaging with the wonder of numbers. In form drawing we will explore the South Indian tradition of Kolam drawings and mandalas. The children have found these forms challenging but is delightful to hear the cries of success when the puzzle is solved...another challenge met and bridge crossed.

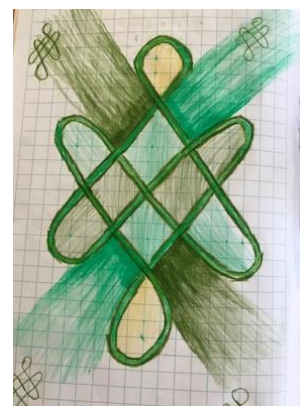
Although we are exploring history, it is important to acknowledge that we are not learning history as a series of abstract dates, and cause and effect facts. In class Five, we continue to explore the *human being* through story and fantasy. We begin in Ancient India and move through the epochs of Ancient Persia and Egypt in the first semester. In the second semester we are deeply embedded in the mythologies and consciousness of the Greeks.

Although we have only just begun our journey into the ancient Indian consciousness, we have already experienced wonderful learning and reflections. For example, in exploring a range of words ending in the 'ient' suffix, the children worked in groups to define or describe their allocated words. Using dictionaries they wrote down their words and discussed the meanings. The word 'sentient' was of most interest to the children. After a sleep, the children brought this word back into the discussion the next day. We discussed our senses, we looked out of the window. We experienced our 'aliveness'. We did not delve into abstractions. A seed that will germinate and be further digested in the upper primary and high school.

Another early highlight was a discussion during a recount of Brahma creating the world;

"Brahma the Supreme Being, having desired to manifest the world of beings, by a mere act of will or by whim, created the waters of existence that covered and contained all things. Into the primal waters of existence that covered and contained all things. Into the primal waters he cast a seed, which emerged from the depths transformed into a glowing, golden egg, resplendent like the light of the sun. Dwelling within this egg was Brahman who remained there for one celestial year – a span of time incomprehensible to the human mind. Then Brahma, from within the egg, split it into two halves and made the sky and heavens out of one half, and the earth out of the other half."

We explored these imaginations with shaded drawing and water colour painting, but there was a discussion during recount which seemed to encapsulate the wonder of imagination of the 10 - 11 year old. Oskar asked, "But where did the egg come from, who laid the egg"? This question is so



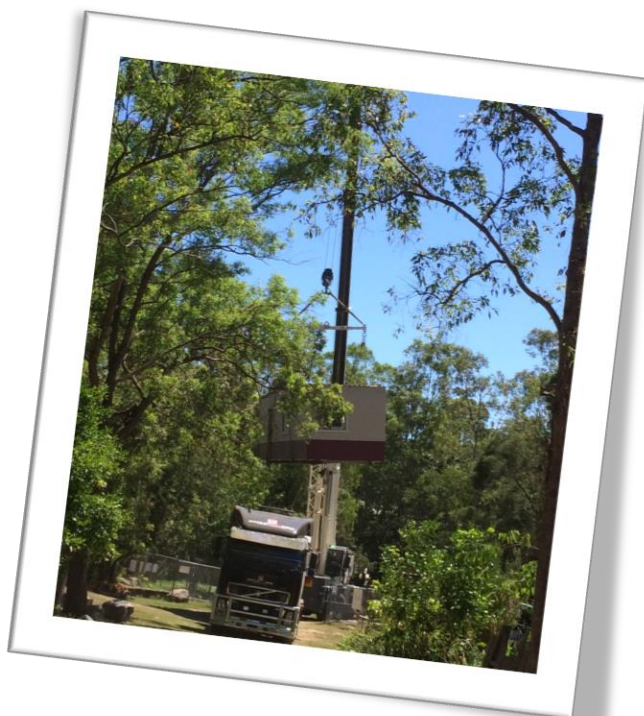
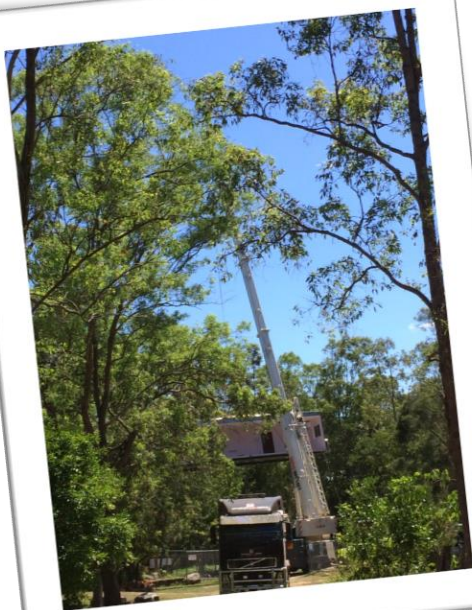
exciting, for therein lies a much deeper enquiry...*where do the creative forces of life come from?* I did not have an answer and we moved to our next learning experience with this sense of wonder buzzing around us. These are the moments that gently permeate our artistic activities.

