Tarremah Steiner School

FEBRUARY 27 | ISSUE 2, 2026

Tarremah Times

Class 8 Bruny Camp

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:

Tues 3 – Fri 6 March
Class 9 Living In-between camp

Tues 3 – Fri 6 March
Class 9 Farming Intensive

Wed 4 March
School Tour

Wed 4 March
Heartwarmers Café

Mon 9 March
Public Holiday

Tues 10 – Mon 23 March
NAPLAN

Tues 10 – Fri 13 March
Class 4 & 5 Swimming

Wed 11 March
P&F AGM

Mon 16 – Fri 20 March
Class 2 & 3 Swimming

Tues 17 – Fri 20 March
Class 9 Living In-between camp

Tues 17 – Fri 20 March
Class 9 Farming Intensive

Tues 17 March
Parent Talk – see page 2

Class 8 Coastline Carving at Bruny Island Surf Camp

Last Wednesday, Class 8 embarked on an unforgettable journey to Bruny Island. Loving parents waved goodbye while the students snapped into reality - this was actually happening, after all of the planning and packing it was finally happening! Class 8 was going on a three-day surf camp to Lunawana-alonnah, aka Bruny Island.

On the first day, we could feel the rain coming, the dark, deep, seemingly endless cloud of pure domination... there is a reason they call it 'Cloudy Bay' I guess! The surfing was sick though. Class 8 crushed into the waves with their surfboards, learning how to ride the board, read the ocean and let go of all sense of control. Letting the wave lead the way and going with the flow of nature. Surfing should be a feeling; it's one that you only get from surfing. People often want to walk on water; surfing makes that happen! There is nothing else like it.

Some bursts of sunshine came through the next two days at The Neck as we perfected our technique and became more confident. We practically ran up Fluted Cape and back after lunch, and at night we played soccer after cooking under the open sky. There's something about camping, through all the tents set up, cooking and card games - we all tend to let go of that classroom stress and just have fun with surfing, soccer and sunshine. We come together as a group.

Class 8 would love to thank our wonderful teachers Eden, Frank, Urs, and helper Clancy, and not to mention our awesome surf instructors, Griff, Charlotte, Jono and Fergie. All in all, I think the Bruny Island surf camp is one that Class 8 will never forget.

Article written by Shelly, Class 8

Class 9 starts the year with a Journey Camp!

As a welcome to the Upper School, Class 9 embarked on a 4 day journey over the mountain and back down the Derwent River to school by foot and by kayak. They became the 19th class 9's to welcome their senior year with this program!

There were many highlights! Some of these included camping at the Springs on the mountain, the challenges of the Ropes Course, the welcome swim at Taroona after many many steps, the paddle along the Alum cliffs in sea kayaks, and welcoming new students Rosie and Freya!

Walking and kayaking allowed the students to more fully connect with their local environment as we circumnavigated the familiar skyline that we live beneath. It showed that there is so much to explore in our own backyards.

There were many people to thank along the way. Dave and Michael for challenging us and keeping us safe on the ropes course. Sinead and Will for guiding us in kayaks. Simon for again welcoming us to the Taroona scout hut. Urs, Enya and Georgie for showing how to be enthusiastic, inspiring and humble all at the same time.

We are now looking forward to a rewarding year in the upper school, with many adventurous camps as much anticipated highlights.

Frank Toman
Outdoor Education Teacher

Raising Digitally Wise Children

Developmentally Aware and Practical Guidance for Parents

Presented by Jac Charlesworth

Tuesday 17 March 6pm – 7:30pm in the Music Room

Please RSVP your attendance to mail@tarremah.tas.edu.au

Many of us feel a mixture of uncertainty, concern and responsibility when it comes to children and technology. Questions about when to introduce a phone, how to speak about online safety without creating fear, and how to build trust while maintaining sensible boundaries are increasingly part of family life.

This parent session will offer calm, developmentally aware guidance for navigating digital life from early primary through to late secondary years. It will be grounded in an understanding of childhood as a gradual unfolding, while also recognising the realities of contemporary adolescence.

