JUNE 26 | ISSUE 9, 2026

Tarremah Times

Tarremah Steiner School

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:

Tues 30 June & Wed 1 July
Class 10 present *King Lear* (*page 5*)

Wed 1 July
School Tour

Wed 1 July
Heartwarmers Café & Craft

Fri 3 July
Last Day of Term 2

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

Tues 28 July
First Day of Term 3

Wed 5 August
School Tour

Wed 5 August
Heartwarmers Café & Craft

Thurs 6 August
Class 8 Project Presentations

Fri 7 August
Grandparent & Special Friend's Day

With gratitude for a beautiful winter spiral.

I'm sure the whole community will join me in thanking all the staff who created such a beautiful space for us all last Friday night. There was another wonderful community turn out, which created a full reverent feeling around the children as they cycled toward the candlelight. I am grateful for the shared opportunity, in these dark and chilly times, to experience that our individual lights come together, to blaze more brightly.

Child Study at Tarremah

**With gratitude to Karl Konig and Dr Lakshmi whose ideas are central to this article.*

At Tarremah, there are many ways that we consider, assess and reflect on how the children are progressing in their learning, or participating in school life. This may take the form of formal assessments, observations, anecdotal sharing, conversations with parents and colleagues, and of course in discussion with the children themselves.

One of the unique ways we work collaboratively to develop shared understanding and give careful consideration to individual children is through a Child Study. We are fortunate that child study continues to take place at Tarremah. It is our wish that each child could be a part of child study. This is not possible given time constraints, but it is important to know that children who become a focus of child study do so because their teacher or guardian encounters something of an enigma in them or has a question about them. For example, "How is it that this child finds the classroom noisy but not the music lesson?" We have become increasingly familiar with this way of observing students and are becoming increasingly aware of the significance of integrating care around the child by spending time together, talking together and sharing all that we observe of the child.

Child study takes its basic attitude from curative education. Curative education seeks an expansive and ever unfolding

picture of child development and holds that there are many points of orientation from which to consider the child. In this way the process is collaborative as the medical ('this child experiences asthma'), psychological ('this child has been diagnosed with ADHD')

and cultural ('this child lives in a family that is bilingual') viewpoints, as just a few examples, are all valid.

Curative education also demands that we work consciously with the part of the child, which is not yet visible, which is as yet unknown. We have come to see that working with this unknown element brings great innovation to the process. If there is a part of the child which we are not willing to conclude about then the possibility of seeing something new becomes possible. For example, 'this child is defiant' is very different from observing that the child often says 'no' when invited to clean up at the end of the day when invited to draw borders in her main lesson book willingly says yes! We are finding that interest in observing that which is unexpected or contradictory is the active and therapeutic signature of the process. It is not the outcome of the child study alone that appears to have the potential to work therapeutically but also the attitude of wonder that lives in the thoughts of the adults around the child.

Often more questions than answers arise from child study. It is a spacious place from which to work together in support of students. We look forward to working together in this way in the future should your child be a part of a child study.

Rebecca Molyneux
On behalf of the Wellbeing Team

Bike Education

In week 5 of this term, Classes 3 – 6 participated in Bike Education, a unique opportunity organised by Greg, which gives the children the chance to practice bike and road safety at school.

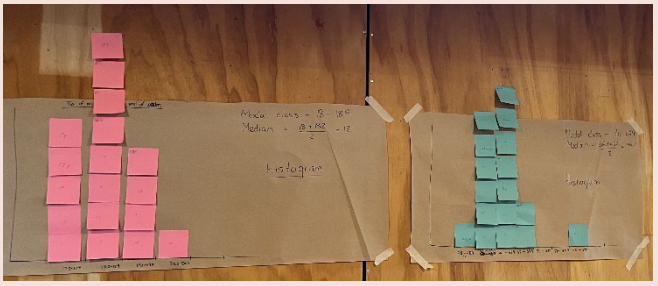
For Class 3 and 4 this involved becoming more confident on the bike, maintaining balance at different speeds and manoeuvring a bike safely. The children were very resilient as they battled inclement weather.

This year the program was broadened for Class 5 and 6 to give them an experience of learning bike safety on the roads as well as on the trails of the Peter Murrell Reserve. It was a challenging and satisfying experience for the children as they got to become more proficient in bike handling, road safety and trail awareness. Some of the keener Class 6 bikers ventured further into the Peter Murrell reserve with Shawn and Alex (a parent) and were able to learn how to tackle more challenging terrain.

This is an annual program that allows the children to return to and build on each year. It is another example of the rich and varied curriculum that we offer at Tarremah!

A big thank you to Greg for putting this program together and supporting the children!

Shawn McLaren
Class 6 Teacher



Class 10 Statistics

A small portion of Class 10 students have been exploring statistics in their maths lessons. We have explored different concepts in a hands-on way.

