Tarremah Steiner School

JUNE 27 | ISSUE 9, 2025

Tarremah Times

Winter Spiral

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 27 June
Last Day of Term 2

Wed 2 July
2025 School Survey Opens

Mon 21 July
Student Free Day

Tues 22 July
First Day of Term 3

Fri 25 July – Tues 5 August
Japanese Student Visiting

Sun 27 July
2025 School Survey Closes

Wed 30 July
Class 10 Cake Stall

Thurs 31 July
Class 8 Independent Project Presentations

Fri 1 August
Grandparents Day

Wed 6 August
School Tour

Wed 6 – Fri 8 August
Class 8 Mt Field Camp

Class 2 visist kunanyi

On Wednesday 4 June, Class 2 went "up the misty mountain" to visit kunanyi. It was an exciting day, as we were in the middle of our mountain main lesson. We had been exploring mountain stories from around the world, learning how different mountains can be, how much magic and healing they hold, and about the animal friends that live there. Some stories also taught us how to respect the mountains and how to be prepared if we wish to visit them for hiking or camping.

The children were excited and wondered if we would see snow. It was indeed a snowy and cold day—so much so that the road to the summit was initially closed. Instead, we went for a lovely hike to Sphinx Rock. The fungi along the way and the view from the rocks were stunning. After some snacks and mountain playtime, the road to the top reopened, and the children were thrilled to continue up to the summit.

At the top, we truly felt the mountain's energy—its powerful winds and frosty air. Joyful squeals echoed in the wind as children played with the ice and snow. With red cheeks and cold hands, we were happy to board the bus and head back to school. What an adventure it was!

A big thank you to Chrissy for being our amazing bus driver!

Ina Guedelhoefer
Class 2 Teacher

Class 5 Egyptian Main Lesson

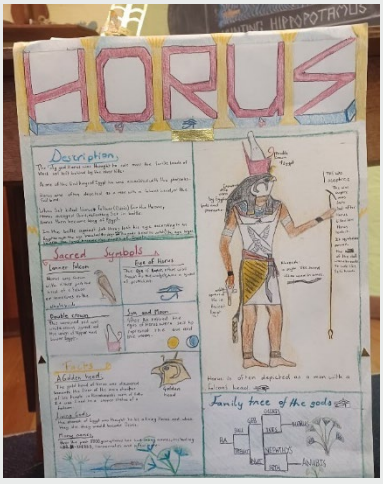
For the last three and a half weeks Class 5 have been deeply immersed in the study of Ancient Egyptian culture. At this age the children learn history through vivid tales that are embedded in the landscape of the place, which help them understand deeper concepts of historical time. We have done this through stories of the various gods, through geographic exploration of a single river flowing through an otherwise desert landscape that is subject to lifegiving annual floods, and through the magnificent monuments of stone that are still there today. Of particular interest to the children was the imaginary story of Khufu who built the Great Pyramid.

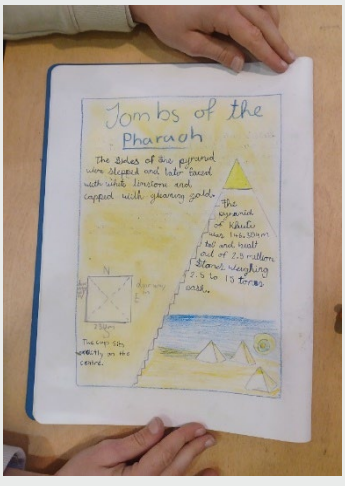
Through a diorama and poster project the children then followed their own special interest and presented this to their classmates, increasing the whole of the class's knowledge greatly. (Not to mention the teacher!) It was gratifying to see the response of other classes who were intrigued to see the dioramas and showed so much enthusiasm and respect when they visited. It was especially lovely to have parents and grandparents in the room at the end of the day to see the great effort of the whole class.

It is illuminating to reflect on the gifts that various cultures have given to the whole of civilization. It is the Egyptians who first built using cut stone and their accuracy in measurement and their achievements when building the pyramids remain astonishing. Papyrus is the first know use of paper and the libraries of that time were quite different from the clay tablet stores of the Babylonians. Interestingly they are also the culture that have given us the use of make up to accentuate facial features like the eyes ringed with kohl. For the children this can enable a feeling that every culture, although having its own essence, contributes to the history of humanity and leaves its gifts all the way through time to our civilization today.

As a final experience the class visited the John Elliot Classics Museum at the University of Tasmania, where they could admire genuine artifacts from these times as well as from the Ancient Greeks and Romans which they will learn about in the future. What a privilege!

Katy Egger
Class 5 Teacher





Tarremah P&F

Connecting with the Tarremah Community

Welcome to our new Tarremah Times feature from the P and F. Did you know there are many opportunities for you to connect with the broader Tarremah Community. Here are some of the events happening regularly or throughout the year.

Every week during school term:

Wednesday Mornings, 8:45am onwards - *Hall foyer*. Tea and coffee, children's play corner, conversations, craft and other creative projects. All parents, carers and small children are welcome.

