



NEWSLETTER

Term 4 Week 8

29 November 2019



IN MEMORY OF JOHN DAVIDSON

Sadly, John Davidson passed away this week in New Zealand after emergency surgery. Many of you know John from the time he spent here at Samford Valley Steiner School in his role as Primary School Education Administrator as he wove his magic here with students, parents and staff. John played a major influence in supporting the foundation of the high school, mentoring and guiding the staff in this new journey. He provided food for staff on many occasions, and this was just one of his nurturing qualities. John lead many professional

development workshops and also worked closely with PAFA, being instrumental in the refurbishment of the kitchen garden. John had been teaching at Tauranga School, NZ for the past two years, and had a very long association with the Australian Steiner movement where he was much loved and respected. John had taught and held leadership positions in many Steiner schools in Australia and New Zealand over the years and made a difference to many teachers by guiding and supporting them. He also inspired many to become Steiner teachers. Many people have a story to tell about John and how he has influenced them in so many ways. He was one of great vision, energy and commitment to the Steiner ethos.

For nine years John was on the Executive Committee and then Chairperson of the Rudolf Steiner Schools Association of Australia (RSSA), the former name of Steiner Education Australia, and gave much of his time and expertise to support Steiner education nationally and internationally. There will be many who are saddened to hear this news and we hold his family in our thoughts and prayers at this time.

REFLECTIONS ON THE YEAR

As we wrap up Term 4 and the 2019 school year, I would like to take a moment to reflect.

This is a time for celebration; from the Rose Ceremony at the beginning of the year when Class 12 handed a rose to each Class 1 child welcoming them to the Primary School, to the Class 12 Graduation Ceremony next week, where the Class 1 students will hand a rose back to Class 12 as they prepare to depart Samford Valley Steiner School to embark on their next journey in their lives. The cycles continue, one story ending, another

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beginning and I know the Class 12 students will leave with many memories, and step into their next phase of life with determination, courage and the inner confidence of knowing who they are, as was so clearly seen at their Senior Research Project presentations. Still to come is the Class 12 play next week and I can't wait to see what they have in store for us.

This year was a year of new beginnings. Firstly, congratulations to our Class 12 students who have pioneered the first year for Level 3 of the Certificate of Steiner Education (CSE). This is an internationally recognised qualification and is the first year it has been offered at Level 3 (Class 12) at SVSS. We now offer Levels 1, 2 and 3 and all students (and teachers!) should be proud of their achievements. We will be holding more information events next year about the CSE so that all families understand this tertiary entrance pathway qualification which is highly rigorous and enables us to keep the integrity of our Steiner curriculum.

This was also the first year for the Pacifica College of Eurythmy, which opened its doors as a national (and most likely international) Eurythmy Training Centre. To see the performance last week of the first-year students, was beautiful to behold. The progress they have made in one year is extraordinary and a tribute to their excellent teachers and commitment. It is a credit to the Samford Board that they are supporting the renewal of Eurythmy in Australia by supporting Pacifica in their start up years. We also benefit in many ways and students have seen performances, had Jan work with the Class 7 fire eurythmy for the winter festival, as well as some younger classes supporting eurythmy in class plays. Next year Classes 6, 7 and 8 will have movement classes with Carla, who will be doing intensive eurythmy training with Pacifica.



Other new beginnings were the opening of the new Music Building and the new Kindergarten Building. So much goes on behind the scenes in the development, plans and building of classrooms for existing and future students. We will have four Kindergarten classrooms next year which will allow more families to have the choice of a Steiner education for their children. The music performances I have seen this year bear witness to our first-class music program and teachers at our school. These buildings have been an essential part of the long-term plan for the school. Next year will be the new classrooms for the Primary School and the Boombana building is currently getting a face lift so that OSHC and the Enrichment Program can share space for a year until we can relocate OSHC to its permanent home.

In addition, this year we celebrated 100 years of Steiner education around the world. Samford threw their hat into the ring and hosted

Dates to Remember

Monday 2 December

Primary School Christmas Carols 6pm, Amphitheatre

Wednesday 4 December

Year 12 Production

Thursday 5 December

Kindergarten Summer Advent Celebration

Year 12 Graduation

Last Day for High School

Friday 6 December

Year 7 Final Assembly

Last day of term



the very first Australian Youth Conference, with students and teachers from 13 schools coming to camp, discuss important moral, ethical, social and sustainability issues and celebrate being together as Steiner students on a national level. Students made connections around Australia and realised they were part of something much bigger than their own school and I hope there are more of these conferences in the future, as student voice is extremely important, now and for the future.



When I reflect on how much has been achieved this year, it is almost impossible to fathom, as on every level there has been growth and change, striving to keep improving. The College and Board are working on our Core Principles document that will give clarity to those new to our school of what Steiner education means and looks like at Samford Valley Steiner School. We have worked together with College and the Senior Leadership Team to develop the School Improvement Plan for 2020 to 2021. The theme is Wellbeing; for the community, staff and of course the students, to continue to build a culture of care for each other, the environment and ourselves. We are also developing a Sustainability policy that will guide us to always keep being conscious of what we do to care for the environment and continually improve to do better.

This year has also been a year of change. It is always a new journey when a school has a change in leadership and with both Steve Klipin and I being new in our positions, I hope we can bring fresh eyes and listening ears, as well as clearly uphold the vision and mission of the school, working together with all staff and the community to support the healthy development of the students in our care.

At the end of this term we also say farewell to two long standing teachers in the High School, Jenny Agius and Tim Dunn. It is always hard to acknowledge all the work and achievements that teachers bring when they have been in a Steiner school for the length of time that Jenny and Tim have been. They have both pioneered many aspects of the high school and brought wisdom and depth to the high school and in particular the Science Department. We will certainly miss them both and look forward to their offer of supporting the school as future Master Teachers to mentor our new teachers when available. Tim has also been our College of Teachers Chairperson this year and I thank him for this extra commitment and contribution.

