



©RANA SEASONS

Term 1 2019

TERM 2:

APRIL

29 First day of term 2

MAY

1 ACT Oztag South Canberra, Years 7-10
6 School Photographs
SS VACT 12 years & under Championship swimming carnival
7 School Photographs
8 High School & Senior College parent teacher Interviews
9 Class 3 TM & 3KS Excursion to Ingelara Farm
10 Year 1 Autumn Walk
Year 5-10 Cross Country carnival
Community Market
14 NAPLAN testing for years 3, 5, 7 & 9
15 NAPLAN
16 NAPLAN
20 Book week begins
21 St John Ambulance visit to Primary School
24 Reconciliation Day Assembly
27 Reconciliation Day public holiday
28 SSACT Southern region Cross Country
31 Sun smart: hats off from today

JUNE

3 SSACT Primary South Weston Region Cross Country
4 ANU Maths Day, Senior College
Year 10 PARTY programme
Class 6DF 7 6JL excursion to Parliament House
High School Tour
5 Early Childhood Tour
6 Primary School Tour
7 Twilight Concert, Overture Hall
10 **Queen's Birthday public holiday**
12 SSACT 12 & under, 13 & over cross country
14 Community Markets
15 Working Bee
19 Year 12 Architecture Camp
20 Spiral Walk, years 1 & 2
21 Winter Festival
25 Spend a day at Orana
28 Early Childhood Winter Festival
Japanese Tanabata festival
LAST DAY OF TERM



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Cover painting by Amelia Kolano, Year 5

BOARD UPDATE FOLLOWING THE AGM

The Annual General Meeting of the Canberra Rudolf Steiner School Association (the organisation that runs Orana School) was held on Wednesday 27 March 2019.

Key items of business included presentation of the Special Purpose Financial Report for the year ended 30 December 2018 and Orana's Annual Report for 2019.

At the same meeting three new Board Members were elected.

The current composition of the Board is as follows:

Three members elected by the Association	Chris Boswell
	Stephen Kolano
	Michelle Pawley
Three members appointed by the College of Teachers	Marie-Anne Gigon
	David Pearce
	Vacant
Chair of College of Teachers	Maia Harrison
President of P&F	Merlin Kong
Two staff members	Amanda Taylor
	Vacant
Principal	Jacqui Lee

I would like to take the opportunity to thank members who served on the Board over the past year. In particular, thanks to Roger Targett, John Mavrogenes, Rob Clode, David Hadfield and Nico Padovan.

In addition, Michael Jansen-Gibson (Class 1 teacher) will be stepping down as one of the Staff appointments to the Board. We are extremely grateful to Michael for his work on the Board over the past few years.

David Pearce
Chair
Canberra Rudolf Steiner School Association



A MESSAGE FROM THE PRINCIPAL:

We welcome you to a new year, especially to new students and families who have joined us, and to a renewed sense of enthusiasm that has been visible in all the years across the whole school.

In one of his lectures, Steiner stressed the importance of seeing schools as living organisms **'in which each single feature is an integral part of the whole.** The threads of the different activities which must be carried on in order that the whole organism of the Waldorf School may live, are drawn together in the **College (staff) meetings'.**

Steiner has stressed repeatedly that **'if a school is to be a living organism, the College of Teachers must be its heart and soul... This is where the teachers meet and share their experience in the classroom (not from theory)... The sharing fosters unity, making the whole school the concern of each teacher... Through studying together, a real knowledge of human nature continuously flows out and permeates the school, bringing vitality to the work of the teachers'.** –*Republican Academies*

This vitality in turn brings inspiring and engaging lessons to the children that are fruitful for their learning. In the following articles in this term's Seasons, you will read how the children and students have been engaged in countless inspirational lessons and joyful activities, culminating in the gloriously colourful Harvest Festival and thought provoking poignant Monologue Performance by the Year 10 and Senior College Drama students.

At the heart of the school, within the College of Teachers, Steiner sees the workings of education **'in the highest sense a moral, spiritual task';** a truly daunting and humbling perspective for whoever carries responsibility for our school in educating our children and students. In re-establishing and organising the school, my aim as Principal is to enable all who carry this responsibility to work collegially, bringing our own contributions towards the solution of problems and taking full responsibility for what we do within the roles we have taken.

As we continue to realign ourselves from what had become a standard hierarchical structure in the past, to a model that is supported by two unique inner structural elements, that of the curriculum based on the *'Study of Man'* and the principles of the *'Threefold Social Order'* we will continue to acquire a collective unity of purpose. This does mean formulating new questions as new problems arise, as there are no ready-made solutions. In

this sense we are working with the 'spirit' of the school.

Thank you to the dedicated parents and carers who have continuously supported the teachers and the School. I wish you a safe Easter period and look forward to the transformation in the children and students that we frequently observe upon their return in Term 2.



FROM THE COLLEGE OF TEACHERS:

'Teachers must be exemplars of a way of life. They must be artistic and able to improvise, free of preconceptions and forever expecting the unexpected. They must be sensitive and receptive to the changes in human nature. And, above all:

"We need open minds, ready to receive new wisdom each day, and a disposition that can transform accumulated knowledge into a sense of potential that leaves the mind clear for the new. This keeps people healthy, fresh, and active. A heart that is open to changes in life—its unexpected and continuous freshness—must be a Waldorf teachers' basic nature and mood."

The Spiritual Ground of Education, Rudolf Steiner
Introduction by Christopher Bamford

Twenty-first century life is characterised by rapid change. In this environment, schools are both harbingers of change and places where age-old human values are learned. In the year of the one hundredth anniversary of Waldorf education, Orana is responding to the call to understand how Steiner's ideas for education apply in modern times. Last year, new arrangements for Orana's College of Teachers were made. Returning to early Waldorf practices, recognition was given that the entire teaching staff at Orana *are the 'College of Teachers'.* Staff at Orana are expected to uphold and work from the Professional Code of Conduct which enshrines the ideals of cooperation and responsibility, and to have a deep understanding of the development of the children we teach and the society we live in. Anthroposophy is at the heart of all Waldorf schools, Orana included. It

informs the daily implementation of our Steiner-inspired curriculum. Our Monday whole staff College meetings are a chance to deepen our understanding of anthroposophy and professional ideals and to align our collective goals.

A group of teachers have volunteered to be members of the Pedagogical Trustees. This group meets weekly and comprises people from all areas of the school. The aim of this group is to take responsibility to oversee and strengthen the Steiner pedagogy at Orana, within the context of Australia and its education laws.

