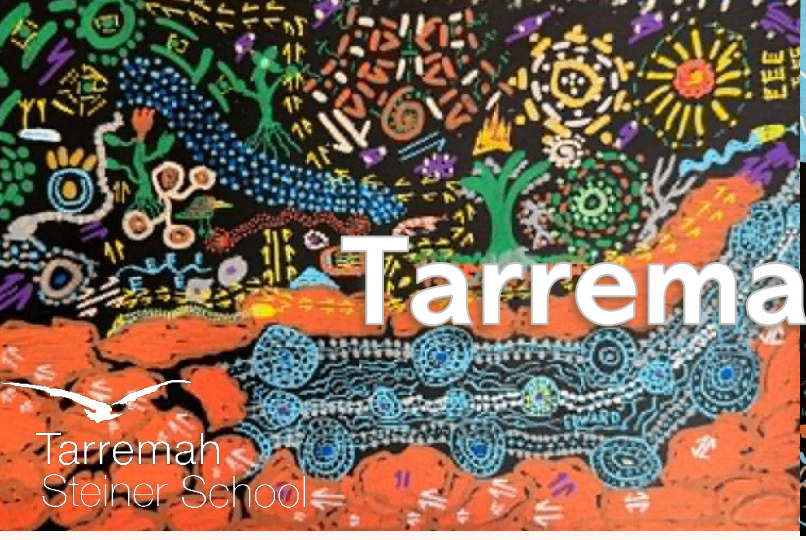

Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility— these three forces are the very nerve of education. *Rudolf Steiner*

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## Diary Dates:

**Thurs 18 June**
Early Childhood Centre Winter Festival

**Thurs 18 June**
Tim Dunn Community Talk -Don't forget

**Fri 19 June**
Winter Spiral

**Thurs 25 June**
Class 10 Cake Stall

**Tues 30 June & Wed 1 July**
Class 10 present *King Lear*

**Wed 1 July**
School Tour

**Wed 1 July**
Heartwarmers Café & Craft

**Fri 3 July**
Last Day of Term 2

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**Mon 27 July**
Student Free Day / Primary Parent Teacher Meetings / PD Day

**Tues 28 July**
First Day of Term 3

# Reconciliation Week

*National Reconciliation Week (NRW) is a time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia. (Reconciliation Australia)*

The theme for National Reconciliation Week 2026 was ***All In***. It was a call for all Australians to commit wholeheartedly to reconciliation every single day. In keeping with this theme, Amanda Pearn, Knowledge Sharer, and regular visitor to Tarremah, supported the Class 3 children to create a circular yarning mat. We all traced our individual hands onto the mat and decorated them. During NRW each year, as we progress through the primary school, we had the idea to add an additional ring of hands around our mat to mark our ongoing commitment to Reconciliation (and the children's growth!).

The theme, ***All In***, encourages everyone to act, no matter how big or small, to demonstrate that we are allies to our First Nations People. This term, in Class 3, during our lessons with Amanda and Aunty Wendy, the children were guided to create artworks based on Dreaming stories Amanda has shared. The artists were then encouraged to make another artwork to represent their love of and respect for Country. The Class 3 children are fortunate to have experienced regular bush days since Class 1, mostly in the reserve behind the school, so this is what they represented in their drawings using lines and repeated patterns. The straight lines, curves, and symmetry that we have worked with in Form

Drawing since Class 1 were evident in this different, highly creative context.

As Class Teachers, Ina and I, have consistently encouraged the children to listen, connect, and care for Country which was strongly evidenced in their illuminating artworks. The individuality and uniqueness of the children's artistic representations of the same themes is truly astounding.

*Continued on Page 2…*

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On a very wet afternoon during NRW, the classroom was transformed into a vibrant gallery space. The children proudly displayed their work for parents, friends, and other classes to enjoy. The room looked so beautiful! To open the display, Amanda and Aunty Wendy both shared a Welcome to Country. For those who wanted to participate in an ochre painting ceremony, Amanda painted the girls/women and Frankie, a proud Worimi young man from Class 6, painted the boys with two stripes – one representing our connection to each other and one for our connection to Country. On display also were some of the children's woven baskets that were, in the main, still works in progress. The children's sense of pride in their achievements was palpable, as was their teacher's!

We feel so fortunate to have Amanda and Aunty Wendy sharing with us, deepening our relationship with them along with our understanding of culture as we come together in each precious lesson to learn with our hands, our hearts, and our heads. Deep, reciprocal connection with these Knowledge Holders has built trust, developed continuity for children, created shared understanding, and strengthened cultural safety.

