DECEMBER 6 | ISSUE 17, 2024

Tarremah Steiner School

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:

Fri 6 December
Christmas Market

Mon 9 – Fri 11 December
Class 8 Freycinet Camp

Mon 9 – Fri 11 December
Class 9 South Camp

Wed 11 December
Last Day for ECC Students

Thur 12 December
Leavers & Final Assembly

Thur 12 December
Final Day for Term 4

Sun 22 December
School Survey Closes

Farewell Dear Class 10 2024

Earlier in the year, the students in Class 10 wrote some describing words about each other. Here they are below. These students know each other so well.

Farewell Class 10, may the wisdom and knowledge you have found at Tarremah, take you where you wish to go.

Sarah Webb
Class 10 Guardian

Luka	*Joyful, Honest, Truthful and Sincere*
Rachael	*Resilient, Brave and Courageous in difficult situations*
Grace	*Friendly, Daring, Bold and Adventurous*
Tango	*Kind, Calm, Relaxed and Untroubled*
Josh N	*Selfless, Gentle and Loyal*
James	*Generous, Compassionate and Very attentive*
Wells	*Passionate, Enthusiastic and True to himself*
Oli	*Bubbly, Adaptable and Easily adjusts to changes*
Zac	*Easy to talk to, Honest and Straightforward*
Josh W	*Energetic, Sensitive, and Shows empathy and concern for others*
Milena	*Has a Kind Spirit, is Fearless, Unafraid and Bold*
Lewis	*Reliable, Earnest, Fair and Righteous*
Sarah	*Determined, Generous and Willing to give her time*
Coen	*Observant, Philosophical, and Considerate of others' needs*
Lena	*Easy-going, Happy and Optimistic*
Bailey	*Great sense of humour, Curious and Musical*
Jonty	*Gives great advice, is Athletic and Energetic*
Finn	*Emotionally intelligent, Thoughtful and Wise*
Seamus	*Quiet, Thoughtful and Witty*
Sadie	*Knowledgeable, Attentive and Confident*
Frith	*Creative: Imaginative and Innovative*

Class 3 Building Main Lesson

There is a significant developmental change that happens during the 9 – 10 year of a child's life as they become more aware of themselves as individuals, separate from their families and friends. This can be a tricky time for some children and there is a range of physiologically and emotionally challenging experiences that can be more frequent during this time. Feelings of loneliness or exposure, turbulent behaviour, disturbed sleep, and increased fears are relatively common and can be quite hard for the child (and their parents) to understand. As is the case with all developmental stages the children progress through, the Steiner curriculum aims to give to the children what they need to support their development. In Class 3 there is a very practical approach to help the children become more connected to the world with their burgeoning individuality and help them understand that they have the ability to take care of, and provide for, themselves. Among the very practical lessons in Class 3 you will find farming, cooking, sewing, woodworking, money handling and time management, however one of the most anticipated lessons of the year is the Building Main Lesson. During this ML the children hear stories of homes from around the world and learn about how and why they are built in certain ways. The people that build and live in these homes are considered, and the Class 3 children develop a trust in their own capacity for self-reliance (now and into the future) as well as understanding the importance of community (with the range of skills available) when it comes to building a home.

The children have their first Independent Project of Primary School during this Main Lesson. They are required to build a model of a home that inspires them from anywhere in the world, and share their knowledge of the building techniques and the environment the home would be found in. They are also asked to consider the family who may live in the home they have built a model of. There is usually a Class community building project as well and this can vary from relatively small take home objects to permanent additions to the school grounds. Some of the projects in the past include: the sand pit in the playground near the large ball court, the brick work castle, two separate bark huts in the forest and the small wooden shop outside the garden. This year the Class 3's built a large bark hut in the playground. This was a week-long project with wonderful Djuker Hart and included an excursion to harvest the materials in the bush and four days of building. The building required hours and hours of heating dogwood branches over a fire and bending them to shape, hours and hours of string making with the stringy bark to tie the frame together, and hours and hours of separating bark layers to cover the frame. Class 3's worked extremely hard all week and were rewarded for their efforts as they got to spend their first overnight camp at school sleeping in the home that they had spent the week building.

We would like to acknowledge the incredible knowledge that Djuker brought to this activity and extend our sincere thanks and gratitude for all he shared with us during this journey. We intend to keep working away at finishing the hut (it still needs a few holes patched, to be insulated and to have a drain dug around it) and we hope that the school community will find many occasions to have lessons in and around this beautiful home.

