It’s always lovely to meet with colleagues from other schools and share ideas and stories. Here in Denmark we have a nice network and there are also wider opportunities in which we participate. At the end of term the teaching staff will attend Steiner Schools Day at Perth Waldorf School who provides rich learning and networking for us. The Steiner Schools Day will be held here in September 2016, with in excess of 60 visitors from other Steiner schools in WA visiting for workshops, lectures, talks and displays. It will be wonderful to have the opportunity to turn this into an event that promotes understanding of Steiner Education. This Last Friday I attended an AISWA Small Schools meeting which is another regular event. A few times a year these meetings are held so that heads of schools from Perth to Albany can discuss issues pertinent to all small schools, share ideas and workshop best approaches. This time we met at Margaret River Montessori, as you can see in the picture. What a wonderful result they have had restoring their wetland with beautiful boardwalk and science lessons that explore the health of the micro habitats.

**BOOK WEEK**

It’s Book Week this week. To celebrate we have purchased the following titles for the school library from the Book Week shortlist.
- The Adventures of Stunt Boy, by Lollie Barr
- Meet Douglas Mawson, by Mike Dumbleton
- The Simple Things, by Bill Condon
- Cleo Stories, by Libby Gleeson
- Coming Of Age, by D&P Divavoren
- The Stone Lion, by Margaret Wild

We look forward to our library expanding over the next few years!
Hello School,

The Environment Group has resumed the task of long term planning for the physical facilities needed for our School’s future. Our present aim is to firm up a Campus Guide Plan indicating the location of future structures, improved playground facilities, access ways, parking, and service lines. To enable this we are inviting various groups and users to put forward a list of needs and aspirations. These ideas, some of which will already be on our radar, can run beyond what is realistic for implementation in the next ten years...you may also wish to comment on the priority or urgency of your ideas.

From this information we aim to review our site plan and distill a realistic 10 year program within the context of a longer term wish list. To some extent we should work within the current campus configuration, but not everything is set in concrete; rearrangements, particularly of functional relationships, may be possible. A draft Campus Guide Plan and draft 10 Year Development Plan will be developed and presented for discussion, consultation and refinement.

Please write or draw your responses and keep them on an A4 sheet of white paper. Your responses should please indicate: Your name (and age for children) and a contact should clarification be needed. The group from which you are responding

Consultative Group
Administration....Coordinator, Office Management, Bursar
Teaching ....Primary, Early Childhood, Playgroup, Specialists and Support.
Maintenance and Gardening
Waste management
Cleaning
Parents

Please return your responses to the office Environment Group inbox by the mid September

Contacts: Zdenka Underwood  zunder@westnet.net.au  Chris Robins  julchris51@gmail.com

Constable Care Visit
with Spirit of Play Friends

Next Thursday in the Primary School, as part of our desire to have safe and healthy children and our requirement to offer child protection education to students, we will host an incursion from "Constable Care". This safety foundation offers developmentally staged programmes that compliment the work our teachers currently embed in their programming on child protection. There will be two separate workshops on Thursday—one for the younger students, and one for the older students.

Students in Classes 1-2 will participate in a workshop on identifying the difference between "fun-scary" and "unsafe scary" through a puppet performance. The presentation aims to assist children in identifying the feelings associated with unsafe activities, in a gentle way that gives children imaginative indications and strategies to build resilience.

The children in Classes 3-6 will participate in a workshop titled "Warrior" which aims to assist students in self-regulation of feelings, and a healthy balance when experiencing strong emotions like anger.

Spirit Of Play Community School will also be joining us for this programme and playtime, as part of our desire to work in friendly connection with other schools.
Honouring our Volunteers

Our School has been built over the past 28 and a half years by people who generously gave and continue to give their time as volunteers. Here are the groups that currently run at Golden Hill Steiner School;

- Busy Bees
- Environment committee (a sub group of Council)
- OHSW (a sub group of Council)
- P&F
- OHSW (a sub group of Council)
- Library
- Kwoorabup Markets

and many many other working groups that pop up from time to time

Thank you to our volunteers both past and present
You enrich and bless our school with your service.

And now we welcome YOU
Join and support the school as a place for children into the future to learn and grow.
Like all Steiner Waldorf Schools around the world,
we value a community that is active and creative together.

Of course, all our parents participate in the Parent Involvement hours Programme. This is 20 hours per year, and half that for sole parents. It doesn’t matter how many children you have at the school, it’s just 20 hours a year per family. On the bench in the office there is a sign on sheet to be accountable for your PIP hours. It is the responsibility of parents to register their PI hours on the sheet to avoid a levy. They are then recorded on the school database. At the beginning of Term 4, your 2015 PI hours invoice will be sent. We want to make improvements to this from next year.