It is important for us all to remember that Reconciliation is not a one-off event; it is ongoing action. Reconciliation is also slow work, and Amanda and Aunty Wendy are offering our class and school community a rare opportunity to work towards deepening our understanding of what it means to be an ally to our First Nations People. For this we are truly grateful.

***Tracey O'Leary***
Class 3 Teacher

# Inspiration at Lunch

As the days become cooler and, at times, wetter, the high school students seem to be enjoying the opportunity to partake in the range of lunchtime activities the teachers are offering throughout the week.

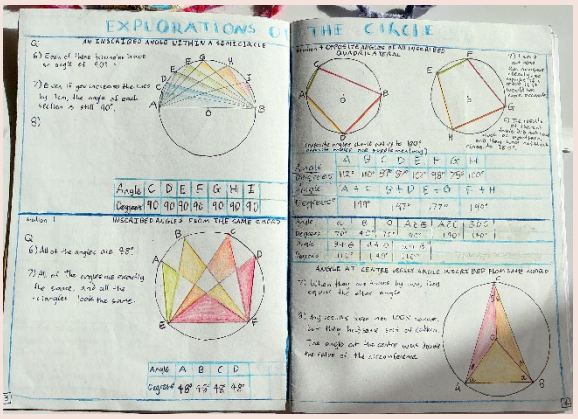
In term one, we had art and craft, circus skills, chess, debating, basketball, woodwork, and creative writing. In term two, we've added a crochet club with Lauren and an ASX Club with Sharon, which teaches the ins and outs of the share market, investing, money management, and financial basics.

If you are interested in offering something that you feel passionate about, please email Sharon at sharon.clarke@tarremah.tas.edu.au

All you need is a Working With Vulnerable People Card and a strong desire to pass on your passion to students who will lap it up. Win-win!

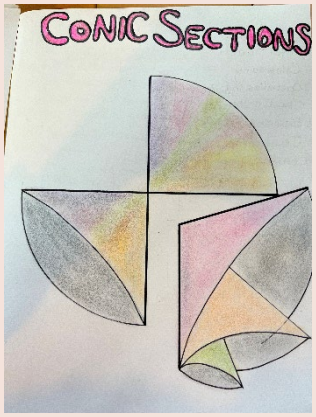
***Sharon Clarke***
Secondary Student Support Coordinator

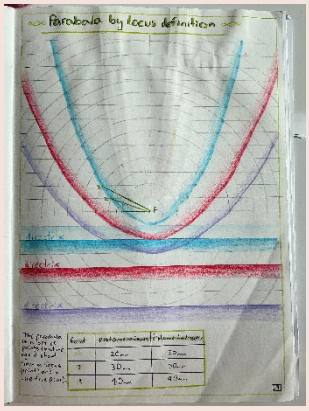
# Class 9 Conic Section Main Lesson

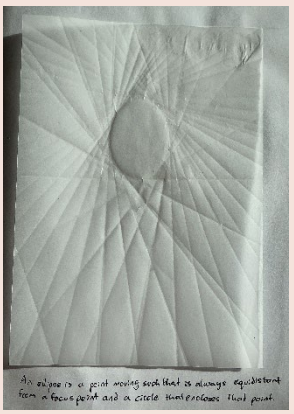


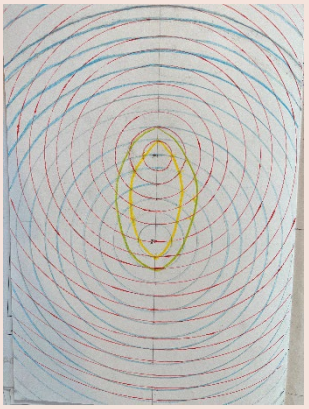

The Class 9's embarked on a journey through the cone at the start of week 4 and have just one week left. Stories of Alexandrian scheming scholars were told while they sculpted their own clay cones to slice. We began by exploring the circle dating back to 220BCE through the works of a great Alexandrian scholar Apollonius of Perga. An investigation into some circular Euclidean theorems have been done as well as protecting precious jewels from a cunning thief. The ellipse was then created in three ways, using thumbtacks, folding it using tracing paper as well as creating it out of opposing forces of expanding and contracting concentric circles. The majestic parabola has been constructed out of folding tracing paper but also out of the intersection of horizontal lines and concentric circles. The students were introduced to mathematical proofs in looking at how the cartesian equation of a parabola is defined. Much time has been spent on investigating how the parabola can be transformed on the Cartesian plane by changing aspects of its Cartesian equation. We hope to finish up by examining the intriguing hyperbola in a similar way to the parabola and ellipse before creating string art masterpieces as their project.