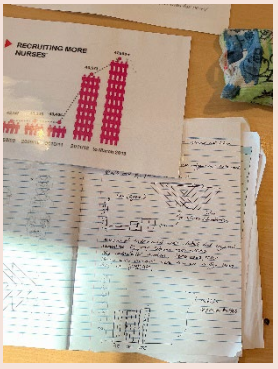
For all our averages we became the numbers and had to order ourselves so that we could find the middle, look at the most common and then we used some calculations to find the average. The students then used this to analyse some data from their business. Each student created their own business proposals last term and we have used this to delve deeper into what each statistical concepts could mean for their business.

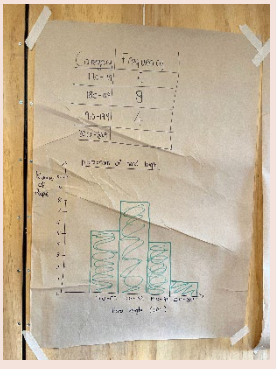
The Class 9 students were measured to find their hand length and the length from wrist to elbow to create data that could be used in histograms. The students used sticky notes to represent each number and made their bars of the histogram from the stacked sticky notes.

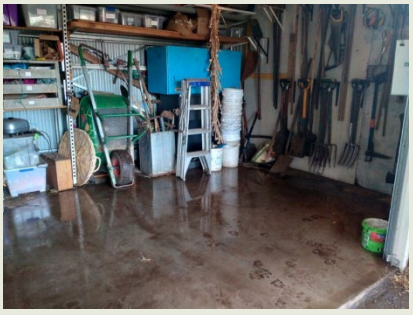
A walking and running task then gave the Class 10's time data which could be used to create two stem-and-leaf plots again using sticky notes to create the leaves.

We finished this portion of the statistics unit by looking at how the media uses slightly changed graphs to persuade the viewer to a particular opinion. The students analysed a selection of graphs, decided what had been changed and why and then fixed the graph to represent the data clearly. The last task was to create their own misleading graph using their business data and write a mock article persuading the reader to believe their point of view.

Lauren Matthews
Mathematics Teacher







Winter in the Garden

Winter has been welcomed with open arms in our gardening program. Students have delighted in working with fire, showing forethought and incredible persistence across all ages with only a ferro rod to create the spark.

Classes 8, 9 and 10 have established Tarremah's first mushroom log stack (shitake in eucalypt), with logs from the car park trees, wax from Michael's bees (thank you Michael!), and inoculated dowel from circus teacher Robin.

Students have LOVED our new chicken tractor, built by Class 8, providing valuable opportunities to cuddle, observe and ponder chickens.

Students have also worked hard to move 4m^3 of special soil mix into the hot house beds ready for spring, donated generously by Tarremah family owned, Loci Landscapes, located in Huntingfield. Winter hot house crops have now been planted with root seed by Classes 9,10 and 6.

As I sink deeper into the role of Gardening Teacher and Gardening Manager at Tarremah, I am treated with precious insights into each of our classes unique interests and skills. The diversity of areas and resources provided by our learning gardens enable me to provide a remarkable variety of high-quality experiences for our students. A big thank you to all staff, parents and students who have helped build the space so far. And of course, a special ***big*** thank you to Michael Rowland for all the time, love and play he has invested into our learning garden areas, making it the nurturing, exciting and thriving classroom it is today! You will be missed by humans, soil and bees alike.

Sophy Millard
Gardening Teacher

Broadening Our Horizons: The Class 10 International Exchange Program

A Reflection on my time in Germany
"A lot of big changes happen at my age and I feel that this massive experience [exchange to Germany] was almost like a gateway to young adulthood."

Opening Our Homes: Exciting Hosting Opportunities for 2027!
Our International Exchange Program offers a rich opportunity for our students to spread their wings, study overseas at fellow Steiner schools (Waldorfschule Wahlwies), and experience the warmth of the global Steiner community firsthand. This program is open to our **Class 10 students**, with the essential planning, preparation, and arrangements beginning during **Class 9** to set everyone up beautifully for their exchange year in **2027**.

Germany is a natural and deeply rewarding destination due to our strong German language program at Tarremah Steiner School.

Host Families Wanted: Three German Students Eager to Visit!
As part of this cross-cultural journey, we are currently looking for warm, welcoming families to host a visiting student here in Tasmania. Welcoming an international student into your home brings a wonderful cultural energy, fresh perspectives, and deep warmth directly to both your family and our wider school community.

We are very excited to share that **three lovely German students are currently preparing to send their introductory letters to us very soon!** If your family is interested in hosting one of these students and sharing our Tasmanian lifestyle with them, we would love to hear from you.

If you have a student currently in Class 9, or if your family is interested in the unique and rewarding experience of hosting one of our upcoming visitors, please reach out to Jan Seiler (jan.seiler@tarremah.tas.edu.au) to learn more.
Jan Seiler
German Teacher

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.

Jars wanted

We are now welcoming clean, label free jar donations for our gardening program, any size, lids optional.

