



NEWSLETTER

Term 3 Week 6

10 August 2018

A NIGHT OF FABULOUS MUSIC

Thank you to everyone who attended the annual Primary Music Night last Wednesday including musicians, parents and teachers. I will always remember the moment when the Class 4 ensemble let their final note ring in the air with their bows balancing delicately. The audience held its breath as I kept the ensemble up in play position for a long pause. Together, we revelled in the moment which was a culmination of our collective aspiration and effort to bring forth something transcendent.

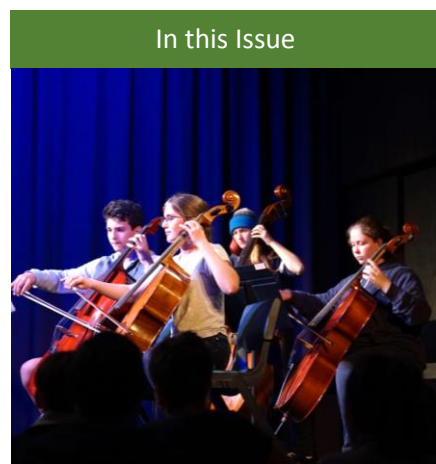
Our goal in teaching music in a Steiner school is not necessarily to develop future professional musicians, but rather to develop healthy and whole human beings. The sound of a stringed instrument has a strong connection to the heart and the emotional realm. When well-played, a stringed instrument can closely resemble the human voice, which in turn most closely reflects the soul of the human being.

In rehearsals throughout the school, new repertoire is being carefully sight-read as our musicians prepare for our next event...

Karen McDonald



In this Issue



A NIGHT OF MUSIC *P1*

WHAT'S HAPPENING *P2*

CLASS 6 NEWS *P3*

SENIOR PROJECTS *P6*

YEAR 12 EXHIBITIONS *P10*

SCHOOL HEALTH PRACTITIONER
TO VISIT *P11*

BUSHCRAFT PROGRAM *P12*

FESTIVALLEY SPONSORS *P14*

A PASSIONATE SCHOOLING *P16*

'COME DREAM WITH US'

SCHOOL MASTER PLAN - COMMUNITY CONSULTATION

SATURDAY 1 SEPTEMBER

2PM -5PM

It is time to update our school Master Plan and we are keen to have your input!

All community members are invited to an open session aimed at collecting ideas to inform an update to the Master Plan.

FRIDAY FOODIES

Friday Foodies is back on Friday 7th September, straight after school at The Hub. (It's also after the lower primary school's bush dance, so there might be some hungry and eager toe-tappers!)

Half and full tables are available to sell your own homemade goodies, pre-loved clothes or garden produce. There's an opening for hot drinks - so if you have a coffee van or want to host a chai table - get in touch! For any inquiries, contact our new coordinator Cherie on cheriepasion@gmail.com or 0423 503 926.

As we welcome Cherie into the new role, we would like to express our gratitude to our previous Friday Foodies volunteer coordinator, Harshi. Thank you Harshi for all of your dedication and passion in organising past Friday Foodies!

Dates to Remember

Thursday 30 August

Primary school assembly

Lillipilli Parent Teacher Night
6.30 for a 7pm start.

Saturday 1 September

Community Consultation on the Master Plan 2pm - 5pm, Eurythmy Room

Tuesday 4 September

Class 6 parent teacher night at 6.30pm

Wednesday 5 September

Parent Talk with Lakshmi Prasanna at 7pm, Cate Room

Friday 7 September

Friday Foodies @ The Hub after school

Friday 14 September

High School Spring Ball 3pm - 9.30pm

CLASS 4 GERMAN NEWS

This term the Class 4 students went from writing of known material to working with a little Reader "Die Stadtmaus und die Landmaus". They learned different adjectives and the names of a variety of transports. The students created their own transport model and proudly presented these to the students of the primary school last week.

Sonja Rank, German teacher

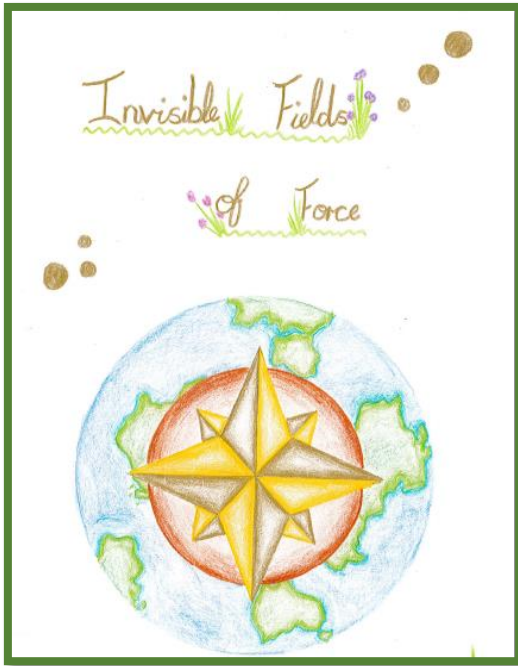


LOST PROPERTY

There is a large amount of items including clothing, shoes and hats near the Primary school office. They will be on tables between Class 3 and 2 for the coming week. Please check to see if you have any items there. We will be going through the items at the end of term and all un-claimed items will be donated to charity.