***Lauren Matthews***
Mathematics eacher





## Don't forget your Library Bag

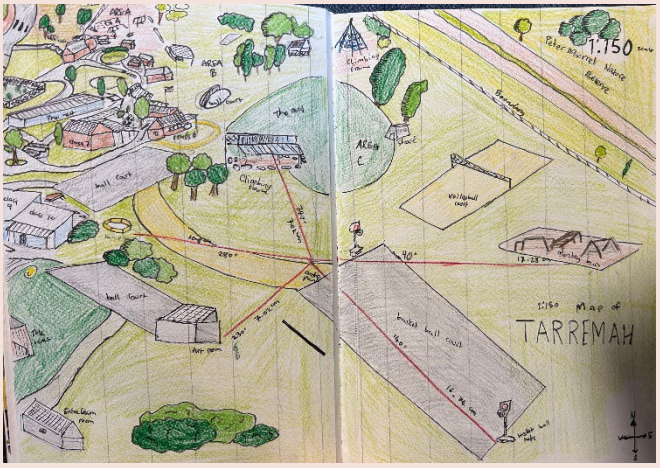
Our library is full of wonderful stories waiting to be borrowed, and we'd love every student to take one (or more!) books home each week.

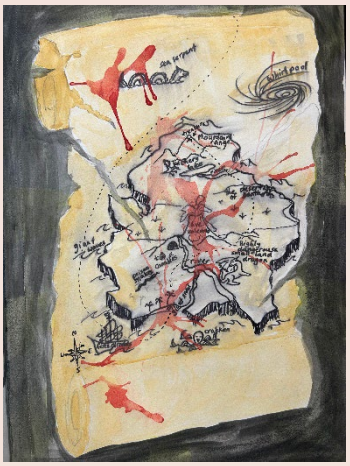
To help keep our books safe and snug on their journey between school and home, please remember to send a library bag on your child's library day. Library bags help protect books from spills, bumps, and getting lost in the bottom of school bags!

Students need a library bag in order to borrow, so a quick check before school can help avoid disappointment. A Library bag can be any simple cloth bag with handles, or a dedicated bag just for Library books.

Thank you for helping us look after our library books so they can be enjoyed by many readers for years to come. Happy reading!

***Abbey Vincent***
Library Technician



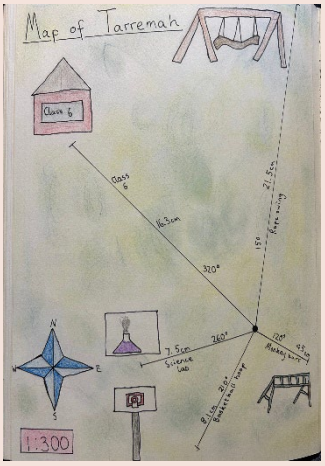
# Mathematics in Mapping - Class 7 Main Lesson

This term, Class 7 students have been exploring the connection between mathematics and mapping through a three-week Main Lesson. Combining practical outdoor activities, geometry, measurement, history, and navigation, students have discovered how mathematics has helped people understand and navigate the world for thousands of years.

The lesson began with an exploration of the history of maps, from ancient cave markings and Indigenous Australian Songlines to early maritime navigation and modern digital mapping systems. Students learned how maps tell stories about people, places, and journeys, while also serving as important mathematical tools.

A major focus of the lesson has been developing practical surveying skills. Students learned to use compass bearings, pacing, measurement conversions, and scale to accurately map sections of the school grounds. Working from a central point, they measured distances and directions to surrounding landmarks and converted these measurements into detailed radial survey maps. Some of their work has been showcased in the photos.

