



Kindleshill School  
for Rudolf Steiner Education

## *Table of Contents*

<b>HISTORY AND DEVELOPMENT OF THE SCHOOL .....</b>	<b>4</b>
<b>PART A. SOCIAL REQUIREMENTS .....</b>	<b>7</b>
1 TIMES AND PUNCTUALITY .....	7
2 ABSENCES.....	7
3 CLOTHING.....	8
4 FOOD.....	9
5 OUT OF BOUNDS.....	10
6 PARKING .....	10
7 FEES .....	11
8 HOMEWORK .....	12
9 PARENT INVOLVEMENT.....	13
10 PARENT–TEACHER RELATIONSHIPS .....	14
11 REPORTS .....	15
12 BIRTHDAY CELEBRATIONS.....	16
13 SPECIAL DIETARY REQUIREMENTS.....	16
14 MEDICAL CONDITIONS .....	16
15 DISCIPLINE .....	17
16 CODE OF CONDUCT FOR MEMBERS OF THE SCHOOL COMMUNITY .....	17
17 THE HEALTHY IMAGINATION.....	17
18 GETTING AHEAD OF HEAD LICE .....	19
19 ANIMALS HAVE HOLIDAYS TOO.....	20
20 TELEPHONE.....	20
21 THE BUS AND EXCURSIONS .....	20
22 STUDIO AND PARENT EDUCATION.....	21
<b>PART B. A SCHOOL FOR LIFE .....</b>	<b>22</b>
23 KINDLEHILL SCHOOL – PRACTISING THE ART OF EDUCATION .....	22
24 THE FIRST SEVEN YEARS .....	22
25 THE KINDY GARDEN.....	23
26 THE PRIMARY SCHOOL YEARS .....	24
27 THE HIGH SCHOOL YEARS .....	25
28 CHILDREN ARE NATURALLY ENTHUSIASTIC.....	27

## Kindlehill - Information for Parents

*The teachers hope that this information booklet will provide the parents of children at Kindlehill School with a clear guide to its operating principles.*

*Part A, Social Requirements, deals with many of the functional and social requirements of our school.*

*Part B, A School for Life, gives an indication of the background to the 'art of education' practised at Kindlehill School.*

*"We love our children; our teaching is inspired by knowledge of the human being and love of children. And another love is being built up around us, the love of the parents for the true essence of the school. Only within such a community can we work towards a future of humanity able to prosper and withstand."*

*Rudolf Steiner*

# Kindlehill - Information for Parents

## *History and Development of the school*

From its inception, in August of 2000, Kindlehill was to be a light, kindling on a hill. Our task, the education and nurturing of the children in our care, according to the indications for education given by Rudolf Steiner, applied in the contemporary Australian setting, and with a view to what young people will essentially need for their lives into the future.

From the beginning, every aspect of the school has been forged by the love, courage and commitment of teachers and parents, working together for the good of the children. The fruit of this has been the tangible sense of community that provides another layering of warmth and love around the children. It also contributes to the rich resources, in various fields of endeavour, available as part and parcel of the children's education.

The teachers at Kindlehill work in a fresh and creative way, constantly relating the content and manner of delivery, to the individuality of the children in their care. The teachers demonstrate that learning is both an ongoing and shared experience. They learn with and from the children. The journey of primary school is one that teacher and children embark on together.

In February of 2010, the school land and building was purchased with the assistance of a government loan. Renovation and building (also with the assistance of government money) began in earnest. The school is being transformed, room by room with earth materials that have a natural beauty, and embody "green" principles of sustainability; using recycled and renewable resources, sourced locally where possible.

## Kindlehill - Information for Parents

The new kindergarten and performance space are constructed around an unfolding spiral, expressive of the unfolding life of the children in our care. The design, and every aspect of the construction, has been a labour of love by workers who are masters in their crafts. Visitors from many countries, through the help exchange network, have also brought their hands on enthusiasm to the project, as have volunteers from the school and local community.

Creativity, community and love have moulded every aspect of this beautiful building. The children who live and learn within these buildings have around them, the inspiration of people working and creating together for a higher good, and in ways that are respectful of Mother Earth. The school has embraced the vision of "**Greening the Blue**", to progressively integrate sustainable practices into its life and being.

