

Term 2 Week 6

NEWS FROM THE SCHOOL DIRECTOR

Dear SVSS Community,

It was with huge delight that we welcomed back the Early Childhood children, Class 1, 11 and 12 students in Week 5 and with great anticipation we are able to welcome back *all* students as from Monday 25th May. Seeing the joy on the children's faces as they arrived back and saw their friends, the playground, their classes and teachers was wonderful, and the school has had a general buzz and *almost* back to normal feel, especially with more children returning in the other classes as needed.



However, we are not being complacent, and although all students return next week, it is essential for the health and safety of our community that we **continue to practice good hygiene and safe distancing**. Unfortunately, parents are not allowed to congregate for chats and socialisation (as much as we would love you to, it cannot be just yet) therefore I ask all parents to deliver your children and leave the school grounds shortly thereafter. It is vitally important that parents follow this health regulation... If your child is unwell please do not send them to school.

Teachers are keen to see their classes and are busy with plans to welcome students back next week. I hear that even Class 12 students have been

weighing in on ideas to welcome back their High School friends. I am sure most parents will be relieved to not have the added responsibility of *Learning at Home* and teachers will be very happy to be able to teach in the classroom again with their whole class. I take this opportunity to thank all parents and all staff for rallying together during this time. Though we are not totally out of the restrictions, we have shown how strong we can be together as a community and it is heart-warming to hear the stories that have been coming to us; of overcoming challenges and frustrations, of innovative ideas and solutions, being adaptable and flexible and accepting change, not passively, but with determination and resilience.

Many in the community now know that our Class 1 teacher, Nick Garnock has had to leave Samford due to personal reasons. He was extremely sad to leave his class and our school. In the short time Nick has been here, he has made a great impression with children, families and colleagues. We wish him all the best for the future and hope he will return one day. In the meantime, we are fortunate that Carla Bures has taken on the reins of the class while we recruit for the new Class One teacher.

The Winter Festival, due to be held on 18 June, has had to be cancelled as the restrictions will not allow us to hold such a large gathering. College and the Faculties are looking at alternatives to celebrate this winter season. FestiValley was to be held 1 August, and has now been postponed to 2021. PAFA have already made great headway with planning, so it will be an amazing event next year! Working Bees have also been postponed until restrictions lift and we will advise new dates as soon as possible.

We have 4 weeks to go until end of term and then Term 3 resumes Tuesday 14th July. Under normal school rhythms, first semester reports and

parent/teacher interviews are usually organised by the end of Term 2. We are currently discussing what we complete this term and what may occur early Term 3 and will decide once classes resume next week, then I will advise the community.

There will be much excitement in Term 3 in Water Lily and Silky Oak as we launch the Pippi program for the first time. Interviews have been completed and our new part-time program for 4-year olds will commence after the break. This has been a vision for the school since 2015 and the planning, deliberations and pedagogical focus that has gone into this decision has laid a strong foundation for a highly successful program.

It is interesting that we chose this year's theme for the school as Wellbeing, as it has been so important for us all to monitor our own wellbeing, self-care and looking after each other, even at a distance. Last week, Dr Lakshmi Prasanna and several therapists from Noosa Pengari Steiner School, as well as our own Board Chairperson, Michael Ryan, came to support our staff with a variety of activities, therapies or consultations including lemon footbaths, charcoal drawing, clay work, a delicious, nurturing lunch and inner balancing activities. Thank you to Marilou and Robyn for organising the logistics of the day and all those who made it happen!

I will leave you with a verse that is said every day at school; it is by Herbert Hahn.

See you all soon!
Tracey Taylor
School Director

*I remember daily,
That I am continuing the work
Of the spiritual world with the children.
I am the preparer of the path
For these young souls
Who wish to form their lives today.
The spiritual world stands by me
And will help me in this task.
This is the wellspring of strength
That I may call upon.*

ACKNOWLEDGEMENT



As we prepare for the children's return to learning at school after 6 weeks of learning at home, on behalf of College I wish to acknowledge the flexibility and hard work of all staff, parents and children.

As we all experienced a very unusual time in our lives with our world quite different to the one we knew, we were all called upon to learn new skills and operate in a way alien to our norm. In raising our children, we place much importance on rhythms and routines, yet we had to drastically change these, yet somewhere still find rhythms and routines. Parents, already your child's first teacher suddenly found yourselves following a curriculum. And suddenly everyone embracing (some more enthusiastically than others) the internet, video calls and technology.

At school, staff and children alike worked flexibly with new timetables and in different groupings. We've had a lot of fun, it's also been tiring and sometimes stressful. College has continued to meet together, with social distancing, sharing information, referring to Steiner for guidance (Steiner experienced the Spanish flu pandemic of 1916) and working with the spiritual world for support.