- Wednesday mornings helping Sophy in the Veggie Gardens from 9am. All ages and abilities are welcome. Email sophy.millard@tarremah.tas.edu.au for more details.

Thursday Night Futsal - All parents welcome, for a social game in the School Hall. Every week subject to numbers, please contact Craig craigtipping07@gmail.com if you would like to be involved.

Tarremah Clothing Share - there is a rack next to the lost property on the Honeysuckle verandah for families to share school appropriate clothing. Donate what your family has finished with, and/or take what your family can use. If your donation has not been taken please collect after a few weeks, to keep the rack tidy. Thank you to ECC families for setting this up.

Seasonally over the year:

Tarremah Seed Circle - Meet regularly over the seasons to save and share seed, and discuss biodynamics. Please contact Emily (info@magicalfarm.org) for more information and to get involved.

In your own way, at times that work for you:

Tarremah growers - supporting the school garden and the Spring Fair plant stall. Join the WhatsApp community and lend your skills in a way that works for you.

Tarremah Crafters and Makers - Create, make, share and donate Steiner aligned hand craft, using natural materials to reflect our natural world. Join the WhatsApp community, or connecting in person on Wednesday mornings in the hall foyer after drop-off. Donate your works to raise funds for the school and create wonder for the children at the fair and the markets. Work in the craft room on fair day, at the P and F stall our seasonal markets.

To find out more about the various activities or join the WhatsApp communities please make contact via the P and F committee inbox - tarremahpandf@gmail.com or the relevant contacts provided above.

Are you already, or do you want to grow community in another way? Have plans to meet regularly with other parents? If you would like to have your activity included in this list, please reach out to the P and F committee via the above email address.

Craft for the Spring Fair

The quieter rhythm of the winter holidays is a wonderful time to begin creating for our much-loved Children's Tent at the upcoming Spring Fair.

Whether it's handcrafts, sewn items, papercraft, or woodwork, the talents of our community bring such magic and joy to the children – and help make our fair truly special.

So gather around the fire, involve the children, friends and family, and enjoy the slow, meaningful work of crafting something beautiful for our school community.

Please use natural materials, and think about items that spark joy and wonder.

Save the Date

Friday 1 August – Grabdparents & Special Friends Day

Saturday 6 September – Quiz Night

New Initiatives coming in Term 3 or being explored in preparation for 2026

We would like to share three initiatives we've been working on to support the School Community. The first is new way to connect with the School online. From early in Term 3 parents will be able to find more information about upcoming activities that their child's class will be engaged with and report or receive communication about attendance. Access will be via both our Website and a 'mobile app'. The second initiative we are exploring is the possibility of the School offering 'outside of school hours care' for 2026; and third is bringing the 2025 School Survey forward to July, to help facilitate better engagement with this important feedback loop. Please look out for separate emails offering detail on these topics in the coming days.

Matt Bale
School Chair

The Forgotten Pollinators – How YOU can help them. *Sue Bottrill*

We have all heard that bees are currently in real crisis. A crucial role that these humble creatures play is in pollination. Without Australia's original pollinator, the small native bee, along with the European bee, one third of our food crops would not produce fruit or set seed for the next generation. While most crops in Australia are pollinated by the commercial honey bee, *Apis mellifera*, because of their small size and special behaviour, native bees have been found to be much better pollinators of some crops. For example, stingless bees are efficient pollinators of macadamias and blue banded bees show potential as pollinators of greenhouse tomatoes.

It has been found that native bees are also vital for the pollination of many Australian flora species and this is an area of some study in recent years in Tasmania, particularly in view of increasing stands of highly endangered plant species.

We are all aware of the recent discovery of the Varroa mite into Australia and the devastating impact it is having on apiarists and their bee hives. Humans as a race are highly dependent on the success of pollinators. So, we need as gardeners to support our native bees as best we can.

The biggest threats to our native bees have been loss of habitat, the ever-increasing use of insecticides and competition for resources from the honeybees. Australia wide there are about 2000 species over a wide range of environments.

Even our innocuous efforts at landscaping can destroy food sources and nest sites for our native bees. In bad weather, native bees shelter in bark crevices, or near logs or rocks. As mentioned, the solitary species site their small nests in pithy cut stems or hollowed pieces of wood of varying diameter. Others dig into bare earth and make nests. As gardeners, we tidy up our rose bushes, removing all the dead wood from them; we clean up all the debris from trees and shrubs in our efforts to have tidy gardens. Whilst all but about 11 native bees do have stingers, they are generally too small to have effective bites. The bite is likely to be less painful than a bull ant.

Simple things we can do to help secure their future include:

- plant a diversity of flowering plants, both local native and native specimens
- Minimize chemical use which might mean that you whipper snip roadside verges rather than poison
- A simple bundle of bamboo canes in a waterproof covering, or a block of hardwood drilled with holes (4 to 9 mm wide and 150 mm deep) may also provide valuable nest sites for your local resin bees and leafcutters.
- Build a native bee hotel as a family project.
- Provide a shallow source of water.
- If you are blessed with a large tract of land, keep some as waste land and some 'corpses' of vegetation
- Set aside a small untidy 'wild' area where you leave dead stems and branches. Leave a small area of bare earth for those ground dweller species.
- Provide flowers of various sizes and colours and ensure that something is in bloom all year round so that the bees have a continuous supply of nectar and pollen. Some research has shown that the native bees are particularly attracted to blue flowers and then white and yellow. It is known that they do not see colours as we do and may well be attracted by plant odour rather than by colour or shape.

