MARCH 27 | ISSUE 4 , 2026

Tarremah Times

Tarremah Steiner School

Class 9 Living In-between 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:

Fri 27 March
Photo Orders Due

Fri 27 March
Harvest Festival & Barn Dance

Mon 30 March
Melanie Deefholts Community Talk
Classes 4, 5, 6 & 7 – flyer page 6

Tues 31 March
Melanie Deefholts Community Talk
Classes 1, 2 & 3 – flyer page 6

Wed 1 April
School Tour

Wed 1 April
Heartwamers Cafe

Wed 1 April
Melanie Deefholts Community Talk
Early Childhood – flyer page 6

Wed 1 April
Melanie Deefholts Community Talk
Classes 8, 9 & 10 – flyer page 6

Thurs 2 April
Secondary School Mud Run

What would it be like to be a Refugee and work just for your food?

THIS is just one of the many questions we pose to the Class 9s on their Living In-between Camp.

While we are only make-believe refugees, Tarremah attempts to help the students ponder such questions. Fortunately, the environment they work on has been specifically chosen so that students have a safe enclosed environment to work.

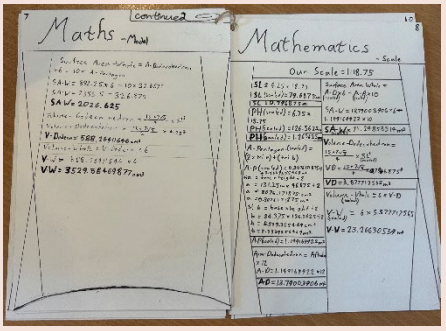
The fare is very simple - everyday porridge for breakfast, beans and rice for lunch and pizzas for dinner. Students also have the opportunity to work for some neighbours - often very menial tasks - however, some lucky groups are rewarded with morning or afternoon tea!

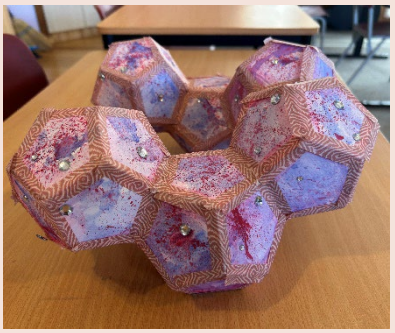
Students sleep together under a large open tarp and are assigned menial jobs during their day. It is task oriented, so no mobile phones or watches to distract them!

A big thank you to hosts John and Susan, and old scholar Meg who helped them overcome many obstacles before a sumptuous dinner of pizzas (they may have earned cheese from a generous neighbour) and blackberry and apple crumble.

Frank Toman
Chief Cook and Facilitator

Platonic Solids in Action - Class 8





Class 8 has just completed a Main Lesson which explored the rich and fascinating world of Platonic solids through a blend of history, mathematics, art, and hands-on learning. Beginning with the ideas of Plato, students were introduced to these special geometric forms not just as abstract shapes, but as meaningful representations connected to ancient understandings of the natural world and the elements.

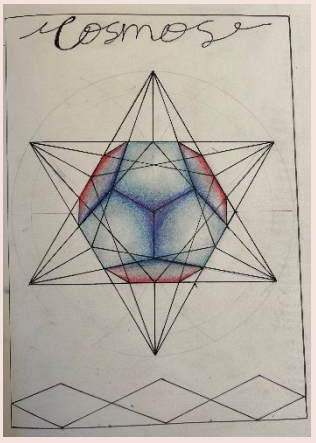
Through this journey, students developed their mathematical skills by engaging in careful geometric constructions and drawings, exploring properties of shapes, and revisiting key concepts such as area and surface area. This work supported both precision and deeper reasoning, helping students build confidence in their ability to think mathematically.

In the final week, the Main Lesson shifted into a project-based learning experience, where students stepped into the role of "mathematical designers." Working in pairs, they were challenged to design a rock-climbing playground structure using one of the Platonic solids as the foundation.

Students created scale models of their designs and some converted these into real-life measurements, applying their understanding of scale and proportion. They also considered practical and realistic elements such as the amount of surface material required, the number of climbing holds needed, and how to design a structure that is both engaging and safe.

The project naturally extended into STEM learning, with students exploring concepts such as balance, stability, and structural design. They asked questions about how their structures would stand, how materials might be used, and what makes a design both functional and enjoyable. Students tested ideas, refined their thinking, and adapted their designs as they worked, an important part of design and engineering.

One of the strengths of the project was its flexibility. Some students focused on simpler designs using hexahedrons (cubes), strengthening their understanding of foundational concepts, while others extended themselves by incorporating more complex forms such as dodecahedrons, requiring deeper problem-solving. This allowed all students to engage meaningfully at their own level.



It was wonderful to see students working collaboratively, thinking creatively, and beginning to see themselves as designers and capable mathematical thinkers.