Now, we begin another new chapter, back to school, not quite as usual but most classes back with their beloved teachers.

On behalf of College I wish to thank everyone for their endurance, flexibility, support and hard work, and wish you all a wonderful return to school.

Jackie Cox Taylor
College Chair

ALUMNI SHARE THEIR SCHOOL EXPERIENCES AT INFORMATION SESSION

Every year, the school hosts an annual information session for future Pre-Prep and Prep families. This year, instead of a large gathering in the hall with student work displayed, we held a cosy online Zoom meeting in the Kindergarten with Marilou Araullo (Early Childhood Education Administrator) and Tracey Taylor (School Director) giving an overview of our school from Kindergarten to High School and three very special Alumni; Oliver Baiye, Anthony Logan and Sophie Hewitt. They were happy to share experiences of their time at our school and answer questions. Over 70 families Zoomed in from their lounge rooms for this special evening.

To watch the faces of these young adults as they entered the Kindergarten room was heart-warming, you could see the experiences they had from their Kindergarten days lived deeply in them.



Oliver Baliye (Oli) - graduation year 2012, Anthony Logan – graduation year 2014 and Sophie Hewitt - graduation year 2018, all attended Samford Valley Steiner School from Kindergarten through to Class 12. Since leaving school Oli went on to complete an apprenticeship in carpentry with the family run business, working full time, and completing a Certificate IV in Building and Construction at TAFE to obtain his building licence. Anthony commenced a degree in Linguistic and Language, yet soon realised that it was not for him and went on to complete a Bachelor of Nursing at the University of Queensland. He is currently participating in a Post Graduate program in Oncology at the Mater hospital. Sophie Hewitt is very close to completing her Diploma of Interior Design and Decoration at Brisbane TAFE.

The students were asked to share some memories of experiences of their education and time at our school. Some of their comments were that:

- ❖ The food in kindergarten rated pretty highly, especially apple crumble and breadmaking days.
- ❖ Camps were a favourite and were credited for teaching resilience, important life skills to deal with different people, finding the inner strength to cope with being away from home, and learning to be flexible. The camps were often demanding, but gave a great sense of achievement.
- ❖ Main Lesson blocks were rated highly as a positive way to learn and providing deep, meaningful experiences.
- ❖ The delivery of the Science lessons in the high school helped to shape individual thinking, as students are shown the experiment first, are asked to observe closely. Only after the experience do they understand the theory. The students could see that this way of teaching develops problem solving skills for life, that they are able to find creative solutions.
- ❖ Friendships formed are deep and meaningful.
- ❖ Support from the teachers was recognised and appreciated.

One of the questions that came from a parent was “How does the school help children discover who they are and what they want to do after school?” One answer was:

“...the broad curriculum meant that subjects were not eliminated earlier i.e. in class 9 or 10; everyone does chemistry, everyone does art etc. The broad curriculum assisted in me knowing what I liked, but also just as importantly what I did not like. By the end of High School, I was clearer of the area I was interested in and the possible direction I wanted to go in.”

After the session finished, the Alumni stayed on and had a wonderful warm discussion with Marilou, who at the time they were in Kindergarten, was a Teacher Aide, so she knew them well. Marilou completed the evening well by commenting that it is important to have Alumni attend information sessions because they will answer questions with their own truth from individual experiences they experience at our school.

It is always a pleasure to meet Alumni from our school and see how they are going. In turn, they are often genuinely interested to hear how the school is going and asking about their teachers and other staff. This is an indication of the relationship that can exist between the students and staff and may also exist in their post school life, care for the other and relationships built on respect.

BREATHING, RHYTHMS, THE ART OF EDUCATION AND COVID

...breathing is connected with the nerve-sense life of the human being. As we breathe in, we are continually pressing the cerebro-spinal fluid into the brain: and, as we breathe out, we press it back again into our body. Thus, we transplant the rhythm of breathing to the brain. At the beginning of his/her physical existence a child has not yet achieved the right harmony, the right connection between the breathing process and the nerve-sense process..... Thus, the most important measures in education will consist in paying attention to all that rightly organises the breathing process into the nerve-sense process. [Rudolf Steiner, Foundations of Human Experience, Lecture 1]

The Art of Education Course will start again this Saturday for teachers, teacher aides or those wishing to deepen their experience of Steiner Education and its artistic delivery to children. Taking the above quotation by Steiner poses the question: How do we actually bring about the affecting of children's breathing in a classroom on a day to day basis? Rhythms! Varied rhythms! Herein lies the answer. An example: in Class 5 when the children are studying the Greeks, we work with the recitation of hexameter [the entire length of 'The Iliad' and 'The Odyssey' are written, and in the original Greek, were recited in hexameter, spoken with a dactyl rhythm:

*long-short-short, long-short-short, long-short-short, Caesura [a breath]
Long-short-short, long-short-short, long-short-short, [Breath]*

This poetic rhythm establishes a 4:1 [4 heart beats to 1 breath] which is the most harmonious breathing rhythm or us as human beings. So, imagine with us consciously having the Class 5 children recite hexameter with this in-built harmonic rhythm, we are in fact educating the breathing through art; through poetry, for this will affect the way the cerebro-spinal fluid will rise into the brain and recede again. If we alter the poetic rhythm to anapest: *short-short-long, short-short-long, short-short-long*, or by using iambic pentameter [Shakespeare wrote every one of his 154 sonnets in this rhythm]: *short-long, short-long, short-long, short-long, short-long*. These changes of rhythm will change the breathing and so the movement of the cerebro-spinal fluid and bring a different rhythmical patterning to the brain. This is one way we can consciously educate the breathing through the Art of Education. Teachers are to learn and then work with these understandings.

Everything in the Primary school is to be based upon rhythms, this is where health lies, this is how we consciously educate the etheric body [the life body, the body of health]. This is why you as parents have been guided by teachers to provide a rhythmic education for your children during the Covid time: the Learning at Home time that we have just been through. In these rhythms we educate healthy breathing, healthy beat of heart and lung. With consciously educated Breathing, this way Health lies. Thank you, all parents, for your patience and perseverance during this difficult time. We are avidly awaiting the return of yours, and our, beloved children next Monday. We have missed them, and warmly welcome them back to their wonderful school.

Warmest Regards,
Alan Drysdale

PRIMARY SCHOOL – LEARNING ENVIRONMENTS AT HOME



Class 4 children have been actively enhancing their heart human connection during this time.

“We just wanted to share that your marvellous idea of making drawings and delivering them to neighbours has meant that we have (for the first time, after four years) made contact with all the people in our street and have had letters and even little gifts back from almost all of them! In fact, someone right now has just put something in our letterbox!”

Class 3 Measurement at home, complete with help from a pony!



The Class 3 German lesson continued with the story of the Rober Hotzenplotz, who is very hungry and decides to go in to the village.



NEW INHABITANTS IN THE PRIMARY SCHOOL



In the lower Primary School garden are more than 5000 new inhabitants!

They arrived last week with their home and settled in to taste the delicacies of the lower Primary flower beds. They are Carbonara stingless native bees. Harold brought the bees. Harold has many bees of different varieties at his property near Petrie. He is an enthusiast and enjoys creating luxury homes for swarms to enjoy and also loves encouraging people to adopt bees for their own properties.

The homes are insulated to allow the bees to live in a constant temperature, not too hot and not too cold. Harold installed the hive and talked with children from Classes 1,2,3. He will be back to share more knowledge with the children once school resumes on campus.



WINTER WOOLLIES

Autumn is passing very quickly and winter is just around the corner. It is important now for children to come to school with warm clothing. In class they need socks or indoor slippers, outside they need shoes. Before the Queensland sun shines at morning tea, legs and arms need to be covered. Jumpers, sweat shirts, jackets, leggings, track pants can often be removed once the day warms up. Due to the Covid virus our classrooms are cooler than usual, as we have windows open for ventilation. The chest, kidney area and thighs will need warmth all day. Children don't always recognise when their body temperature drops. Energy used to warm a chilled body may use energy which is necessary for school work, concentration and social behaviour. Internal organs suffer when the body is chilled. The organs of the torso - lungs, kidneys, liver, heart etc - but also the sexual organs in the lower body which require the thighs to be kept warm. Warmth is a fundamental need, warmth of temperature and warmth of feeling.

As always hats are necessary when playing and working outside. At this time, they have a dual-purpose protection from the sun and retaining body heat.

Jackie

Learning Enrichment



LEARNING AT SCHOOL RESUMES FOR SENIOR STUDENTS...

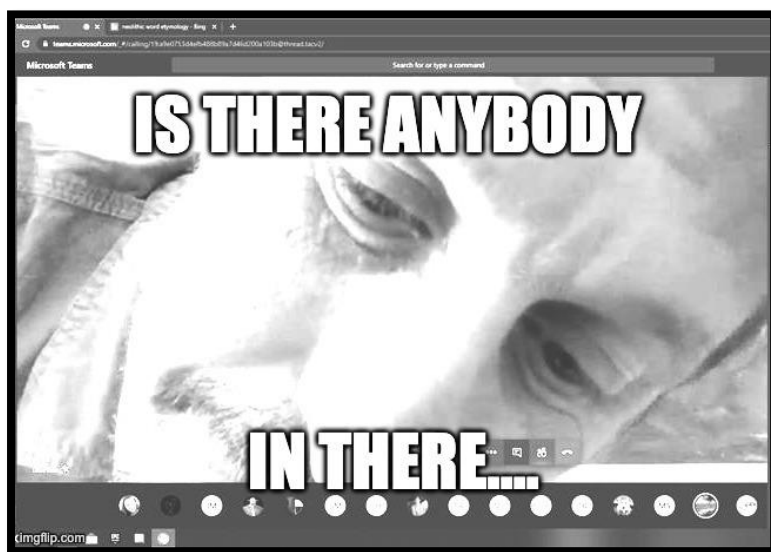
It is with great pleasure that we welcomed back Year 11 and 12 students to Learning from school.

