



NEWSLETTER

Term 4 Week 8

30 November 2018

END OF YEAR UPDATE

As the 2018 school year is drawing to a close, I have been reflecting on the successes and challenges of the year – interestingly mostly they are one and the same as the challenges are transformed into growth.

One of the greatest challenges for me in my role is balancing the diversity of tasks required to sustain the complex organism that is a school community and to keep it strengthening and developing. Of course (and thankfully!) this is not my task alone and I am so grateful to all of the staff and community of SVSS who really do work tirelessly to this end.

Parents continually offer feedback to the school in varied ways, ranging from explicit strategies - such as organising a meeting with teachers or leadership or writing questions and concerns in emails, to more indirect strategies such as discussing questions with other parents until the questions reach our ears through conversational ripples, posting on Facebook groups or utilising the annual parent survey, or very final and direct methods such as withdrawing children. Whilst some of these methods provide us with more opportunity to actively address questions and concerns than others, all are valid and are considered when we try to determine the health, needs, wishes and satisfaction of our parent community. I would like to take opportunity to share what I've heard over the course of the year as your feedback and also our current and future activity to work with your questions.

What we've heard in 2018

Feedback indicated that families love and appreciate:

- The ongoing and obvious commitment of the teachers
- The primary and high school music and arts nights
- The beautiful school grounds
- The 'artistry' that students are offered – including, Main Lesson work, music and visual art experiences
- The camp and outdoor classroom program
- The children's freedom to play and happiness in the playground and outdoor environment

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- The comradery in the parent community
- The extra-ordinary Class 12 project presentations
- The sense of community fostered through festiValley
- The Class Plays
- Class parent info nights
- The Master Planning session
- Visiting speakers – Lakshmi, Lisa Devine, John Bloom
- The Boat Building and practical experiences offered in all sectors of the school
- The school's commitment to ensuring students are offered an authentic Steiner curriculum all the way through to their senior years – evidenced through the introduction and implementation of the Certificate of Steiner Education in our senior school
- The double streaming initiative

Families have expressed questions about:

- A wish for more timely and comprehensive communication – between the different organs of the school and the parent body and broader community
- Understanding our school approach to learning support
- Understanding the school approach to managing and guiding student behaviour
- The limited access students have had to the library in 2018
- The double streaming initiative (yes it's on both lists!!)

What we've done/are doing with your feedback

We of course are continuing to invest in the things that families have indicated they love about the school – because they are also what we love!!

We know that effective and timely flow of information through the different organs of the school is of primary importance to ensure the cohesion and health of the whole organism. This is one of the hardest things to achieve! Getting communication 'right' is one of the most challenging aspects of any relationship. In a lively and ever-changing environment, oversights and challenges in this area are unfortunately common. We are continuously striving to maintain consciousness of the importance of continual dialogue and communication and we know this is worthy of our continued focussed effort. In the administrative area of the school we are currently developing further practical tools and strategies to assist us with our communications flow such as comprehensive checklist systems – who needs to know what and when – as well as embedding oversight of aspects of this area of school life into particular admin roles.

In 2018 the learning support team developed more literature about the school's approach to learning support. This is available in the office and on Parent Lounge. 2016 and 2017 also saw the introduction of a new national system to gather information about the diversity of needs of students within a school called the Nationally Consistent Collection of Data (NCCD). Over a ten-week period every year teachers are required to look at every student and identify and record all of the support strategies that are in place for each student. This process has been very beneficial and allows our teachers and learning support staff to make more explicit and articulate the wonderful work they do to meet each unique student in our school. We recognise that as a relatively small school our teacher assistants are one of our best resources, above and beyond the knowledge and skill of our teachers, to support children with differentiated

Dates to Remember

Monday 3 December

Shepherds Play, 6.30pm

Tuesday and Wednesday 4 & 5 December

Class 12 Production –
Rhinoceros by Eugene Ionesco 6pm in the Hall

Thursday 6 December

Kindergarten Summer Advent Celebration, 8.30am

Year 12 Graduation

Ceremony, 11.15am

Last day for High School

Class 7 Play, 6pm

Friday 7 December

Class 7 Final Assembly, 10am

tbc

Term 4 ends

needs. The learning support staff have been working with the assistants to improve and target their skill development to meet specific needs – this work will continue and be further focussed in 2019.

In 2017 and 2018 we focussed on collectively understanding and articulating our school approach to student behaviour and management. Documents were produced from this work and form the basis of our Social Health and Well-Being Policy. These docs are available in Parent Lounge. Every day teachers at our school strive to understand the riddles that every individual child presents through their diverse and sometimes challenging behaviour! It is no small feat to stand before a collective of unique, emerging individuals who are all needing and wanting to express and understand their developing and changing relationship to the world, the other and the self through their behaviour. We are also seeing more and more, expressed through challenging and sometimes anti-social behaviour, the increasing impact of aspects of our modern world e.g. the media-soaked and driven environment, social media, gaming, materialism, early sexualisation, instant gratification etc. We have a working group of teachers who are currently looking at the gestures and ‘ways of being’ that our ‘middle-school’ (Classes 6-9) students are presenting to us and working deeply into how best we as a school and community can continue to meet their questions and needs. This work will continue into 2019 and beyond.