"In the Fifth Class every effort will be made to make a beginning with actual historical ideas, and just at this time in the fifth class, there must be no faltering in getting the children to grasp ideas of the cultures of the oriental and Greek peoples. The reluctance to look back into ancient times has only grown up in present day man and he has no capacity for applying the right ideas to what he sees when he looks back. A child between 10 and 11 can do this very well, that is if one continually rouses his feelings in making him aware of all that can give him understanding of the Orientals and the Greeks."

Rudolf Steiner: Curriculum Lectures Stuttgart 1919
(Australian Steiner Curriculum Framework- C5, Pg.7)

Stefi, Class 5

UP, UP AND AWAY - THE MOVING OF THE LILLIPILLI ROOM AND MUSIC HUT



NATIONAL RIDE2SCHOOL DAY 2019



FRIDAY 22 MARCH 2019

Join more than 350,000 students across the nation, who will ride, walk, scoot and skate to school.

Visit ride2school.com.au to find out more.



National Ride 2 School Day 2019

This year we are supporting the National Ride 2 School Day (Friday 22 March). The main aim of which is to get to school in an environmentally friendly manner. Ideally using non-motorised transport (e.g., bike, scoot, walk), or to car pool or use public transport.

To assist with this, there will be staff meeting at focal points around the Valley to ride in with students that might enjoy some company. PAFA have also generously offered to put on a breakfast for anyone arriving at school by bike, scooter, or on foot.

Between now and then, dust off your bikes, pump up the tyres & look into finding the best cycling route between your home & school. There will be more details in the newsletter and our FB page in the coming weeks.

WEEKEND SEMINAR

Presented by Lakshmi Prasanna & Michael Kokinos
Sensitive children Focusing on Autism Spectrum

Building Therapeutic Communities with

Teachers, Therapists, Support Staff,
Learning Support and Parents

Working Together for the Sensitive Child

Friday 22 February 3.30pm - 6.30pm

Saturday 23 February 9.00am - 4.00pm

Venue: Samford Valley Steiner School

5 Narrawa Drive, Wights Mountain, QLD 4520

Cost: \$150 including Saturday morning tea and lunch

Registrations and more info: jweir@samfordsteiner.edu.au

LEARNING SUPPORT IN EARLY CHILDHOOD AND THE PRIMARY SCHOOL

Steiner gave many lenses through which to view the child. Rudolf Steiner introduced these lenses to curative educators in lectures he presented in Switzerland in 1924. Although this is almost 95 years ago, in these lectures Steiner described the diversity and challenges we find in our children in schools today. He advocates that teachers, with a knowledge of child development, observe their students and see 'what is'. He encourages to look beyond the behaviours to understand the 'communication' of the behaviours. He gives lenses through which we can observe the children, which help us understand the children and recognise their challenges. From these observations and understandings, we can then introduce programs and activities to support the healthy development and healing.

Steiner suggests specific early intervention and implementation of the programs which can alleviate the need for intense cognitive and academic intervention later on. These 'lenses' include, Steiner's detailed work on the twelve senses, which are grouped as lower senses, middle sense and higher senses. Working with the lower senses supports the healthy development (foundation) of the middle and higher senses. In kindergarten a lot of the 'work' is aimed at developing and supporting these four lower senses. (Touch Well-being, Balance and Movement). The Kindergarten program supports and develops those in a manner that is non obtrusive, gentle and non-confronting. The children are provided with opportunities to explore and develop at their own rate, but with careful scaffolding by the Kindergarten teachers. The teachers and Learning Support specialists observe, consult with parents and together, then decide which activities to offer and encourage the children to participate in.