Lindel Gass
Secondary Maths Teacher

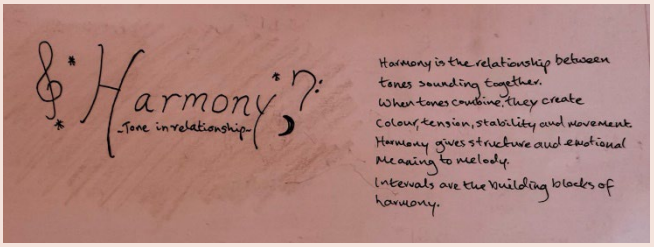
Class 9 On Country with Djuker and Sophy

Class 9 participated in a rewarding On Country experience with Djuker Hart to Loonwonnylowe (Bruny Is) this term. Djuker shared some hard truths about the courageous life of "Princess" Truganini in the early 1800s. He also widened students' bush tucker knowledge as they tasted many different local plants, the favourites being salt bush and coastal currant.

Class 9 families also had the opportunity to donate tasty treats (many homemade) to an Elder's hamper which was later gifted to the SETAC (South East Tasmanian Corporation) Elder's in Cygnet.

Sophy Millard
Gardening Teacher

Pictured: Djuker and Thomas harvesting River Ribbon, a water plant that tastes like asparagus when eaten raw.



Harmony: Tone in Relationship

In week 6, between the busy Living In-between Camp and Farming Intensive, Class 9 spent 4 days exploring "Harmony: Tone in Relationship" as a music theory intensive main lesson.

Students explored the distance between intervals vertically, recognising them both by sight and by ear, and revised simple and compound rhythmic meters to then begin to write a given tune by ear, once a key and time signature was given. This is called melodic dictation and combines the skills of recognising both pitch and rhythm patterns simultaneously and practising our notation skills in combination.

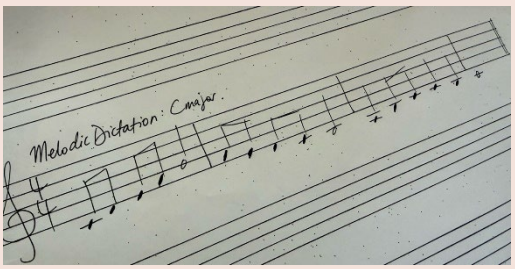
We also explored some common chord progressions using roman numerals, looked at perfect intervals in 4ths and 5ths, creating triads, and major and minor intervals, followed by augmented, diminished and even inverted chords.

Music Theory Main lessons deliver intensive short blocks of music literacy which is then explored further in music classes in a more practical way. This process accelerates and deepens musical reading, understanding, practicality and musical literacy skills.

To start a few students express an enjoyment in music making, but a lack of confidence in reading or writing music, but by the end of a few mornings work, and breaking down the challenge into achievable steps, students can put new or revised skills together to successfully use music notation as the universal language it is with relevance and practicality on the page, proving music is for all! Student reflections spoke of the week being fun, challenging, rewarding and wishing for more! How wonderful.

With ongoing practice of small steps and musical skills, reading and understanding this language on the page builds confidence. The practical classes through the year are woven with its content afterwards, further deepening learning experiences.

Gina Rose
Music Teacher



Class Photo Schedule

Tuesday 14 April

8:45am	Class 9
9:15am	Silvereye
9:45am	Class 1
10:15am	Class 2
11:15am	Class 6
11:45am	Class 8
12:15pm	Class 5

Wednesday 15 April

8:45am	Class 10
9:15am	Fantail
9:45am	Pipit
10:15am	Class 3
11:15am	Class 4
12:15pm	Class 7

Sunday 12 April
Sibling/family Photos – must be booked with Alex beforehand

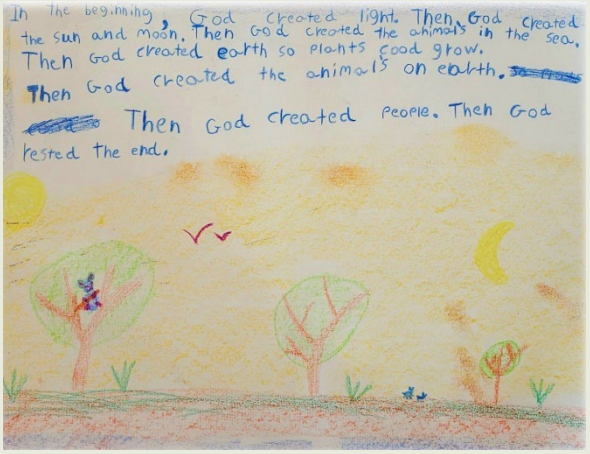
2026 Term Dates Reminder

Term 1: Tuesday 3 February to Friday 17 April
Easter: Friday 3 April to Tuesday 7 April