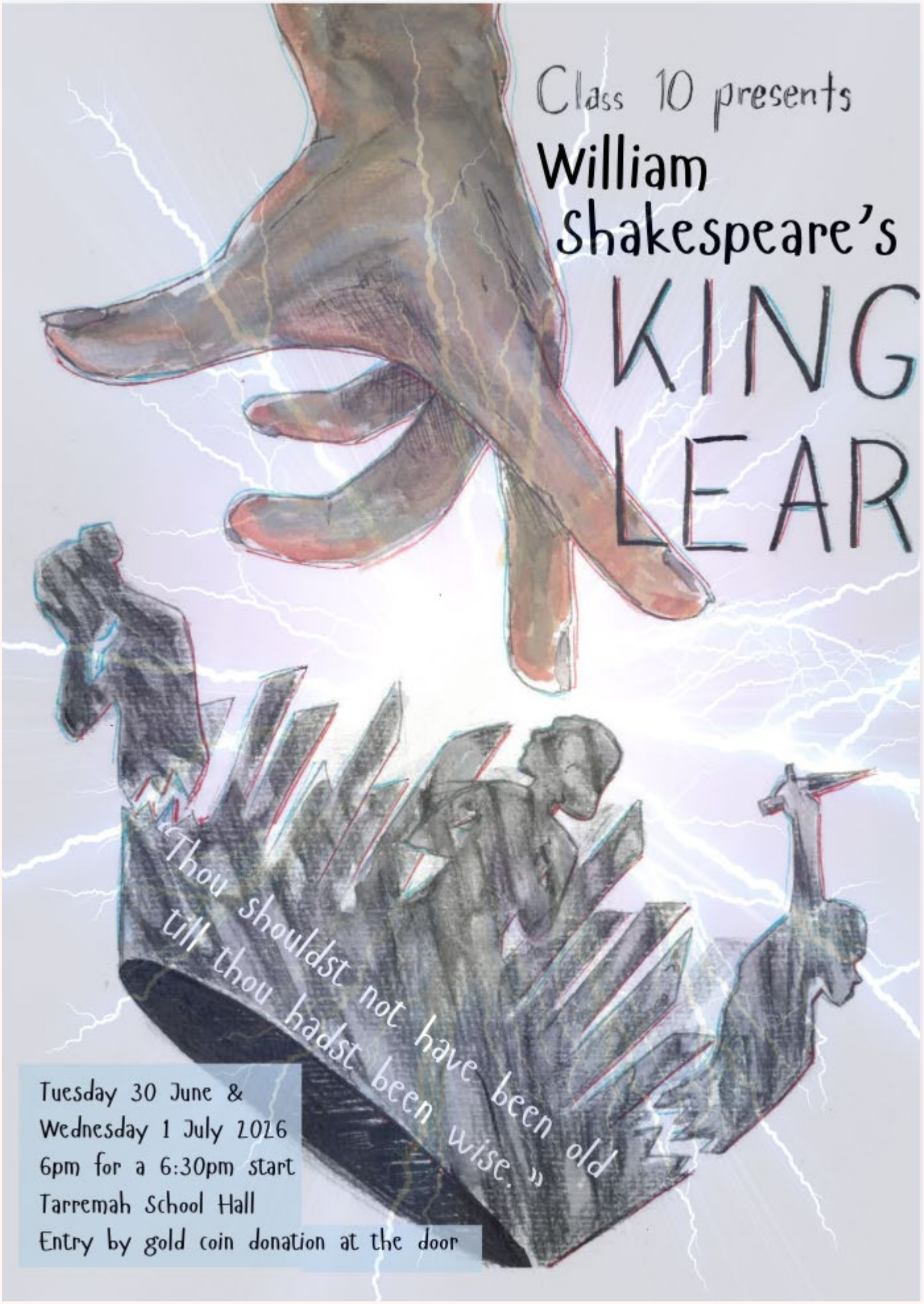
Jars can be left in the "Cart with a Heart" outside the garden gate.

Thank you, Sophy

Two Anthroposophical Study Courses July - August 2026

Information here

For those reading the paper version of this issue, please go to the online version to access this link


Class 10 presents
William Shakespeare's
KING LEAR
"Thou shouldst not have been old till thou hadst been wise."
Tuesday 30 June &
Wednesday 1 July 2026
6pm for a 6:30pm start
Tarremah School Hall
Entry by gold coin donation at the door

Tarremah Welcomes

Grandparents
&
Special Friends

Friday 7 August 2026
9am to 11am
Tarremah Hall

Enjoy a short concert,
then visit your grandchild or special
friend's classroom,
followed by morning tea.

IT IS ESSENTIAL THAT ALL ATTENDEES RSVP TO ENSURE A SMOOTH RUNNING OF THE MORNING, ENSURING THAT THEY CAN VISIT THE CORRECT CLASS/ES AND FOR CATERING PERPURSES.

RSVP: TUESDAY 28 JULY (6229 7007)

If you need assistance on the day, please inform Grace when you RSVP