



NEWSLETTER

Term 3 Week 10

21 September 2018

A TALE OF TAILS

Another term is drawing to a close and there is much activity around the school as we prepare to welcome the school holidays with our Spring Festival. On Wednesday night Classes 3, 4, 5 & 6 presented a delightful Eurythmy performance 'A Tale of Tails'. This lively story followed the adventures of a badger and his friend a falcon. All the characters were animals of various kinds, mostly played by children with a few teachers also appearing.

Much thanks to Jan Baker-Finch and Kerry Beaumont for all their hard work and creative direction in producing this wonderful treat for all.



In this Issue



A TALE OF TAILS P1

CLASS 7 NEWS P2

BOAT LAUNCH P3

SENIOR PROJECTS P4

NOTES FROM PARENT TALK P9

A PASSIONATE SCHOOLING P10

CRAFT NEWS P11





CLASS 7 NEWS

Combining elements from the Main Lessons on Renaissance and the Limestone Cycle, Class 7 have been busy working over the last few weeks to create a fresco painting. The technique of painting into wet plaster is a good way of painting pictures on walls. Class 7's painting is based on the fresco painting the 'Creation of Man' by Michelangelo, which forms part of the Sistine Chapel's ceiling.

Dates to Remember

Friday 21 September
School Spring Festival
Last day of Term 3

Monday 8 October
Term 4 begins



SPRING FESTIVAL - FRIDAY

8.30am Garland Making in the Primary School

10.30am Festival Dances (at the High School Oval)

11.45am Rainbow Relay Classes 4-12

Picnic lunch with your class – please bring something to share with your child

Parents are welcome to take children home after the Festival. Please sign your child out at the office.

School supervision is provided till 2:45pm. Outside School Hours Care is available as usual from 2:45 – 6pm.

CLASS 10 LAUNCH THE BOATS!



SENIOR PROJECT PRESENTATIONS

This time every year our Class 12 students are working on the final stages of completing the written and practical component of their Senior Project and preparing for the oral presentation component. The Oral presentations will be held on Saturday 26th and Sunday 27th October, times to be confirmed.



BEN CASHION

Ben Cashion joined the class at the start of Class 7 in 2013. My experience of Ben is he has a curiosity and opinions that he doesn't feel he needs to shout out loud, but rather lets you know what they are and then moves on. He cares for his peers and looks out for them, speaking up for them if he feels it is needed, qualities that make him a good friend as well as a kind young person to have out in the world.

What is your Senior Project about?

Building a snare drum from scratch – this involved learning new skills and enhancing the skills I already had in the way of transforming timber into something exciting.

What led you to choose that topic?

I was learning to play drums and was curious into how they were made, and what went into the process of making them to create their unique sound.

What have you found enjoyable about the process?

- Finding out how much effort, care, and concentration it takes and being able to appreciate the building of the instrument.
- Watching the transformation from planks of Baltic pine into a finished instrument with a good sound.
- Exploring the different ways in how drums are created and the different sounds they make – based on the wood they are made from.
- Connecting with my mentor, who is starting up his own drum making business 'Dovetail Drum' and learning how everything works.

What have you found challenging?

- Motivation to do the research/thesis.
- Meeting new people to help me through this process and finding someone to become my mentor.

To date what have you gained from the process?

- Respect for what goes into making the instrument – the work involved.
- Patience in working on the materials used to get them to a functional point, for example it took 9 hours of sanding in some parts of the drum to get a finished product.
- Time management – keeping up with school workload, SP work load and life.



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

The senior project is a way to give students the opportunity to create something of their own choice and get the experience of learning to do something they enjoy.

How are you feeling about the completion of the project?

Pretty good, still waiting for parts that will be arriving in 2 weeks, I am a little nervous about the final sound once it is fully completed.

What are your plans once you leave school?

Earn some money until I figure out what to do next.

Describe in one sentence your experience at Samford Valley Steiner School

It's had some ups and downs, but I am glad I stuck around to the end.



ANYA TRIBOLET – CHRISTENSEN

Anya has been here since 2005, the start of Kindergarten. She is a student who brings light and warmth to those around her. Her care for others goes well past her peers and extends to the students in the younger grades. I think if it was possible she would provide shelter to anyone she could to prevent them going through pain.