Under the direction of the Pedagogical Trustees, the College of Teachers participate in ongoing study of the Educaredo program. This is an international distance education course in the foundations of anthroposophy. It gives teachers an overview of the practical aspects of anthroposophy and human development. It includes practical exercises and encourages observation and inquiry. We work in small groups to study the lessons and understand how these can inform everyday classroom practices.

In January, all Orana staff met for our annual Conference. We were very lucky to have Dr. Lakshmi Prasanna give keynote lectures full of insight and inspiration. She has a deep understanding of the connections between education, child development and health, and works as a lecturer and consultant internationally. She helped us to explore the picture of the child/student in our changing world and how and what we, as facilitators of learning, bring to them and to our work. Opportunities for formal and informal discussion and training with colleagues are vital in maintaining our ability to respond to the diverse needs of all the students in our care. Professional development in such areas as anaphylaxis, first aid, differentiation, documentation, reporting and other legislative requirements also will be ongoing throughout the year.



In the year of the Waldorf 100, the question, “What is the essence and core of Steiner education?” is being asked at national levels, within the SEA and also here at Orana. Our ongoing discussions and research aim to crystallise and articulate **essentials about teachers’ interactions with the children and the delivery of the curriculum, and what it means to be a Steiner teacher in the twenty-first century.**

In our open-minded research, our commitment and our active listening to each other, we experience the ever-rejuvenated **‘Mantle of College’ over Orana’s wonderful community and celebrate 100 years of an evolving, relevant education system.**

Maia Harrison, April 2019



TERM ONE IN THE SENIOR COLLEGE AND HIGH SCHOOL:

It has been an exciting and eventful start to the year at Orana this Term. What has been inspiring and impressive about Orana students is their support for our community, their passion for learning and life, and their ability to meet challenges and embrace risk and change as part of their learning.

Class 8 students have had a two-day transition camp which challenged them in many ways: this included team building skills, resilience, social skills and problem solving. It has been wonderful **to see our Class 8’s settling** into the High School so quickly.

Class 9 have had a Farm Stay Camp that tied in with their Developmental Geography Main Lesson. Students have worked on a mixed and biodynamic farm. The students were able to carry out authentic farming activities and experience their environment without danger or disruption from machinery. Students also had the opportunity to get close to farm animals. The Farming

programme aims to help students build a connection to the cycles of food production, an awareness of the social and health benefits of farming, and the delights of eating nutritious foods. Class 9 students have also had the opportunity in the Nationhood Main Lesson to join with Mount Barker students during week 9 to extend their knowledge together of the effects (intended and unintentional) between European settlers and Australian Aboriginal and Torres Strait Islander people. The traditional concept of Aboriginal people as hunter gatherers is discussed as well as how and why this view has taken so long to be challenged. The experiences of non-Europeans in Australia prior to the 1900s, such as the Chinese, Afghans and South Sea Islanders are examined. Key people, events and ideas in the developments of Australian self-government and democracy are investigated.

Class 10 students have had the opportunity during week 5 to join the work force through our Work Experience Programme. The school received a lot of positive feedback from many work places on the outstanding work ethic, professionalism and enthusiasm of Class 10 students. Class 10 students also had a full day at Broulee in March, where they learnt to surf. It was amazing to hear how many students and teachers were able to surf at the end of the day.

Class 11 and 12 students have been leading the school in various events throughout the term. This has included games for the Welcome Picnic, Harvest Festival, as well as the Orana Swimming Carnival and Athletics Carnival. Class 11 and 12 have also had the following curriculum opportunities throughout the term: DNA Workshop at the CSIRO Discovery Centre; St George Bank visit that connected to the Class 11 Financial Mathematics Main Lesson; and Source to Sewer Treatment Plant visit connecting to a new Main Lesson in water and chemistry.

These authentic experiences enable students to develop their practical and social skills, and build self-reliance and confidence in their abilities. They learn the importance of working together to solve problems and complete tasks through realising the unique contribution of each class member. Recognition of the student voice, leadership, mutual respect and joyful encouragement of learning across many fields of endeavour are the highlights at Orana. We have introduced a new leadership team of students across Classes 10, 11 and 12 this term. They are currently working on

projects that can occur across the entire Orana **Community and how students' needs** can be best met.

You may recall that the High School was closed for Moderation day in March. This is a day that teachers across Canberra get together in their teaching areas (i.e. Mathematics, English, Art etc.) and ensure that there is alignment between schools in assessment tasks, the grading of those tasks and the quality of the feedback given to students. The Board of Senior Secondary Studies (B.S.S.S.) captures and uses data from moderation day for schools to use to improve assessment.

Some good news about Orana is that, as a College, we have a number of consistently outstanding assessment tasks. The following teachers were moderated as excellent in their tasks. Sophie Blacker -A & T Photography, Tim Woodhams - Mathematics Methods, Sharon Kolano - Interdisciplinary Science.

Other events that have occurred in The High School during Term 1 were – Debating, Class 9/10 in an ACT schools competition, COGAT testing with Class 8 students, Information and welcome meetings for Class 8,9,10 and Senior College, Orana Swimming Carnival, Orana Athletics Carnival, South Side Boys Basketball Competition for years 7, 8 9 & 10, South Side Swimming Carnival, Senior College Information Evening, High School and Senior College Tour, MIEACT (Mental Illness Education, ACT) presentations to class 9 & 10 students, Class 12 Queensland Core skills testing, Senior College Woodwork excursion, Class 10 Japanese excursion, Duke of Ed excursions, Computation Algorithmic Competition, Class 10 & 11 Drama monologues.

We are looking forward to students next term being involved in the many other opportunities that we are offering.



FROM THE PRIMARY DEPUTY:

In my relatively new role at Deputy Principal of Primary and Early Childhood, I am so pleased to have been invited to contribute to the Seasons newsletter at Orana. It is a joy to be a part of a community where the children look you in the eye and know your name, where the community is so strong that most everyone can look at a tree they planted or a classroom they painted. Perhaps your everlasting memory will be the soup you so lovingly prepared for a festival, or the moment you were quietly acknowledged when your child brought home a book that you had covered from the library. In one of our faculty meetings when we conducted our check in, my only comment was "I love doing lollipop duty". I am getting to know so many families as the road is crossed and it truly is a joyous job - though in the depths of the winter let's see if I am still smiling.

I would like to bring two things to the community, including a knowledge that my role is a support to the parents in matters relating to early childhood and primary education at our school. In saying that, my ultimate role is that of supporting the Principal. There is no doubt the role of the Principal is complex and most parental concerns are managed at deputy level to free Jacqui up for operational matters.