Together we will explore topics such as:

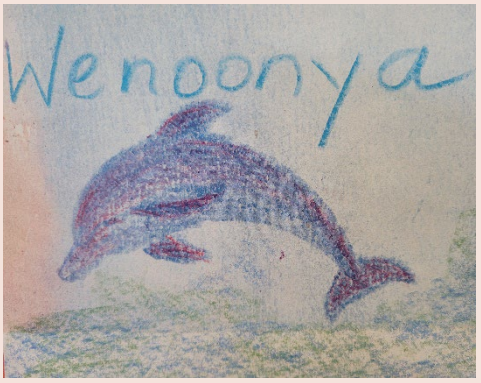
- What digital readiness can look like at different stages of childhood and adolescence
- Practical safeguards such as supervised accounts, screen time rhythms and device free spaces
- How to introduce devices gradually, treating a first phone as a responsibility milestone
- How to speak calmly and confidently with children about online games, social media, image sharing and peer dynamics
- How algorithms and commercial platforms shape attention and identity, and how to build awareness at home
- The value of community support, including trusted digital mentors

The emphasis will be on proportionate, relationship centred guidance. Parents will leave with clear, practical steps they can begin implementing immediately, along with language and frameworks to support ongoing conversations at home.

The aim is not to eliminate technology, nor to surrender to it, but to raise young people who can engage with the modern world with discernment, resilience and moral grounding.

Dr Jac Charlesworth is the Director Data and Digital Research at the University of Tasmania, where she works balancing innovation and guardrails for emerging technologies. A Tarremah parent of twelve years and a trusted digital mentor within the school community, she brings both professional expertise and lived parenting experience to the question of how we raise digitally wise young people.

"Reconciliation must live in the hearts, minds and actions of all Australians as we move forward, creating a nation strengthened by respectful relationships." – Reconciliation Australia



An aspiration of all of us here at Tarremah is to educate young people towards freedom with a hope that they will advocate for an Australian society that values and recognises Aboriginal and Torres Strait Islander cultures and heritage as a proud part of a shared national identity.

A few years ago, now, Tarremah School developed a First Nations Inclusion Pledge; this was developed with the aim of respectfully deepening our understanding of First Nation Culture, building connection with our local Aboriginal Community and including First Nation perspectives throughout our curriculum. The education staff at Tarremah has recently engaged with this Pledge once again to provide a health check and review and to ascertain whether we are being true to our commitments and consider what we could be doing better. Amanda Pearn has been a part of this review process and has provided encouraging and valuable feedback.

If I think back to my own education in NSW throughout the late sixties and seventies, what was taught in the formal education system in Australia at that time served as a tool of colonisation. Aboriginal and Torres Strait Islander peoples, pedagogies and perspectives were systematically excluded from, and silenced within the cross sectoral education institutions, policies, and frameworks. As a result, generations of us have grown up with an inadequate understanding of Aboriginal and Torres Strait Islander cultures, and limited awareness of the true histories of Australia.

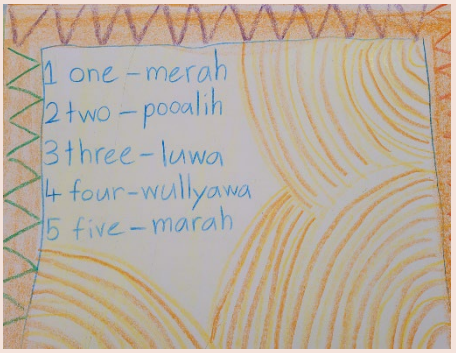
By embedding Aboriginal and Torres Strait Islander perspectives Tarremah School is participating in closing the gap in our awareness and understanding of Australian First Nation cultures and histories by opening our hearts to the ancient, spiritual wisdom of the original people of Lutruwita and beyond.

Here is a brief history of Steiner education in Australia's engagement with the turning of the tide in relation to reconciliation in schools. Whilst I am aware that at the founding of many Steiner schools in Australia, Traditional Custodians were acknowledged and some Schools even adopted an Aboriginal name for their school, it wasn't until 2017 that a core priority of *Steiner Education Australia* became supporting Steiner school communities to gain a greater understanding of Aboriginal and Torres Strait Islander cultures. I am proud to say that the School I was at during this time was forging a path for other schools in Australia to follow. My previous School made a commitment to acknowledge Traditional Owners, connect with our local Aboriginal community, incorporate Aboriginal and Torres Strait Island perspectives in the curriculum, and foster an inclusive environment. There is still much of this important work being done in Steiner schools throughout Australia, including Tarremah, but there is still much to be undertaken.