We are very excited to advise that plans to develop our school library into a fabulous resource and learning and relaxation space for our students, teachers and parents are well underway. From Term Two 2019 we will have a teacher, Brendan Hook, working in and developing the library for 3 full days per week. We have also applied to join a community volunteer program that can provide us with suitable community volunteers to help support this work. We will also be putting a call out to any parents who are interested in working with our library co-ordinator on the development and manning of this space. It will be wonderful to see this aspect of our school develop and flourish over the next few years.

The introduction of Double Streaming at SVSS has of course been a topic of much conversation and interest for parents throughout 2018. We acknowledge that feedback and feelings around this initiative are mixed. Many parents have expressed enthusiasm and gratitude for the opportunities that double streaming provides including: access to this wonderful education for more children, larger social pools for children as they move into the older classes, opportunity for increased program offerings, inflow into the parent community. Simultaneously, other parents have expressed questions about potential and perceived challenges of double streaming: potential loss of ‘small school feel’, questions regarding available play space, questions around school investment in buildings and infrastructure. We are very consciously working to maximise the positive benefits of double streaming and minimising the potential challenges that we and parents have identified. We have run a community master planning session to look at future building plans, are working with our architect to ensure that future building plans have minimal impact on available green space and are continuing to invest in our intern program to train and develop future Steiner teachers for our children. We have heard from early childhood families that they are often unsure who in school leadership they should be approaching with questions and concerns. In 2019 we are introducing a part-time dedicated Early Childhood Administrator role to ensure the growth of the Kindergarten programs is well supported and nourished. We will continue to provide updates regarding all of these unfolding initiatives.

Thank you all for your support and feedback throughout 2018. The wheels of change don’t always turn quickly (or without sustained effort!) and it’s wonderful to know that the community stands with and beside us in our efforts and successes - and at times, in spite of our shortcomings - as we collectively strive as human beings connected in organised relationship through meaningful task, to bring the very best to the children of our wonderful community.

Warmly
Pep



STUDENTS STRIKE FOR CLIMATE CHANGE

This Friday 30th November at 12pm there is a national strike for climate change for school aged students at Parliament House in the city. For many students this is an opportunity to have a strong voice in the political arena. Samford Valley Steiner School is very supportive of the impulse behind this strike and have decided to take a stand and take the students to the protest on buses after morning lessons and bring them back in the afternoon before the end of the day. All staff will be present on the day to supervise the students and parents are also invited. As a school firmly committed to any action that supports social and environmental renewal, rather than make this difficult for the students we have decided to all 'walk out' together.

INSTRUMENTS – BUYING OR SELLING?

Dear Parents,

At this time of year parents are starting to think about what instruments they will need for their children next year. Whether you are buying something for the first time or wanting to sell one to upgrade the size, parents often ask the school how to get in contact with other parents who may want to do the same.

If you are wanting to buy or sell your child's instrument (e.g. recorder, cello, violin), please be advised that a sign has been put up on the notice board outside of Class 2. Here you can put down your details and what you are selling so that parents wanting to buy can contact you.

Class 6 enjoy their visit to Abbey Museum



CLASS 12 PLAY - RHINOCEROS BY EUGENE IONESCO

YEAR 12 PRESENTS
RHINOCEROS
BY EUGENE IONESCO



Tuesday December 4th
Evening - 6:00pm

Wednesday December 5th
Matinee - 11:15am
Evening - 6:00pm

**JOIN THE
HERD**

Come join the herd at the "Cafe D'Elton" in the hall for coffee and cake. Bring spare change and dress for a 1930's French experience (applies to evening performances only).

"I'm a human being. A human being." So says our 'everyman' Berenger, as he struggles to find meaning in an increasingly absurd world. Come join us in 1930's France as an epidemic of rhinoceros proportions upsets the once-quaint La Samford ville. Will you join the herd? Our Cafe De' Elton is waiting for your patronage.

Class 7 Final Assembly



Friday 7 December

10am – 11.30am

The Hall

Classes 1 – 7

Class 7 families

- ❖ Welcome
- ❖ Class 6 Ensemble
- ❖ Alan to speak
- ❖ Class 7 exit with Carla

(Audience to sing, "Make new friends...")

COMPARATIVE RELIGION MAIN LESSON

In Class 11, we experience the Comparative Religion Main Lesson. This year the Class visited the Australian International Islamic College in Durack as part of their studies. We met one of the school Imams and spent time with their class 11 before attending the school's Midday Prayers to witness the school at prayer.



The girls enjoyed a game of badminton together.

We were all very welcomed and the students from both schools enjoyed meeting each other very much. The excursion gave the class the chance to experience what it is like to practice Islam and be a Muslim. Through experiences like this, our students are given the real opportunity to develop understanding and empathy for those who appear to be different from us. I was very pleased to see

our students so willing to reach out

as well as respond to the welcome they received. My thanks go to Imam Ahmed and the staff at the College for making our visit possible.