The second subject I would like to share is an understanding of the times in which we live when it comes to teacher support. Teachers in Australia work under national leadership from the Commonwealth, State and Territory governments as they promote excellence in the profession of teaching and leadership in education. The 'Australian Professional Standards for Teachers' align beautifully with Steiner practice and inform teacher reflections on annual professional learning. To maintain registration to teach in ACT, all our teachers continually strive for improved practice. While many know how regulated the teaching industry is, perhaps some are less aware of the continued focus on teaching and learning at Orana. Attainment of our goals involves careful collaborative planning, monitoring and reviewing effectiveness of learning. The forum for continued development occurs in the faculty meetings. The rhythm of these meetings is very special as it allows time to meet, to share food and to engage in a creative activity prior to the formalities. The creative activity is a half hour of Eurhythmy to feed the soul and body of our hard working Kindergarten teachers who are on the floor all day with the children. Maia Harrison, our fabulous

music teacher normally sings with the Primary teachers. We learn upcoming songs for festivals and events and have such a good time belting out those tunes. Creative endeavours translate to invigorated teachers so late in the afternoon. Thank you Dr. Steiner for such a great way to start a meeting. Our teachers are invited to choose the Professional Learning best suited to their annual goal set, whether it be a Conference or a workshop. This year most of the primary teachers spent a week at Glenaeon Steiner School in Sydney in January to prepare for the year, while some of our teachers undertook the same learning/refresher courses via correspondence. There is also a mentor programme at Orana which is soon to go under review by the teachers. There is always the opportunity to fine tune all mentoring relationships as we deepen our understanding of Steiner education and practice. EduCareDo is another correspondence training all staff are engaged in. The focus is Anthroposophy and is described as Self-Awakening Study of Spiritual Science. Programmes are always under review and this year the Primary school moved to a new literacy approach to support classroom practice. No doubt those of you with primary aged children are aware of the new THRASS program. If you require further information on the program, by all means ask the class teachers.



We have two staff members to thank for their work in maintaining the integrity of Steiner learning: Stephanie Gottlieb is the Educational Leader who fulfils her role by leading the study in the weekly Early Childhood faculty meetings. Stephanie is also a regional representative for Steiner Early Childhood in the area. Jacinta Lai is the coordinator for the Primary School and keeps the faculty on track with events, festivals and upcoming professional learning opportunities. It is great to be part of such excellent teams with a brains-trust of Steiner knowledge and understanding.

On a personal note, I would like to thank all the staff and families who have welcomed me to Orana over the past few months. I am enjoying observing in all the classrooms as I get to know the children and how they respond in the learning environment.

Aine Barker

WELCOME TO 2019:

At the beginning of each year Orana celebrates the return to school with a whole-school assembly. For Class one, this is their first experience of being part of the **"big school"**. Each year, one Year 12 student delivers a Welcome Speech to our youngest students. This year, the speech was given by Arthur Pearce and was so beautiful that we wanted to share it with the wider community:

"My name is Arthur, and I am a Year 12 Student. I am here to speak a few words to the year ones. It seems a long time ago now, but I was once in your position, an excited year one student at Orana. At the beginning of the school journey. So much lies before you. As you explore the world you will find wonder and beauty, as well as challenges and hardships. You will learn of Maths and Science, marvel at stories and poems, and create with Art and Music. Thinking with your mind, and making with your hands. Not only will you learn about the outside world, but you will also learn about yourselves. You will mature in character and soul. You will build a personal identity, and along with your knowledge it will strengthen until one day you will be strong and smart enough to take on the outside world all by yourself as an adult.

This is the great journey you have all just started, and the plants you have just received will accompany you on that journey. As you learn and develop, the plants also will grow. Keep them well watered and give them plenty of sunshine, so that they may flourish. Keep an open mind to learning and a kind attitude and you too will have boundless success. Be curious, thoughtful, honest, courageous, and resilient.

As my final words I wish you good luck in all you do, although I am sure you will not need it."

PLAYGROUP:

As always, we start our mornings in playgroup by singing together and making the bread rolls which will warm our bellies after our inside play and morning circle. The smell of warm bread in the oven, lavender water we use to wash our hands

and the sound of children playing creates wonderful experience for our senses.

Our morning circle is always joyful time of connecting and celebrating the seasons and we have been singing about apples, autumn leaves and little animals finding their warm nests.

**"Come little leaves" said the wind one day,
"Come over the meadow with me and play ,
Put on your dresses of red and gold,
The Summer is gone and the days grow cold."
Grow cold, grow cold, the Autumn has come
And the days grow cold.**

Autumn is truly upon us and just as the leaves begin to change their colours, so too do the families work and play changes with rhythm of nature.



Water play is still the favourite outside activity



If you would like to join our warm community, please contact playgroup@oranaschool.com or phone our Playgroup Coordinator Harriet Daly on (02) 6287 8342

Playgroup sessions are held from Monday to Thursdays from 9.15-11.45am.

Petra Wallace
Playgroup Leader (Wednesday and Thursday sessions)

EARLY CHILDHOOD:

Busy Bees In Kindergarten

In Rosewood, the children have spent much of our summer days watching the busy bees work.

Together we sang songs about them and made bees wax bees for our classroom hive.

Our classroom is our hive, as we collect the golden pollen through songs, stories, play and from each other.

To thank the bees, we worked with our *will* to do weeding in the garden. We were very thankful to have Nick help us and we hope he comes again, as we prepare for our Harvest Festival.

Katrina Katipunan



Felted eggs for Easter.



Raking to help to sew a green manure crop in our vegetable bed.

AFTER SCHOOL CARE:

EARLY CHILDHOOD AND PRIMARY SCHOOL PROGRAMME

Each day during the school term, After School Care's gatherings commence with a wholesome meal that is lovingly prepared by our staff for the children. Our current menu includes roast vegetables seasoned with the children's hand-milled rosemary sea salt, toasted sandwiches, our own freshly baked banana bread and apple muffins.

Hats and warmer layers are now encouraged to support afternoon activities and outdoor play - important to the children's overall health and development. Following outside play, tidy up time leads us inside for quieter activities such as reading, homework, board games and story time.

The After School Care program is available to the Early Childhood and Primary-aged students of Orana School. Our opening hours are 3pm to 5.45pm. Enrolment details and application forms may be obtained at afterschool.care@oranaschool.com



From Tracy's Kindergarten: Knitted gnomes, looking forward to going home with children!



CLASS 1:

At Orana every student learns to play an instrument - for some it may be three or four instruments during their time at school! For Class One, this magical journey begins with the recorder. The children are given a beautiful hand-made instrument, specifically tuned to the pentatonic scale.