Like Jenny and Tim, so many people dedicate long hours and work tirelessly for our school all year round. It is impossible to name everyone; however, it is everyone's contribution working together, that ensures we continue to be able to provide such an excellent education on such a wonderful site as Samford Valley Steiner School. Every time I go to an event, a performance or an activity, I am constantly amazed at how things 'just happen' or how spaces are transformed and then resume their former character after an event.



But of course, they don't 'just happen'. So, to those who are the ones who keep the wheels turning out of sight, but quietly slogging away; to those out the front, always leading the way; to those who may never get a thank you because everyone is too busy to notice the leaves have been swept or the compost emptied or the chairs put away at midnight; to those who volunteer just because they want to make a difference; to those that come to working bees or see something that needs to be done and instead of complaining, they fix it; to those that complain, because without knowing what is an irritation, it can't be fixed and it can take courage to complain; to the teachers who are the tip of the iceberg, because what you see that happens in the classroom is only the tip, and the huge amount of work that underpins each lesson is not recognised or even known or understood; to all the admin staff who have been so flexible with so many changes and kept the wheels turning and keep smiling; to our site and grounds staff who make our school beautiful and safe; to all our teacher aides who are always there to support our teachers; to all our relief staff who I call at 6.30am when someone is sick and they say YES I can come in; to our architects, contractors and builders; to the College of

Teachers and the Board who give of themselves with such commitment; and of course to the parents who entrust their children to us for their education and to the children who make it a school ... **THANK YOU!!!!**

Go well Class 12 of 2019. I look forward to welcoming Class 1 into the Primary School, Class 8 into the High School and our new student leaders, Class 12s of 2020.

On behalf of the Senior Leadership Team I wish you all a blessed and wonderful time with your family at Christmas. It is a time to rejoice in the simple things, to spend time with loved ones, to breathe out and reconnect.

Tracey Taylor, School Director

CLASS 12 PLAY

The Class 12 students are working really hard on their final school performance *The Seagull*.

The production of *The Seagull* by Anton Chekhov is a character- driven slice-of-life drama set in the Russian countryside at the end of the 19th century. Full of subtext the play ripples with the unsaid and a cast of characters dissatisfied with their lives. Unrequited love and desire for artistic success create a world where happiness seems elusive. This summer, come holiday at our Russian Dacha by the lake where everything and nothing happens and enjoy the comedy of our divine human folly.

The content is for a mature audience and would not appeal to children under 13, we **encourage** you not to bring them. The High School students may have opportunity to see the matinee performances. If you bring your child they must be supervised by you and remain in the hall for the duration of the performance.

This year there are limited seats available at each performance and tickets will need to be purchased **PRIOR** to the performance - \$10 a ticket. To purchase tickets please come to the High School office to pay and collect.

Due to the limited space we need to have tickets paid for in advance and we will not be putting tickets on hold.

DATES FOR PERFORMANCES ARE:

- Sunday 1 Dec – Tech run at 2pm
Open for viewing, limited seats, ticket not needed, no guarantee of a seat.
- Monday 2 Dec performance at 7pm
- Tuesday 3 Dec performance at 7pm
- Wednesday 4 Dec performance at 6.30pm – Class 12 families 1st priority.

Graduation Ceremony

Class 12 of 2019



Thursday 5th December, 11.45am for a 12pm start at the Hall

ALL WELCOME TO ATTEND

- ❖ Opening and Story
- ❖ Class 12 Parent speech
- ❖ Class 12 Student speech
- ❖ Class 12 Presentation – Tim Dunn, Sonia Jago & Class 1's
- ❖ Farewells
- ❖ High School Choir to sing
- ❖ Closing

Class 7 upwards only

- ❖ All to sing – ‘As We Stand by The Shore’ continually
 - ❖ 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 8 – 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 12 GUARDIANS – SONIA JAGO AND TIM DUNN

You have been with this class for the last 5 years –what have you found challenging about the journey - watching them grow from 13- year olds to 18+ year olds?

FROM SONIA

Each year brings its own challenges and blessings.

14-year olds are usually enthusiastic and active learners who are also very gregarious with one another. They are very focused on what is happening in the social realm. They have fluid friendship groups. They notice there is more homework in high school. They loved playing contact games such as the human knot. They learnt how to sail on Sailing Camp. I remember some of the girls were keen on racing the other boats and challenged Tim to a race, which they then won. They had a better boat!

15-year olds are very peer focused and make decisions based on what their friends are doing. They don't want to stand out from the group. The extensive camp program helps to make the class members feel more comfortable with one another - there were 5 camps in Class 9. They got together and re-wrote the high school dress code.

16-year olds can function more as individuals who either choose to apply themselves or not to their work. Some still look to their peers to see what they are doing before they act. They are more critical of the adults around them. Some students went on exchanges to other countries. They went on Surveying Camp, built boats together and performed the play 'Away'.

17-year olds begin to make decisions based on individual convictions but still have strong peer support. They are beginning to find their own 'voice'. They are more comfortable in their own skin. They are beginning to be more awake to what is going on in the outside world. They engage in community service. They went on day excursions for Botany Camp and went sailing again on Navigation Camp.

18-year olds function as individuals who work alongside one another and it is easier for adults to relate to them as individuals.

They are more courageous about following their own path. They want to make a difference in the world. They complete and present their Senior Research Projects, went to Lady Musgrave Island for a Zoology camp and perform their last play together.

What have you found enjoyable?

Watching them find their 'voice' and become more independent learners. Getting to know them and being able to talk to them as individuals rather than as a group. Being able to relax and laugh more with them.

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?

When I think about how far the students have come since Class 8, the change is quite incredible. They have been challenged and have grown in many ways and on many levels, physically, mentally and emotionally.

Some of the shared experiences of this journey;

- developed life-long friendships with their peers.
- developed a deep trust in one another.
- discovered and developed their capabilities and interests.
- gained confidence in their own abilities.
- found their own voice and be able to speak their own truth.
- become more comfortable with who they.
- become better at making their own decisions and making up their own mind about issues.
- able to stand in front of an audience and speak about a subject they are passionate about.