Brendan Hook

Toy & Book Appeal

A reminder re the Toy & Book appeal that class 8 are running - for all the month of November until the 5th December. You can donate a brand-new toy and/or book as a gift. This year, they have a shortage of gifts for children between 6 and 12 years of age. By donating a gift suitable for a child in this age group, you will help them to meet the needs of many more families. Gifts such as board games and activity-based toys are always well-received.

Please drop any toys to the School office (Primary or High School) by 5th December



SHEPHERDS' PLAY

Monday 3 December 6:30pm in the School Hall

Come along to the school's biennial performance of the Oberufer Shepherds' Play. The teachers offer this as a gift to the children.

We warmly invite you to bring your children to the performance; it is a great community event which is usually warmly received by everyone from grandmothers to the youngest toddlers.

LAST CAMP FOR CLASS 12 - EXPLORING THE GREAT BARRIER REEF

In their last Main Lesson, students of Class 12 learn about the Animal Kingdom. In their final year of schooling, we aim to bring together and synthesis many ideas and aspects of the curriculum. In the study of the huge variety of animal life that shares our planet, the main focus is to look at the diversity of animals, and the ways in which they belong in their environment. The development over time of more complex animals from simple ones is investigated by comparing the structural features of different Phyla with the evolving human being. The evolution of life is discussed and developed in relation to the human being. We also look at the causes and impacts of climate change on marine ecosystems.

This year, our students had the fantastic opportunity to spend their Ocean Camp at Lady Musgrave Island in the Southern Great Barrier Reef. Lady Musgrave Island is a 14 hectares coral cay on Australia's Great Barrier Reef, with a 1,192 hectares surrounding reef.

The island is a habitat for thousands of nesting seabirds, including the white-capped noddy terns that nest in abundance in the *Pisonia* trees, as well as bridled terns, black-napped terns, silver gulls and wedge-tail shearwaters. Between November and March, see turtles also use this island to lay their eggs. We were lucky enough to observe Loggerhead and Green turtles laying their eggs in the early morning hours. Some of us even helped rescuing a 130 kg Loggerhead turtle that became stuck in a tree.



Every day, the students could enjoy snorkelling in the pristine lagoon, where we could observe the beauty of the reef. Some of our students even completed the SCUBA Open Water Course and are now able to explore the underwater world as certified divers.

During Main Lesson time on the island, we discussed questions around the formation of the island, adaptations to the environment and the vulnerability of coral reefs.

We had a wonderful time on camp, and I am sure that students will never forget their last camp on the Great Barrier Reef. Mel Erhartmaier

“In week six my class had the amazing experience of spending our camp on Lady Musgrave Island. Each day we couldn't wait to go snorkelling, so we could see the reefs and marine life (but we were mainly just excited to escape the bird poo on the island). We were able to see a colourful array of fish, sea urchins, turtles, endless amounts of sea cucumbers and even one day a reef shark. My favourite experience snorkelling came on the last day when a Green Turtle swam only metres in front of me. However, for the class it was just a lovely experience to be able to spend one last camp together before we entered into our final weeks of school.” *Maisie Williams*



CLASS 12 OF 2018 – REFLECTIONS FROM THEIR GUARDIAN

Dave you have been with this class for the last 6 years –what have you found challenging about the journey - watching them grow from 13 year olds to 18+ year olds?

Of course there are the usual trials associated with teenagers e.g. the back chatting, existential crises, rifts in the class, malodorous atmospheres, but this is after all what we sign up for when we become teachers of adolescents. I'm lucky however, as not everyone has the opportunity to immerse themselves daily in the world of adolescence. I have found over the years that many parents can find the transformation of their children quite alarming: to see their little angels with their block crayons and felted elephants turn into, well, a teenager! (It is easy to forget what we were like back then...)

Someone once told me about the cocoon effect, which happens during adolescence. It goes something like this: Young adolescents are a caterpillar that finish their golden primary school years and then wrap themselves up in a cocoon. During this time, before they can emerge as beautiful butterflies, inside the cocoon they are mush, (though chrysalis is a far nicer term). Anyone who can remember their own adolescence, or knows a teenager, will agree however that "mush" is an appropriate description of the adolescent period. From my experience, at the end of class ten, these pupae start to strive to emerge from the cocoon.

And it is also hard for us to let these brand new emerging butterflies fight their own way out of their cocoon. If we remove the butterfly from the cocoon without a struggle, it won't develop its wings; it needs the struggle to fill its wings with blood and strength.