Bel Kumpulainen
Class 3 Teacher

Your Feedback would be appreciated – School Survey Open

The link to our annual School Survey was sent out yesterday by Matt. We value the ideas and experiences of our community and one of the ways we develop our understanding of these is by asking Parents, Staff and senior students to complete a School Survey. The results of these surveys are presented to the School Executive, Teaching Staff and the School Council. Information from the surveys help to inform discussions and decisions which are made during the year.

Please help us get the broadest understanding possible of our community's experience at Tarremah, by filling in the survey.

The link closes on Sunday 22nd December at 11:59pm. Thank you in advance for your help.

2025 Term Dates

Term 1:
Tuesday 4 February to Friday 11 April
Easter: Within the Term 1 holidays

Term 2:
Tuesday 29 April to Friday 27 June
Student Free Day: Monday 28 April

Term 3:
Tuesday 22 July to Friday 26 September
Student Free Day: Monday 21 July
Student Free Day: Monday 18 August

Term 4:
Tuesday 14 October to Thursday 11 December
Student Free Day: Monday 13 October
School Holiday: Friday 24 October
Student Free Day: Monday 3 November

Early Childhood Expansion

We are excited to announce that we will be expanding our Early Childhood capacity next year with the creation of a new Silvereye classroom adjacent to Fantail.

We are hoping that this new classroom will be ready to move into in third term. This will allow us to have three mixed age classes next year, supporting that transition from home to formal education for our youngest students. These mixed age classes create a family-like learning environment, offering the preps an opportunity to lead the younger ones, who are keen to observe and be naturally led by those with more experience.

Sam Perversi-Brooks has created a beautiful design which will complement the existing buildings. Featuring rammed earth walls and natural timber finishes, it will offer the children a wonderfully warm environment. We hope the classroom will be ready for term three. This expansion allows us to take a few more enrolments in Early Childhood ensuring more consistent class sizes for Class One.

Now that the design phase of this project is complete, we will be able to reengage with the creation of a new library and administration complex that we hope to see built in 2026/7.

Matt Bale
School Chair

School Performance – student progress

As we come toward the end of the year, we reflect on student progress and our own performance. If guiding students to develop their capacity is the overarching goal of education, we should consider this through a wholistic lens, striving to develop students' willing, feeling and thinking. These three realms offer opportunities to engage students with an age-appropriate focus and it is with that focus that we judge student progress and our performance. This week parents, students and staff have been asked to contribute to an assessment of this by completing the School Survey, please see the article in this newsletter.

When we reflect on the younger students' progress, we focus on developing physical skills and social engagement. As they get older the emphasis transitions through a greater focus on social skills such as empathy, to their emerging intellect. Recognising that competence in lower realms aids development in the higher realms, Steiner Education facilitates a slower, deeper engagement with concepts to build stronger foundations that are later relied upon for higher academic understanding.

With this in mind we were pleased to see that Tarremah was recognised as one of the leading Tasmanian secondary schools in the annual NAPLAN baseline testing. Whilst this assessment has its flaws, capturing only a single point in time and with the limited focus of literacy and numeracy, our Class 9 students demonstrated that they were achieving well above or above the national average in each of the five assessment areas. In other classes it was recognised that our students were progressing at a greater rate than their peers.

Steiner Schools across the country have been encouraging the national assessment authority ACARA to broaden its focus and move away from point of time testing. We recognise our teachers' (and the profession's) ability to assess capacity through a more wholistic lens, not just assessing a greater variety of academic endeavours, but creativity, empathy and wellbeing. We are pleased to see that ACARA is beginning to broaden its focus. With greater trust in teacher's professional judgements, and a move away from point in time testing will surely better demonstrate student and school performance.

At the end of the Term you'll receive your child's School Report, a celebration of their development this year. As you read it, we hope it reflects what you see in your child. To paraphrase Rudolf Steiner, if our highest endeavour is to develop free human beings who are able of themselves to impart purpose and direction to their lives, then assessing students' imagination, sense of truth, and feeling of responsibility must be at the centre of considering school performance.

Matt Bale
School Chair

Class 8 Present *The Tempest*

Huge congratulations to Class Eight for their excellent Shakespearean drama! We would warmly like to thank Katie Newfield, who has especially rejoined us to bring the production to life. It was wonderful to see the children step into their varied roles with such confidence and presence, so ably supported by Katie.

LOST PROPERTY

We have a large amount of Lost Property that has accumulated of the last few weeks. These are located on the back verandah of the Admin building and would appreciate it if parents could check this before the end of term for items belonging to your child/ren. Secondary students could even have a look for themselves.

All unnamed items will be given to a local op-shop in the summer holidays.

The Long Walk

Class 10 recently completed an 8-day camp in the Tasmanian mountains along the famous Overland Track!