As with many traditions at Orana there is much reverence and ceremony accompanying this specially occasion, though my favourite part is the 'candle test' where student blow gently to make the flame 'dance' yet not go out. To see the children wait in expectation and take this test so seriously is a moment to treasure.

And so our class begins to play music together.



CLASS 2:

This year started a little differently from last year where we welcomed students who were fresh from Kinder into Class 1 with their anxious eyes full of wonderment at the new part of the school and their new journey. This year we welcomed familiar faces, and some new, to our Class 2 with eagerness in their faces and a hunger for learning. With this we started our Main Lesson exploring the animal fables of Aesop. Students' connection to the fables

was reflected in their Main Lesson Books and within social interactions with each other. Our second main lesson of focused on Mathematics,



with students immersing themselves in the world of "Pirates and Patterns". Students learnt new mathematic-focused games, songs and movements that reinforced their learning. The main character of Pirate Perry featured throughout the main lesson as he journeyed to different realms helping solve number problems. Our next Main Lesson focused on our local surrounds using some rich classic text that paints an in depth picture of the inspiring environment in which we live.

During our last main lesson we also found time to complete 2 weeks of Swim School at the AIS. Class



2 students travelled each day to the AIS to do their swimming lesson and returned each day to complete their

learning. Although they were very tired from swimming they still demonstrated an appetite for learning and completing all of their tasks at a high standard.

Class 2 students also gave a short performance of song and recorder to the Class 1 students. The performance allowed Class 1 to hear songs on recorders that they are currently learning in vocal form, as they will not have their recorders until later in the year.

Students also have gone deeper into water colour painting



experiences, exploring the merging of colours and effects of layering with wet-on-wet painting.

We will close off our first term with the Harvest Festival, which Class 2 students will attend with garlands that they decorate themselves and share bread with their class buddies from Class 5.

CLASS 3:

Class 3TM has had a wonderful start to the 2019 school year! This term we went on our very first overnight camp to Ingelara Farm and had a fantastic time. We planted garlic, watched a calf being bottle-fed, shovelled many



buckets of cow manure ready to make biodynamic compost and supported each other in what was,

for some, our first sleep away from home. Many of us did not want the camp to end (particularly because the food from **Beatrice's farm** was so good!) but we are fortunate to have 3 more visits to Ingelara to look forward to this year.



visits to Ingelara to look forward to this year.

This term we have also been learning some Hebrew language through song and verse, which has complemented our Creation main lesson beautifully. The children and I have really enjoyed this learning together and even had a go at writing in Hebrew. We have also begun a wonderful gardening program this year and the children have been working very hard to dig up a special area in the class garden for some planting in the coming weeks. Of course, these projects would not have been possible without the wonderful support we have received from parents in our class and we are so grateful for the incredible skill set we have among our class community. The term will finish up with the swimming program at the AIS and the wonderful Harvest Festival which we will host at the end of the term. Class 3 is just full of excitement, fun and some very special learning experiences.



CLASS 4:

Camp at Honeymoon Bay

It was an exciting start to the Tuesday of Week 3, when Class 4EM gathered at the classroom to pile into cars and head north east for a four-day camp at Honeymoon Bay. We divvied up the food and water, loaded the tents and bags, and said farewell to parents and siblings. Our first stop was at Nerriga Hotel to stretch our legs before the final drive to Bristol Point, in Booderee National Park. There, we met Aunty Julie from the Galamban Curious Kids Program who told us rich stories from her culture about local animals and the landscape. So much science was woven into the tales and we were able to see and touch rare artefacts, some so ancient it was incredible! It will be fantastic to dip back into those stories when we have our Human and Animal Main Lesson.

Our camp was an integral part of the Spirituality of the Dreaming Main Lesson we began the year

with. Not only did we have the opportunity to experience visiting a place the Aboriginal people have maintained as their own throughout European settlement, we were able to really feel the importance of the Songlines and connection to the land with someone local to the area.

Given that Jervis Bay is the ACT's official port, we will be able to revisit the importance of the geography of that area when we have the Local History and Geography



Main Lesson in Term 2.

After a brief, rainy toe-dip in the blue waters, on the white sand, at Bristol Point, we made our way around Jervis Bay to the Beecroft Peninsula. Our group went through a safety induction and we were issued a two-way radio by the Navy for 24 hour communication for the duration of our stay. Our pen-pal class from Kindlehill Steiner School in the Blue Mountains had already set up camp by the time we arrived and both classes were **straining to meet the pen pals they've been writing** to for the past two years. Not until tents were up, dinner was cooked and eaten, and torches and pyjamas were on pillows, did we finally meet the other class down at the beach. It went from super excitement to super shy in moments!



Though we have been writing to our pen-pal class for two years, our letter writing will have far more meaning now that we have put faces (and personalities) to the names. In the History of

Writing Main Lesson we will be able to increase our letter writing skills and continue the relationship until the Olympics in Class 5, or when they come to Parliament House in Class 6, when we might meet them again.

A peaceful night and a cloudy start the next day. We spent the morning in Honeymoon Bay swimming, snorkelling and playing on the beach or rocks, before venturing to Bindijine Beach, a short walk away. Each class participated in a ranger guided talk about the local area, plants and animals and it was fascinating to hear some of the same things, but in a completely different way to the way Aunty Julie told them.

Honeymoon Bay blessed us with fish, seaweed and stingrays

to look at, while Bindijine gave us seagrass, shark egg casings, two pods of



dolphins, a gliding shark's fin (only little – not scary) and a severed shark's head (more scary), plus many more amazing discoveries. The hardest challenge was to leave the beach treasures where we found them; shells and shark eggs were the most difficult to leave behind.

Each day we collected rubbish we found in the ocean, on the beach or around the campsites. The report on the audit is below by Robbie Ladbrook from the ACT No Waste Education Team. We followed the **'Take 3 for the Sea'** initiative (take3.org), however it soon became competitive for some and many bags were filled!

Below: Plastic fingernail with Australian flag





Each night we shared activities with our pen-pal class with a talent show and a drum and dance. We also had one night and morning of solid rain, flooding the inside of one badly-erected tent, floated another tent in a puddle (dry inside!) and the whole food tent. Thankfully, everything dried out fairly quickly.

4EM students showed outstanding resilience, teamwork and a wonderful sense of adventure throughout the entire camp. We had an excellent team of parents who helped shop for food, pack the food, drive the cars, cook and prepare the food, swim and snorkel in small groups, and be stand-in parents for the children in the class at night. An enormous thank you to all parents, especially for entrusting your children to me for a brilliant camp.