In Seminar, we have a verse that we say at the beginning of each class. It goes like this.

*I offer you peace, I offer you love, I offer you friendship.
I see your beauty, I hear your need, I feel your feelings.
My wisdom flows from the highest source and I salute that source in you,
Let us work together for unity and love. - Mahatma Gandhi*

I have put together some words for each of the students. I wanted to try describe the strengths of each individual in the class. To try to characterise the essence of who they are as individuals. I decided to do this as a name acrostic.

- BREEAH - Balanced Responsible Effectual Easygoing Astute Humble
- EASTWOOD - Enterprising Ambitious Skilled Technical Witty Original Organised Disciplined
- INDYA - Impassioned No-nonsense Dynamic You are an inquiring Aesthete
- JAHAN - Jaunty Accomplished Heartfelt Athletic Novel
- JEMIMA - Judicious Energetic Mindful Imperturbable Modest Amiable
- PHOEBE - Perceptive Helpful Observant Egalitarian Bubbly Enthusiastic
- ROBERT - Resilient Observant Brave Earnest Reserved Thoughtful
- ROHAN - Reliable Openminded Humorous Authentic Noble
- SANTIAGO - Sporty Articulate Nimble Talented Incisive Amusing Gallant Outgoing

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

That they find meaningful work and life experiences which will challenge them and allow them to feel like they are contributing to something bigger than themselves. That they will have relationships with others which will support them to be strong and compassionate human beings.

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

I don't see it as goodbye, but the end of one chapter of their story. I know that at times I will hear about what they are doing and be glad that I was able to share a part of their journey. There will tears, there will be hugs, everyone will go their separate ways, but there will always be a connection between us all. I wish them all the best.

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

Be courageous. Be kind. Be honest. Be yourself. Be strong and follow your dreams ☺

FROM TIM

You have been with this class for the last 5 years –what have you found challenging about the journey - watching them grow from 13-year olds to 18+ year olds?

Witnessing young people grow from only just teenagers right through to almost adults is quite a privilege – and quite a learning journey for me too. It is a little difficult to remember the class 12s as the wide eyed enthusiastic unruly students back in 2015. There have been many students who have left to attend other schools in other places, and I think this has always been the hardest part along the way, Steiner classes are a kind of family so it was always very sad to say goodbye to someone.

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

I hope for every one of our students is that they will be able to look back on their life and feel it has been worthwhile and fulfilling, to know they are able to contribute to the world. Happiness is great, but no more important than sadness –to meet life's ups and downs with confidence and good will is what I wish for them.

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

I have mixed feelings, I am happy for them to be graduating, and I know we will miss each of them. It has been a genuine journey together, and it has an element of the feeling I had when my own children moved out... I hope they will stay in touch and reach out for help if they need it.

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

I believe the Steiner curriculum in its entirety is really the best way to prepare young people for the future. There were many seeds of ideas and ways of being that I hope will develop at the right time over the course of their lives – that will allow each of them to free their thinking and trust in the future.

FAREWELL TO TWO DEAR TEACHERS!

The end of the year the school will be farewelling two longstanding teachers who have both been very instrumental in the development of the High School and in particular the Science Curriculum.

JENNY AGIUS

Jenny Agius's interaction with Samford Valley Steiner School starts well and truly before her employment started. Her involvement started as a parent in preschool about 25 years ago. Her older daughter Nikki was part of the first cohort that graduated from the High School in 2009 and Jordan graduated 7 years later in 2016.

Jenny contributed many volunteer hours during her time as a parent, helping out with open days, school fairs, craft group, the bookshop and following up on enrolment enquiries.

She became a staff member first in the Preschool as a Teacher Aide in 2004 where she supported the preschool teachers and was also employed in a co-ordinator role for the earlier School Open Days.



She took up a teacher position in the High School in 2007 as a science teacher and has been a well valued member since then, contributing not only to the science curriculum but the High School curriculum as a whole.

She is one of the student's favourite teachers and many of the graduates refer to her as their best teacher because she did not lecture them the lesson but included their participation in the learning of sciences. She was really able to take on

and deliver the curriculum using the phenomenological approach. A

phenomenological approach to science begins with the premise that all

empirical knowledge must start with sensory impressions. She learnt this approach through the care and guidance of Peter Glasby and has expanded her knowledge since then. Her knowledge, wisdom, passion and humour will be missed by the High School staff and hopefully she will return to share her knowledge with future science teachers.





TIM DUNN

Tim's journey started in the High School in 2007 as a computer/IT teacher before he moved into the world of a science teacher.

He contributed enormously to the Outdoor Ed program developing a primary school program as well as a high school program. The program was closely linked to the Main Lessons.

Tim, like Jenny, was guided through the science curriculum by Peter Glasby, developing his understanding of the phenomenological approach and how it can be applied to the science curriculum. Tim became the High School EA in 2012, bravely and nervously stepping into the place that Peter left behind. This was a hard task to take on yet he did it with courage and tenacity, going on to ensure the senior curriculum remained in the High School following the Steiner pedagogical picture. During this time, he steered the staff through QCAA curriculum development and more recently the Certificate of

Steiner Education curriculum. Both of these were huge tasks and they overlapped for one year creating double the amount of work for him and the High School staff. Tim stepped down from the role of EA at the end of 2017 and played a big role in mentoring Delaney, the current High School EA. This year we see the first Class 12 graduate with a Level 3 in the Certificate of Steiner Education – an accomplishment that should not go unnoticed or unacknowledged. While in the role as the EA he continued his teaching, which is his first love, and continued participating on many camps to ensure they met the curriculum requirements.



Tim has been a valued member of SLT and College, this year acting as Chair of College. He is not afraid to stand up and fight for Steiner curriculum especially where he sees it may be becoming diluted. He is also one of the student's favourite teachers as they value the way he presents the curriculum. His passion, commitment, drive and honesty will be a loss to the High School staff, yet we hope he will bring his wisdom back to share with future teachers.