What is your Senior Project about?

My project evolved into 2 parts, the practical part of it is the working restoration of a vintage car where I chose to work with an Austin Healey Sprite, MK III, 1965. The research part I have done is around the model

of this car and looking at the attitudes of the 60's and what the car represents in relation to that period.

In regards to the restoration process to date we (my dad and I) have worked on brakes, suspension, the interior and some body work.

What led you to choose that topic?

I actually surprised myself with this choice. Initially I did not want to do a project at all and then one day when I was at work I saw a fleet of vintage cars go by and I was so impressed with how they looked, drove and worked together as a club. This inspired me to choose vintage cars as a topic. It is a great skill to know how a car works, and I knew very little about the running of a car.

I chose the vintage car to restore because of the simplicity, the engines are easier to figure out, what goes where.

What have found enjoyable about the process?

- Everything.
- I have learnt so much and also have had wonderful opportunity to hang with my dad working on the car.
- I also really enjoyed the experience of the car club. I went to the Austin Healey club, I was so impressed with how everyone was so nice, willing to give advice, they



were all impressed that I was pursuing the restoration of this type of car. It was nice to be welcomed into the club.

- Seeing people's passion – this was great.
- How much I have learnt in this through this project

What have you found challenging?

- The research and writing of the thesis, I tended to get bogged down in one part of my research, forgetting the bigger picture.
- Time – the time to complete the restoration of the process as well as my thesis. I am going away on a holiday prior to the due date of my thesis so I need to submit everything early which is causing a bit of stress.

To date what have you gained from the process?

- So many skills but more importantly a deeper understanding of how everything works, a respect for these cars, and cars in general
- Confidence

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

It is a chance to get out of your comfort zone, meet new people, learn new things, everyone takes a different path and broadens their horizons through these pathways.

How are you feeling about the completion of the project?

Stressed, a little bit sad as I am not sure what I will do with my Saturdays next term. I am also excited as I will get to drive my car one day.

What are your plans once you leave school?

Adventure, seeing what comes up to assist me in finding what I am interested in. I am not ready for university studies yet.

Describe in one sentence your experience at Samford Valley Steiner School

An adventure, a transformation from who I was in primary school to who I am now at the end of class 12, I can recognise myself in the younger classes and see where I am now and am grateful for the process of transformation that was provided to me through the education.





SOPHIE HEWITT

Sophie has been here since Kindergarten in 2005. She is one of those students who manages to apply herself well to all subject areas. She has a calmness, an enormous amount of patience and coupled with those qualities a strong determination, I think it is the determination that gives her the ability to apply herself so well to such a broad range of subjects as well as stay strong in her truth.

What is your Senior Project about?

I have been researching into tiny living, why Australia has such large houses and the impact of this. This has inspired me to create my own tiny space in the form of a renovated caravan. I will be living in my caravan once the project is complete.

What led you to choose that topic?

I have always wanted to renovate my own home, renewing an old space into a new space that is perhaps more functional and giving new life. Practicalities of budget and time frame meant that I had to think smaller, mum suggested the caravan and I loved the idea!

What have you found enjoyable about the process?

- I have really enjoyed the practical side, learning new things, challenged me in a really positive way. When I picked the caravan up I was incredibly excited with what was to come, though connecting with all parties involved was a challenge.
- Purchasing the insulation was such a relief. I managed to get off cuts very cheaply, which was not great for my pocket but it meant it wasn't going to landfill. My mentor and I had been searching for such a long time and needed it as one of the first steps in the renovation process. It is such an amazing feeling that the work is completely mine, I bought the caravan with my own finances and have put in so many hours of work. I own my own home and I am only 18.
- It felt really good when I understood how something worked and then was able to do it e.g. the wiring of the caravan – this was a great feeling and now I have a whole new appreciation for many things in the building industry. Prior to this project things like the architraves, skirting etc. were not part of my world, and now I notice them in most buildings I enter. I now notice these small details in homes and appreciate the work of the people involved in creating it.



What have you found challenging?