A **welcome to country** ceremony was held as part of the Opening of the new Buildings in 2011, led by Aunty Carol Cooper. A special song, written by the teachers for the opening, the Thankyou Song, was performed by the students at the opening, to honour the contributions of all those who helped to shape the new buildings.

### **Junior High School**

In 2012, the high school was inaugurated, beginning with a year 7/8 class. In 2013, the high school has extended to year 9 and intends to offer year 10 in 2014. The high school offers a Steiner based education in a small, flexible, collaborative setting. Students are supported to become independent, resourceful and self-directed in their learning and for life. They are encouraged to see themselves as individuals who have a positive contribution to make to the greater good of our society.

## Kindlehill - Information for Parents

The light of Kindlehill, shines into the world with warmth and illumination, and with reverence for the precious gift of life on earth. May it always be a light of peace and goodwill.

# Kindlehill - Information for Parents

## *Part A. Social Requirements*

### *1 Times and Punctuality*

The primary school day is from 8:45am-2:45pm, Monday to Friday. Kindy hours are Monday to Thursday, 9:00am to 2:45pm. For Kindy and 1<sup>st</sup> class, Friday is a half day from 9am-12pm. The high school day is 8:45 to 3pm daily.

**Punctuality is important.** We prefer the students to arrive by 8:40am as this permits time for them to begin their school day socially. Every part of the day is important, including what occurs in the first 10 minutes. We ask parents to be punctual for the sake of their own children as well as for the smooth running of the class.

In the primary school, the morning activities and the story that follows, form the basis for the academic work of the day. It is to your child's advantage to participate fully in these.

High school students must report to the high school coordinator if they arrive late to school. Consequences may then apply.

Once the class has begun, teachers are not available for conversation with parents. Please speak with the teacher before class if the matter is brief. If it requires extended conversation, make a time to speak with the teacher after school.

### *2 Absences*

It is a requirement of the Board of Studies that parents provide a written note to explain the absence of a child/student from class. Please include the date of absence as well as the reason. We ask that

# Kindlehill - Information for Parents

parents promptly follow up absences with notes so that teachers don't have to chase them.

The teachers also like to be informed before school, via a telephone, email or text message, if children/students are to be absent that day.

## *3 Clothing*

### KINDY TO PRIMARY SCHOOL

Although there is no uniform at Kindlehill, there is a code of dress. Children should be dressed in clean, neat (no rips) and colourful clothes. Colour nourishes the feeling life as healthy food nourishes the body. We prefer that black t-shirts and trousers be kept for out of school times. Clothes and shoes need to be practical for the school day, including activities such as running, gardening, skipping, climbing and woodworking.

For adequate sun protection, children need to bring a sunhat every day, spring through to autumn. It should be a hat with a brim – caps are not suitable as they leave the ears exposed. Children who don't have a hat at school may be restricted to play in shade areas, particularly in spring through to autumn. Girls need to wear tops that cover their shoulders; string-strap tops and dresses can be worn over a suitable t-shirt. Tops also need to cover their midriff.

We ask that children wear clothes that are free of logos, negative, offensive or grotesque images. This is a small measure in keeping the advertising world out of the school, and of protecting the forces of imagination in the child. We also prefer the children to come to school without tattoos, defining hairstyles such as Mohawks and hair dye, nail polish and face paint. Jewellery needs to be minimal.



## Kindlehill - Information for Parents

The children need clothes to suit the changeability of mountain weather, especially to be warm enough on colder days. Trousers or stockings, need to be worn in winter. For younger children, it is a good idea to keep a change of clothes in their bags. A fall in a muddy puddle can be even more distressing for some children if they have no change of clothes. A plastic bag, for wet clothes, is helpful.

### HIGH SCHOOL DRESS CODE

Students are required to dress in neat, comfortable and practical ways that suit the tasks they will undertake throughout the day. Many afternoon classes require sensible, covered footwear for safety in the workshop or for sport. Clothing must be free of negative, sexualised or offensive images or slogans. Jewelry should be kept to the minimum for safety reasons. Make up and hair colouring should be minimal. If parents question the appropriateness of the attire, then it probably isn't suitable.