Lianne Cook

CLASS 6 NEWS – FORM MAGNESTIM TO ROME

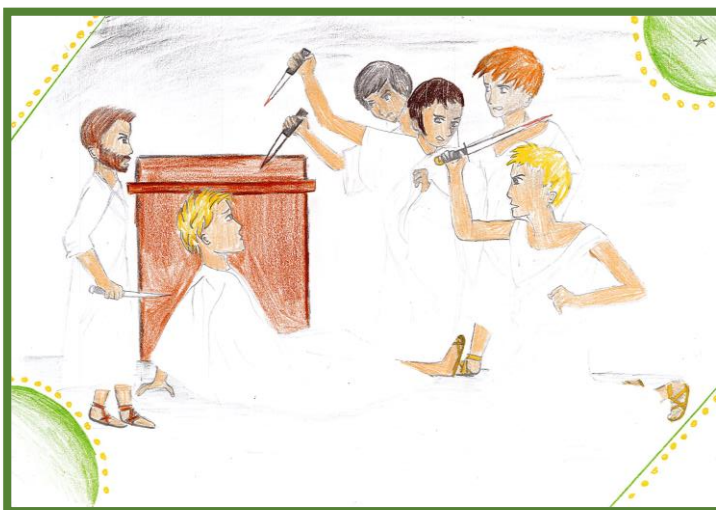


In term 3, Class 6 has explored the invisible and silent, yet powerful forces of Static Electricity and Magnetism. These forces reside beneath the earth's surface, and all around us in the atmosphere. We do not experience these forces directly, but vicariously through other objects. Magnetic fields are made visible, when iron filings are poured onto a piece of card with a magnet beneath it. The pattern that emerges is the same that is emanating from the earth. Static electricity comes to life when an object is excited through friction. The children closely observed different phenomena, documenting their results, finally coming to conclusions. All statements had to be prefaced with 'perhaps' or 'maybe'.

These gravity defying, and shock inducing forces seemed impossible to comprehend; they appear out of no-where through ritualistic deeds, and returned to nowhere leaving no trace of their presence, except for one's hair standing on end. To complement the seeming impossibility of these forces, we have been learning "Scarborough Fair", a more than 600 year old collection of verses detailing a series of impossible tasks;

Tell her to make me a cambric shirt,
Parsley, sage, rosemary and thyme,
Without no seams, nor needlework,
Then she'll be a true love of mine.

Tell him to find me an acre of land,
Parsley, sage, rosemary and thyme,
Between the salt water, and the sea strand,
Then he'll be a true love of mine.



We are nearing the end of our Roman Republic Main Lesson; where the pursuit of power was no longer related to being wise, or good and truthful, but being god-like. At this time, Romans worshipped and exalted their human leaders as gods, while in a distant land, few had noticed that a God had descended to earth in the form of a human.

We have explored personalities that have done great and terrible deeds, all underpinned with the pursuit of power. When Marc Antony placed a

crown on Julius Caesar's head, the crowds went silent. They did not want another King. Caesar pushed away the crown, not once but thrice. The crowds cheered, for Caesar was a fair and respectable leader. Rumours circulated that Caesar had asked Antony to perform this deed in public, in order to gauge their reaction. In the end it was Brutus, Caesar's close friend who finally sunk his dagger into Caesar's chest. Brutus did not want power, he wanted the return of a Republic. Antony wanted the power, but he lacked the inner strength needed to rule an empire. Caesar had great power, but he paid the price for it in having enemies.

Brutus would have had convinced the public that his actions were just, were it not for Antony's eloquent and persuasive speech.