Citizen Science Project: Class 4EM undertake a local litter audit of Honeymoon Bay, Jervis Bay, February 20, 2019


Orana students went on an excursion to the Recycling Discovery Hub in 2018 and Class 4EM led the way in helping the school change the bin system by presenting the Bin play at the whole school assembly.

On a recent school camp to Jervis Bay the students of Class 4 enthusiastically undertook a citizen science project while camping in the bush at the “pristine” Honeymoon Bay.

The class conducted an initial site inspection, and a litter audit. The data was logged on the *NSW EPA Local Litter Check* digital database.

It was a fun group activity, but the students noticed that the king tides revealed more rubbish on the beach the day after the audit and clean up. The waste warriors were eager to share their findings with other students.

Altogether the class removed from the bay:

Aluminium	Plastic	Paper	Glass	Other
9 cans	23	10	6 bottles	1 false
4 foil	bottles	items		finger
pieces	5 toys			ail
8 beer	18			2
bottle lids	cigarette			fishing
4 ring pulls	butts			lines
	5 plastic			2
	lids			Styrofo
				am
				1
				Nappy

Class 4EM ventured out on bikes again in Week 6, this time riding all the way to the National Museum of Australia! Yes, a full 25 kilometre round trip! What a class!

The students who had upgraded to a bike with gears since our last big ride really felt the difference and some realised (mainly me) that losing bike fitness over summer made it really challenging to keep up.



We left at 9am with several parents riding with us and a strategically placed support vehicle along the way. It took a little longer than I'd anticipated to so **we didn't have much time to eat morning tea** upon arrival, before we had to meet Deb inside for 'A Living Culture' program.

We discussed how many years Indigenous peoples have been living in Australia and handled a range of Aboriginal and Torres Strait Islander objects to help us understand the ways in which Indigenous cultures have evolved and adapted in the last 200 years.

Deb then let us loose (in groups of four) in the First Australians Gallery to find and document objects that represent an aspect of Indigenous **Australians' living culture**. Deb gathered the students together to discuss their selected images and how they might be used for further research and reflect on the continuing cultures of **Australia's Indigenous peoples**.

We all enjoyed lunch by the lake before riding back to school again in time for buses.

Injuries	Blisters	Punctured Tyres	Sore Legs
0	2	Five ☺	Too many to count

CLASS 5:

At the beginning of the term, Class 5ST dove into learning about the stories of Ancient India, and the children enjoyed rewriting these stories and



drawing accompanying illustrations to their work. A particular highlight for our class was making clay diyas and beeswax models of a lotus flower. At our Indian Feast we

sampled yummy curries, poppadums and sweet treats, and lots of children and parents dressed up in colourful Indian clothes and saris.

In our Decimals Main Lesson, we revisited place value and extended it to three decimal places. The class explored and discussed where, how and why we use decimals in every-day life, including money, Olympic sporting events and units of measurement. Learning about financial literacy was a particular highlight, as we investigated real-world problems involving money, supermarket

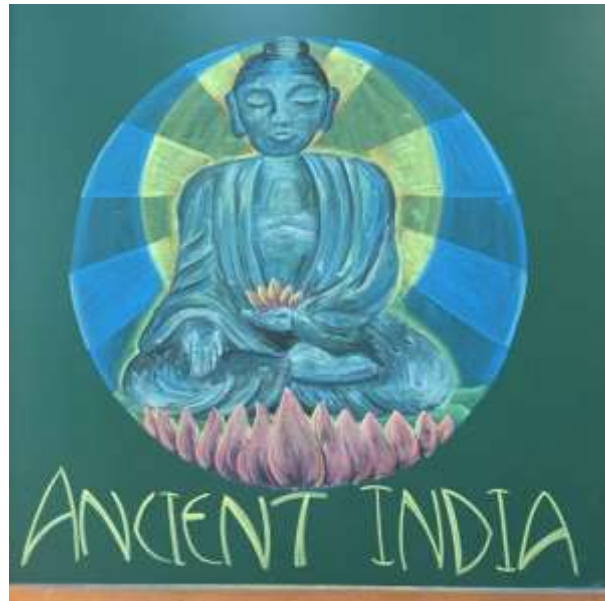
“best buys”, cost per serve and simple budgets. We ended our Main Lesson with a delicious class breakfast, which was carefully budgeted and organised by the children.



Now we are entering our last Main Lesson on Ancient Persia (now modern-day Iran), and we will be learning about the people, land, culture and food of Persia through stories and legends. So far,

we have been exploring the concept of “light” and “dark” imagery in poetry through descriptive language, as well as decorating our Main Lesson books with Persian art and motifs.

Sharaine Talip



CLASS 5 JAPANESE:

In Term 1 Week 9, Class 5 students had a Japanese market at SRC Hall. The market size was small but they had a cosy, homey and fun Japanese market.



They sold beautiful Origami flowers and hats they made in class. The ‘book shop’ sold magazines that the Japan Embassy kindly

donated. There were also a ‘sweets and rice cracker shop’ and an ‘Origami paper shop’. The children took turns to be shop keepers and customers and enjoyed shopping using paper Japanese yen. They did a beautiful job in speaking Japanese using vocabulary and phrases that they have learnt in class.

Their sparkling eyes and big smiles mean a lot to us.

Well done to the Class 5



Japanese students and thank you for the parents who supported the market.

Yukiko & Fumi

CLASS 6:

Class Six have just completed an exciting and interesting Geology Main Lesson. The children learnt how the earth under their feet is formed and all about the different types of rocks around them. At our Geoscience Centre excursion we explored the many amazing rocks and minerals they have in their collection. It was truly amazing to discover that some minerals form naturally as almost perfect cubes! The classes also stamped their feet to cause a minor earthquake, which was measured on the seismograph. Finally it was incredible to walk around the grounds on their Time Walk and see and touch different rocks millions of years old, as we moved through space and time.

Class Six also had an exciting and scary excursion into the depths of the earth at the Wombeyan Caves. We were underground for over 90 minutes, climbing up and down ladders, exploring huge caverns and narrow passages.



There were some moments of claustrophobia and fear of heights however all the students bravely supported each other and carried on discovering beautiful stalagmites and stalactites. We didn't lose any students and all made it back to school happy and tired.

YEAR 7:

Year 7 is undertaking a main lesson in physics. We have been learning about forces and Newton's 3 Laws of Motion. On the first day we made a balanced level to demonstrate the principle of moments using paper cups, a ruler and rice. We balanced the ruler on a straw running between 2 cups (like a see saw) and then balanced paper cups on the ruler by balancing the mass with rice.



The second and third days we made a marble run. The winner of the marble run was the marble which took the longest travel time. Both activities allowed us to work as teams and to investigate forces and motion in a fun way.