A list of good plants for attracting native bees include: Abelia grandiflora, Angophora, Eucalypts, Acacias, Banksias, Baeckea, Buddleja, Callistemon, Eucalyptus and Eremophila, Hardenbergia and some of the grevilleas such as Royal Mantle, Leptospermum, Melaleuca, penstemons, Salvias and Westringia…..and some introduced 'dandelions'.

Paper daisies, dianella and yellow buttons are great little plants if you are limited in space as their nice open centres allow easy access and allow less competition from the bumble or European honey bees. Lots of different shapes will allow them access and a range of plants will help ensure something is in bloom much of the year.

The non-aggressive nature and ability to thrive in urban areas makes them a safe option for people wanting to enjoy the pollination benefits of bees without the hassle of keeping honeybees. Whilst there will not be the offer of spreads for your toast, I would like to appeal to you to consider making them welcome in your own home environments.

How to build a bee hotel

Student Reflection on Class 10 Drama Intensive

This winter of 2025, Tarremah's Class 10 students performed Shakespeare's Macbeth. This Scottish Tragedy was written as a tribute to King James I to gain favour from him, as the new owner of the Globe Theatre. King James authored *Demonology* which outlined how to hunt, torture and kill witches. Knowing this, Shakespeare wrote Macbeth as a caution against the abuse of power and the influence of supernatural beings, such as witches.

My role in the production was Macduff, who was the Thane of Fife, an honourable nobleman of Scotland. Macbeth's rapid rise to power arouse suspicion in him, and Macbeth's descent into paranoia resulted in the murder of Macduff's wife and children after he left for England. Macduff, struck by grief and anger from his family and the King being murdered, grows more suspicious of Macbeth and kills him on the battlefield, freeing Scotland from his tyranny.

I see Macduff as an unbiased, fair, and just character who encounters many hardships throughout the play. For instance, the death of his family. This injustice fills him with guilt and fury, displayed when he's hunting through the forest for Macbeth during the battle, exclaiming, "Tyrant, show thy face! If thou best slain, and with no stroke of mine, my wife and children's ghosts will haunt me still." This exhibits his outrage at Macbeth and himself, which he will not be free of until he kills Macbeth himself. Blinded with rage and desire for revenge, Macduff eventually kills Macbeth.

Macduff's emotional journey mirrors that of a falcon; he initially appears strong and loyal, but when provoked, he turns vengeful and relentless with a hunger for justice.

I am very grateful to have been given this opportunity and to have Eden come in as our Drama Teacher for it. I've always found the drama productions at Tarremah very confronting but had a deep love for them. I feel that we all come together and build a much stronger connection as a class through them. I've enjoyed extending my boundaries and stepping far out of my comfort zone to embody the role of Macduff and other roles on and off stage. I've become more comfortable and confident through this experience with my peers and myself. I am truly grateful to Tarremah for providing the experience of the class 10 play and to Eden for being such a spectacular teacher; being so open with sharing her incredible knowledge of acting with us, giving us such great feedback and creating such a comfortable, safe environment to put together this play.

Vivienne
Class 10 Student

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William Shakespeare wrote Macbeth in the early 1600s, and it was believed to be a flattering gift for King James I. King James was strongly opposed to witchcraft and wrote the novel Demonology, which was dedicated to the extermination of witches. The characters within Shakespeare's Macbeth each bring an element of society to the sinister tale, from the porter, whose drunken ways and mischievous demeanour create comedic relief, to Banquo, whose innocence sends him to his grave for being no more than a witness. The character of Lady Macbeth follows a journey of ambition and determination, which develops into insanity; she receives a letter from her husband, Macbeth, outlining the supernatural prophecies told to him by a coven of witches, and her mind enters a tenacious realm of schemes. Like the flower of a belladonna, her malicious aspirations spurn her and her husband to murder the current king, and in her prime, a flower of a deadly kind sits upon the throne. The dire actions and deeds of herself and Macbeth make her wilt, and eventually she crumbles into the depth of lunacy, her petals succumbing to the exhaustion of upholding a weighty crown.

Doing this play with my class has been such a pleasure. It feels like I have gotten to know each person better, and in some ways, having been a team, and knowing that the success we wanted relied on our teamwork, we are closer for it. I have gained a lot of confidence in my acting ability, having taken on a kind of role I have never tried before. I learnt how to accept the part of the play I was on stage for and to put my effort into making the props as perfect as I could and support the other half of Lady Macbeth, which was played by Arielle. Doing this play has made me reconsider taking a drama subject once I graduate from Tarremah and move on to college. I also think that prioritising an audition for a musical or play could be a good idea. Overall, this event has been so enjoyable, interesting and a really wonderful thing to mark the middle of our last year at Tarremah.

Mimi
Class 10 Student