- I found getting started particularly challenging with the research component, once my final decision was made in regards to what area to research I was able to move into it.
- I found making the caravan water tight perhaps one of the most frustrating components of my practical. This took a long time due to the weather, failures in the sealing we did and finally after 3 goes it was water tight – this was over 2 – 3 month period. Painting of the walls became a bit monotonous, undercoating and the top coats. Even though learning building skills was great it was also challenging e.g. how to manage the drop saw, the nail gun and many other tools. I really felt out of my comfort zone.



To date what have you gained from the process?

Some of what I have gained has been covered in previous questions, especially in regards to the building industry. I feel very fortunate to have learned all that I have.

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

The project gives you a chance to dip your toe in the water to do something or find out about something you are curious of. The duration of the project is a year and it is our responsibility to manage our time.

How are you feeling about the completion of the project?

Pretty good at the moment, feeling excited, motivated and keen to move in!

What are your plans once you leave school?

Planning to do a bit of travelling, having some down time after a full year to think into the area I am interested in pursuing, interior design. This project has given me a small taste of interior design and I am keen to learn more.

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

My childhood has been spent here, it has shaped me into the person I have become and given me strong foundations to build my life.

Employment Vacancies at SVSS

Outside School Hours Care

Outside School Hours Care are seeking applications for additional staff to come work in Before and After School Care at SVSS. The suitable applicant will need to be qualified. We are looking for someone who is caring, fun, patient and creative. The suitable applicant will need to assist in the weekly Program and communicate well with all stakeholders. We require someone who will be available to work morning hours 6am to 9 am and afternoon hours from 2pm to 6pm. Please send all enquiries to Kylie Turner the OSHC Co ordinator at oshc@samfordsteiner.qld.edu.au

NOTES FROM THE PARENT TALK WITH LAKSHMI PRASANNA:

Child development in relation to Gender, the Rubicon, Identity and Puberty

Lakshmi's talk during her last visit was helping us understand and navigate our children's transitions.

* A positive life sense means experiencing my body and being happy. My limbs and my metabolic region need to work together. Such a happy child will begin to readily play with others.

* By 9-10 years a child can sacrifice his wishes for his best friend. If there is no friend, it is harder for a child to have a positive life sense.

* Exploration of physical space really is exploring the inner space of seeing and hearing. It is a very dreamy and unconscious space. Those who don't have these experiences will have difficulty closing their eyes and listening in their 30's and 40's.

* The more time we leave them quietly, the more the child will develop a positive sense of self. This includes a sense of Resilience.

* We all need some-one to tell us sometimes and give us no choice. Children need this too...and when the child is complaining and saying everything is wrong, they need the adult to be strong and remain like a rock. (This is good practice for the next transition in adolescence)

* 7-14 years, the child swings constantly. Boys express things through their whole body while girls express through their emotions.

* How was your day? What did you learn? They need time to leave the social life and come back to themselves. As an adult, we leave a bit of us in our friend and the friend leaves a bit of themselves in us. We need a tantrum to wash off our friend. Lots of this equals growth. Lots of integration is necessary for us, but children are different.

After a night's sleep the child (8-12) is beautiful again. They really don't mean what they say; any colours, thought words, deeds. What they express is out of Imitation/learning new words. If child is rude, does not mean they don't respect us. They do not know how to show it. We need to work hard to understand them. "Show me the boundaries. I came all this way for you to do this work and help me". We need to hold them like a rib-cage. "Non-negotiable loving authority"

* 7-14 year old child is not ready for logic (that is 13-14) Younger child needs light-hearted warmth.

* In Australia we are anti-authoritarian. So to bring boundaries to child, we need to be creative. We are preparing the child for freedom without them self-harming or destroying the environment. They need loving authoritya longing in their soul. 'In the name of Freedom, I am free to be bound'. This is true human freedom.

* How do we manage children who begin to lie and steal? The child is not yet a master of their hands/voice. They are not yet able to see themselves as an individual. They are still 'at one with' others possessions. Me and You- where do I start and finish and you start and finish. The child takes home something from school. Mum finds it and returns it to school. She apologises and the incident can be finished. Many situations give the child their sensory experiences. For morality in teenage years, we must give our young children positive experiences so that they can own their own hands and feet. The morality can then develop in a healthy way.