An excerpt we heard from Shakespeare's Julius Caesar, III, ii

Come I to speak in Caesar's funeral.
 He was my friend, faithful and just to me;
 But Brutus says he was ambitious,
 And Brutus is an honourable man.
 He hath brought many captives home to Rome,
 Whose ransoms did the general coffers fill.
 Did this in Caesar seem ambitious?
 When the poor have cried, Caesar hath wept;
 Ambition should be made of sterner stuff.
 Yet Brutus says he was ambitious;
 And Brutus is an honourable man.
 You all did see that on the Lupercal,
 I thrice presented him a crown,
 Which he did thrice refuse. Was this ambition?
 Yet Brutus says he was ambitious;
 And sure he is an honourable man.
 I speak not to disprove what Brutus spoke,
 But here I am to speak what I do know.
 You all did love him once, not without cause.
 What cause withholds you then to mourn for him?
 O judgement, thou art fled to brutish beasts,
 And men have lost their reason! Bear with me.
 My heart is in the coffin there with Caesar,
 And I must pause till it come back to me.



Simon Andrews, Class 6 teacher

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 start preparing for the oral presentation component. The Oral presentations will be held on Saturday 26th and Sunday 27th October, times to be confirmed.



ELEANOR BALDOCK

Eleanor joined the class in August of 2011 in Class 5. In her time at the school she has grown in confidence and her warm personality can be seen by all of her class mates.

What is your Senior Project about?

For my senior project I wanted to volunteer, to help and offer my services, to a country that was less fortunate than Australia. This involved exploring an overseas charity and ultimately this resulted in a placement teaching English to young children in Cambodia.

As part of this project I raised funds via PayPal to assist me with my project. With the money raised I purchased pens, paints, colouring books and educational materials to take to a school in Cambodia. The school was called Greenway school. I came across this school when doing my research for an organisation to raise funds for. I would like to say thank you to those that contributed towards this fundraising. I spent 2 weeks at the school.

<http://www.kilroyfoundation.net/aid-projects/the-greenway-school-cambodia/>

What led you to choose that topic?

I like helping people and I wanted to do something for less fortunate kids and this inspired me to work on a project like this. My original focus for this project was to step outside of my comfort zone and volunteer in another country. Teaching English to kids was not on my radar at the start of this project and I am glad I had the chance to experience it.

What have found enjoyable about the process?

- Learning and experiencing the different culture in Cambodia, it really is a different world to ours, our world is quite materialistic.
- Experiencing the learning environment at the Greenway School - the School was made up of several open wooden platforms, no classrooms, very different to what I experience here at school. It was very different to what I expected, Cambodia was very lush and green, and the roads were orange (clay) and pretty rough.
- I really enjoyed teaching the kids, they were aged 8 – 10, and they were very affectionate.
- I enjoyed meeting all of the other volunteers that were there from many other countries – it was great to meet new people.

What have you found challenging?

Leading up to the travel time was pretty challenging. I was pretty nervous, a bit overwhelmed and unsure of what to expect. My communication with the school was mainly by email so there was no phone or skype call connection prior to me going.

The research has been a bit challenging. Thankfully my supervisor (Mel Allan) is assisting me by providing me with guidance so can fine tune my research and my mentor, who is a man originally from Cambodia, has been a bit support in my study into Cambodia.

Prior to travel my motivation waned a bit, since coming back I am more motivated.

To date what have you gained from the process?

Self Confidence – accomplishing the trip made me realise I can talk in front of a group of kids
Self Awareness of the place I come from and the difficulties and adversities other people face.
Fulfilment of my desire to volunteer, to help other people less fortunate than me

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

A year long school project and you can choose the topic to research. You have a practical, a written thesis and an oral presentation.

How are you feeling about the completion of the project?

Pretty good, just need to complete the thesis. I am feeling a bit more comfortable with the presentation after having the teaching experience.

What are your plans once you leave school?

Plan to work and save money. Not really sure what area I want to pursue just yet.

Describe in one sentence your experience at Samford Valley Steiner School

It is a place where I have made a lot of friends. I have a good relationship with the teachers, better than what I have experienced in other schools and the learning of the work is more relaxing.



AURORA BRACK

Aurora joined the school for High School, entering into Class 8, 2014. She has been a regular visitor to the office where she shares with us her latest art creation, joke, or insight. She has a deep care for others and would willingly step in and be there for anyone, especially if they are feeling a bit down.

What is your Senior Project about?

Can children's picture books inspire imaginative learning in children of young ages?

This involved me creating a children's picture book that tells a calming story of a cat and her human as well as me researching other authors' involvement within this age group.

What led you to choose that topic?

Unlike other kids this is how I learnt to read, write & spell – through imaginative learning with images. I was having difficulty learning from abstract lines (letters) and the pictures helped me to learn. This is something that my grandmother picked up on, my style of learning, She explained this to my teacher who has happy to teach me using this style. This was when I was in grade 1.

What have I found enjoyable about the process?

- Reading the many children books that I got to look through - my favourite book was 'I went walking'
- Reading the author's biographies
- I also enjoyed observing the children in the early childhood centre here at school, as well as observing my younger sister (aged 4) at home.
- I enjoyed the creating of the pictures – and the creative process – going from the pencil to the pen to watercolours

What have you found challenging?

