Tarremah Steiner School

AUGUST 30 | ISSUE 12, 2024

Tarremah Times

Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility—these three forces are the very nerve of education. *Rudolf Steiner*

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Diary Dates:

Wed 4 September
School Tour

Wed 4 September
Heartwarmers Café

Thurs 5 September
Primary Music Concert

Sat 7 September
P&F Quiz Night

Fri 13 September
Class 7 Mountain Day

Thurs 19 September
Secondary Music Concert

Tues 24 September
Spring Festival

Thurs 26 September
ECC Spring Festival

Fri 27 September
Class 7&8 Climbing

Fri 27 September
Last Day of Term 3

Mon 14 October
Student Free Day

Tues 15 October
First Day of Term 4

Class 10 Maria Island Survey Camp

It was a delight to collaborate with the staff and students of Noosa Pengari Steiner School for another surveying intensive on Maria Island. Both groups of students worked together to map the penitentiary and Darlington, using their trigonometry skills to triangulate theodolite stations around the township, the Noosa method! We even attempted to measure the height of Bishop and Clerk, though accuracy was challenging with only three ground measurements.

Despite the long days spent collecting data in the field and working in the Mess Hall during the evening, we found time for extracurricular activities like exploring the fossil cliffs, learning about Indigenous culture, singing in the silos, and playing interschool tag.

What a wonderful week! I've been to Maria Island with Class 10 a few times before, but this was my first experience collaborating with another school. It's always been inspiring to see mathematics applied in real-world settings, but it was even more rewarding to witness this shared experience. Watching the students come together to complete the task and build friendships was truly heartwarming. It was difficult to say goodbye

Kevin Roberts
Mathematics and Science Teacher

Book Week was a success!

It was wonderful seeing all the enthusiastic students throughout the week participating in various activities. The Library held wand magic sessions to embrace the Book Week theme of 'Reading is Magic'. Numerous students from Classes 1 – 6 popped in to create their own wand (or four) with fun feathers and coloured wool. Some students completed word finds and scavenger hunts; students had to find books with the word or picture of things like dragons, castles, monsters etc.

Class 10 students spent some time in Area A reading stories to Class 1 students and the Class 7s decorated our pathways with quotes and first lines from children's stories. Unfortunately, our author visit could not go forward due to sickness, but we are hoping to reschedule a time with Anne Morgan and Lois Bury next term.

Our Book Week Assembly was such a joy to behold, with marvellous performances from the Secondary School and staff. I always love seeing the Primary students dressed up and sharing their favourite book characters with the school. Having more of an insight into their favourite books is such a treasure.

Thank you to everyone who donated a book to the Library during this month. We have had a total of $1646 books purchased that will be added to our collection. If you donated a book or two, they will be available for loan next term. It truly is magic to experience the community's enthusiasm for reading and literature and am very appreciative of the support the Library and myself have received.

Abbey Vincent
Library Technician

Medieval Banquet

The Medieval Banquet is one of the biggest dates in the Class Seven calendar. And, whilst I'm biased, I do think it's a wonderful example of cross-curricular learning in action, as well as learning through doing.

The students begin their year by having a three-week Main Lesson immersed in Arthurian Legends. Concepts such as nobility, chivalry, and what it is to be worthy of knighthood, are raised, and as part of the students' training to become knights, we engage in medieval dance practices. We also begin to learn The Lady of Shallot, an epic Arthurian poem of magic and romance.

Later in art we begin by looking at the rules of heraldry. What do different colours and animals symbolise? What symbols would best represent the students themselves? And we make large heraldry banners to represent each child to adorn the Hall.

As our Middle Ages Main lesson begins we learn songs from the Dark Ages in Latin and in Old English and look at how it sounds, kind of like English and kind of like German thanks to the Saxons. We look at religion and practise the Lord's Prayer in Latin and concepts of health and diet from the Middle Ages as well.