***Lindel Gass***
Mathematics Teacher




| Objects | Bearings | Paces | Paces to Metres | Metres to cm | (real) cm to (map) cm |
|---|---|---|---|---|---|
| Science lab | 260° | 26 | 26 × 0.86 = 22.36m | 22.36 × 100 = 2236cm | 2236 ÷ 300 = 7.45cm |
| Rope Swing | 15° | 75 | 75 × 0.86 = 64.5m | 64.5 × 100 = 6450cm | 6450 ÷ 300 = 21.5cm |
| Basket ball hoop | 210° | 28 | 28 × 0.86 = 24.08m | 24.08 × 100 = 2408cm | 2408 ÷ 300 = 8.1cm |
| Class 6 | 320° | 57 | 57 × 0.86 = 49.02m | 49.02 × 100 = 4902cm | 4902 ÷ 300 = 16.34 |
| Monkey bars | 120° | 16 | 16 × 0.86 = 13.76m | 13.76 × 100 = 1376cm | 1376 ÷ 300 = 4.5cm |

## More Class 3 Artwork

# Parents and Friends Association

**It's time to begin crafting for the Children's tent...**

If you like winter crafting, perhaps you would like to make some things for this year's children's tent at the spring fair?

Mainly petite in size, simple and inexpensive to make, these "donations to childhood" bring joy and wonder to the children each year. The options are endless and we need a lot, 400+ items. We aim to have offerings that would spark joy in a little one right up to an older primary child.

Thinking of things you may have seen around the school or at our markets or your own children have enjoyed is a great place to start. But also feel free to contact Lauren O (Shep, Kip, Beatrix, Clementine), Sarah P (Rita and Thomas) or Katherine R (Maeve, Heidi and Stanley) in person or via Tarremahpandf@gmail.com. We would love to help you find something that fits your skills/enjoyments or trouble shoot if you have an idea you want to sound out.

Some guidelines:

- We want to be kind to the earth so please stick to natural materials (wool, silk, cotton, wood, glass, clay etc.)
- OR recycled goods ie. Buttons, recycled fabrics etc
- Minimise/be wise with the use of new plastics - acrylic paint or metallic thread/bead to accent is ok but please refrain from heavy use of new plastics ie. Fimo clay, acrylic wool or pompoms, non biodegradable glitter, googly eyes etc
- We tend to follow when crafting "Avoid the glue if a stitch could do!"

When finished, please pop items in the box under the table in the office.
Thank you so much for contributing to this treasured spring fair activity, we hope creating these little items brings you as much joy as they will bring the children come Fair day.

# Main Lessons and Cross Curricular Enrichment

In general, the Main Lesson throughout a Steiner school is enriched by cross curricular opportunities. When the Class 3 children were immersed in a story about *How Maui Captured the Sun,* we made our own rope/twine during a couple of afternoon lessons. The children were engaging with Geography as we considered where the creation stories originated. We found where places are in the world on a water colour map of the world's continents I had previously painted.

First Nations Perspectives were included thanks to Amanda Pearn, Aboriginal Knowledge Holder, who brought the Tasmanian Aboriginal Creation Story followed by Bruny Island/Channel Creation Story along with the story of how the Tarraba (Tassie Devil) came to be.

Visual and performing Arts are consistently strong components of the Main Lesson with regular watercolour painting, clay modelling, beeswax modelling, drawing, drama/ retelling stories, singing, playing recorder and folk dancing.
Developing the children's independent writing skills was a focus for the Creation Stories Main Lesson. In keeping with the two-day rhythm, following an oral recall of the previous day's story, the children wrote their own draft version of an aspect of the story. Ina and I, along with Tersea, our classroom TA (who is also enthusiastic about high quality literacy instruction) then encouraged and supported the children to edit their own work. A final 'good' copy was then written and sometimes read to the whole class. The children did not do their work into a regular Main Lesson book this time, rather their beautiful writing, paintings and drawings were made into a book that they put together.

***Tracey O'Leary***
Class 3 Teacher

# Tarremah Community Talk with Tim Dunn

## Presenting:

What makes the Waldorf approach unique?
The Phenomonological Approach to
Science in the Secondary School.

Please join us for this unique opportunity.

## Date:

Thursday 18 June at 6pm, in the Music Room

Audience:
Any interested community members, particularly parents interested in our approach to science and the student's Secondary experience.

**Please RSVP to mail@tarremah.tas.edu.au**

### Biography of Tim Dunn:

A large proportion of my life has been characterised by scientific curiosity. Tim was awarded a PhD in Biochemistry in 1991 and worked for many years as a research scientist in cancer diagnosis, embryology and immunology. Since that time he has continued to question the natural scientific approach and search for deeper knowledge.

Tim met Steiner education only sixteen years ago and has truly enjoyed teaching in the upper school and deepening his understanding of human development. This has been challenging and wonderful, and Tim has been privileged to have had some amazing mentors to support him including Peter Glasby and Dr von Mackensen. He was a High School Educational Administrator for five years and a College Chair, and has experienced firsthand the challenges of growing and maintaining a Steiner upper school.