Embedding Tasmanian Aboriginal Perspectives at Tarremah aligns harmoniously with our Steiner/Waldorf education when as Teachers we address the question: education for what purpose? We perceive the children before us as developing human beings uniquely capable of inner transformation through development of an evolved 'living thinking.' We plant the seeds for this in early childhood and primary school as we consciously nurture in the child ways of thinking, feeling and being within an ethic of care and empathy. This will lead to a goal for deep knowledge, skills, relationships, and morally purposeful actions later on in life.

Reconciliation through bringing First Nation Perspectives is not just a political process, it is a very human one. In the education we offer at Tarremah, we have a powerful opportunity to:

- Teach empathy without blame
- Share truth in age-appropriate ways.
- Model acknowledgement and care.
- Help children understand that fairness, kindness, and justice matter.



Most recently, we have been truly fortunate to have Amanda Pearn, from Nearipah Dreaming, be a regular visitor to Tarremah classrooms. Amanda is sharing South East Language with some of the classes along with stories, aspects of her culture and crafts.

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Tarremah students and teachers are currently in an enormously privileged position to be working alongside Amanda who is currently at the forefront of the revival of the South East Language. This is a key step in building relationships with our local Aboriginal Knowledge Sharers and building cultural understanding. We all understand that languages are central to all peoples' identity, the preservation of their cultures, worldviews, and visions. Language also provides people with a sense of pride and strength.

Hopefully, we will continue to engage with Amanda and she will share this important initiative with us and who knows where this may lead us this year and into the future.

At Tarremah School, in keeping with our First Nation Inclusion Pledge, we can be mindful to stay Informed by teaching and learning, (at age-appropriate times), about the history, cultures, and contemporary issues faced by Aboriginal and Torres Strait Islander peoples. We can all read books, watch documentaries, and follow First Nation voices online. We can stay informed about important social justice campaigns affecting First Nation Communities.

We can speak up and stand up against racism, discrimination, or stereotypes when we encounter them. We can have conversations about issues that impact communities with colleagues and intentionally drop little facts here and there to slowly build awareness in a non-confrontational way. Intentional work will continue throughout this year and I look forward to updating you with any further developments in this space… a space which is brimming with potential.

Tracey O'Leary
Class 2 Teacher

A window into Playgroup

As sunlight falls across the playgroup room floor, children settle into play with farm animals, blocks and dollies, exploring, while at the craft table the adults begin stitching their craft bags. Colours of felt are chosen, designs slowly emerge, and the first stitches are sewn in.

Over the term, these bags fill with hand-sewn turtles, fish and seahorses and half-finished projects tucked inside. They carry the rhythm of the term, conversations shared across the table, and the quiet companionship of making while children play nearby.

In early childhood Steiner education, children learn through imitation. By quietly working alongside them, parents model creativity, care, and the patience of making — a gentle example that is absorbed and echoed in the children's own play.

This term, we were reminded how these simple rhythms can resonate across the years. A parent joined us carrying the bag she made in Class 1 as a child – still sturdy, well-loved, and still in use.

And when a child is ready for kindergarten, the craft bag goes with them — becoming their bag for spare clothes. A familiar, well-loved companion for a new chapter.

From childhood stitches to stitching again as a parent – a small tradition, continuing on.

Karen Bright
Fairy Wren Playgroup Leader

Tarremah P&F –

A Time for Renewal

Our Parents & Friends Committee is entering a new season.

Like many living things in our school, the committee moves in gentle cycles. After several years of service, creativity and steady work, a number of current members — including those in executive roles — will be stepping back this year as their children grow and life rhythms shift. This opens space for new hands, new ideas and fresh energy to come forward.