### *4 Food*

Children should bring healthy food for morning tea and lunch. It is also best if they bring their own water bottle. We prefer children to bring food that is not packaged – a piece of fruit rather than a roll up; a snack of dried fruit and nuts rather than chips. Please keep treats such as chocolate biscuits, chips and lollies for home. Please keep in mind that processed and packaged food is less healthy for the child and the environment. In regard to disposal of waste, we support the principles of reuse and recycle in the classroom.

### PEANUT POLICY

Within the classroom of the child with a peanut allergy, there are to be no peanuts:

## Kindlehill - Information for Parents

- included in any child's lunch
- included in any cooking classes undertaken for that class
- taken on class excursions or camps
- included in class meals after plays (this includes cakes and other items prepared by parents)
- shared in class meals, snacks and fund raising cafes DURING SCHOOL HOURS

Students and staff from other classes may have peanuts in their daily lunch.

Peanuts may be a part of public events such as School Fairs and Open Days. Food prepared for events should clearly display ingredients.

### *5 Out of Bounds*

Children/students are to remain within the teacher supervised areas before and after school, unless accompanied by an adult. Check with a class teacher, if you are unsure.

### *6 Parking*

**Please use the car park where possible.** Always enter and leave in a forward direction. There is a turning bay at the bottom of the car park. Reversing out of the drive is dangerous. Please do not park at the driveway entrance/exit. Please drive slowly, and mindfully that there children around.

If you park in the street, please do so in a way that is mindful and courteous toward our neighbours.

# Kindlehill - Information for Parents

## *7 Fees*

We endeavour to keep fees as low as possible so that parents can choose the school because it is the right place for their children, not because of affordability. Many parents also donate their time, skills and energies to garden, mow, build and help out in uncountable ways. One important way that parents can help the school is by paying fees promptly, without being chased up, and definitely within the term that the fees are due.

Student fees are inclusive of almost all associated educational costs, and include a lot more than most other schools. Student fees include the cost of all visiting performances at the school and elsewhere, sporting activities and outdoor education, including bus costs. The amount also includes all classroom costs, exercise books, paper, folders, pens, rulers, art and craft materials, text books and library costs.

Class camps, trips and excursions are also included. An older class may have a big trip that requires additional parent contributions and/or class fundraising. Such a trip, and its cost implications, would be discussed with parents well in advance. Classes may choose to fundraise for a particular activity that they wish to do but for which they don't have the budget.

Some musical instruments, such as recorders and violins, will be paid for and owned by the student's family.

We have always requested that families in financial difficulty, talk to us. It is really important to talk, and these talks are respectful and confidential.

# Kindlehill - Information for Parents

For all fee related issues, please contact Simone on 4757 4402 or [admin@kindlehill.nsw.edu.au](mailto:admin@kindlehill.nsw.edu.au)

Payment Method for fees:

Fees are payable in the first week of term. Payments by instalment must be via a direct debit agreement with the school and arrangement must be made prior to fees falling due.

Cheques can be delivered to the office, and made out to *Kindlehill Ltd.*

Internet banking, paid to Account number 000 431 898, BSB 112 879 (St George Katoomba). Make sure you clearly identify your oldest child's first and last names.

Class Specific One-Off Fees:

1<sup>st</sup> Class students will be given a recorder that will be used throughout Primary School. This will belong to the child and there is a \$70 fee included on the 1<sup>st</sup> term invoice.

## *8 Homework*

Homework usually starts in Year 3. It is useful in supporting the learning of the child, and showing parents what the children are doing. In the early years it should be regular and brief, increasing as the child gets older. Ideally, the child should want to do it and it should be a positive experience for the parent and the child. The parent can support by making sure that homework is not forgotten and that there is some time without distractions, within which it can be done. If you have to nag to get it done, then talk to your child's teacher.

## Kindlehill - Information for Parents

In **high school**, homework is an important way of consolidating and extending the learning of the students, as well as providing an opportunity to contribute to the next class. Homework is monitored by the high school coordinator and consequences are applied for incompleteness.