YEAR 8:

Year 8 have been exploring different forms of energy:



YEAR 9:



Year 9 are currently studying Developing Nationhood in their Main Lesson. For the last week we have been joined by students from Mt Barker School, who are studying the same subject. We have had some rich discussions on the relationship between history as evidence and our role as participants in history, through our evolving attitudes of mind. We have been exploring our relationship to Australia's indigenous history from our two different regions of Australia.



On Friday 5th April we shared an excursion to both New and Old Parliament Houses, where we enjoyed a guided tour, and took part in role plays. The students role-played parliamentary

debates using the official procedures in the House of Representatives and in the Senate. The students chose to debate a potential modern-day bill to introduce free WiFi on all public transport, and also re-enacted a historical debate on Conscription during the Vietnam War.

The students and teachers from Orana and Mount Barker concluded the day with a picnic down by Lake Burley Griffin.

YEAR 10:

In Class 10 students have recently finished their Epic Poetry Main Lesson focused on Homer's *Odyssey*. Students tackled a variety of Thought Provoking Questions or TPQs on topics that link *Odysseus's* journey with their own journey in the 21st century. Our students demonstrate that they can make links that stand the 'test of time' in

relation to our human journeys. These included questions such as

Are you an adventurous person? What does it mean to protect yourself? Do people hold us back? Are you a cat or a dog person? Is glory a worthwhile goal to pursue? And this one: sometimes we hear on the media that "He / She 'was my rock'. Does this mean they are not free?"
Students responded:

- An anchor point or "a rock" is someone who knows you so well (perhaps even better than you know yourself). They keep you grounded, and help you find yourself when your mind is elsewhere. I would say that **my "rock" is my Mum. When I get distracted and stressed and have no idea where my mind is or how to deal with it, I always just talk to her and come to my senses.** I think someone who can do this for you is nothing but helpful, unless, after a time you become too reliant on them and they have too much control over you.
- Your rock gives you extra responsibility, but also an extra comforting presence in your life. If you lose your rock, it is often a hefty loss and you might be lost for a while and you must find a new purpose, a new goal and aim. Your rock gives you a sense of security and also independence.
- It is a problem when you become obsessed with your journey, but an opportunity when you can anchor yourself and know the limits. My anchor point is my loved ones who encourage and support me and **I can rely on them. This doesn't mean that I am held back or not free, but the complete opposite. I feel like I can be myself and be free to do things I love because of them.**
- My anchor point in life revolves around what I enjoy and what I find interest in. This makes me ponder on it and explore it. I pursue these interests that are personal so I can have the best chance of doing something that I enjoy so I can make the most of my life instead of wasting it. This is when wandering becomes opportunity. It can open up new ways of thinking if you let it.

SENIOR COLLEGE:

Last year we reviewed the Senior College Main Lesson timetable and as a result we have included more opportunities to study mathematics (beyond the limits of the BSSS courses) and continue to give hands on science experience. So far this year, the seniors have been to visit St George Bank to talk about personal financial decisions, visited CSIRO to participate in a DNA workshop and have participated in a tour of the water treatment centre as part of a Main Lesson on water. As part of the finance in the home ML, the Class 11s used the new kitchens to bake morning tea and hosted Class 12.



CLASS 10, 11 AND 12 JAPANESE:

Our Orana community has some Japanese people, and I am grateful for having them in our Class 10, 11 and 12 Japanese classes.

Thanks to their help, Class 10, 11 and 12 Japanese students have been developing their speaking skills significantly.

Speaking practice with native speakers helps them improve fluency and pronunciation, and above all they feel as though they were in Japan!

Thank you for visiting our Japanese class, and I hope our students will keep up the good work!

Fumi Page

Class 10, 11 & 12 Japanese Teacher



A TERM 1 MUSICAL HIGHLIGHT: THE MUSIC MAIN LESSON

This term, all of class 3 have participated in the Music Main Lesson. This is an enormous musical milestone for the 8 to 9-year-old child. Each day is begun with rhythmic movement, singing, listening and recorder playing. In this way, the child experiences music actively. Rhymes and songs with actions integrate music into the whole body.

Formalities of musical notation are taught through

ongoing stories and images. Children engage with the notes imaginatively through felt board play, composition and drawing. Gradually they learn



the physical response required to make each written note sound on the

recorder. Learning to read music fluently is an ongoing process requiring many years and much practice.

Co-operating and collaborating are pivotal elements in music-making.

During the weeks of the



Music Main Lesson, Class 3 students demonstrated these qualities in abundance in their beautiful performances at the Twilight Concert and Harvest Festival.

The Music Main Lesson is a first step on the path in an exciting and challenging journey towards musical literacy and competence. It is a delight to witness the joy and enthusiasm expressed as children awaken to the possibility of such an adventure.

Maia Harrison, April 2019

BO-GONE?

by Michael Thompson:

Aside from being a dedicated teacher, Emily MacKenzie-Kay also has a knack for bringing the elements of her main lesson themes together into striking artwork. Her imaginative rendering of a Bogong moth, developed over weeks of patient dot work is a case in point. The swirls in the background seem to conceal the moth as it sits quietly, aestivating on the ochre background of the rock. The only problem is, there are next to no real Bogongs to see when we look for them in the real world. They who famously used to swirl in vast clouds as they interrupted Parliament, or battered against ten thousand kitchen windows, falling prey as they dropped exhausted to be grabbed by huntsmen or bats. They whose migration forms one of only three great insect movements on the globe (another being the celebrated Monarch butterfly). They whose place in the ecosystem kept people, birds and other animals in the high country. To have the mountain granites unclothed by moths sitting like tiles on a roof, to have the mountain pygmy possum starve in its last strongholds in the high plains is almost beyond imagining.

This autumn I intercepted one lone, bedraggled individual at my back door, and was perversely pleased to hear that my small experience in the

suburbs was being repeated across the highlands of NSW and Victoria. Something is breaking the millennia old chain of growth and migration. Several culprits have been fingered: Arsenic and other agricultural chemicals are accumulating to such a degree in the moths that their deaths kill the plants surrounding their rocky redoubts, light traps – like my humble backdoor light – divert many thousands into death spirals around the glow of cities. Nematodes have built up in the **moth's aestivation chambers and prey on the reduced population.** Who knows? Nature is rarely straightforward.