CLASS 3 SHELTER BUILDING CAMP

The nine-year-old change is a time when the child begins to see himself as standing alone in the world. Prior to this the child was at one with nature and the animals. They lived in a world where the animals and plants talk to them. But all of a sudden, they begin to see themselves as a grain of sand on the beach where once they were just part of the beach. This can be a challenging time for children (and parents). The children can manifest their crossing with fear, anger, sadness or a combination of these.

The Steiner curriculum, being developmentally appropriate, meets the needs of the child precisely. In Class 3, when the child begins to feel this separation, the curriculum supports their journey.

With this little birth of the ego, this spiritual awakening, the Main Lessons show the child that they have a capacity to fashion their destiny, their life. They can take earth, sticks, stone and shape it into a shelter which will protect them. They can grow food which will nourish and sustain them. Using their will, they can transform their deeds into something which enhances their life and brings meaning. Every part of the curriculum supports this individuating process. So last week the children and parents of Class 3 journeyed to Noosa to build a shelter and sleep in it for the night. Wow!!!

We walked across a moss-covered, fallen log into a glade filled with tall, slim trees adorned with elkhorns and tiny orchids. For over three and a half hours the children worked to build their shelters. Some worked on their own, some in pairs, the others in groups. This was a teacher's dream because all I had to do was watch as the children cooperated, congratulated, included, assisted, shared and enjoyed building their shelters. They used only the materials that they could find around them, help with twine and lots of encouragement from parents who stood by and watched their children build, even though some had itchy fingers. We had scratches from lantana, cubby collapses but all was taken with resilience, determination and an acceptance that this was all part of the process. This was truly a child's experience! During those four hours, the most beautiful structures took shape until finally a mozzie net was hung and bedding was laid in each shelter.

A much-needed swim in the dam happened after this. Cool water, floating waterlilies and tall scribbly gums framed our adventure and happy laughter floated through the air. Dinner, songs, a story and then the moment we had all been waiting for.....a night 'neath the stars in our own hand-built shelter! It was breath taking!

The next day we gathered more materials and set to building rafts which would then be launched on the dam. Oh, how we laughed! Lots more boat building needed for Class 3. Cubby building they were all over!!

Thank you to the beautiful children and parents of Class Three who made this experience possible. A camp to remember! What a wonderful memory of when you were nine!!

Jane Blomkamp



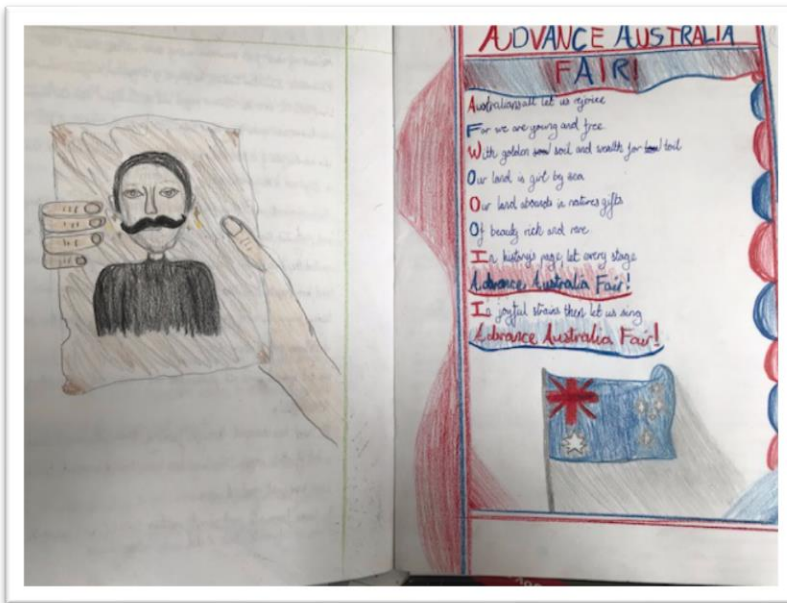
QUEENSLAND: GEOGRAPHY, HISTORY, CULTURE – CLASS 5 MAIN LESSON AND CAMP

The students extend their connection to include firstly the whole area bounded by all their homes and the route to the school and then the wider region of their geographical landscape. The child's sense of place and of time is developed to include the whole of their region and state. The overlap between human, economic and social geography merges with history. The Aboriginal and Torres Strait Islander peoples and their land is the background to the study of the colonisation and European settlement of Australia. They begin to form connections to the mountains or valleys and their vegetation. The possibilities that the geographical landscape affords the development of human civilisation are revealed. This leads to understanding of the historical development of the region from indigenous life to early colonisation; where the towns were built, travel was possible and food could be grown. SEA Class Five Curriculum

Class 5 recently went on day trips to Stanley River Environmental Education Centre (Jinibara Country), Nyanda Cultural Centre (Yugerra Country) and Coundra-Kings Beach (Waka Waka Country).



Our camp/excursions were followed up in the main lesson with writing and artistic work.



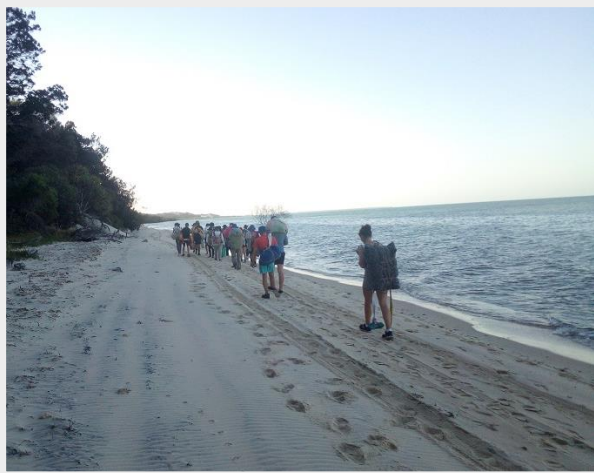
"Then the students have an understanding of the relationship between the human being and the natural environment, its gifts and limitations they are more able to predict the repercussions of the denuding of the environment by society. They have come to see where balance in geographical relationship is possible and where historically that balance is lost.