Term 2: Tuesday 5 May to Friday 3 July
Student Free Day: Monday 4 May (Secondary Parent/Teacher Meetings)

Term 3: Tuesday 28 July to Friday 25 September
Student Free Day: Monday 27 July (Primary Parent/Teacher Meetings)
Student Free Day: Friday 4 September

Term 4: Tuesday 13 October to Thursday 10 December
Student Free Day: Monday 12 October
School Holiday: Friday 23 October
Student Free Day: Monday 2 November



The Power of Storytelling in the Primary School

Developed and used intentionally, storytelling can contribute to inclusion and connection, build confidence, and bring about transformation. My earliest memories of being told stories come from my paternal Grandfather's sharing of tall tales and truths from his childhood, the neighbourhood he grew up in, his friends and his workplaces. When I was no more than 7 years old, he talked as we walked to playgrounds, to visit relatives and along canals in the western suburbs of Sydney; I can still remember the feelings his wonderful, sometimes happy, sometimes funny, sometimes sad stories inspired in me.

Rudolf Steiner indicates that between the ages of about 7 and 14 years, teachers have the best opportunity to develop the child's feeling life. Steiner teachers need to truly understand this, as the stories we tell need to be imbued with feeling. Teachers convey feeling through their intentional use of voice and gesture. The stories teachers bring to their class are not merely a series of things that happen but rather are filled with the highs and lows of human emotions, from sadness, loneliness, suffering, and struggle to joy, happiness and fulfilment; from anger, jealousy, greed to love, forgiveness and compassion; from rudeness to reverence. Storytelling, well done, sees the teacher using rich descriptions of scenes and characters as well as lively dialogue and gestures, all of which become an experience that the children will potentially always remember. Children love to live into the story; I can sometimes see my class picturing every moment and identifying with different characters. Imaginations are stimulated which improves memory as well as the ability to listen and focus. As an avid storyteller, I often use sensory descriptions of smells and tastes, sounds, textures, and colours as well as moods. Food features in my own stories quite often; those golden, buttermilk pancakes stacked high with a drizzle of syrupy sweetness often make tummies rumble just before morning tea!

Tracey O'Leary
Class 3 Teacher

A Hive of Activity

At the beginning of the year, one of our parents suggested a name for our Secondary Student Support space… The Hive. We thought this was an apt name for this room, which is indeed a hive of activity.

The Hive is used for small-group and individual direct support in numeracy and literacy, as well as offering a lovely, calm, and quiet space to reset and relax. Maths practice also runs here a couple of times a week for our senior students.

Students can come up from time to time, when they want to work quietly, away from the business of the classroom. It may simply be when they want to enjoy a chat with their friends at lunchtime in our cozy couch space.

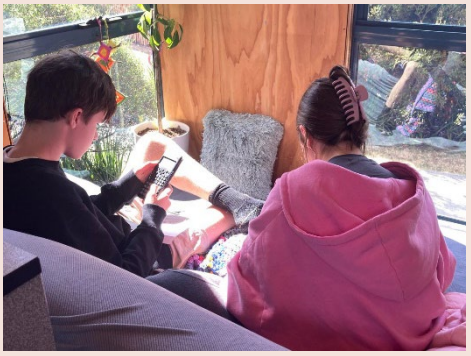
We have also been running our Secondary Debating Club on Thursdays at lunchtime with British Champion Debator Phil Tomney, albeit we're bursting at the seams as our club expands.

Six members of our support team also work in The Hive, so there's a lot of coming and going as we go about our day.

We love the vibe in The Hive. Feel free to drop in any time and check it out.

Sharon Clarke
Secondary Student Support Coordinator

Pictured below is one of our Senior Maths classes enjoying an Escape Room Maths Challenge with Lauren.



Parents and Friends Association
Welcome to 2026

What a busy start to 2026 we have had! I am grateful to report that we had a successful AGM of the Parents and Friends Association earlier in March; which saw the election of 4 new members to the committee and a reorganisation of executive members.

We welcome new committee members Christine (Class 2), Annabelle (Class 2 and 4), Sarah (Class 5) and James (Pipit, Class 2, Class 5). They join continuing members Sarah (Class 4 and 8), Bindi (Class 1 and 5), Lauren (Pipit, Class 3, 5 and 7), Katherine (Pipit, Class 2 and 5), Craig (Class 3 and 9), Leah (Class 3,6 and 7), Naomi (Class 3) and myself, Fiona (Class 4 and 6). Leah will continue in her role as Public Officer, Katherine has stepped in as Secretary, Craig has moved to Treasurer, supported by James as assistant Treasurer, and I will continue as Chair.
As a committee, we are looking forward to leading and supporting our much loved and anticipated community events over the coming year; as we continue to grow and nurture a community that best reflects the school and us all.