Lakshmi always brings deep insights with good humour. If you missed this talk, look out for the next time she comes to Samford. Dates to be announced in 2019.

Janet Bitschine

BEST OF LUCK!!

The school would like to wish Maddy Park (Class 10) and Jackson Park (Class 9) and Nathaniel Park (Class 6) best of luck with an upcoming competition they are a part of – they have been selected to represent Australia at the International Taekwondo-Do Federation, World Cup being held in Sydney over the holidays. All the very best!

A PASSIONATE SCHOOLING 58

In Steiner's book *Theosophy* two of the oldest religious ideas, reincarnation and karma, which still dominates Oriental philosophy today, are restated in Western terms. The Oriental idea of reincarnation is not the same as that put forward by anthroposophy, primarily because some eastern religious thought (Buddhism for example) does not accept the notion of the individual ego or "I" and because Steiner suggested that we reincarnate only as human beings

While some early Christians (Christian Gnostics for example) believed in reincarnation, by the time Christian Westerners began to acquire individual self-consciousness (awareness of their own "I") in the 15th century, their notion of themselves was extremely simple: they were born, lived for a time on earth and then live for ever in a different form, in a condition of being that was scarcely imaginable-where there was eternal bliss for the saved and eternal torment for the Damned.

Following the influence of scientific materialism through the 20th century however, such pictures were becoming ever less credible to more people in the West. Indeed, considering the values of post-modernism, it is not surprising to find some resistance to a representation of God which is patriarchal, judgement, and punitive as well is apparently so lacking in compassion as to condemn a soul to eternal damnation for some crime beyond his power to influence, (like not being baptised) such rejection of this representation of God however, does not take away an acceptance by a majority of Western populations of something spiritual', which for some includes being open to reincarnation.

In 1907 Steiner held that the time had come when men and women in could learn to understand reincarnation and karma as it is explained by anthroposophy. In this passage he relates reincarnation and karma to body, soul and spirit.

"The human spirit must be reincarnated again and again; and the human is governed by the law that they bring the fruits of their former life into the next one. The soul lives in the present. But this life in the present is not independent of the former life. The spirit that has been reincarnated brings its destiny with it from earlier incarnations. And this destiny rules their life. The impression that the soul receives, the desires that are satisfied, the joys and sorrows that it experiences, depend on its actions in previous incarnations. The body is subjected to the laws of heredity; the soul is subjected to the destiny that it has itself created. This self-created destiny of the human is called his karma. And the spirit is subject to the law of reincarnation. The spirit is eternal; in corporeal existence, birth and death alternate in accordance with the laws of the physical world; the life of the soul, which is governed by destiny, provides the cohesion between the two during life on earth." RS

The laws of reincarnation and karma add another dimension to the origin of children's abilities and disabilities and extend the debate (at least in Waldorf School) regarding the influence of nature and nurture on their development. Neither physical ability nor environmental factors can account for the spiritual nature of the individuals. Individuality expresses itself in something that reaches beyond present earthly influences.

We now move on from discussion of the deepest inwardness in each individual to the place of the individual in the broader structure of the organizations and society and how the Waldorf schools arose from the threefold social order.

Compiled by Tricia Scott from "A Passionate Schooling" by Dr. Alduino Mazzone in collaboration with Susan Laing (Now available from bookshops online and worldwide also from The Treehouse Bookshop)

CRAFT NEWS

This week we farewell Tracey Huxtable from her role as Craft Group co-ordinator. Tracey has brought much energy and commitment to the role and inspired many parents with her crafting skills. Thanks to her dedication, the Craft Group's contribution to festiValley was truly astounding – those felted scabbards were a huge success! Thank you Tracey, you have left big shoes to be filled!

Here are some words from Tracey:

Hello Crafting Community,

I have decided that I will no longer continue coordinating Craft Group as my focus and energy will need to be on my boys and their transition into their new school. Sarah Kupsch has been coordinating Craft Group with me this year, however she is due to have a baby very soon and she will not be in a position to coordinate Craft Group in term 4.