Deciding on the image, the best picture to use in the book, the fact that I had to draw many pictures, most of them I was unhappy with so needed to go through the drawing process again – many pictures drawn for the one image used in the book.

My motivation waned with a small stage of depression, struggles with life, school work and juggling this project were a bit overwhelming for me. The support of my mum & love and affection from my cat brought my motivation back.

Staying on track with my research – I was distracted by many facts that were interesting but not necessary relevant to my project 😊

Managing my time to focus



To date what have you gained from the process?

- I have gained a huge respect for all authors – I now have a small understanding of the amount of work and the struggles they go through prior to the publishing (if it gets published) of any book
- I am more aware of what children at a young age find interesting, and how this differs to what I find interesting
- I understand children with learning difficulties a bit more
- Research skills
- I have learnt how to use water colours – which has been a fantastic skill to learn



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

It is an independent research project that year 12 students undertake with a free choice of topic for them to research. The project can be about helping others, themselves or questioning something.

How are you feeling about the completion of the project?

Satisfied, yet unsatisfied. If I had paid more attention at the start of the process I think I may have accomplished more. I am hoping that this research will help other kids understand their learning process.

What are your plans once you leave school?

My dream job for life is to become a cartoonist, who specialises in not only kid cartoons, but the older style cartoons e.g. Popeye – I wish to bring them back in a new style that is accepted in today's society. My main hope to life is to bring smiles and laughter to the world with my drawings!

Describe in one sentence your experience at Samford Valley Steiner School

Freedom, in other schools I experienced bullying and this resulted in me losing trust in my peers.

When I came to Samford and experienced the care of everyone here this allowed me to feel safe and build real friendships, now I feel more open and free to new opportunities that I may not have experienced before.



ROSARIO BIN MASOUD

Introducing Rosario Bin Masoud – Huelsewede. Rosario joined the class at the start of term 4 in 2016, the end of Class 10. He joined in effortlessly with the class and the high school as a whole. He brings to the high school enthusiasm for anything sports and music related. He has a strong steady presence which has a stabilising effect on anyone that is around him.

What is your Senior Project about?

The Kokoda track, I became interested in the Kokoda track when I was in Class 7 and learnt about the soldiers in World War II. Some of these soldiers were only 16 – 19 years old when they were sent over. I

wanted to experience walking the track at this age, I am 18.

I also wanted to know why others walk this track. What do villagers think of everyone walking this track? I was fascinated with the different opinions from the villagers.

We walked 120km's in 8 days. I was not the youngest person on this trek, there was also a 15 year old on the trek.

What led you to choose that topic?

As mentioned above in class 7 when I first heard about this track and the soldiers' experience I was interested. I did not realise that I would get the chance to walk this track and when I was exploring what options there were for my Senior Project I became motivated to pursue the experience of walking the track.

I wanted to go outside the country for my project, to experience a new culture, see the world, and I love travel. I have done a lot of travel with my family, this was my first solo trip and to a very different part of the world I have experienced before.

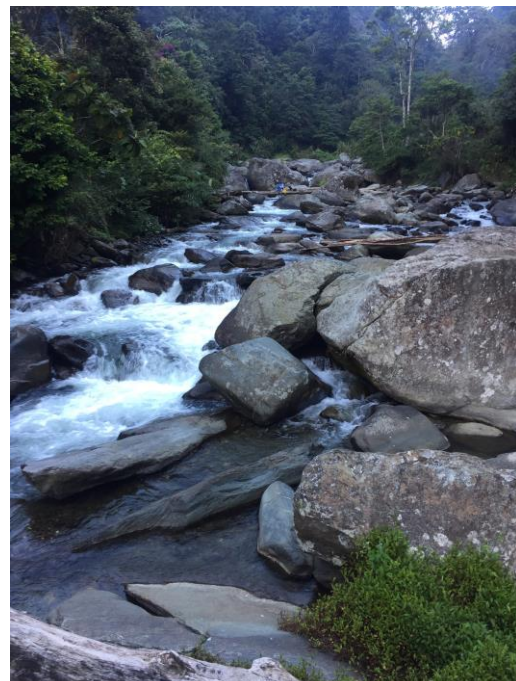
What have you found enjoyable about the process?

At the start of the year I was full of motivation then slowly this started to wane. I spent 6 months preparing myself – this included fundraising for the trip, preparing myself physically and doing my research etc. I raised funds in different ways – selling waffles at different events, donations from the community. It took more than just emails to get the money together. I made videos where I explained what I was doing and gave regular updates until I flew over to Papua New Guinea on the 21st July.