Are you curious about the Tarremah Parents and Friends Association, interested in being more involved, but weren't ready to join the committee this year?
The Tarremah P and F committee meets every month during term time, if you are interested in joining us for a meeting, please email tarremahpandf@gmail.com for more information. We look forward to hearing from you and sharing the work that we do.

Fiona Wilson Chair on behalf of the Committee.

Connecting with the Tarremah Community

There are many ways you can connect with others in the Tarremah community. Come along to any of the below offerings:

Every week during school term:
Craft and Community Mornings - Wednesdays from 8:45am - *Hall foyer*. Come for tea and coffee, a children's play corner, conversations, craft and other creative projects. You can bring your own craft project to work on, or simply come for a chat. No crafting skills required. All parents, carers and young children are welcome.

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

Social Dig, Friday mornings from 9am - Help Sophy in the veggie gardens. All ages and abilities are welcome. Email sophy.millard@tarremah.tas.edu.au for more details.

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

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

Tarremah growers - Join to support the school garden and the Spring Fair plant stall. Join the WhatsApp community and lend your skills in a way that works for you. Contact the P and F (tarremahpandf@gmail.com) for more information.

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 connect in person on Wednesday mornings in the hall foyer after drop-off during term. Donate your crafts to raise funds for the school, and create wonder for children at the Spring Fair and seasonal school markets. Volunteer your time to work in the craft room on fair day, or at the P and F stall at our seasonal markets. Contact the P and F for more information (tarremahpandf@gmail.com).

New community building initiatives:
Are you already growing the Tarremah community in another way, or is this something you would like to do? Do you have plans to meet regularly with other Tarremah parents and carers? If you would like to have your community activity included in this list to share with others, please reach out to the P and F committee (tarremahpandf@gmail.com).

Tarremah Harvest Market - Stallholder Expressions of Interest

Are you interested in having a stall at the upcoming Harvest Market on Friday 17 April, 2pm- 5pm (setup from 1pm)? Stall holder fees: $15 for 1 table worth of display, $25 for 2 tables worth of display, or the equivalent of donation or service to the school.

Stall Guidelines

Our market philosophy is to sell items that are in keeping with the underlying principles of Steiner Education. This means we aim for items that are : handmade/crafted, made of natural materials, non-toxic, minimal in packaging, wholesome and of good quality.

If possible, we encourage you to have some small, inexpensive items available for purchase. Many children will come with small amounts of money wanting to buy something. However, we also understand that this will be dependent on the goods you are selling.

If you would like to apply for a harvest market stall, can you please:

- email tarremahpandf@gmail.com outlining how much space you may need; and
- provide a small blurb on what you would like to sell.

Furthermore, if you are applying on behalf of a child, please let us know the age of the children and your plans to assist them at the market.
Your application will be assessed and responded to as soon as possible.

Supporting Healthy Relationships with Self and Other

with Melanie Dee holts

Visiting classes and the community Next Week!
Please join any and all talks at 6:30pm in the music room

Focus on Classes 4/5/6/7– Monday 30th March
Focus on Classes 1/2/3 – Tuesday 31st March
Focus on Classes 8/9/10 – Wednesday 1st April
Focus on Early Childhood – Wednesday 1st April 9:15am*

We warmly welcome you to join us for this opportunity to explore issues affecting children's health and wellbeing in modern times. Through the lens of anthroposophy, examples will be shared on how to counterbalance these challenges and understand the community's role in raising children. By working together, we can support individual wellbeing.

Focusing on the developmental profile of the children, Melanie will also give an overview of the class program (Class Three-Ten) and will discuss ways of supporting the children at their developmental stage. This allows for a wholistic approach to introducing themes of health and wellbeing. Melanie's meeting focusing on our Classes Three-Seven will be held prior to their class session. This meeting enables parents and teachers to have any questions answered, as well as providing an overview of how best to continue working with the themes with their child. For parents in Classes Eight, Nine and Ten, the class sessions will have taken place, and the focus of the meeting is to allow adults to address important topics that may arise from these sessions.

For Families in the Early Childhood, we are offering a morning session, including childcare (to allow the group to stay focused, we are hoping to avoid having children in the session as far as possible). The session will run in the hall foyer, with a gentle play space set up in the hall. Please arrive for a 9:15am start

Melanie Deefholts has been supporting parents and teachers in various schools through adult education for the past 14 years. She specialises in understanding child development through observations of daily life and how to work with this in a living way within the home and the classroom. Melanie works with parents as well as teachers in private and group education. She regularly works in various Steiner Schools in NSW, Vic, TAS, Qld, SA and WA with Developing the Self, Developing the World. Developing the Self Developing the World is a social initiative based on the work of Rudolf Steiner, offering school health and wellbeing programs for young people.

We hope to see you here. Please register your interest with Grace in Reception (mail@tarremah.tas.edu.au).