Rather than intellectual discussion the students come to a natural experience of the impact of colonisation on indigenous peoples. They also are strengthened by the stories of the endurance and vision in the new settlers in a sometimes-harsh

environment. They gain inner experience of the strength of pioneers and the indigenous peoples' love of Country/Place."

Stefi, Class 5 teacher





MINIMALIST/LOW TECH CAMP 2019

Minimalist camp took place on Moreton Island for 4 days (Tuesday-Friday). The purpose was to make us aware of how little we actually need and how most things are just luxuries/comforts and not at all necessary.

The school challenged us to not take any plastic with us. This meant no backpacks, sleeping bags, sleeping mats, torches, toothpaste, lighters or plastic food packaging etc. This was unlike anything we had attempted before. When Tim and Andy first explained this to the class, we were shocked. We had been under the impression that it was no 'single-use plastic' which resulted in them continuously reiterating to us that it was NO PLASTIC AT ALL! There was of course an exceptions list which seemed, and still seems way too small.

Sleeping bags were replaced with woollen blankets (which were also used to wrap our belongings in, and secure with a rope as a backpack or swag), food was repackaged in paper or cloth bags, tins and jars, and as far as lighting went, we had candles and the moon.

We travelled by ferry to Moreton Island, and although we had a bumpy ride, and a brief moment when we thought Oscar was going to throw up, we arrived at Tangalooma resort. We then began our six-hour hike (12 kilometres) along the beach to our campsite. The hike seemed daunting, and it didn't help having packs falling apart, strong wind, and no other sense of direction other than "walk straight until we tell you to stop." We spent the whole day hiking, and finally arrived at our camp site at sunset.

We set up camp and cooked our dinners in the dark, which was much harder than you would think (especially for those who brought hammocks and had to figure out how to tie them with only the light of the moon). We all then went to bed early, partly because we were exhausted from the hike.... but mostly because we were all tired of talking to one-another and didn't know what else to do, other than sleep. The first night was absolutely terrible! The wind would! Not! Stop! It was freezing in our blankets with the wind going straight through them, and nobody had much sleep. Oscar also made it incredibly difficult to sleep thanks to his "40-minute laughing hysteria" at 3am as-well as Jake failing miserably to light a candle in the middle of the night to use the bathroom, and eventually went through a whole

pack of matches, until Greta C told him to "buff up and pee in the dark".

The next day, Tim and Andy took us on a walk across the island, and to get there we had to climb a big sand dune. Although the hike up the dune was tedious and took a lot of will power, and Anna B narrated the whole climb in the voice of David Attenborough, the view at the top was defiantly worth it. It felt as if we were in a



national geographic magazine. The water was so many different colours of blue, and you really could not experience a view like that anywhere else. So, after a quick re-application of sun screen - initiated by Anna B, which happened a lot within the next couple of days - we all climbed down the other side of the dune. The rest of the day was free time in hammocks and on the beach, playing up-ball, eating, and napping. We had so much freedom for the rest of this camp, which was great, and the independence allowed us to work together and solve problems as a class.



That evening we climbed up the sand dunes yet again to watch the sunset, and it was such an incredible experience it's so hard to put into words. We sat there huddled up against one another for protection from the wind and watched the sunset in complete silence..... which is something very unusual from this class. Once the sun had set, and the silence had been completely demolished by Brandon tackling Jake, we started making our way back to camp.

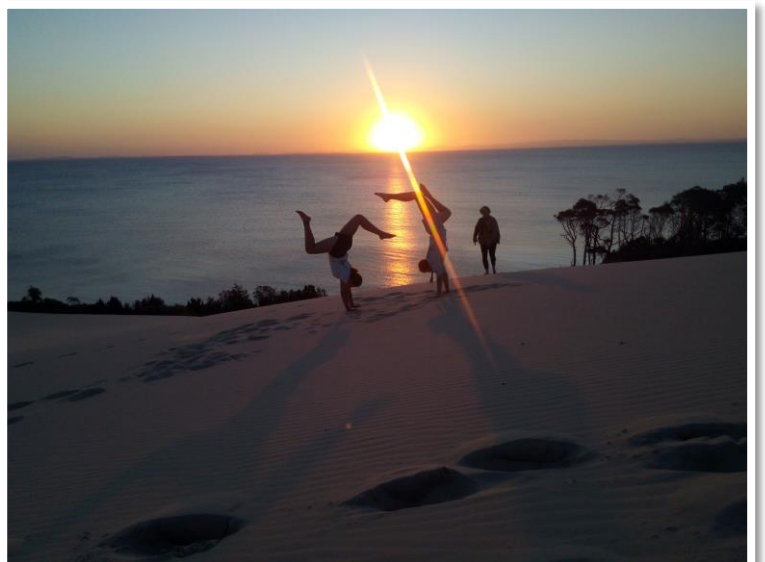
We had a few Main Lesson sessions with Tim in the mornings but other than that, we did what we wanted (within reason). On day three we spent the whole day swimming, and enjoying the good weather. Another highlight of day three was Brandon discovering a "ball" buried in the sand, which he proceeded to jump on, and later discover was a dead dugong buried under the sand. It was interesting every time a 4-wheel drive came down the beach as some people wanted them to drive over the dugong to make it pop, while others wanted to save their noses from the smell that it would cause.

Day 4 we woke up super early to start our hike home. We only had to hike 9 km this time and with all our food being eaten, had lighter packs to carry. After the hike we caught the ferry back home, and while majority napped the whole way.

It was an experience to say the least, some people felt positive about the camp, whilst others felt the opposite way. Like most of our other camps, there were very mixed reviews.