Once I returned from the trip, my motivation and enthusiasm has returned and I have managed to work solidly on my journal and research component of this project.

This trip has changed me, in the way that I see things. I found that I love hiking, the physical and mental challenge has made big difference to who I am today. The satisfaction of finishing the track was a new feeling for me, it was a very emotional trip. The group I went with had a lot of positivity in it, so humour and laughter which really helped me get through the trek.

I also enjoyed meeting and interacting with the villagers along the walk. There were many in depth conversations with them and I learnt that they are very gentle people. They have a fiery side as well as a gentleness to them.



What have you found challenging?

The mental challenge of the trip, I was not prepared for this part of the trip. As you are walking a path that was once a battlefield you get a small sense of what these young soldiers may have experienced. Along the walk we heard stories of some of these soldiers, read letters they had written and visited the memorial centre. Hearing these stories and being in on the track really brought to life what they went through – this was quite emotional, challenging but something I would do again.

Many of us experienced nightmares on the trip, you cannot help but feel the eeriness that is there as part of what happened back in 1942. Another challenge was maintaining my motivation to do the work, the research part was difficult prior to the walk.



To date what have you gained from the process?

To be more open towards different opportunities, taking what you can in that moment. Many times when I have travelled before I would spend time taking many photo's – this trip I took less photos and spent more time sitting in the moment and the experience of the moment. This was so powerful and made more of an impression on me.

Letting out emotion – this has been difficult for me to do in the past, on the trip I learnt to let go of emotions. On the trip it was really important for us to share things, if you didn't it would make it difficult for the guides to support you. It is a trip that is emotionally moving, so sharing helps to work through things that come up. So I learnt to share how I felt as opposed to covering up my feelings. Now I have a different level of

what I can do and what I personally think I can do – previously I tended not to push myself if things looked hard. After accomplishing this walk I know I can push myself a bit more.

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

It is a project that runs parallel to your regular school curriculum. You can choose a topic you're passionate about to research. I selected one that pulled me out of my conform zone, I wanted to challenge myself. The project can have the result of connecting you to the community more – people share their stories with you when they hear what you are researching, there is a common ground.

How are you feeling about the completion of the project?

I am looking forward to it, I do know that once I have done the presentations there will be a void in what I have to apply myself to. The presentation is the next step – and then out into the world. At the moment my focus is finishing this project.

What are your plans once you leave school?

I am looking to attend TAFE in Ballina and participating in a course that will help me obtain my Coxswain ticket so I can work on a boat. I am currently applying to work on the Brisbane Ferries where I have done some work experience already. My dream job is to be working on a boat.

Describe in one sentence your experience at Samford Valley Steiner School

I have found the school to be very supportive and helpful. The teachers put in the extra time if needed and always there if needed, to support talk with. The High School is a place where everyone tends to get on with each other.





SCHOOL HEALTH PRACTITIONER TO VISIT SAMFORD VALLEY STEINER SCHOOL



Lakshmi Prasanna will be visiting the Primary School and Early Childhood from the 3rd - 5th September. She has been visiting our school each year for several years now, in order to observe and mentor our teachers. After having observed each teacher, time is allocated for a professional dialogue with the teacher which enables deep reflective conversation to occur and questions which are living to be asked.

We are blessed to have Lakshmi visit us who brings deep spiritual insights to all those who listen to her.

She will also work with all staff at Faculty on Tuesday and she will give a parent talk to the whole community on Wednesday evening at 7pm.

We would be delighted to see you there.

If you have any queries concerning Lakshmi's visit please contact Janet Bitschiné, Remedial Specialist

Lakshmi is founder and president of the Anthroposophical Medical Society in India and is a paediatrician who runs a healing and curative centre for special needs children in Hyderabad, South India. She also works extensively in Australia as a lecturer, health educator, teacher trainer and school medical advisor.

PARENT TALK with Lakshmi Prasanna

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

Wednesday 5 September, 7 – 9pm

This talk will explore a perspective of child development and how this relates to the process of gender identity. How is this process shaped by the significant inner change that occurs for each child around the age of 9? How then can the adolescent navigate the vulnerable transition of puberty in a healthy way?

Lakshmi is a wonderful speaker who brings insights through images from a spiritual perspective with warmth and with humour.

We look forward to seeing you there. (Donations welcome)

Venue: Cate room, High School

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

Handwork/Craft Teacher – Classes 1 -5

Samford Valley Steiner School (SVSS) is seeking applications for a Handwork/Craft Teacher commencing at the beginning of Term 4 in October 2018, to work in the Primary School from Classes 1 -5. The position is for a permanent part time contact. Applicants will ideally have a solid grounding in Steiner Education and should have experience teaching handwork in a Steiner School Primary setting. The successful applicant will also have demonstrated, exemplary skills in a wide range of handwork disciplines.