On the night of the banquet almost a hundred students, parents, staff and musicians descend upon the Great Tarremah Hall, get dressed up in medieval clothing, and participate in a night of food, pageantry, dance, music, song, verse and art for the evening. We eat rabbit and drink hot spiced apple drink, listen to the hurdy-gurdy and attempt to dance up a storm! It's an incredible night and the class deported themselves extremely well as squires and maids throughout the evening! Wassail!

Brett Tait
Secondary History Teacher

Class 2 Artwork

Ways to share the day....and help your child negotiate the hurdles of daily interactions outside of home.

Being at school gives your child lots of opportunities to be involved in new adventures and experiences, which as a parent, no doubt, you want to hear about. Children are keen to connect with their parents but often need to do it on their own terms. They may be tired, perhaps unable to conceptualise the day as a whole, or may feel challenged by questions such as 'How was your day?"

Even as adults, as we head in the door from a day of work, we may not wish to engage in conversation of this nature. We may need time to process the events of the day, we may be tired, possibly even feeling overwhelmed by our experiences, and need to recharge from our work. Remember, school is their work too. None of us should feel the need to have to 'report in' daily. It may be preferable not to ask anything as you meet them but leave them to 'share' when they are refreshed and relaxed.

Our lives are busy so try using the relaxed times to engage and connect with your child; and perhaps they will then feel at ease to share events, adventures of the day etc. Try to share an aspect of your day joyously and ask them questions like "Tell me something that went well" rather than 'rapid fire' questions they feel they must respond to.

It is possible that your child may report on less than positive incidents or instances from their day. We do need to acknowledge the child's feelings but, for matters that are not serious, it is important to stay positive in your responses. Often the child feels they need to provide a 'blow by blow' rundown or 'build on' a situation which at the time caused little issue to them. This may merely be because they feel compelled to respond to the questions.

If the matter appears to be serious, it may well be important to gently seek out more information from the teacher at a convenient opportunity. Do remember though too, that the way you model your interactions in times of concern or possible conflict, is likely to be copied by your child. It is hoped the teacher may readily provide clarity regarding the situation, or clear up something which may have been misconstrued by the child.

Perhaps the teacher will be able to use similar instances in role play, so that other students may benefit from learning ways to deal with similar instances and that discussions can be had to build resilience and social skill. At the outside, the teacher can investigate for clarity, and work with those involved as necessary, to find a resolution.

Some children naturally 'open up' during the more relaxing parts of the day such as at bath time and bedtime. My children often found the time of being tucked in, the time they wished to ask questions, share concerns or aspects of their day. I think they perceived this as a 'finite time' when they could just be reassured, without a lengthy interrogation or interaction, and it allowed them to move into sleep in peace.

It is important for us to recognise, acknowledge and move on to something positive when our child talks about something sad or dramatic. If we respond negatively, or seek out daily 'reports,' often a child will feel compelled to provide 'negative' things from the day. It is important to try to see a situation through their eyes, stay non-judgmental, and listen to their concerns or problems.

We will be helping our children see the world as a positive place where healthy interactions and conversation can occur. We will not be supporting emotional growth if we feel it is our job to 'fix' things for them. A much more helpful role is to talk about ways to respond to 'difficult' situations and interactions, possible ways to respond, helping them perhaps even to understand the others point of view or possible situation.

It is our responsibility to support our children in developing resilience and to become strong and adept at finding creative solutions to potentially difficult situations. This will help set them up for life-long skill in communication, healthy interactions, and being resilient, capable adults.

Sue Bottrill
Primary Learning Support Teacher

Spring Fair Children's Tent – help needed

The Children's Tent at the Spring Fair is one of the most anticipated and cherished activities for our young people and a beautiful experience for us grown-ups to create for them. It is also one of the more stressful activities to hold in the lead up to the fair – in the hope that the nearly 700 (yes, it's very popular!) craft items needed for the tent will be donated from the community.