### *9 Parent Involvement*

Kindlehill has from its inception, relied on the contribution of parents in many and varied ways. Parents have put up fences, built play equipment, painted rooms, cleaned windows, built furniture, made curtains, sewed costumes, and creatively fundraised for the school.

Parents continue to make a significant contribution in cleaning, maintaining and extending the school. Some parents also volunteer their help in the classroom, teaching a language, sharing skills such as gymnastics and folkdance, helping in craft, reading, forging, clay and a host of other things. We hope to maintain this high level of parent involvement as it strengthens the sense of community that exists in our school, as well as providing more resources and educational experiences to the children. Parents can speak to a class teacher about ways to be involved and also find information on areas for involvement in the **Directory of Mandates: What's happening in the school, who do I speak to, how do I get involved,** which is updated annually.

The school endeavours to provide a safe and supportive environment for children. Parents make an invaluable contribution to the richness of our school and often are involved as volunteers who assist in the classes. All volunteers who assist in this way, need to sign a

## Kindlehill - Information for Parents

**Prohibited Persons Declaration** (this is part of the enrolment package). This is for the protection of our children. If parents have concerns about the safety of children in regard to any member of our community who is involved in the school, they should express these concerns to the principal.

**Working bees** are held on the Saturday morning immediately after each school term. There are always ongoing creative and maintenance projects to be involved in. During term, classroom cleaning tasks are rostered amongst the parents.

The high level of parent involvement in our school is a major contributing factor in maintaining the community spirit in the school. The teachers take this opportunity to offer their sincere gratitude for all the help they receive.

### *10 Parent-Teacher Relationships*

We encourage parents to keep in touch with their children's progress, to regularly come and look at their children's work, and to promptly raise any concerns with the teacher. Teachers are available for conversation with parents after school and more formal interviews can be arranged at any time of the year. Also, if there is a change of circumstance in the family or a significant issue it is helpful if the teacher is informed so that s/he can bring appropriate support and understanding toward the child. We know from experience that harmonious and friendly relationships between teachers and parents bring many positive benefits to the children. They feel themselves secure and cared for in the manner of an extended family.

## Kindlehill - Information for Parents

If the teacher has concerns about a child/ren, the teacher will make a time to speak with parents so that together they can work out strategies which benefit the child/ren.

The healthy balance of school relationships is so easily undermined by off-hand criticism and negativity. We ask that if parents have concerns, they share these with the teachers so that they can be addressed. We ask that we all work mindfully to protect the security and well being of the children, by maintaining a positive, supportive, friendly, respectful and cooperative school environment. In doing this, we provide a living example of what we would like to see in our children.

The school has a **communications protocol** which provides guidelines about how to raise concerns in the school. If a serious complaint is to be made and the communication channels outlined in the communications protocol have not resolved the grievance, please enquire with the principal as to the **complaints/grievances policy**.

Teacher-parent evenings are held at intervals throughout the year providing an opportunity for parents to gain an insight into the overall educational and social progress of the class. As well, the many social events of the school provide a rich opportunity for parents and teachers to work together for the benefit of all.

### *11 Reports*

Written reports on the primary school children's progress are given twice a year in accordance with the Board of Studies requirements. These reports are ungraded, reflecting in narrative style the strengths and challenges of each individual child.

## Kindlehill - Information for Parents

High school students receive detailed reports twice a year and these become a record of the scope of study and of individual progress in the high school years, that can be used to support application to other programmes on leaving Kindlehill.

### *12 Birthday Celebrations*

Children are welcome to bring a cake or plate of fruit to share on their birthday.

### *13 Special Dietary Requirements*

If children have special dietary requirements we do our best to support the child. We ask that parents convey to the teacher the specifics of the child's needs and that parents assist us in meeting these. Health plans are devised in consultation between parents, teacher and health professionals, in some instances.

### *14 Medical Conditions*

Please make sure that the teacher is informed of any medical conditions and that the teacher knows how you like these things to be dealt with if the need arises. Health plans are devised in consultation between parents, teacher and health professionals, in some instances.