In the Primary School similarly the children are observed by Learning Support staff and all teachers who work with them; parents are consulted and teachers and Learning Support staff together develop programs which are delivered in two ways. Teachers can embed programs into their curriculum planning. Teachers or teaching assistants also can deliver specific activities to individual children or groups. The teaching assistants are currently studying and learning the exercises and activities Steiner gave to assist the children's healthy development. The exercises for the lower senses presented to the primary school children differ from those presented to the kindergarten children, in that they are precise exercises and the children are expected to practise with an aim for precision. Additional to exercises for lower sense development are therapeutic exercises which prepare the children for academic and cognitive work. The class teacher and learning support staff will consult and design individual, group and class programs which can be delivered on a very regular basis. Regular observations reporting and data collection will inform the program changes and developments.

Working in this way we believe we can offer more children more support and through using Steiner's many lenses we aim to be proficient in discovering the most efficient ways to help all our children.

Cristina Rubsamen, PS Education Administrator

Children enjoying the new pathway



Dear all,

My name is Caroline and I coordinate the school's learning support program for classes 4 to 12. Jackie is also part of the team and her focus lies in the Early Childhood and lower primary school classes.

Below just some brief notes on how our support program works and what you can expect from us:

Firstly, I work together closely with our students, the parents/carers, our teachers, assistants, specialists, the class guardians, EAs and of course my learning support /wellbeing colleagues.

We have clear processes in place, including a referral system. We also have a Care Group that follows up on referrals. Any subsequent strategies and adjustments are recorded and regularly evaluated. The individually unique child is central to us, but we sometimes use assessments or screening tests to assist us in our tasks. Specialist referral and diagnosis may also be required for data collection purposes and to ensure adequate resourcing to meet the child's challenges and needs.

Transparency and honesty are central for successful learning support, and we communicate with parents/carers as needed about our observations, professional opinions and expectations. This is also because, compared to the quiet home environment, children can behave very differently in a group school environment. At other times, we observe that activities in the home environment such as excessive gaming can impact behaviour at school. All these matters are taken into account in our learning support approach.

In other words, learning support at our school takes a holistic look at the child, and the whole school community is involved to ensure we meet our children's needs in the most positive ways.

I want to thank you for your support in working together with us to achieve this. Do not hesitate to contact us if you have any further questions.

With warm regards,

Caroline de Rijke (BA Art Therapy, Grad Dip Teaching, MA Education)



BRONZE MEDALLION QUALIFICATIONS

It's good to be reminded sometimes that it's not just our students that put effort into training, study and undergoing assessment. At the end of last year, 6 of our staff made the commitment to work towards attaining their Bronze Medallion (a well-recognised lifesaving qualification). For some this meant some regular training sessions in the pool over the holidays to ensure meeting the required standards. Last Friday 6 of these staff spent the entire day at Ferny Pool learning lifesaving theories and techniques, practicing CPR, learning & practicing a variety of rescue techniques and swimming countless laps of the pool. At the end of the day, a big congratulations to Simon Roberts, Edmund Muller, Dave Rule, Carly Sheard, Simon Andrews & Carla Deiana for successfully attaining their Bronze Medallion qualification.

(And a big thankyou to Sarah from the Royal Life Saving Society of Queensland for running such an informative and rewarding training day). This now means that our students are more able to enjoy some of the wonderful natural bodies of water they may encounter while out on camps and day excursions with our school.



WANT TO CYCLE THE BRISBANE VALLEY RAIL TRAIL??

We are looking for some keen staff and parents with bikes who would like to spend 3 days riding the newly completed Brisbane Valley Rail Trail. This will be the next offering from our Parents Outdoors Program (POP). We will start with a warm up ride to school on Friday 22nd March, with our students who will be riding in as part of National Ride 2 School Day (see other article in newsletter), from here we will be transported up to Yarraman to spend the rest of the 3 days cycling back down the Brisbane Valley to Ipswich, where we will catch a train back to Ferny Grove and finish off our cycle by riding back to school!! This ride will be forming the basis of a new camp we are offering our Class 8 students in Term 2.

If cycling is not your thing, but you still want to be involved, we will be looking for a driver for our support vehicle.