The Role Description contains more information about this role and the required qualifications. The role description and information about the application process can be found on the school's website:

<http://www.samfordsteiner.qld.edu.au/employment-opportunities/>

For further information please contact the office on 07 3430 9600.

Closing Date: Friday 14th of September 2018

LEARNING SUPPORT IN THE EARLY YEARS: PREP TO CLASS 3

At Samford Valley Steiner School, we work with the understanding of the developing child and in each year the teaching and learning provides the 'age appropriate environment' for the specific growth and maturation of the physical body including emerging faculties and skills of the child.

In classes 1/2/3 the child is very engaged with their immediate world which is 'health giving' as it is still 'small /contained'. From a certain perspective they are 'still at one with the world', and because of that they experience themselves very much as a part of the whole, not separated from life as such. The first form of 'thinking / processing' is through the first four lower senses (Rudolf Steiner identifies the 12 senses in the human being), which are also called the 'bodily' senses; they are shown here as the physical senses of Touch, Life (sense of wellbeing), Movement and Balance.

The four middle senses, also called 'Soul Senses' are Smell, Taste, Vision and Warmth.

The four higher senses (in regards to the consciousness) can be called 'Spirit Senses', which are Hearing, Language and Speech, Concept and Thought, with the 'Sense of Ego' (individuality) as the highest.

The child shows the beginning of abstract thinking around the age of 10/11 in Class 5. Until then the child engages with the world in a more direct way. The capacity of 'filtering' and discernment has not developed yet and the child will take in whatever is presented to them.

Unfortunately for us as parents and educators, society addresses us including children as consumers and aims to attract us as 'customers' with manyfold attractive products. Our environment is filled with noise and lights and magnetic radiation from technology. However hard we try to protect our children, all this sensory input can create many different imbalances at a very early age, which will become hurdles in healthy development.

In these early years, balancing the input of the sensory world is one form of Learning Support. There are other forms too which I will talk about next time.

Everything we do is aimed to support the child to develop in a balanced way so that they can understand and carry out the tasks they are presented with in the classroom.

It is healing for every child to spend time in nature and with their family as a regular activity. To walk, be calm and unhurried and become familiar with the sounds of 'the bush'.

Enjoy the warm sunshine

Janet Bitschine (Remedial Specialist)

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**



Lost and Found

Can you help? We have lost a fold up table we lent to the school for festiValley. It had our name and number in the side. *The Nielsen Family*

Rice Cookers – there are still three rice cookers to be collected from the school office. Can the owners please collect then ASAP?



SPONSORS

Thank you to our sponsors for their generous contributions. Their generosity and support behind festiValley has enabled our beautiful fair to yet again come to life, so please consider supporting them:

- 🌀 Easy Living Kitchens (Major Sponsor)
- 🌀 4Real Milk
- 🌀 AB's Honey
- 🌀 Affordable Rides
- 🌀 Alegria Woodfire Café and Restaurant
- 🌀 Aspiral Design
- 🌀 ATM2U
- 🌀 Beautiful Chickens
- 🌀 Biome Eco Store (Paddington)
- 🌀 Bob the Native Bee Man
- 🌀 Bohemian De'cor Dayboro
- 🌀 City Chicks
- 🌀 Closeburn Nursery
- 🌀 Cr Allan Sutherland, Moreton Bay Regional Council
- 🌀 Cr Darren Grimwade, Moreton Bay Regional Council
- 🌀 Craig Doyle Real Estate
- 🌀 Darben Training
- 🌀 Dayboro Lolly Lovers
- 🌀 Deep Grey
- 🌀 Donna Maloney Art
- 🌀 Dr. Hauschka
- 🌀 Emma Forsberg – Children's storytelling
- 🌀 Entangled Living Art
- 🌀 Evolution Print
- 🌀 Extreme Marquees
- 🌀 Felix for Goodness
- 🌀 Flip Out Strathpine
- 🌀 Four Seasons Samford
- 🌀 Gleam O'Dawn
- 🌀 Grate Life Café
- 🌀 Heart and Soul Gifts
- 🌀 Helios Health
- 🌀 Heymoon.com.au
- 🌀 Home Nurturing
- 🌀 Imogen Cusack Physiotherapy & Acupuncture
- 🌀 Impact Hearing
- 🌀 Jump Up for Kids
- 🌀 K & J Auto Mechanical
- 🌀 Karen Creswick
- 🌀 Lauren David Photographer
- 🌀 LC Art studio
- 🌀 Little Seafood Co
- 🌀 Living Patterns Permaculture
- 🌀 Long Yard Larder
- 🌀 Lyell Deer Sanctuary
- 🌀 Mandala Dream Co
- 🌀 Maree Davidson Art