Some positives included: freedom, views, the beach, swimming, chilling, relaxing, the second night's sleep, up-ball, and watching the sunset from the top of the dune.

The negatives were: the first night's sleep, the cold, sand EVERYWHERE, hiking, lack of light, mouthfuls of sand, dugong smell, sunburn, makeshift bags, and snakes.



What was learnt: to prepare more, to live in the moment, that we don't need so much 'stuff', how privileged we are to have what we have, to bring a jumper next time, and most importantly, don't cut an apple in your hand.

Overall, I think this camp was defiantly one to remember. As well as learning about the land all around us, we learnt about ourselves. That even when we thought we couldn't do something, or reach our goals for the camp, we did. We proved to ourselves that we can do more than we think. We got to know more about one another, and defiantly got closer as a class. We not only learnt about geomorphology, we learnt more about ourselves as individuals, and learnt more about the people around us. All and all its defiantly a camp I'm glad I didn't miss.

Anna Barker and Anna Lethbridge Salt

LOOKING FOR USEFUL CHRISTMAS GIFT IDEAS?

Do you have a child in Class 6, 7, 8 or 9 in 2020? Why not think about upgrading some of their camping/adventure gear for next year's Outdoor Education camps?

In these years our students are starting to undertake longer and more challenging journeys in more remote and rugged locations. Camps can include multiple days of hiking, biking, canoeing or sailing, they will be exposed to long days in the elements with minimal shelter. It could be hours in the sun canoeing, sailing or cycling, or it could be camping in freezing cold conditions at Girraween or Mt Barney. It could be carrying all of their food and gear for 5 days in a backpack up a steep mountain, or it could be journeying in the dark to access a sunrise venue.

We intentionally create programs that offer a wide variety of experiences and conditions, with the aim being camps that are not too easy, or too challenging for the majority of the students. Ideally, students will be equipped with good quality camping gear to help them to successfully meet these challenges.

With Christmas sales coming up, and Christmas stockings needing to be filled, why not buy a present or two from an outdoor gear shop? As much as possible try to avoid buying the cheap and nasty option, instead go for the mid-range quality stuff. Gear that is compact, lightweight and durable.

Retail stores that we regularly use are; Macpac, My Bike Shop, K2 BaseCamp, Kathmandu or Anaconda. Stocking fillers could include; a headtorch, thick hiking socks, watershoes, cycling gloves, lightweight cutlery, a new water bottle, etc, etc.

Bigger ticket items could include; a new compact sleeping bag, sleeping mat, expedition backpack, mountain bike, etc, etc.

Of course, if money is tight, there is also Gumtree, Facebook Marketplace and eBay.

For more specific details about each year levels Outdoor Education program, please ask your child or their teacher.

Merry Christmas and Happy Adventuring,
Simon Roberts,
Outdoor Education Coordinator



ZOOLOGY CAMP CLASS 12 AT LADY MUSGRAVE ISLAND

Class 12 recently returned from their camp on the unique island of Lady Musgrave in the Southern Great Barrier Reef. This tiny island is surrounded by pristine waters and a beautiful reef. It is home to 70% of Australia's *Pisonia* trees (*Pisonia grandis*) in which sea birds are nesting.

The island is also a nesting place for several sea turtle species, all of them endangered animals which return to the place where they were born to lay eggs. These wonderful creatures find their ways onshore at night and lay eggs until the early morning hours. The 12 of us enjoyed watching the turtles laying eggs each morning, which made us all even more grateful to be so privileged to be guests on this wonderful island in the open ocean.

The students went snorkelling every day and some students also completed their Open Water Diver Certificate and are now certified divers! Congratulations and I hope you will spend many, many more hours exploring the wonders of the ocean.

I also would like to express my deep gratefulness to the students to produce only half a bag of rubbish in three days - without having been asked to be rubbish aware in advance.



Here some comments from students:

Lady Musgrave was a camp we had all been looking forward to all year, but we had no idea how special it would actually turn out to be. The whole experience of staying in such a serene and magical place was something none of us will ever forget. To be given the opportunity to snorkel every single day and learn and experience scuba diving on the Great Barrier Reef was

such a unique and special experience and we are sure that none of us will ever forget it. Going into the camp we were all pretty passionate about what we could do to save the reef, but after the camp we can become so much more passionate about the ecosystem and the environmental impact humans have on the reef and all the amazing wildlife that live there. Lady Musgrave is something you have to experience in your life to fully understand, it is so hard to accurately describe how special that place is. We are so lucky to have been given such an amazing opportunity and we're very grateful for everyone involved with making this possible for us.
By Phoebe and Breeah



FUTURE LEADERS DAY WITH NISHKA VARGHESE AT USC

‘What would you do if you knew you couldn’t fail?’

‘What is the thing that you do that makes you lose track of all time?’

‘What if who you were meant to become is just on the other side of the voice of fear?’

These were just some of the questions posited by the inspirational speaker Cam Greenwood who spoke with such conviction at the recent Rise and Shine leadership Award day at the University of the Sunshine Coast. Recently I was privileged to attend this event with Nishka Varghese, a year 10 student at our school who has been selected to receive this leadership award for her talent, hard work and passion in leadership. Nishka is an inspiration to others in her incredible capacity and love for organising events and working joyfully behind the scenes to help facilitate other people’s gifts and talents to shine.

This year Nishka participated early in the year on an exchange visit to Germany where she stepped out of her comfort zone and pushed past her fears to speak a new language and study in a new country making meaningful lifelong connections, as did many others in her class. From there she returned and completed a performance tour around the country with students from several other Steiner schools and countries as part of Judith Clingan’s Waldorf Wayfarers company and returned to skilfully and successfully take on the stage management for this year’s Year 10 production of *The Insect Play*. Nishka then found a passion for stage management and volunteered to stage manage and MC the MAD arts night at Samford Valley and the 80’s Dance event at the National Steiner Youth Conference all while successfully completing her Level 1 Certificate in Steiner Education.