What? 3 days of cycling, with a support vehicle to carry the gear. Approx. 175km+

Where? Starting & finishing at SVSS, including the full length of the BVRT and the cycle path from Ferny Grove to school

When? Fri 22 – Sun 24 March

How much? \$250 (includes meals, transport & accommodation)

For more info, or to book in a spot, contact Simon Roberts (Camps Coordinator)

sroberts@samfordsteiner.qld.edu.au

<http://www.brisbanevalleyrailtrail.com.au>

CRAFT GROUP

The Craft Group is organised and run by volunteers. We meet on Wednesdays during the school term after drop off at the Hub until 12.30pm, for those with pre-school children this is very handy as it suits the short day on Wednesdays. We have our own Facebook page “Samford Valley Steiner Craft Group” and Instagram page “samfordvalleysteinercraftgroup”, where we announce our projects a week in advance and always have a photo. You can also follow our projects in the school newsletter.

Our projects are seasonal and range from toys for your children to handy items such as needle books and other homewares. You do not need to have any craft skills we will happily help you to embroider, wet felt, needle felt, knit, crochet or whatever the project may be. We do our best to keep project costs affordable for everyone. Most projects run for 2 weeks to enable people to complete their projects during Craft Group. If you have the basic crafting equipment (embroidery needles, scissors, crochet hooks, etc.) bring them along or alternatively you can purchase one of our starter kits.

Young children are welcome, under your supervision, we have a sand pit and water play table, plenty of other children come along and they play together in our beautiful surroundings.

We ask people to bring a small share plate for morning tea and a gold coin donation for tea and coffee. Children need to bring a lunch box with their own morning tea and lunch as they do get hungry running around playing. Please be mindful we do have children with food allergies that attend so if possible avoid bringing allergen causing foods.

If you would like to know more or add yourself to the mailing list please contact Craft Group at samfordvalleysteinercraftgroup@gmail.com or our Facebook or Instagram pages. It's a wonderful way to meet new friends while spending a nourishing morning in the midst of our community. We hope to see you soon.

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.**

Seeking Car Pool assistance!

Hello everyone, we are new to the school this year. We live in Holland Park on Brisbane's southside. We would like to ask if there any other families living out that way (or taking a somewhat similar route to school) that would be willing to car pool with us to / from Samford? Please contact Branka on 0450-443868

Car pool opportunity - Everton Hills

We have 2 daughters in years 10 and 11 this year and have recently moved to Everton Hills. We'd love to find another family to ride share home in the afternoons with. If you think we could help each other out, do please get in touch.

Lenore Gerschwitz

lgez1@yahoo.com

Montiverde full size cello for sale

Great condition 2nd hand cello.

Well looked after by past student.

Bow, hard case included.

Bought new for \$3000 - selling for \$1000

Please contact Cathy Brennan on 0434043542 or

brennan.atkinson@bigpond.com

Cello for Sale

Half size arco cello in hard case, originally supplied by Animato. Some wear and tear but plays well.

\$400 ono. Call Camille 0421 106 441 or email

yoga_asana@yahoo.com.au

Homeopathy

Cyena is a local Homeopath with over 10 years' experience in practice and a mum at SVSS (daughter, Sage in class 1). She works with families who prefer to use natural medicines to help with a wide range of ailments. Homeopathic medicine is completely non-toxic and acts gently, allowing children's bodies to recover without strain on their immune system. Homeopathy is holistic, taking into account the physical, mental and emotional aspects of the child's experience. Cyena uses Homeopathy in conjunction with herbal and nutritional supplementation as supports in rebuilding health and well-being. Cyena offers consultations by phone, at her home clinic in

Gaythorne or by home visit. Call 0418792827.

www.highervibration.com.au

Kids Yoga in Samford @ Zen Space

Term 1 Tuesday 12th Feb- 26th March

Kids: 4-7yrs (3.30pm-4.15pm)

Tweens: 8-12yrs (4.30pm-5.30pm)

Yoga for Mums @ Kobble Creek

Term 1 Monday 18th Feb- 25th March

Time for you to move, be still and enjoy peace within.

Contact Kathryn Avery (034237397)

kathryn@kathrynaveryyoga.com

www.kathrynaveryyoga.com

School Contact Information

Phone: 3430 9600

Email: info@samfordsteiner.qld.edu.au

Facebook:

www.facebook.com/Samford-Valley-Steiner-School-106275046117815/?ref=hl

Website: www.samfordsteiner.qld.edu.au

Address:

5 Narrawa Drive

Wights Mountain QLD 4520

CRICOS Registration:

RSEGB T/A Samford Valley Steiner School **CRICOS**
03326J