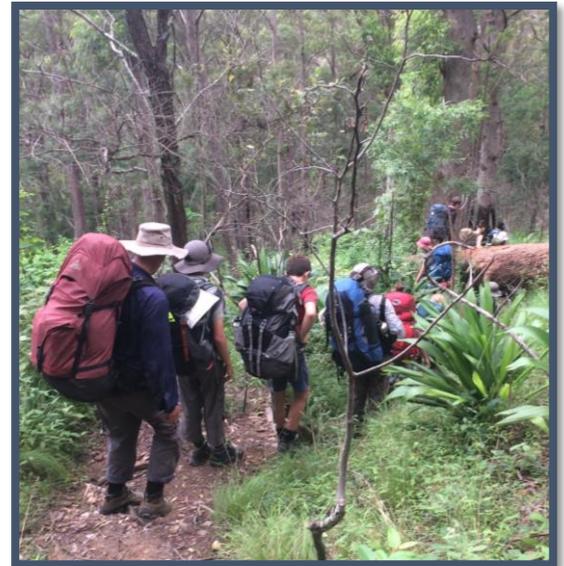
Having "mother henned" a few classes through the school plus a few kids of my own at home, I have begun feeling a little more reassured of how they turn out after they emerge from the cocoon, as challenging as it might seem. The years from class seven to eleven can be a challenge, but when they begin to come into adulthood, and we begin calling upon their developing sense of responsibility, it is immensely gratifying to see them respond. So yes, there are challenges, but knowing that not too far away there is always the "otherside" makes it not so scary and allows us to keep our cool on the way through. Keeping our cool is so important when dealing with teenagers I think.

It is sometimes a challenge to see students leave after they have been at the school for so long and we have seen a number depart from this class over the last six years. It reminds me that everyone has their own destiny and that doesn't necessarily involve being at this school. It should be noted that we have also had quite a number of students come to us and join the class over the years which has been nice.



What have you found enjoyable?

I suppose (like most people I suspect) I really want to be liked and needed and so by having my own little school family to be mother hen over allows that to happen. Over such a long period you do get to know the class quite well, and they you, so it really is a reciprocal, symbiotic relationship. Also, the fact we're dealing with that interesting period of life when kids become, for all intents and purposes, adults, allows you as a teacher to slowly reveal more and more of yourself as the students get older. Eventually, I mean now, at the end of their final school year, these people can have their own kids, drive cars, vote, drink alcohol, all that grown up stuff, and apart from the fact that I am a teacher and mark their assessments, we are all adults and essentially equals. That gradual rearranging or equalising of the power structure in the relationship is very refreshing. It is a gradual letting go, another thing which can be challenging for parents.



When you think of each of the individual students in the class can you describe for us their journey in high school and what they have gained from the Steiner Education on an individual level?

What a request! I'm constantly aware of what the students present to us at school is but a fraction, albeit a large fraction, of who they actually are. I think that there is so much journeying and growing which goes on at home and out of school that we don't see as teachers, but here goes...

Charlotte – has grown into a quietly confident young woman as compared to a smiling yet somewhat shy youngster in class seven. I feel like she has become very self-assured and certain of who she is, what she wants, and how to go about getting it. She also has a lovely ironic and dry sense of humour which I really appreciate. She's a consistent worker in class and is capable of whatever she wants to do, I think. Charlotte also has a social conscience as shown in her SRP on fast fashion but also in her general attitude and demeanour.

Eleanor – I feel that Ellie still has a lot of the innocence that I saw in her when she was in class seven. Though she might seem young she is in fact the oldest in the class. I think during her time at the Steiner School that her confidence and her belief in herself has been nurtured. She's had the encouragement and respect that I think has been important to allow her to step into the world feeling ready. Ellie is a tough cookie too. I remember her on class eight bike camp where, due to an issue during transport, her front brakes were partially on for a day and a half. At first I thought she was being slack by falling behind, a feeling that turned to amazement that she was still able to ride! She has a real affinity with children as shown by her studies at TAFE this year and her SRP which focussed on helping children in Cambodia.

Rosario – Rosario has come to us a little later, at the end of class ten. He hit the ground running and immediately helped us with our boat building. I have always had a sense of him being the grown up man, somewhat laconic, very mature and I hope that he still remembers how to be a little kid sometimes (maybe when no one is looking!). He is very capable and shows great initiative with hands on jobs. He's been awesome in our VET Music Industry Sound Production course and it is great to know that Rosario is on the case when there is a job to do. I trust him. He's sporty, a keen sailor and has a good sense of humour, and also now I think of it, a good sense of justice and the right way to do things.

Benjamin – Ben is a softly spoken young fellow who came to us from a Tasmanian Steiner School in class seven. He has really matured in the last few years and it has been a pleasure seeing him progress from a shy little blondie to being a working, driving grown up. He has made great leaps forward this year with his SRP succeeding in finding an excellent mentor and producing a beautiful stave drum despite numerous setbacks. He has also let me be the bass player in his band and it is great fun jamming with him. I think the drumming will be good therapy for him as having to hit hard and make a complete racket may bring him out of himself a little.

Marshall – He is still a quiet young fellow but like Ben has really enjoyed the power associated with becoming an adult. He has a cheeky grin, a cheekier mouth and an uncanny ability to fly under the radar, a skill I'm sure he will use for good not nefariousness in the future. Being in a Steiner School has been hard for Marsh at times as he isn't really into verses or singing or dancing from the Georgian period and so struggles to see the point to these worthy activities. I know however that all these years being immersed in such things have been absorbed by him and are floating around inside him somewhere. I trust that one day he finds the answer to that eternal question: "Why do birds sing?"