They made sure they were prepared for all conditions and dehydrated many tasty meals. The weather was ideal and sponsored refreshing (exhilarating!) everyday swims and visits to several mountain peaks!

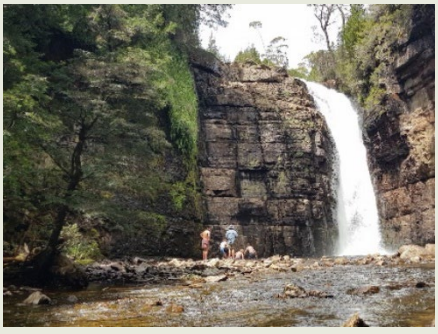
The students coped with the physical demands of the trip well, but their real strength was the ability to hold onto a positive and cheerful disposition which was very valuable to personal and group morale. They helped each other with jokes and helping hands which left me with an impression of their strength and kindness.

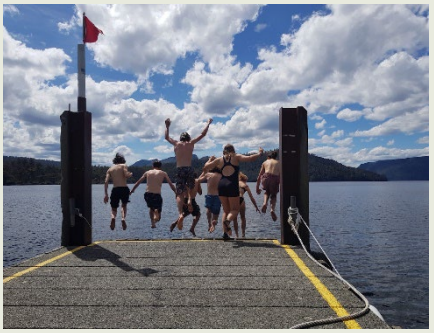
It was inspiring to be with the class as they visited this amazing area for the first time, and to see them absorbed in the joy of their footsteps. I hope they take the many lessons learnt from this trip and apply it to all areas of their future study and adventures.

Congratulations to Wellington and Jonty for their Golden Tent Peg awards. These are given to the senior students who exemplify the values of looking after yourself, your peers and the environment that we try to instil in our students.

Thanks again to John, Qug, Maddy and Clancy for their help and support. And to Arna for volunteering her time to bring up fresh food for the end of the hike. It was very appreciated!

Frank Toman
Outdoor Education Teacher





Help in the Garden over the Summer

Michael and I (Sophy), the Tarremah gardening teachers, will be in and out of the Learning Garden throughout the Summer holidays. Please let me know if you and/or your family would like to come along and help out for even just an hour one/any week.

Email: sophymillard@tarremah.tas.edu.au

Work will mostly involve:

- pulling grass,
- checking that the irrigation is working and hasn't sprung a leak,
- fixing any leaks ;),
- harvesting summer crops of chick peas, potatoes, cherries, berries and lentils.
- trellising tomatoes,
- cleaning and sorting gloves,
- cleaning and sorting gumboots and of course,
- enjoying the magical space and
- taking home some produce.

Children are most welcome and in many cases will be familiar with the garden and what to do there.

Sophy Millard
Gardening Teacher

Painting & Drawing
with Mel at Tarremah

Coming in 2025: Therapeutic Arts practice lessons will soon be available at Tarremah for students from Classes 1 - 10.

What are Therapeutic Arts practice lessons and how can they help my child?

Therapeutic Arts practice lessons support a gentle, holistic and child-centred approach to wellbeing that is tailored to the unique needs of each participating student.

Lessons provide an opportunity for children and young people to share and integrate their experiences in safe and creative ways that support the development of healthy wellbeing, nervous system regulation, sensory processing, creative self-expression and artistry.

Modalities include painting, charcoal and pastel.

Therapeutic Arts practice lessons at Tarremah are guided by the philosophy of Rudolf Steiner and seek to nurture the unique spirit of each student.

Further information will be available soon...

Melanie Field MTAP AThR

Mel is a registered Creative Arts Therapist and professional member of ANZACATA, experienced in working therapeutically with children and young people across community service, private practice and education settings.

Summer Holiday Circus Workshops

FERN TREE COMMUNITY HALL - Tuesday January 21st

10 - 11.30am: a shorter session for 5 - 8 yr olds, $15

Juggling, hula hoop, stilts, acrobalance, games and more!

12 - 2.30pm: a longer session for 9 - 15 yr olds, $20

Juggling, diabolo, stilts, acrobalance, unicycles, rola bola, games and more!

BOOKINGS:

HUONVILLE SCOUT HALL - Thursday January 23rd

10 - 11.30am: a shorter session for 5 - 8 yr olds, $15

Juggling, hula hoop, stilts, acrobalance, games and more!

12 - 2.30pm: a longer session for 9 - 15 yr olds, $20

Juggling, diabolo, stilts, acrobalance, unicycles, rola bola, games and more!

BOOKINGS:

www.cirquetas.au

0415 220 034 / hello@cirquetas.au

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*Circus Workshops for **Everyone!***