# Kindlehill - Information for Parents

## *15 Discipline*

We are committed to promoting a safe and supportive learning environment for every child. Discipline at Kindlehill is about guidance, about positive support rather than being punitive. We do not use corporal punishment nor do we support the use of this by parents of the children in our school. The teachers are always happy to support parents in finding effective strategies for maintaining appropriate behaviours in their children. The Positive Behaviour Policy details the approach taken to discipline at Kindlehill for primary and high school students. In high school, students discuss and agree to the Positive Behaviour Agreement.

## *16 Code of Conduct for Members of the School Community*

At Kindlehill we ask that all members of the school community, as well as visitors to the school, act respectfully in the school environment and in accordance with the school ethos.

Kindlehill is a smoke-free environment.

## *17 The Healthy Imagination*

Television and Computer games

The imagination, so vivid and wonderful in the play of the child, is a precious resource. In time, this capacity for imagination, which arises so naturally in every child, can be transformed into creative and flexible thinking, far-sighted vision, and the 'aha' of discovery and invention. It can become the artist's eye for transformation and the

## Kindlehill - Information for Parents

musician's skill for improvisation. It can be transformed into joyful, purposeful relationships with others, with the environment and the world at large. A most precious resource, this imagination! Water is life to the physical body. Imagination is life to the soul.

Let's protect it, nurture it, and nourish it with all good things. Let's keep it active and engaged, well nourished, well exercised – a recipe for health.

This then, is why the teachers endeavour to make the school environment **"a television/computer game free zone"**. We encourage the children to play games from their own imaginations. Generally speaking, children who watch television play out the ideas, images, and plots they see on television. Children who are not influenced by television play out of their own inner forces of imagination. Television and video/computer games are saturated with junk food for the soul – violence, aggression, greed and competitiveness. Children who are exposed to these things, 'play' them out in their social lives. If we surround children with kindness, with the wonders of nature, we give them the gift of imaginative freedom. Freedom to imagine a world that is peaceful, kind and joy filled.

Parents can support each other and the school in creating and maintaining an environment where there is respect, kindness, and well being for all, by nurturing and protecting their own children's precious imaginations. As part of this, we request that parents consciously monitor and review, their children's access to computer and television. Class teachers can provide guidance in this regard and a number of articles are available, that discuss the effects of television and computer use on children.

## Kindlehill - Information for Parents

Television prematurely awakens the adolescent desire nature. In healthy children this remains 'sleeping' until they are ready and equipped to meet it. If there is one thing that can be done now to smooth the troubled waters of adolescence it is to place clear boundaries around the use of screen technology and social media while your child is young.

**Mobile phones** are not to be used during the school day without the specific direction of a teacher. They are to be kept in bags during the school day.

The school is developing a **social media policy** that will be available in 2013.

### *18 Getting Ahead Of Head Lice*

All children need to be checked regularly for head lice. Parents of children found to have head lice, will be notified. The children need to be treated before returning to school.

Treat with an appropriate treatment. Sunhats and bed linen must also be washed. Follow up treatments are required and all the eggs must be removed.

Taking care of head lice is very time consuming and can be very frustrating. It helps if everyone is vigilant. We will have occasional school checks where each child is checked before school.

We have some information at the school about appropriate treatments.

# Kindlehill - Information for Parents

## *19 Animals Have Holidays Too*

In each term break, children can take home the guineas. We also need volunteers during breaks to feed the chooks, water gardens and collect mail. We appreciate your help in this – very much!

## *20 Telephone*

The school office is staffed every day in term time, from 8.30am to 3.30pm, and for the majority of each school holidays. If the office is unattended, the phone will switch to voicemail and the messages checked. If the office is closed for holidays, the greeting message will reflect this.

Please do not ask the office or teachers to pass on messages or to make transport arrangements for your child, except under exceptional circumstances. Please make these arrangements prior to dropping students at school.

## *21 The Bus and excursions*

The bus is a tremendous resource for outings, library visits, excursions, swimming lessons, bushwalks, and camping trips. Excursions support the school's curriculum in a practical and living way. The children also learn safe and appropriate behaviours as a group. Teachers conduct risk assessments in regard to excursions and comply with the school's **excursions policy**.

## Kindlehill - Information for Parents

The bus is driven by a teacher or a driver chosen by the teachers. Parents sign a general consent form for the range of bus trips indicated above. Parents are given prior notification for longer outings.