Declan – Anyone who has seen what Declan did with his SRP this year will know just how switched on, practical and down to earth he is. From what I can remember he has always been like this so his journey I suppose has been one of consolidation and strengthening. He is a calm person and doesn't mind sharing his thoughts on how stuff should happen, cutting straight to the point. He loves his family dearly and I think the village like atmosphere and the small classes and personal relationships with the teachers here at the school has really suited Declan's learning style.

Sophie - I think that Sophie has always had a certain uprightness, a core of, dare I say it, righteousness. Well maybe not righteousness but at the least a sense of virtuousness. What has changed for her over the years is that I think is that she has become more vocal and able to articulate what she feels. I also think that Sophie feels deeply and over the years I have seen her tear up at some injustice. I think eventually though that her skin has become slightly thicker and she is able to cope with those emotions. She works hard academically and she and her family are the kind of mainstay that makes a Steiner School: unassuming, active, thorough and well, upright!

Joshua – Josh has been with us since I have taken the class in 2013. Though he will claim that he’s not a social creature (sometimes he likes to spend time alone) he has fitted into the class and is well loved by all. He is a charismatic fellow who loves a joke and is astute enough to make them quickly. In fact I think a lot of wry comments are missed by many. He has an almost photographic memory which is great when you are learning a verse but not so good for the teacher when trying to pull a swifty on the class. I think that Josh has gained a lot from this school which has forced him into all sorts of tasks and positions that he might have been able to escape from at other schools e.g. camps, artistic and musical works, public speaking etc. I feel it has opened him up and asked something from him, in a safe environment, rather than boxing him in.

Emile – It has been a pleasure and privilege to work with Emile over the years though I’m pretty sure I would’ve been envious and horrible to him if I was in a high school class with him. The reason of course is that he is good at everything (although I just found out that maths isn’t his strong point)! He’s athletic, an excellent visual artist, plays cello, plays guitar (he has let me be his bass player in his band) as well as a composer. He can name every Eucalypt species and bird in South East Queensland as well as imitating their call (not the Eucalypts). He is a published poet and I’m sure you would have heard of his Politico Drama that he produced for his SRP. A real all-rounder I’m sure you’ll agree. On top of all this he thinks outside the box and is a generally lovely guy. No, I don’t think I could have been horrible to him actually.

Alice – Alice puts on a relaxed demeanour though I think this is a way for her to deal with this life which can sometimes be a bit anxiety inducing. She loves to read and I’m sure she would like to spend a most of her time lying around in bed with a book if she could get away with it. She is very comfortable speaking and I look forward to her being able to wax lyrical during her SRP presentation. Alice is a caring soul who thinks about the plight of others and I recall her telling me how she would like to become an eye doctor so that she can help blind children see again. I’m not sure if she still wants to be an optometrist but it does display her nurturing side.



Mariska – Mariska is a born organiser and is always keen to get things happening in the class. She will happily volunteer for any representative task that others will be shying away from. She has been an absolute blessing to the Student Representative Council over the last few years and I know I can count on her when I delegate tasks to her. She is an extremely hard worker who puts one hundred percent into her work which pays off. I know she will do well in her life simply because she has an unquenchable energy, determination and drive – she won’t take no for an answer. An example of this is her taking part in the Headstart programme which has seen her attending UQ university and completing a unit towards a degree.

Aurora – Aurora came to us in class 8 and I remember her entry interview vividly. She was really keen to know how a typical high school day went and was enthusiastic about being here. Aurora has a lovely innocence that she carries with her and she uses her vivid imagination and creativity daily. Her SRP showcased this by the creation of a children’s picture book based on the relationship between her cat and her sister. I think that the school has allowed Aurora to be who she is but has also challenged her in many ways such as the science and camp programmes.

Anya – Anya has a real genuineness about her; she is really “fair dinkum” if you will allow me a colloquialism. Having just typed that I would have to add that there is an air of genius about her too – like all of those Tribolet Christensens. She is understated, not a loud one to be sure, but will often deliver a pithy and well timed remark. One of the reasons I like her so much is that she certainly isn’t afraid to give poor old Dave a bit of a metaphorical poke in the ribs. She can be stubborn and determined, two traits that may have moderated in the past few years, but I remember well that very same year eight bike camp where Anya showed us what she was capable of. Ask John Salmond about it...

Maisie – Though she is softly spoken and not the most voluble student in the group Maisie knows how to cut through the crap - what she says is worth listening to. She’s a real straight shooter, probably no doubt because she is one of the Williams clan. She is a veteran of Steiner schools right around the country but came back to us for her high school years. Maisie does amazing bookwork and is one of the most conscientious and hardworking of the students I’ve dealt with. There is a grit and determination about Maisie that she has shown on camps where the going has been really tough, and she has obviously been suffering, but has stoically battled on without the smallest of whimpers. I like the way she kind of expects that fortitude out of others too. She’s also easy to get a laugh out of which is a sure-fire way of getting on my good side.