In an attempt to support the parents of Class 2 & 4, who traditionally organise the tent, **we are asking the whole school community to consider donating a few made items** to keep the tradition alive. Please add your name to the sign up zone https://signup.zone/9FjXMQp6GbKoRiZ5P if you are able to help – we appreciate this to reduce the stress of the unknown 😊.

For our new families - the tent is a beautifully dressed 'children's only' tent filled with handmade items. Children exchange a magic stone for a treasure of their choice. It's one of the highlights of the fair for many.

The donated items don't need to be complicated, they sell for $2 - so think simple, natural and joyful. Gnomes, animals and vehicles are always popular. What have your children loved in the past? There is no age limit on entry. We like to think that children will self-select when they are too old. We had Class 5 children looking forward to the tent last year so we welcome items appropriate for slightly older children as well. We also encourage older children who love craft to contribute quality items for the smaller children to select.

Please remember to use natural materials - felt, wood, gumnuts, shells, natural fibres, etc. Minimise glue and no synthetic materials please. Please contact the P&F at tarremahpandf@gmail.com if you have any questions.

You are also welcome to join the craft group on Wednesday mornings in the Hall Foyer and Wednesday after school in area A.

Thank you for your help!

Parents & Friends Association Committee Meeting

Wednesday 4 September
6:30pm, Honeysuckle Room

Agenda:

Welcome & Acknowledgement of Country
Confirmation of Previous Minutes
Report from the School Executive
Update on Previous Actions
Treasury Report
Quiz Night
Other Business
Confirmation of next meeting
Close

The Great Tarremah Quiz Night Returns!

Saturday 7 September
6:00pm–9:30pm

Tarremah Steiner School Hall
27 Nautilus Grove, Huntingfiled

$15 per person
(Grown-Ups only event!)

Tables of 8–10, food platters included,
snack hot food and simple dessert, drinks for sale,
amazing prizes, fun questions, silly games!!!

Make up a table with your friends and family
and dress up in your choice of theme.

Prizes awarded to the best dressed and most coordinated table!
Bring gold coins for games and raffle.

Cash tickets available from the school office
Direct deposits are to be made into the P&F account

Tarremah School P & F Association Inc.
BSB: 807 009 | Acc: 51158966

Please email forms to tarremahpandf@gmail.com

The Great Tarremah Quiz Night

Saturday 7 September
6:00pm–9:30pm

Name _____

Email _____

Phone _____

I am paying for a: ☐ single, ☐ couple, ☐ table

Name of team _____

Number of team members _____

I am paying: ☐ cash or by ☐ direct deposit

Cash payments are to be enclosed in a named envelope and placed in the blue P&F box in the office.

Direct deposits are to be made into the P&F account using your full name as a reference (please ensure your reference name is the same as on this form)

Tarremah School P & F Association Inc.
BSB: 807 009
Acc: 51158966

Dietary requirements (please tick)

☐ Gluten Free

☐ Vegetarian

☐ Other (please specify) _____

Please email a copy of this form to tarremahpandf@gmail.com

Welcome! **From 4pm 27-30th September**

The Youth Festival!

Working out of love in the struggle towards the light. Who are you? A journey through biodynamic farming and the arts for young adults.

Location: Willunga Waldorf School, South Australia

$120 includes camping and meals!

Ages 18-35ish

Join us for:

Camping

Shared meals

Open mic

Music

Connection

Singing

Bonfire

Workshops

Storytelling

Year 12 students free. Half price if you're 24 and under. In year 12 and still 17? No problem. Struggling with the cost of getting here? reach out! We may be able to help. It's possible to borrow camping gear subject to availability. Please email with any questions. Bring an instrument! There is an option to stay longer volunteering on a farm. This is an Anthroposophic initiative by Oceania Youth Group. We look forward to meeting you!

Email: ysofestival24@gmail.com for bookings and enquiries.