### *22 Studio and Parent Education*

From time to time, information sessions and artistic experiences are organised for parents, whereby they can deepen their understanding of the philosophical and spiritual wisdom that underlies the educational impulses of Kindlehill. Talks on parenting and child development are also offered and usually form part of the teacher-parent evenings held each term by class teachers.

This impulse, called Anthroposophy, by Rudolf Steiner, describes the path that humanity has taken on its journey through the cosmos. In our time, human beings are called upon to continue on this path with consciousness. We are to participate in every aspect with courage, perseverance and selflessness. Creativity and good will are well springs that nourish and connect us along the way.

# Kindlehill - Information for Parents

## *Part B. A School for Life*

### *23 Kindlehill School – Practising the Art of Education*

Kindlehill School endeavours to provide a well rounded, life imbued education, for Kindy to Year 9 with the intention to complete the high school in 2014 with year 10.

The curriculum is approved by the NSW Board of Studies. The approach to the child and the manner of teaching are drawn directly from the work of Rudolf Steiner and the teachers' experiences in working with these indications.

In broad outline, the teacher's task is one of meeting the diverse needs of the children's on-going and ever-changing development. This is met in many ways, including lesson content and the form its presentation takes. In general terms, several major phases of growth are apparent along the journey from birth to young adulthood. Each subject taught, and the means by which it is presented to the children, attends specifically to these developmental phases.

### *24 The First Seven Years*

In the first seven years, the child grows into and takes hold of the physical body. In the earlier stages, standing, walking and speaking are three fundamental achievements. From this time on, the child finds orientation in space – balance, coordination, dexterity and the ability to perform tasks. The child also develops as a social being in relationship to all that is in his/her surroundings. The capacity for memory and imagination also blossom at this time, manifesting and

## Kindlehill - Information for Parents

developing in the child's active play life. As this 7 year phase of development passes over into the next, the 'baby' teeth are replaced by the child's own formed 'second' teeth.

During the first seven year phase, foundations are also laid for a healthy physical body and a healthy soul life. Gentle words, acts of kindness, a sense of joy and wonder, underlying values and attitudes of tolerance and respect, are absorbed by the child right into its physical organism. It makes a world of difference to a child if s/he is warmly nurtured and protected through this time. Likewise, if a child is exposed to hostility, apathy, violence and intolerance, these are absorbed into the physical and soul organism of the young child.

The ongoing life of a child through to adolescence and adulthood, remains affected by these experiences – healthy or otherwise. This often manifests in how well we as adults can meet life's challenges and the inevitable changes that come one's way.

### *25 The Kindy Garden*

At Kindlehill, Kindy Garden is just that - a garden. Here, every opportunity is taken to provide a nourishing and nurturing environment where each and every child can grow and unfold. Our Kindy days are permeated with the warmth and light from Father Sun, and a wealth of stories, songs, artistic and practical activities, unfold within the safe, protected embrace of Mother Earth. Needless to say, exploration, invention, wonder and joy are the order of the day for these tender young souls. This is nourishment that will provide the foundation for health and well being throughout life.

## Kindlehill - Information for Parents

In the Kindy Garden, the children learn to do the good, to meet the challenges and obstacles that life puts before us, to be kind and gentle toward others, to revere the natural world and live care-fully in relation to it. In the Kindy Garden, we learn to live with gratitude for all that is around and about us. Our aim then, is to support the whole being of the child (head, heart and hands) in becoming intelligent and perceptive – what a force this will be as each one finds his or her way through life.

It has been said that one thing constant in this world, is that things change. Children in our time need to grow into adults who are resourceful, imaginative, flexible and self motivated. It is our hope that the seeds tended in the Kindy Garden, will blossom into such qualities. May they take the transforming power of love into their future lives, for the good of humanity and dear Mother Earth.

### *26 The Primary School Years*

From around 7 years, the child seeks a different relationship to those close by. Parents and teachers are now looked to for guidance and instruction in all aspects of life.

From around 7 to 9 years, the young child still lives in an ensouled world. The child does not strongly differentiate between him/herself and the surrounding world. As a consequence, the child is deeply satisfied to have the lessons of the world, brought to him/her through stories and imaginations.