- 🌀 Mill Creek Café
- 🌀 Miss Flora & Captain Fauna
- 🌀 Mooeys Hardware, Pets & Landscaping Supplies (Samford)
- 🌀 My Bike
- 🌀 Natural Henna
- 🌀 Naturally in the Flow
- 🌀 Nikki Boyd MP, State Member for Pine Rivers
- 🌀 Northside Fitness
- 🌀 Ocean View Estates
- 🌀 Old Macdonald's Travelling Farms
- 🌀 Olga Bruvel
- 🌀 On & Offroad Mechanical
- 🌀 Pause Restaurant
- 🌀 Pengari Steiner School
- 🌀 Queensland Gallery and GOMA
- 🌀 Rainbow ATMA
- 🌀 Ray White (Samford)
- 🌀 Resume Reboot
- 🌀 Reverse Garbage
- 🌀 Rocking Horse Records
- 🌀 Ruby Olive Jewellery
- 🌀 Ruby Red Jewellry
- 🌀 Samford Family Law
- 🌀 Samford First Aid
- 🌀 Samford Garage
- 🌀 Sandgate Timber Mill
- 🌀 SES
- 🌀 Slickers Horse Riding
- 🌀 Streets Imaging Services
- 🌀 Sue's Gluten Free

- 🌀 Sun and Stars Bushcraft
- 🌀 Teja's Trees
- 🌀 Terah's Restaurant Dayboro
- 🌀 The Enchanted Book Nook
- 🌀 The Flying Nun Café
- 🌀 The Hon Peter Dutton MP, Federal Member for Dickson, Minister for Home Affairs, Minister for Immigration and Border Protection
- 🌀 The Leisa Tree
- 🌀 The Old Storehouse Café
- 🌀 The Store of Requirement
- 🌀 TMP Organics Butcher and Supermarket
- 🌀 Treasure Tribe Dayboro
- 🌀 Treat Body, Mind and Soul
- 🌀 Trevena Glen Farmstay
- 🌀 Ultratune Strathpine
- 🌀 Vanessa Chadwick



A PASSIONATE SCHOOLING 57

We now move on to some of the key ideas which underpinned Steiner's approach to anthroposophy. Central to Rudolf Steiner's beliefs was the place of 'The Christ in anthroposophy. Christianity is not taught in a Steiner School, the education gives an understanding in the high school years of many comparative religions as part of the curriculum. For Rudolf Steiner himself however there is a very distinct place for the 'Christ' in anthroposophy.

Initially it may often come as a surprise to people when on their approach to anthroposophy, they find that in the centre of Steiner's teaching stands the figure of the Christ.

Consequentially it has sometimes been assumed that, since Waldorf education has its basis in anthroposophy, its teachers should pursue a Christian spirituality. While the conclusion was reasonable earlier in the Waldorf movement history, when Christianity and the church were part of most Westerners lives, the path to reaching it was not ever as straightforward as it appeared. Steiner's approach to Christ and Christian spirituality is very different, and cannot be judged by the traditional standards, established practices or doctrines of traditional Christian churches. His understanding of the Christ, as has already been implied in the previous chapters reference to the 'Being of Love, was of a cosmic or universal Christ and his Christianity has little to do with the church as it has developed over the centuries. This is a very complex area to explore and we can only make a brief beginning here.

Steiner spoke of how in moments of great need, human beings can have an inner experience in which something streams into them from the spiritual world. He suggests that what streams in as Grace in this way could be called an expression of the highest self and an early manifestation of the potential of the human archetype (spoken of earlier.) Steiner also calls this the Christ but says: this that comes from the spiritual world may be called whatever we like, that is not important, only the feeling is important. For him this experience is available to everyone, regardless of belief.

As has already been described with respect to the evolution of human consciousness, Steiner observed that in the historical period in which we find ourselves, an increasing number of people no longer want guidance from the church, Monarch or totalitarian government; guidance by a higher human authority is appropriate in the early years of childhood but greater freedom is the responsibility of each adult person. Individual freedom is the goal of our spiritual evolution.

This process of individualization can lead to feeling increasingly separate from others. It is essential that the human beings develop an understanding that what unifies us is love, especially love for fellow human beings. Steiner wrote, as have many others before him, that Christ is the teacher of the love of man. Further, he asserted that as a Being of Love, Christ is not exclusive to a particular group of people but is absolutely universal and has the goal to make human freedom possible. This view of the Christ is different from that of some traditional Christian churches and their doctrines which have been definitive and exclusive. Steiner's lecture cycles on the Gospels highlight the central importance of Christ's incarnation as being to pave the way for human beings to transform the freedom of egoism into the freedom of love. The creation of freedom is the intention of the Being of Love, and in that sense the freedom of the human being is the fulfilment of Christianity. The practice of ethical individualism Steiner introduced in his philosophy of freedom, comes about by interiorising and individualising the Being of Love. In this way, the centrality of Christ in anthroposophy may be accepted in non-Christian based societies.