If anyone in our community is interested in taking over this role, it is a volunteer role that requires;

- Weekly commitment on a Wednesday from 9 until 1pm
- Preparation of the kits which is normally done on weekends or at night time
- Sourcing materials
- Planning the craft projects in advance
- Newsletters to the Gmail email that has a large number of subscribers
- Management of the Facebook page
- Submit an article for the school newsletter each fortnight
- Projects are prepared for the week in advance and photographed to inform our community of the upcoming projects
- Projects need to fit with the Steiner philosophy and we generally make seasonal projects
- A knowledge of hand sewing and general hand crafts (knitting, crochet, felting) the ability to be able to teach and assist others, we have a lot of new comers attend that have not previously sewn or crafted so this aspect is really important.

If you are interested please email Tracey at svsscraftergroup@gmail.com I can make arrangements for the handover.

The 4 years of coordinating Craft Group with this community has been nourishing and enjoyable, I have made some lovely friendships that I cherish. Special thanks and gratitude also to Emma Hanson, Alice Smith and Sarah Kupsch for all of their hard work and dedication during their time of Craft Group coordinating with me.

Thank you for being part of this and I wish all of you happy crafting and creating for the future.

Tracey



SVSS SEPTEMBER HOLIDAY BUSHCRAFT PROGRAM



We have some exciting news this holiday program, because this time...we're going to shake things up a bit! Not only are we bringing you an amazing program of Primitive Technology, but we are now offering an **ADVANCED** class for High Schoolers only!

Also, by popular demand, we're expanding to under 9's as well! Due to various legal restrictions we cannot have under 9's down at our usual Bushcraft camp, so for one day this term we will be visiting OSHC and working some Primitive Bushcraft skills up there.

Dates: 24th – 28th September (first week of school holidays)

Time: 8:30am - 3:30pm each day

Places are limited: 16 places per day are available for this program. Book now to ensure your child's spot

Cost: \$80/day - Child Care Rebate available for eligible families.

How to book: Contact Kylie Turner (OSHC Coordinator) via:

- Phone 07 3430 9614
- Email: kturner@samfordsteiner.qld.edu.au
- In person at the SVSS Out of School Hours Care office (2-6pm)

This program requires a minimum number of participants for it to go ahead, so **please book by Monday 17th September to avoid disappointment**

**Samford Steiner School OSHC
Vacation Care Program – Sept/Oct 2018**

Bookings still open
See details in newsletter email

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.**

Rental Property

Lovely 2-bedroom cottage on acreage at Cedar Creek, 10 minutes from the Steiner School \$320 per week, pets negotiable. Phone 0450173848/0408886213.

Are You Looking for an Amazing New Kitchen and not sure where to start...

Well look no further, Easy Living Kitchens is your local one stop shop from design right through to completion, bringing the showroom to you with endless possibilities ...all backed by our "Best Price Guarantee". As a proud supporter and family of the Samford Steiner School Community, Samantha and Shane at Easy Living Kitchens would love to help you design and install a stunning New Kitchen, adding quality and value to your Lifestyle and your home that You'll be Guaranteed to Love.

From your very first contact with us you will feel our Commitment to you, we focus on you and what you want to achieve for your Kitchen... and by combining your Vision and our wealth of experience designing stunning kitchens, and together we'll come up with the perfect looking and most functional kitchen solution for you and your family.

Being locally manufactured using only suppliers with a commitment to eco-friendly and sustainable processes, whilst offering a huge range of styles, finishes and functional solutions for any type of kitchen you can imagine or need, you can rest assured you're in safe hands. So let us help and you could have the Kitchen you always wanted in no time at all.