This seemingly isolated event: the worst year on record for the Bogong Moth, and possible short term collapse of a population is cause for despair. Unfortunately, like many other extinctions, without an understanding of what we are losing and its relationship with us, the Bogong moth may pass without outcry. Imagine the end of the great Wildebeest migrations across the Rift Valley. Imagine the collapse of another major pollinator of human crops. There would surely be international horror at these passings! The great failing of our time is a lack of imagination, or rather a lack of an attempt to imagine rigorously. This is one of the key aims of Steiner Education: the development of a rigorous imagination, and an empathetic capacity was a strong element of both **Goethe and later Steiner's work.**

I have just finished listening to a fascinating series in which young people are interviewed about pressing topics and I have been confronted by the sorts of shallow utopian technofixes they have proffered when asked to comment on the existential crisis of climate change. They seem to lack the imagination it takes to realistically and three dimensionally picture the world that they are inheriting. A world in which ecosystem goods and services are compromised or non-existent. A world in which people are not able to show the better angels of their natures.

The pictures proffered by the millennials veered between optimism and throw your hands in the air pessimism. They felt that possibly someone young **in 'science' will come up with an undefined way** to just suddenly reverse climate change. They worried more about the NBN, citing the old canard that **most of the jobs they will be doing haven't been invented yet.** The picture from the hosts (not from all millennials I hasten to add!) was fuzzy at best about how any future world would be different from their present, and their perspectives on action equally pat and bland. One Elon Musk fan

on the panel suggested that we could all move to Mars. Houston, it seems we have a problem. Imagination, of the sort used by strategists and intelligence analysts, is what is required to see past Mad Max stereotypes of the world we are passing to generations unborn. We who are at the helm, and make no mistake it is teachers and parents – not the broken wheels of Government - who are in the position to act first, we must imagine better, and so must our children.

In Steiner classrooms we are leading the way in helping the children in our care to imagine rigorously. While we try to nurture their visualisations with age-appropriate content, we are preparing the adults of tomorrow with imaginations more able to encompass the vast scale, and intricate workings of the cosmos. The curriculum demands an intense study of history, now combined with a subtler approach to ecology and the histories of Aboriginal peoples. Hopefully, **our graduates won't let iconic species like the Bogong die away through lack of imagination** about how they fit in to our cultural and ecological covenant.

Now more than ever, we need to train our imaginations. It would be too terrible to contemplate if the children of the future only see a Bogong moth as a drawing, a symbol of loss, on a blackboard.



CHIEF MINISTER'S READING CHALLENGE

Our School will be participating in the Chief Minister's Reading Challenge this year. The challenge starts this term and runs until September 2019 (term 3).

Classes 2- 7 have been registered. The children in classes 2-6 will need to read 30 books. Children in year 7 are required to read 15 books.

I have enclosed the link https://www.education.act.gov.au/public-school-life/additional-programs/chief_ministers_reading_challenge/how-to-meet-the-challenge, which details all you need to know to support your child in the challenge.

The Individual reading records will be given to the class teachers and kept at school. There is a challenge within the challenge this year for the children to meet. This should make it more interesting and engaging for them. These challenges will be attached to their recording sheet.

Happy reading!

TEA AND ELEPHANTS AT CRAFT GROUP:

Autumn has come – and with it a new appreciation for hot cups of tea and soft felt animals. **We've been busy creating creatures to populate the farmyards, oceans and jungles of your child's imagination** - you can have a sneak peek in the display cabinet outside the After School Care room if you happen to be passing by.

At Craft Group, we know that the year will move on all too quickly as we prepare for the Spring Fair in Term 4. So as we welcome back old friends and



meet new ones, we look forward to sharing and learning together in the warmth of the craft community.

Who we are:

For those new to the crafting community at Orana, **we'd like to introduce ourselves:**

Lis, Lee, Sharon and Michelle are the Craft Co-ordinators again this year – their generosity with their time, skill and knowledge is legendary. Their firm belief that everyone can create beauty has bolstered many a faltering sewer or felter, with amazing results – just

look at the Spring Fair Craft Stall. We're hoping to add some new names to this list shortly – **if you'd like to try the 'back end' of Craft Group**, please let us know.

The behind-the-scenes team includes Ange and Mandy, who do their best to keep things running smoothly up to and beyond the Fair.

Where to find us: We are trying some new crafting times – for Term 1 we will meet most Sunday mornings from 10.30 to 3.30 at the new Kurrajong room (up behind the P&F shed – beware of the roaming chooks!). Sometimes we will be meeting on Friday mornings instead, as we try to balance



the increasing workload of the co-ord team with the availability of the crafters, so if you are interested in joining us, sign up to the mailing list at craftgroup@oranaschool.com so we can keep you informed of when each week's crafting will be happening. We hope to have timing bedded down for Term 2!

Community Hours: Craft Group earn community hours through making Steiner toys to sell at the **Spring Fair Craft Stall**. **We think it's the nicest way** to fulfil your commitment to the school community, while building a strong sense of belonging to the school, exercising your creativity and learning new skills. Craft Group is very informal, and we work on many different creations **each year, so you're sure to find something interesting and new to try, as well as old favourites to revisit**. **There's always someone to help out and it's a great way to make friends across the school community.**

At home or out of CG craft: If you have wood-working skills, or want to contribute to Craft Group **but can't make it to the meetings, please get in touch** with the co-ordinators as soon as possible. (Term 4 is too late!) While out-of-hours crafting can count towards your community hours, we need to make sure everyone is doing something which will fit the Steiner framework and that we **aren't going to end up with 1,000 ducks and no toy boats**. So one of the co-ordinators will need to

approve anyone doing at-home craft before you can count it for community hours. If you're a master crafter who wants to make something new that you think would sell well, please bring a sample to show us or send us a picture.

Keep in touch: To be added to our weekly 'what's happening at CG' group or to get in touch with the co-ordinators, please email craftgroup@oranaschool.com. If you want to see what we've been up to and what we plan on making, we also have a Pinterest Board at <https://au.pinterest.com/bluecardy/orana-craft-group-ideas/> and a page on the school website (under the Community heading) where we give a bit more detail on each term's activities.

We look forward to meeting you as the autumn rolls on – you'll probably hear us before you see us (as sewing hasn't yet managed to stop us talking!) So follow the sounds of cheerful chatting, and welcome to Craft Group 2019.



BASKETBALL:

Congratulations to the Year 7/8 Basketball Team!!! They came second out of ten at the Southside tournament and are off to the ACT championships in Week 1 next term. They will be training hard over the next few weeks and are looking to come top in the state. The 9's played as well and competed hard despite being a bit undersized. They improved greatly over the course of the day and should be a strong side in the tournament next year.