As the laughter and chatter of students once more fills the classrooms and the gardens of our High School the staff are reminded of the essence of our education, our community. For staff this has been a challenging but also rewarding time as new online skills have been learned and implemented with skilful adaption of some of our key Main Lessons such as Surveying in Class 10 and Platonic Solids in Class 8 and the teachers have really excelled in producing inspiring and creative lessons that students can access remotely. Daily check ins with our guardian classes via Microsoft Teams whilst never able to replace the face to face warmth of a handshake and a smile, has been a wonderful opportunity to hold and monitor the progress and wellbeing of our students as they traverse this strange territory and their resilience and adaptability during this period has been remarkable.



Many students in Year 11 have been looking forward to coming back to school and have also had time to really reflect on what their education means to them expressing gratitude for an education that doesn't over emphasise the use of computers and values relationships and community spirit as well as recognising how we all have different learning styles and capacities and that whilst some really struggled with the lack of motivation that came from being isolated from their peers other students really thrived in a quieter, more independent environment. We have learned so much from this experience about our education but most of all we have learned about ourselves and how we each face and adapt to social isolation and change.

Some students and teachers have captured here their experience of learning from home;



Adjusting to the next ‘new normal’: caring for your family’s emotional and mental health as restrictions ease

Queensland Independent Schools Parents Network has added a story to their website that contains some gentle advice for parents about easing themselves and their children back into school routines and reminding them that things may look and feel different.

Thanks to the disruptions caused by COVID-19, family life in 2020 has been a bit of a rollercoaster ride. For some families there have been some pleasant side effects – more time together and less racing around before and after school. But there has also been plenty of upheaval, rapid change and the loss of familiar routines. And with school finally returning for all Queensland students on May 25, families are again bracing themselves for the next “new normal”.

For the full article go to: <https://www.parentsnetwork.qld.edu.au/2020/05/20/adjusting-to-the-next-new-normal-caring-for-your-familys-emotional-and-mental-health-as-restrictions-ease/>

National Reconciliation Week 2020 - 27 May - 3 June

Excerpt from a news item from the SEA RAP Working Group (Steiner Education Australia)

The SEA RAP Working Group has continued to work on creating connection to reconciliation groups, gathering curriculum resources, preparing for the curriculum alignment study and working with schools on reconciliation. The following excerpts are from the Reconciliation Australia Website.

National Reconciliation Week 2020 Theme - In 2020 Reconciliation Australia marks twenty years of shaping Australia’s journey towards a more just, equitable and reconciled nation...

2020 also marks the twentieth anniversary of the reconciliation walks of 2000, when people came together to walk on bridges and roads across the nation and show their support for a more reconciled Australia...

Reconciliation is a journey for all Australians – as individuals, families, communities, organisations and importantly as a nation. At the heart of this journey are relationships between the broader Australian community and Aboriginal and Torres Strait Islander peoples. We strive towards a more just, equitable nation by championing unity and mutual respect as we come together and connect with one another.

On this journey, Australians are all In This Together; every one of us has a role to play when it comes to reconciliation, and in playing our part we collectively build relationships and communities that value Aboriginal and Torres Strait Islander peoples, histories and cultures.

Resources and Links <https://nrw.reconciliation.org.au/> ; <https://www.sbs.com.au/learn/reconciliationfilmclub>

Samford Village Main Street Project

Moreton Bay Regional Council is currently seeking feedback from the community and stakeholders on Samford Village’s Main Street and where it may be heading in the future! RobertsDay (*urban designers*) are assisting Council with the engagement process and conceptualising the outcomes and potential changes to the street.

So far, we have spoken to a number of stakeholders, community groups and businesses in the street and are now interested in the broader community what they would like to see in Main Street and if they have any big ideas. This is going to be through a facebook group and survey. This can be found at the following location:

<https://www.facebook.com/groups/yourfuturesamfordmainstreet>

Or here: <https://www.facebook.com/groups/1330192934036286/>

And if anyone would like to take the short facebook survey, it can be found here:

https://survey.app.do/your-future-samford-main-street-survey?fbclid=IwAR1S1y7n7nE7vw5oGUP_uW_WALv5nA3dBCJGCTgbyR8wqA0bqpJmqQ8otyq