To Book your Free Kitchen Design Consultation (valued at \$600) and have your kitchen renovation planning underway for 2018. Contact us at www.EasyLivingKitchens.com.au or Call Samantha on 1300 650 681

Don't forget to mention "Steiner" to claim your Special Bonus as our way of saying Thank You... Samantha & Shane Beetson (Class 4 parents)
Easy Living Kitchens

Impact Hearing. Quality Hearing = Confidence and Learning

We welcome Dendra the local audiologist who directs "Impact Hearing" a permanent hearing clinic in the main street of Samford. Dendra lives locally and comes to the community as an experienced university trained audiologist with more than 15 years in the hearing industry. Hearing impairment is something she is very passionate about helping both adults and particularly children with hearing assessments and hearing rehabilitation solutions. As Dendra is hearing impaired herself and has been wearing bilateral hearing aids since 3 years of age she knows first-hand the challenges of hearing loss especially at school. This experience as a hearing impaired child at school has driven her lifelong passion for paediatric audiology working with children to assess and diagnose hearing loss. Every year Dendra travels to remote areas of Australia on trips dedicated to assessing children in schools and working with staff and families to ensure the children are on the pathway to every opportunity for a successful education.

If your child does any of these...

- *turns up the TV
- *not hearing, answering or responding to you
- *speaks loudly
- *complains of sore ears
- *has difficulties at school

...then maybe your child is not hearing?

If your child is not hearing well this can impact on areas of learning, speech and language, behaviour, and social skills. If you're concerned about your child's hearing or want to exclude hearing as a contributing factor to your child's situation Impact Hearing offers free screening and full diagnostic hearing assessments for children.... If you're wandering about your child's hearing contact Dendra for a complimentary hearing screening or discussion on 07 - 3289 5563 or visit our website on www.impacthearing.com.au

Learn sewing techniques while up-cycling your clothes

Lessons and workshops available in a group or in a private setting. Suitable for all levels of experience and from 15y upwards. You will work individually and will be supported while following your own creative path. The starting point is a selection of clothes that you like to change. For more information please have look at www.thetextilecircle.com.au. You can contact Lucie Verhelst by phone on 0427 374 712 or by email: lucie@thetextilecircle.com.au

The Root Children Family Daycare and Playgroup is taking enrolments for 2019

Family Daycare:

Tuesdays 8:30 - 2:30

Wednesday 8:30 - 2 :30

Playgroup:

Thursday 9 - 12:30

Toddler Group:

Friday 8:30-12:30

For any inquiries or questions please contact Monika Smith on 0481481261 or 32893616.

Acreage Home for Sale

6 Roxburgh Rd, Wights Mountain

Welcome home to this resplendent, inspirational acreage property close to State and Steiner Schools and only 4 minutes to Samford Village. The architecturally designed residence with its many bedrooms allows for a large family with a gym/media room, study, 2 separate living spaces, combustion fireplace, ducted air conditioning throughout and an impressive imported kitchen from England with English Oak Tops, solid Ash cabinetry and a Falcon Cooker. This is a Chef's dream and one of the best kitchens one has ever experienced.

- 5 water tanks (35,000 gallons)
- Large 3 bay shed with 3 phase power
- 4 space carport with storage and power
- Vegetable garden
- Dam
- All new country fencing perfect for livestock
- Bus service to most Northside Primary & Secondary Schools

For a private and extensive inspection please call Leanne Sinclair 0407680039

Listening To Country: Understanding the Sovereignty of Indigenous Knowledge ~ Building Awareness And Respect For Country And Custodians

4th - 7th October, Shearwater Steiner School, Mullumbimby. <http://heartwoodsiteworks.com.au>
We can change the way we live on this continent, our impact on the environment, our respect for the Original Custodians. We can walk together. Listen to and learn from indigenous elders, knowledge keepers and artisans in 'yarning circles'. Develop cultural capacity, engage respectfully and sensitively with indigenous law/lore, stories and art. Cultivate understanding of the Sovereignty of Indigenous Knowledge; build awareness of and respect for the land and for its custodians. For further inquiries: 02 66575274

Teen Holiday Workshops at Your Local Library

(Grades 7-12) You're sure to find workshops to suit you at Moreton Bay Region Libraries these school holidays. The best bit is they're FREE! Meet Youtuber Elly Awesome, create cosplay ears, film a game review video, and learn survival skills. Plus, we're gearing up for November's NaNoWriMo with a stack of creative writing workshops. Bookings open at 1pm, Thursday 13 September. For more info, go to www.moretonbay.qld.gov.au/libraryschoolhols

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 00326J**