Nishka is a keen member of our Student Representative Council who always volunteers to contribute to the organisation of events at our school as she feels she has a passion for working with other people and watching them collaborate, grow, achieve and change as a result of a shared creative goal. Consequently, Nishka is a highly deserving recipient of this award and an asset to our school community.

Over the course of this day Nishka and I were privileged to meet many other year 10 students selected for leadership awards and to hear the stories not only of Cam Greenwood whose entrepreneurial success and failure story of his company and vision Zorali, was truly inspiring, but also Peace Proscovia from Uganda who overcame tremendous obstacles in her early life to accessing education to finding herself today with three tertiary qualifications and an exciting career in Sports and Business research, as well as a current university student studying music and marketing sharing her passion for learning and the Arts and her big dreams for the future.

All speakers gave heartfelt presentations of what it means to be a young leader which included a combination of following a passion, sheer hard work and never giving up even when faced with huge obstacles and adversity both externally and within one’s own mind, and realising that in the end it is never about one’s self only but in what contribution one is making to others and to the future of humanity and the world.

Delaney Crawley, High School Educational Administrator



LIBRARY NEWS

With the end of the school year now upon us, I'm having a look at how the library has progressed this year. The big news is that we now have a new Library Management System called Accessit, which has greatly expanded the technological capability of the Library to act as a centre for student research, make accessible the collection and manage our resources more efficiently. I'm very thankful to Rob and Judy in the school administration for helping to make this a smooth process. In the new year, we will be able to offer remote access to the library through a web app and high school students will be able to interact with the library collection and subscriptions independently. I look forward to sharing this with you all in the new year.

Our collection has also greatly expanded with many books being added to the Junior, upper primary and high school fiction sections. High school students contributed lists of their favourite books and many of these have been sourced. We also now have a range of nature focussed magazines and will expand on this next year too. Through reviewing usage by teachers and students we have also been able to identify subjects where new books could be sourced to meet the needs of the curriculum.

The space has been beautified with the addition of more colourful cushions and some beanbags and a range of indoor plants. Class displays of work are also now a regular feature.

Lastly, every break, it is heartening to see both young and maturing students coming in and browsing, playing board games and borrowing books. The Library has become a vibrant space over the year with exciting developments ahead.

See you in the library.

Brendan



Love the Beanbags! Ruby, Grace and Antonia from Class 6 enjoy the Library's special reading place.

WATER TESTING

Drinking water

We are pleased to inform you that we have an excellent regime for checking drinking water at the school campus. Samples are tested regularly by SAS laboratory which is a subsidiary of Urban Utilities.

Recreational water

With the lack of rain, our dams are getting quite low. We use this water for the gardens, to flush some of the toilets and of course for recreational use for the children to play in. Recently we had this water tested by Urban Utilities. It has been determined as safe for recreational use. There is however, a slight possibility that due to the algae count, there may be skin irritation in 10% of the population. We do not wish to ban waterplay, therefore if you feel your child may have some skin sensitivity in this regard, please let your teacher know and they will endeavour to ensure that your child does not play in the water course. We also request that you address this matter as appropriate with your child.

If you have any further questions about the water management, please contact Steve Klipin, our school's new Economic Development Manager.

Employment Vacancies at SVSS

Please visit

<https://www.samfordsteiner.qld.edu.au/about-us/employment-opportunities/> for a full list of vacancies at SVSS

Kindergarten Relief Assistant

Samford Valley Steiner school's Early Childhood service is advertising for a Lunch-Relief person to work 2hrs per day for 4 days - Monday, Tuesday, Thursday and Friday. The position is one that can potentially extend to some kindergarten aide relief.

Minimum Requirements

1. Studying towards a Certificate 3 in Children's Services
2. Current First Aid and CPR Certificates from a recognised institution or willingness to obtain them within 10 weeks
3. A Blue Card.

We look forward to expressions of interest. Please email Marilou Araullo directly at eceducationadministrator@samfordsteiner.qld.edu.au

OSHC Relief Staff

Our well attended Out of School Hours Care is seeking relief staff for the role of Lead Educator. The primary role of the Lead Educator is to work within our OSHC team to develop, implement and evaluate the service's daily routines and programs.

Please contact Kylie Turner at ktturner@samfordsteiner.qld.edu.au for more info. Also, those interested in being a relief assistant please email Kylie Turner and she will explain what are mandatory requirements for this role.

PAFA 2020 CALENDAR

Our very own calendar fairy has been working her magic once again on another beautiful calendar for 2020. You can secure your very own copy by pre-ordering online at:

www.trybooking.com/BGVMS

We have multiple copy discounts for those who would like to share extra copies with their children, family and friends. The discounts are as follows: 2 x calendars for \$25, 3 x calendars for \$35, 4 x calendars for \$45 and for large families 5 x calendars for \$55.

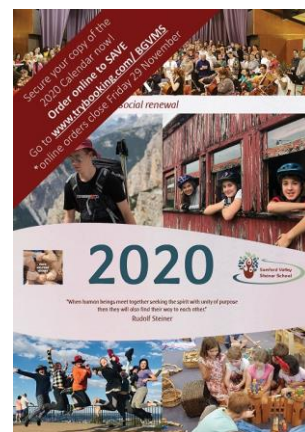
The PAFA SVSS calendar project is run completely by PAFA volunteers and all proceeds raised from calendar sales goes directly towards making our school a more beautiful place for the children, staff, volunteers and all the families and friends.

Are you the new Friday Foodies Coordinator?

PAFA is looking for a new Friday Foodies Coordinator in 2020 and we'd love to welcome the new person into the team before Term 1 starts so we can hit the ground running when school starts back.

Friday Foodies is the twice a term after school food and craft market held at The Hub. It's usually held around weeks 3 and 7 of each term. The coordinator role requires about 6 hours effort each market, and involves liaising with various people (Treehouse, BBQ volunteers, requesting chalkboard notice), inviting the community to join, putting updates in the newsletter, replying to requests and setting up and packing down.