Kai – I look forward to voting Kai into office one day, though I know it is a terrible thing to wish being a politician, even a prime minister, onto a beloved student. He is a remarkable young man who works very efficiently and has the ability to latch onto a topic and explore it. He has thrived in the artistic side of the school but has also done extremely well with the academic side. He has a great vision and those who have seen his SRP will testify as to the depth, breadth and sheer professionalism of his of his work. He is a can do fellow and I would love for the Steiner School to claim him as one of their own when he finally gets the top job...

Again when you think of the students, what would you hope for them and their future pathway?

Well, I trust that like the rest of us, when their time comes to shuffle off this mortal coil, they’ll be able to look back on their experience as a spatial and temporal being and feel like they’ve made progress of some kind; that they’ve learnt something, that they’ve helped someone, you know; that they haven’t wasted their or anyone else’s time too much. I suppose at that point, just before our end, there is a reckoning within us and only we know how we’ve done this time around.

I guess I wish for them a contentment of sorts, not that their contentment is up to me wishing it. In fact, I hope that by understanding that our experience of the world comes from within us, and that we are in charge of this process of experiencing, they will be able to achieve their contentment independently.

I hope that they gain an understanding that all change begins with the individual and that by focussing on the personal, by becoming the most helpful, generous and gentle people they can be, they will in fact help the whole world as well as themselves.

How are you feeling about saying goodbye at the end of this year?

Good. Goodbye needn’t be a hardship especially when the time is right, and I think that these students would all agree that the time for moving on is now! It’s never really goodbye anyway is it? I still bump into many of my students from seven years ago and it is wonderful to see them so I hope that the same happens with this mob. They’ll probably be back for winter festival anyway – everyone loves a fire.

What advice would you like to give the students as they venture out in the next stage of their lives?

Well, where to start? It is hard not to be platitudinous when given such a task so I must battle against irreverence. I guess the first piece of advice would be: be wary of people who give advice! External advice is one thing but it is not until we learn something for ourselves that we truly learn it wouldn’t you say? I think that my advice actually comes in the form of heuristics. Perhaps they should instead be called some rules of thumb, some educated guesses, some intuitive judgments, guesstimates, stereotypes, or even just common sense. But sure, in the spirit of the question, here is some advice for my little guardianettes:

- ❖ Be humble - you're not as good as you think you are;
- ❖ Have a sense of wonder - no moment, even the most repetitive of situations, is ever the same as last time;
- ❖ Be courageous - things are never as bad as you imagine them to be and good fortune is drawn to people who take chances;
- ❖ Write poetry or stories - don't worry if they're bad or not, existence is actually purely metaphorical and it is good to practice metaphor;
- ❖ Read lots - everything from Dostoevsky to the back of the tomato sauce bottle; Everything in moderation - including moderation;
- ❖ Spend your time moving - screens make you unfit, boring and stupid;
- ❖ Take your time - the more you rush, the faster time actually passes (I'm yet to acquire empirical evidence of this but I have a strong hunch);
- ❖ Have a laugh at yourself occasionally - it makes it less painful when other people do it;
- ❖ If you can sing or whistle while you are doing the dishes or changing a nappy, you've got the world beat;
- ❖ Give what you have and take what you need - none of us really need that much and there should be more than enough to go around in this world;
- ❖ Find out what it actually means to be a human;
- ❖ Battle, always with a feeling of love and compassion of course, against those who would remove from us what it means to be human;
- ❖ Get enough sleep;
- ❖ Drink enough water - but not too much before you go to sleep...

I have plenty more, but really, go work out for yourself what is important and then it will really mean something to you rather than just being the semi coherent ramblings in a school newsletter.

It really is a privilege to work with high school students and especially to have a class to call your own. I have really enjoyed getting to know and love this group and so look forward to seeing them in the future, hopefully wrangling their own adolescents through the school one day!



New Music Room getting closer to completion



Class 12 Main Lesson - Drawing by Aurora Stanton

CRAFT GROUP 2019 – CAN YOU HELP?

The Parent Craft Group is one of the nourishing places in the school where people come together and share. For some of us the Craft group might have been the first steps into the school community. You might know or remember the days your kids were too young to go to school.

Every Wednesday you come to The Hub and meet lots of lovely people while crafting away. The feel of these mornings are hard to write down.... you will just have to come along one time to actually know what we are talking about! The tables are set up nicely, the coffee and tea are there to enjoy, the smell of cake or something home baked is there, kids potter along and make connections together, babies explore the area, stories are told and hands are at work.

To create this lovely morning, there are quite a few things happening behind the scenes. Someone has to actually think of a project to make or a skill to learn. Then materials need to be sourced. Instructions need to be thought through and examples need to be made. Often kits are put together too. The table clothes need to be clean again, the coffee and tea topped up, the fresh milk brought and the cake baked.

In the past we have had some amazing enthusiasm from different people who took some or all of the jobs on.