Next time we will go on to look at the ideas of reincarnation and karma.

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

Next week with spring looming upon us we commence our Spring Craft. We are making the delightful Strawberry Maiden, Fuchsia Maiden and a Daisy Maiden (sorry not yet made but she will be gorgeous with a daisy as her hat).

Beautiful spring standing dolls to adorn your nature table or very playable to be lovingly treasured by little hands. They stand 20 cm tall and have a formed head. Quite simple to make. Kits will be \$15 each and include everything.

Hope to see you at the Hub.
Warmly Tracey and Sarah



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.**

Babysitting

Eleanor Baldock, Age: 19
Year 12 Student, Samford Valley Steiner School
Qualifications:

- Nearing completion of a 2-year TAFE Early Childhood Certificate III
- Blue Card
- First Aid and CPR

I love caring for kids of all ages, including babies. I have just returned from 2 weeks volunteering in Samarong, Cambodia where I enjoyed teaching English to the local children.

I like having fun and playing games but I'm also very responsible and will take good care of your children.

6-11pm Monday, Wednesday, Thursday
4pm onward Saturday and Sunday
\$20 per hour.
Ph. 0448 246 907

Cottage for rent

Within walking distance of the Steiner School. 2 large bedrooms, kitchen, bathroom/laundry, large living/dining, carport. Patio. Peaceful outlook. \$385/week. For more information, please contact Phillip on 0419 225 221 or Wendy on 0417 772 996

House to sublet

We are going overseas for three months (mid-Oct to Jan) and are looking to sublet our house during that time. Situated on 5 acres in Camp Mountain, it is 2 bed + study on a shared property and would suit a small family. Can be left fully furnished if required. For more information, please call Heather 0432 925 600

For Rent

Our house at Ferny Hills is up for rent. We bought this house with the intention of moving to the city so our daughter can attend the Steiner school, but we didn't end up moving. The house is a charming mid-century period style home only a 15min drive from the school. It is close to all amenities and public transport. It is a 3 bedroom house. If you are interested you can check photos on [realestate.com](https://www.realestate.com.au) under 19 Irruka Crescent, Ferny Hills. Please call Sam on 0408 463 390 or 02 6680 3939 if you are interested. House is available immediately.

Clothes up-cycling lessons and workshops.

Available in a group or in a private setting. Suitable for all levels of experience and from 15yo 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. We will focus on reconstruction,

alteration and decoration. 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

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

The Root Children Family Day-Care and Playgroup in Camp Mountain has availabilities:

- A new toddler half day day-care group is opening on Friday in term 3 for children 1 1/2 -3 years of age.
- The Root Children Day-Care has a place available on Wednesday for a child 3-4 years of age.

- The Root Children Playgroup is held on Thursday and welcomes children 1-4 years of age. Bookings are essential.

The program for both day-care and playgroup encompasses the teaching of Maria Montessori and is correspondingly based on the philosophy of Rudolf Steiner. Daily activities include a morning circle, organic bread roll baking, craft and storytelling. For more information, please contact Monika on 0481 481 261.

Acreage Property for Sale

Welcome home to this resplendent, inspirational acreage property close to State and Steiner Schools and only 4 minutes to Samford Village.

Entertain your family, friends and colleagues with a round of Tennis in the fully flood lit Tennis Court and then have a swim in the pool and onto the well-designed outdoor Bar Area for a heated spa. Continue down to the wine cellar and choose a bottle or two to share.

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.

Bring the Grandparents also as there is a 2nd dwelling or run a business or practice from home in this peaceful atmosphere.

For a private and extensive inspection please call Leanne Sinclair 0407680039

Local Service

Hi, my name is Shelly and I'm a Samford local, The Root Children playgroup attendee, Montessori teacher, mum to one and step mum to two.

I offer a service in helping families to get their children's playrooms or bedrooms from chaos to calm using a Montessori and minimalist approach.

If you feel like your child's bedroom or playroom is over stimulating, cluttered, taking forever to clean up or just chaotic then I'd love to be able to come and help you regain some structure to these areas. To find out more information on either of these

services please contact me on 0411249382 or alternatively email me at shelly.clough@outlook.com.au

I look forward to hearing from you and bringing some sanity back to you sanctuary.

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**