We asked Cherie (our current coordinator) what she thought the benefits of the role are and this is what she said: *"I have loved every minute of Friday Foodies. It's been a terrific way to meet new people across the school. It's also a fabulous community builder - a great way to bring people together. I feel great knowing that I've helped raise funds to support the school, but the most important thing for me has been creating a space where our children can learn about entrepreneurship in a safe and supportive setting. I know*



from my own son's experience, he has gained confidence - through having a stall, and also from performing at Open Mic. It's been a fulfilling 18 months - I always felt such a thrill looking around and seeing people enjoying each other's company. Thanks to everyone who has had a stall or come along."

If you're interested in taking on Friday Foodies, please get in touch with PAFA - pafasvss@gmail.com or cheriepasion@gmail.com. Maybe you'd like to ask a friend to help - it would be great for a dynamic duo.

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.**

Arco half-size cello for sale

Cello and bow suitable for 9-11-year-old. Has some marks and scratches. Animato hard case, some wear at base Used condition but plays well, \$300. Listed elsewhere. 0421 106 441

3/4 Violin for Sale - \$180

Enrich Student Plus in good condition. Hard case, bow & rosin.
Selling as child no longer playing violin.
Contact Judy - 0432 330 125.

13" Viola for Sale

Excellent Used Condition
Instrument: Viola Arioso Outfit 13"
Bought new from Simply for Strings in April 2017. Only actively used for 1 year.
In very good condition; never been dropped and only scratch is on the very end.
Price: \$220 (retails new for \$399)
Comes with bow and case.
Please contact Jacqueline on 0400 792 951. I am happy to send pictures prior to viewing if required.

For Sale

Beale Large Upright Piano (Bench Seat Included)
Mint Condition. \$4,5000 ono. Camp Mountain
Call Connie 0478 117 403

Children's Portraits

Great Christmas presents.
Done to life-like detail from your photograph
\$50 for a single A3 portrait
\$40 for A4.
\$20 extra per person for family portraits.
Contact Amaya Wright on 0401 856 449 or email pep.wright@bigpond.com

Granny Flat for Rent

1.3 k from Steiner school
Spacious 2 b/r, timber kitchen, full bathroom, suit quiet couple.
\$350 pw incl power. jodi@passionatebirth.com.au

Kevin Morgan, local Samford & Steiner parent

Specialising in small Concrete Slabs, Spraycreting pads & driveways 0419651540

Handyman, gardening, rural yard maintenance

local Samford 0422886765 Call Steve (references available)

Fully furnished 4-bedroom house

Pet friendly, inc pool, Samford Village, for short term rent call 3289 6000

Cabins to Hire

Delivered to your acreage, 6x3mtrs, 7x3mtrs available min 3months perfect for extended family, office 3289 6000

Independent Architectural Consultant

I am an Independent Architectural Consultant with experience of leading different scale architectural and interior design projects from concept to completion. I am passionate about creating spaces tailored for individual needs responding to every day habits, with strong connection to nature. Indoor and outdoor spaces are interwoven in my design approach, they are inseparable. I focus on passive design, a path I am concurrently exploring in my PhD research. For more details please visit my web page www.tomatoarchitecture.com, find me on Instagram and LinkedIn. Agnieszka Nowak m. 0451 103 872.

Nick Ellson Holistic Health - Mobile PT and Online Coach

I know just what it's like to be a parent, juggling to fit everything in. And I know how easy it is to let your own health and fitness keep falling down the to-do list!

So I created the 21 Day 'Small Steps, Big Difference' Challenge – a three week program designed to help you feel fitter and have more energy through simple & manageable daily actions:

- daily challenges
- weekly feedback
- achievable goals

For more information, call Nick on 0434 990 572, or you can start today by [clicking here](#). If you'd prefer more specific, face-to-face exercise and health coaching I also offer a mobile service in the Samford Valley so give me a call to book in your complimentary assessment.

Looking for a house to rent

A family of three is looking for a 2-bedroom place in Samford Valley area (smaller option to be considered) for a long-time rent. I am self-employed independent architectural contractor concurrently pursuing research PhD at the University of Queensland. As most of the time I work from home I would appreciate quiet surroundings to help me concentrate on my work. My husband Grzesiek, works as a joiner and is an independent contractor. We have one daughter Ligia, who attends class 1 at SVSS. We all love animals of any kind and it would be a great advantage if there was an option of keeping an adult dog in the future place. If interested, or you know someone in the community who would be, please contact Agnieszka Nowak m. 0451 103 872, e. aga@tomatoarchitecture.com

Flametree Financial

Flametree Financial are Samford based Mortgage Brokers, ready to assist you with your Personal or Business lending needs. Take the stress and hard work out of locating the best loan rate and lender - we have the knowledge, tools and proven existing relationships within the industry to find your perfect product/lender match. We have extensive experience with the self-employed, First Home Buyers and complex transactions so can offer you an advanced level of understanding and focus on education and service.

Founders, Leah and John Hudson, live in the Valley and are passionate about building a sustainable future both locally and globally. Both have years of experience as small business owners and understand the unique challenges involved in running and maintaining a successful venture.

If you care about the environment, are passionate about your community and would like to support lenders who share your values, then let us help guide you towards great value lenders that share your values and vision for the future.

Contact our principal Lending Adviser John Directly on 0413 741 456 or email john@flametreefinancial.com.au

Children's Mindfulness & Movement Classes with Natavia Maria

Natavia Maria has been teaching mindfulness and meditation to children, corporate organisations, government agencies, holiday resorts and corrective services, bearing witness to amazing benefits and transformations in the participants. Natavia shares practical tools that support a healthy lifestyle, improved social skills, concentration and coordination with individuals gaining improved insight and understanding of self.

Classes are held on Wednesday at Zen Space Samford Valley: 5-10 years 3.30-4.15pm \$15
Teens 4.30-5.30pm \$18
Phone 0466 558 894

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**