Since 2022, the current committee has worked together to nurture community life at Tarremah. We have lovingly rebuilt events that bring us together — Grandparents and Special Friends Day, Quiz Nights, supported the Bush Dance and continued our traditional events of the Welcome BBQs, Markets and our Spring Fair. We have supported new initiatives such as craft and planting groups and futsal and contributed to improvements around the school grounds that our children enjoy every day. Perhaps most importantly, we have clear notes, event guides and shared knowledge to make stepping into the committee much easier than before. You won't be starting from scratch.

Now we invite renewal

We are seeking parents who feel called to contribute — whether in an executive role (Chair, Secretary or Treasurer) or as a committee member offering time, care and ideas.

The committee meets monthly, with shared coordination of events across the year.

You don't need special skills. You don't need prior experience. You simply need a willingness to be part of something shared.

The work is collaborative and supported. Outgoing members remain part of our community and are very happy to pass on knowledge and help new members find their feet.

The scale and rhythm of our events this year will reflect the energy and participation available within our parent body. When more parents share the work, our community life flourishes.

If you value the gatherings, celebrations and shared experiences that enrich school life, this is a beautiful way to help sustain them.

Being part of the P&F is a meaningful way to:

- Deepen connection with other families
- Bring creativity and joy into school life
- Support experiences that your children will remember
- Help carry the living culture of Tarremah forward

Nominations are available from electronic forms or on the night at the upcoming AGM on Wednesday 11 March at 6:30pm in the Honeysuckle room.

If you feel even a small spark of interest, we warmly encourage you to reach out for a conversation.

Community is something we build together. We would love you to be part of this next chapter.

P&F Annual General Meeting (AGM)

Date: Wednesday 11 March **Time:** 6:30pm **Location:** Honeysuckle room

The purpose of the meeting is to conduct the ordinary business of the Association, including:

- Confirmation of minutes of the previous AGM
- Presentation of reports on the activities and finances of the Association for the past year
- Election of office bearers and committee members
- Appointment of an auditor (if required)
- General business as notified in accordance with the constitution

All members are warmly encouraged to attend.

Nominations for committee positions are welcome and may be submitted in advance or made at the meeting.

Several current committee members will not be standing for re-election this year, creating an opportunity for renewal. We warmly encourage parents and caregivers to consider nominating so that the P&F can continue supporting the school and offering valued events such as the markets, quiz night and Spring Fair. The committee meets monthly during school term, with shared coordination of events across the year alongside the wider parent body.

Tarremah Steiner School

Parents & Friends Association Inc.

Committee Role Overview

The Committee stewards the work of the Association in service of its objects and values: Community, Sustainability, Joy, Reverence and Creativity. Each role carries practical responsibilities set out in the Constitution and is undertaken in a spirit of goodwill, cooperation and shared purpose.

Chairperson

- Presides at general and committee meetings in accordance with the Constitution.
- Guides the committee in managing the affairs of the Association.
- Supports respectful decision-making and exercises a casting vote where required.
- Represents the Association and maintains connection with the School.

Secretary (including Assistant Secretary)

- Ensures meetings are convened and conducted in accordance with the Constitution.
- Prepares agendas with the Chairperson and maintains minutes and records.
- Manages correspondence and communication with members and the School.
- Supports organisation of activities and compliance responsibilities.

Treasurer (including Assistant Treasurer)

- Maintains accurate and transparent financial records.
- Manages authorised payments, banking and reimbursements.
- Presents financial statements to general meetings as required.
- Prepares financial reports for the AGM and audit (if applicable).

Public Officer

- Maintains the register of members where required.
- Supports AGM notice requirements and statutory obligations.
- Liaises with relevant authorities on behalf of the Association.

Ordinary Committee Members

- Participate in managing the affairs of the Association.
- Attend meetings and contribute to collective decision-making.
- Support activities that strengthen community life.
- Act as a bridge between families and the Association.

Ways of Working

- Community – strengthen connections, inclusion and collaboration
- Sustainability – care for people's time, energy and the environment.
- Joy & Creativity – initiative and enthusiasm for shared work and positivity.
- Reverence – respect for the School's philosophy and one another.
- Communication – openness, sharing and strive for consensus.