DEBATING:

Five Orana teams from Class 6 have been spending their Monday evenings competing in the Act Debating Competition held at Canberra Girls Grammar School. The students are in the year 6-8 competition and are amongst the youngest group in the competition. They are doing outstandingly well, often competing against older students. All our students are putting in a huge effort, attending fun practice sessions and workshops, where they are learning valuable skills in organizing and presenting their views as well as listening and responding to others. Many thanks to the parents and teachers of these students (including Kat, our new Kindy teacher) for helping support them in this.

Cheryl

CONGRATULATIONS TO TY WALKER (Year 12) who has just been selected as the ACT Youth representative (18-25 year olds) at the National State Emergency Services Volunteer Association (SESVA) Conference. Ty is currently serving as an SES volunteer with the Woden SES Unit.

Ty will attend the National SESVA Conference in Canberra on the 30 April 2019 and then he will attend the AFAC National Emergency Service Memorial service on the 1 May 2019. The National SESVA extended an invitation to a youth member from each state and territory to attend this meeting in Canberra and the memorial service the following day. Ty has been nominated from a large number of individuals who put in an EOI to be selected as the representative.



The National SESVA believe it is the Youth of the SES volunteers that will be running the organisation in the future and therefore opportunities should be given for the Youth members to understand the workings of the organisation.

A DRAMATIC LIFE

This semester both Year 11 and Year 10 students have been focused on different techniques associated with Method acting, where the actor draws upon their own emotional recall, or responds authentically and truthfully to the circumstances in which the character finds themselves.



Our senior Drama students, Aris Odi and Thomas Gagel, performed a selection of monologues to showcase their realisation of some very different characters. Aris focused on the character of Tom in *The Glass Menagerie*, a Tennessee

Williams classic, performing three different monologues from different moments in Tom's journey. In order to do this effectively, Aris had to develop a strong sense not only of the character, but also of the different impulses and circumstance which drove him at the different moments in his life. This performance included musical accompaniment, and a slideshow, to reinforce the romantic and dream-like memory nature of the play.

Thomas performed two very distinctive and different characters: a stereotyped, manic and somewhat insane policeman from *When is a Clock* by Matthew Freeman; his second character was Ricko, from *Blackrock* by Nick Enright, set in Australia. To develop and sustain such different emotional truths was extremely challenging but Thomas's performances were compelling. Both plays are renowned for the cutting insight into the cultures within which they are set.

Year 10 students chose monologues which resonated with them from television and films as well as from a stable of theatrical audition monologues. We had everything from classic Shakespeare and Chekhov to 80s film staples like *The Breakfast Club* and *Ferris Bueller's Day Off*.



Next term, our Year 10s will be writing and performing their own monologues. Some students may develop their current work further, while others may choose to explore a new character or the one they devise themselves. Aris and Thomas will be working on Samuel Beckett's *Waiting for Godot*.

All of these pieces will be presented in a public performance at the Overture Theatre, as will a series of other performances for all year groups who are studying Drama. These will commence Monday 3 June, and we hope to see as many of you there as possible!

JAPANESE TAIKO DAY

On April 8th Orana Primary school welcomed Japanese drum performer, Kiyomi sensei. Taiko means drum in Japanese. Taiko is great exercise as well as producing music, and it is a simple but very energetic activity.

All of our Class 1- 7 children had a go, and they had a great time at Overture Hall. Kiyomi sensei taught us not only how to play Taiko but also how important it is to respect one's self, other players, and the instruments in order to bring about a discipline of both body and mind. I hope every one of the students enjoyed it, and I'm hoping we will have this again next year for High school students too!

Japanese teacher - Fumi Page



WELCOME TO OUR NEW MATHS/SCIENCE TEACHERS:

Hello Everyone, My name is Ricardo and I recently joined the Orana community. I will be teaching Mathematics, Physics and Information Technology. I have a background in Geophysics and have studied, lived and worked in Portugal, Norway, Jordan, Laos and Australia. As a teacher, I have worked at Canberra Girls Grammar School, St Edmunds College and a variety of international schools

adopting the Australian, British, American and IB Syllabi. I am looking forward to bringing my skill set to work with the Steiner Philosophy.

Hi, I'm Belinda and before I

became a teacher in 2017, I had a full and varied career from scientific researcher to General Manager. My specific educational interest is gifted and talented, and I'm doing my Master of Education in Gifted and Talented education. After completing my prac at Orana I was very keen to return and I am really enjoying teaching.

HARVEST FESTIVAL 2019:

This year's Harvest Festival was a beautiful celebration of our bountiful earth, reminding us all of how fortunate we are to have so much when so many people have so little. Year three hosted the event, with the assistance of our very regal Harvest Kings and the Senior College students.

Thanks to the wonderful generosity of Orana families, 577kg of food was collected – enough to provide a staggering 1731 meals for those in need.

Below is a letter from Oz Harvest, who received our donations, thanking the school for its wonderful contribution. Well done to all who made the festival such a spectacular success.

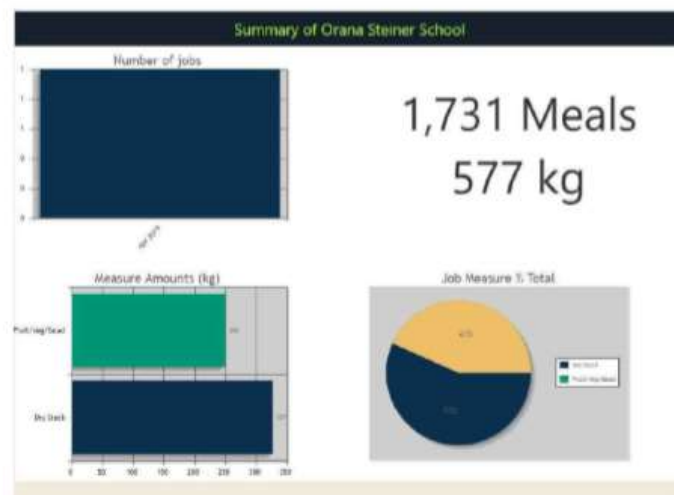


Dear Jacqui

On behalf of the OzHarvest Canberra team and the agencies and refugees we assist, I would like to send our sincere thanks to all at Orana Steiner School for the wonderful show of community support at the 2019 Harvest Festival.

What a delight it was to see the amphitheater full of young happy faces celebrating our beautiful country and its bounty. I have been very fortunate to have been invited to the festival to represent OzHarvest on two occasions and it is always heartwarming.

I thought I'd follow up by sending the figures on the food donated today. The data below represents the breakdown of the huge amount of food collected and donated by your school community.



As you can see, it was 577 kilograms of highly nutritious food which will put smiles on many families faces.

Again, thank you for allowing our service to be a part of your wonderful school community.

Yours with gratitude

Dave Burnet

OzHarvest ACT and Territories Manager

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