At around 9 years, the child begins to separate from the outer world. The child begins to observe the world more independently and somewhat critically. They may begin to challenge the authority of



## Kindlehill - Information for Parents

parents and teachers. The developing child now expects the teacher to bring something worthwhile toward them, and for the adults to demonstrate in their own lives, espoused principles and values.

In the younger primary classes at Kindlehill, teachers meet the children's enquiring minds with stories and imaginations that depict the wisdom inherent in the world. English, Mathematics, and Social Sciences expand the children's knowledge of the world while also reflecting the morality and wisdom that lies behind all things.

In this way, the children feel themselves involved in an ongoing, evolving journey of humankind.

The presentation of the lessons is drawn from the imaginative and creative wellsprings of the class teacher. Everything is brought to the children through the arts of storytelling, songs, verses, sculpting, painting, movement and drama. As well, the practical skills of gardening, cooking and handcraft are developed. Physical development occurs through co-operative and non-competitive games, as well as bushwalking and other activities.

In the older primary classes, the children are prepared for meeting the changes that accompany adolescence. Biographies which highlight the finer human qualities and achievements help the children strive toward becoming productive and contributing members of society.

### *27 The High school years*

Kindlehill offers an innovative approach to junior high school. Our aim is to equip young people with the vision, moral stamina and skills to build a better world. It provides:

## Kindlehill - Information for Parents

- flexible learning- supporting a balance of directed, self motivated and collaborative learning
- opportunities for practical, artistic, cultural and social experiences in the wider community
- inspiring and productive teachers and mentors with a broad field of skills and experience
- developing skills in sustainable, fair and peaceful living
- fostering the qualities of kindness, generosity, responsibility, resilience, optimism and concern for others.

### SMALL, FRIENDLY, FLEXIBLE LEARNING STYLE

Our high school provides a small, friendly and productive learning environment, which introduces students to curriculum in a way that makes sense to them, engaging them in the real issues and concerns of our times. Students are challenged to think, feel and act in resourceful and creative ways, and to be constructive participants in their ever widening spheres of community.

### WELL ROUNDED EDUCATION

There is a balance of classroom learning and hands on experience, the intention being to equip young people with the capacities and skills for their future lives. An extended network of friendships and social engagement is provided through sport, artistic and practical activities in the wider community

# Kindlehill - Information for Parents

## INSPIRATIONAL AND PRODUCTIVE TEACHERS

Productive and inspiring teachers and mentors, guide students into diverse fields of endeavour, engaging the mind, heart, practical and social aspects of life for young people. Mentors from the local community in a diverse field of interest are also involved in the high school programme. For more information about the high school programme, contact Lynn.

### *28 Children are naturally enthusiastic*

Children are naturally enthusiastic! Whether involved in meeting new challenges or tackling new subjects, whether working with drama, speech, music, painting, craft activities, bushwalking, bike riding or involved with their own creative play and interests, they show a strong and heartfelt commitment to the endeavour of the moment and involvement with each other.

Social life in primary school, is full of ups and downs and provides fertile ground for social and personal growth, but through it all, the children become good friends. The class teacher strives to create a culture of friendship as well, to support each child individually in developing his/her potential.

Children are musically and artistically endowed and if these qualities are nurtured, the blossoming of capabilities and self-esteem prove to be life-long blessings.

Academically, each child is worked with at her/his specific level of ability and all the children appreciate that each brings specific gifts and opportunities.

## Kindlehill - Information for Parents

Creative play and social games in the spirit of cooperation and skill-building are more encouraged than competitive sport. Creative play is strongly nurtured in the younger children and a strong sense of 'camaraderie' among the older primary children is fostered in order to discourage the somewhat less desirable aspects of competitive play.

Kindlehill School is a performance-oriented school and plays and concerts are presented throughout the year. These permit the children to creatively bring before an audience (mostly parents, visitors and other children) the culmination of work undertaken in class. They also provide an invaluable opportunity for social bonding within the school community.

Within the community at Kindlehill, there is a sense of belonging. The children are greatly supported by this parental involvement, and it contributes to the unique spirit that is Kindlehill.