- ✚ Bringing people in the community together
- ✚ The passion of creating things with others
- ✚ The thought of teaching people to make something
- ✚ The goal of raising money for the school.

PRIMARY SCHOOL ASSISTANTS 2019

At this stage of the year the school is currently planning 2019 staffing and relief staffing needs.

If you have an interest in working in the primary school and assisting our teachers please send us a short introduction about yourself and your interests. Qualifications are desirable but not essential. A "Working with Children Card" will also be required.

Email to

pseducationadministrator@samfordsteiner.qld.edu.au

These are just some of the driving forces that got craft group going! As we can all imagine, these jobs are not always easy or small. Many hands make light work!

As the PAFA group we have seen how much the craft group brings to the school community. And we wish this to stay alive. The Craft group will be supported by PAFA from next year onwards. We wish to find people to take on little parts of the jobs. Spread the load of the work and create the Craft group together. There are some people involved already and they could use any help.

If you feel like you can contribute anything towards this... please get in contact with PAFA.

Email: Svsspafa@gmail.com. Let's make sure we keep this treasured group going!

The PAFA team

WALDORF 100 – DOLL COLLECTION

Steiner 100 years. When we heard about the projects for this special occasion, one in particular popped out for us personally. Making dolls for children in refugee camps, that is something we can help with!

Avril and I got a plan together and advertised some doll making classes. Make 1 for yourself and 1 for the project. Or only for the project.

Lucky for the kids, some mum's, grandma's old and current teachers came and joined us.

We had some lovely mornings together and learned a lot while making these beauties.

Everyone should be very proud of their end results, well done!

We wish these little dolls a very special journey to their new homes and families.

Avril and Femke



VACATION CARE BOOKINGS STILL OPEN

Bookings are still open for Vacation care. Please see the booking form and program in the email body.

OUTSIDE SCHOOL HOURS CARE 2019

If you require your child's bookings to change for Outside School hours Care next year, please fill out the Booking Form for 2019 and return to OSHC. If you would like to book your child into OSHC and have not enrolled yet, please fill out and return the Enrolment forms (click links in email body). Children that are booked in for OSHC this year will remain as the same bookings for next year if we receive no word of changes. Two weeks' notice in writing is required to end permanent bookings.

Please email the forms to oshc@samfordsteiner.qld.edu.au or return to the OSHC room.

Kylie Turner, OSHC Co ordinator

Graduation Ceremony

Class 12 of 2018



Thursday 6th December
11.15 for an 11.30 start

ALL WELCOME TO ATTEND

- ❖ Opening and Story
- ❖ Class 12 student speech
- ❖ Class 12 parent speech
- ❖ Class 12 presentation – Dave Rule & Class 1
- ❖ High School Choir to sing
- ❖ Closing
- ❖ All to sing – *'As We Stand by The Shore'*

Class 7 upwards only

- ❖ Class 1- 6 to leave via the Primary School side
- ❖ Class 7 to leave via the High School side and start the guard of honour, followed by Classes 9 – 11, staff, parents and then Class 12 students
- ❖ Class 11 picture of Class 12 at the High School
- ❖ Class 12 to leave rocks on the Cairn

Class 12 depart!!!



Class 3 presented a little German play "The Musicians of Bremen" on Monday and Tuesday to the Primary School children and some parents.

Progress on the New Early Childhood Building!



CLASSIFIEDS

Please note: All Classified Advertisements are submitted by individuals for the community benefit. They do not in any way express the views, opinions, endorsement or policy of the school and should not be relied upon as such. **There is a flat \$5 charge for each advertisement and payment is required prior to inclusion.**

Self-contained flat for rent

Off Mt O'Reilly Rd, Samford Valley. The downstairs of an upstairs/downstairs house. Separate entrance. Beautiful surroundings. Quiet neighbourhood. Dead end street. Suitable for single or couple. Partially furnished/or not. No smoking. \$250 per week. Contact 0404 652 818

Nature Tales Family Day Care

(Currently in Dayboro) is moving to the Samford/Bunya/ Ferny Hills area.

Now taking expressions of interest/ bookings for 2018/ 2019.

Steiner-based program. Focus on nature play and craft; outdoor play and exploration. Organic morning tea provided. Child Care Subsidy available.

For enquiries please call Emma Forsberg on 0400 826 991.

Happy, Strong, Peaceful Children

Term 4 Kids Yoga will support and nurture your child/ren to develop physical, emotional and social resilience. Through yoga movement that strengthens and creates flexibility both in mind and body. As well as socially inclusive playful games and time to find joy in stillness and self-reflection.

Term 4 2018 16th Oct- 20th Nov
Tuesday 3.30-4.15 (kids 4-7yrs)
Tuesday 4.30-5.30 (pre-teens 8-12yrs)

To book or for more info
Contact Kathryn on 0434237397
www.bluelotuskidsyoga.com.au

Creative arts therapy: Sessions & Courses: for Adults and Children

Creative arts therapy creates a space, where a difficult challenge or condition in the soul can be brought and explored in a gentle way. Using a range of artistic activities and arts practises, sand play, painting, drawing and form drawing, clay modelling, writing and conversation, an unravelling begins. This may happen over a series of sessions with both guided and more open activities. Art making generates inner warmth and nourishment, helping to restore balance where astrality presses too deeply on the soul. Reflective opportunities help to assist understanding, ultimately strengthening one's resolve to move forward by oneself.

This therapy is also suitable for children. With the assistance and involvement of the parent/parents a series of sessions is structured to meet the child's needs. Drawing upon Rudolf Steiner's fourfold view of the human being a way is sought to support and lighten the unfolding challenges that have become a hindrance for the child. A therapeutic story or artistic reflection is offered to the child as a completion of the series of sessions.

Kate has had a background of many years working in the creative field, as a crafts and handwork teacher in the Steiner School system and is a qualified Creative Arts Therapist. MA (CreativeArtTherapies), Grad DipArt Therapy & Couns. MIECAT. Member ACA
Kate Sharp

Mb: 0401884205 E: sharpcatherine1@gmail.com
www.katesharptherapist.com

Need help with allergies and intolerances? Have you tried ENAR Therapy?

ENAR Therapy is a safe and non-invasive way to treat adults and children of all ages who are suffering conditions like Hay fever, Eczema, Asthma, Food intolerance, Digestive imbalance, Challenging behaviour, Hormone imbalance, Anxiety, Stress or Pain.

It has no drug-like side effects, treats the cause of a condition and not just the symptoms, is gentle and pain free, non-invasive & safe even for small children, and is cost-effective. ENAR therapy stimulates the body to clear blockages in neural pathways, and enables messages from the brain to the body to flow without interruption.

Treat Body, Mind and Soul is offering a 20% discount on all ENAR Therapy consultations for Steiner School families during November!

Treat Body, Mind and Soul combines ENAR Therapy with Kinesiology to provide comprehensive diagnosis and treatment (www.treatbodymindandsoul.com.au).

To make an appointment text or call Daniela on 0424 747 422.

Holiday House to let this January 2019 – New Brighton, NSW

This rustic, cosy seaside cottage is available to respectful and caring occupants this January.

It has 2 bedrooms with a double bed in one and 2 single beds in the other. There is another bed in a small room near the kitchen. It has 2 large outdoor decks, a large treed garden and is within close walking distance of the beach, river, a park, general store and the Yum Yum Tree café.

It is cool in summer due to ocean breezes, has electric hot water, wifi, a T.V, one bathroom, a laundry and an outside beach shower.

It is located 5-10 mins by car from Brunswick Heads and 20 mins from Byron Bay.

It is a simple charming house where many Steiner families and others, have enjoyed their summer holidays. Please no pets.

The rent is \$1400 per week.

House available from Jan 4 for 2-3 weeks

Please contact Max Ryan on 0401868948 or 0266803105

Email: maxpoetry@hotmail.com

Noosa Heads apt for rent

Noosa Pengari family away 6 weeks

2bdr 2 bath

Shared pool in complex

5 min walk to shops

10 min walk to main beach

Available 23/12-13/01

\$600 p/w

2 week minimum

Contact: Wakako cibideka@gmail.com

Seeking rental

My husband and I are seeking rental accommodation early in the new year near Samford Valley Steiner School. We have three grandchildren that enjoy Steiner and we would like to continue to live nearby to enjoy their company. We are looking for a small unit or granny flat that is either furnished or unfurnished and has air conditioning and parking for two vehicles. My husband would like a workshop space. We are willing to pay up to \$350 per week for a suitable unit. We are flexible and easy-going and may consider rustic but will say no to ramshackle. If you think you may have a place to offer us please do not hesitate to contact me (Dinnie Beattie) on 0487771594.

Mother & Daughter Sharing Circle - with CATS! Saturday 5 January, 10am-12pm

My 12 year old daughter Soraya (in Class 6 at Samford Steiner) and I would love to invite you to join us in this gorgeous mother and daughter sharing circle AND we'll be immersed in cats at the Lucky Cat Cafe! What a school holiday treat!

This will be a beautiful opportunity to connect with your daughter and introduce her to the magic of

sitting in circle with other girls and women, to connect authentically, tap into her own wisdom and the power of being seen and heard in a gentle and accepting environment.

We will explore and experience:

- * connecting with ourself through meditation and mindfulness
- * connecting with our mother/daughter
- * how it feels to give and receive care
- * what we love about being a maiden/goddess
- * LOTS and LOTS of play and cuddles with cats

The numbers are limited to only 5 mother/daughter pairs. Please book early if this sharing circle with CATS is calling you to avoid disappointment. Due to the rules of The Lucky Cat Cafe, maidens must be 8 years or over.

\$70 per mother/daughter pair includes 2 hours entry fee per person at The Lucky Cat Cafe and the sharing circle experience. We will have the space to ourselves!

To secure your space, contact Danielle Woman Dreaming Holistic Nurturing – 0466843344
(Mum to Aidan Grade 9 and Soraya Grade 6)

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**