From 2016 parents will receive an invoice in January along with Term 1 invoice for the full year, and the PI hours will then be credited against your invoice at the end of each term for a maximum of 20 a year. Rates for 2016 have not yet been set by Finance committee, but will offer you at least this year’s opportunity to lower your fees. We value parent contributions to our school.

There are many ways that you can help as part of this or if you wish to go beyond these hours as a volunteer.
At the end of each year, each class teacher asks a parent to indicate if they are interested in being the helper for the next year ahead. These have been variously called 'class helpers', 'class rep', 'class angels', and 'teacher support'. The idea in Steiner Schools is that these are the warm and supportive parent contact for the year, beyond the scope of the class reps that state schools now often have. They liaise most closely with the class teacher and P&F for help needed for festivals, busy bees, craft, flower, gardening and washing rosters, taking minutes at class meetings, a warm hello to new parents, and all the nurturing touches that teachers have found tried and true recipes for assisting children at school. Often in Steiner Waldorf schools, it is the class helper who coordinates a meal roster to assist a family or staff member in need or with a new child. It is always helpful to have a parent newly appointed by the class teacher in this role ready for the Summer so that any new families can easily be welcomed into the community, and to prepare things for the year ahead.

At any time our teachers welcome any parent who is to provide support in ways that assist the smooth flow of the class. Please contact the teacher who will endeavour to give you a job that fits in with your skills.

Here is a list collated from the requests in class meetings and other communication from teachers here at Golden Hill during 2015:

- craft helpers (no skills needed-we just like an extra adult to 'anchor' the class)
  - rolling wool
  - cooking helpers
- gardening (especially playgroup and kindy)
  - sweeping, raking the yards
  - flowers roster (we all love flowers!)
- Making puppets, dolls, and playcapes for the classroom (especially Kindergarten, Classes 1 and 2)
- parents to accompany us on walks, visits to forest
- driving for excursions
- reading programmes (for years 3 and up)
- creating a soup roster for winter terms
- helping us in our building projects (class 3)
- sorting out the clothes and drink bottles on the verandahs
  - washing the curtains and playcloths
  - providing a demonstration of a skill
  - recycling/cleaning beeswax and crayons
  - mending desks
- laminating name tags and placemats
- attending excursions
- cooking for a family or teacher at a busy time
- preparing and mending resources for teachers
- cleaning
- festival assistance
- woodwork and gardening lessons assistance

(we need a ratio of 12 children:1 adult for these lessons)
Silver Birch Kindergarten

In the European tradition we kindergarteners so often sing

*Spring is coming Spring is coming*

*Birdies build your nests*

Here in the Great Southern region the Noongar tradition tells us that this season began some weeks ago, heralded with the yellow wattle flowers and the budding up and bursting of the cream coloured blossoms.

So as we sit in the midst of Djilba season it is a joy to be alongside the children as they play busily and noisily in the warming patches of sunlight. These few weeks have seen them wanting to play with each other and to be a part of an ever growing community.

Our numbers are growing as we celebrate five years together here in Silver Birch. There were twelve of us running together yesterday and come next week, thirteen. We will be welcoming another two into fourth term. We have room for one other before our tables will be without a chair.

Imagine the fullness as we sing together,

*Spring is coming Spring is coming Birdies build your nest Weave together fur and feather*

*Each one doing their best*

Happy Djilba and congratulations to you all as we in Silver Birch celebrate five years together

*Christine and Sophia*
“A child needs the wonderful soul nourishment it finds in Fairy Tales, for in them the child’s roots are united with the life of the world” - Rudolf Steiner

Listening to, forming inner pictures, and responding to Traditional Fairy Tale ways of the distant past in different cultures is our Main Lesson focus at the moment. In looking at the ancient ways we are covering parts of the world as far and wide as Australia, Malaysia, Germany, Scotland, India, New Zealand and Tibet. We are immersing ourselves in a class community which parallels those of ancient times where tasks were shared by all, crafts were used to make and furnish necessities, and music, dance and story wove the community fabric.

This Main Lesson is one of the early keys to the special goal of Steiner Schools for children to gain a sense that they are part of the history of humanity, as global citizens, and that the rich culture they live in today is built upon many elements of the past.

Our crayon drawings and writing are becoming even more beautiful, as you can see in these examples:

- ROSALIE MELROSE
Class 2

Class two have been busy discovering mathematical patterns in our Magic Numbers main lesson. The children have thoroughly enjoyed the challenges of helping the gnome 'count up to nine' solve his dilemma on which sacks belonged to which worker and in the process discovering that the 9 times tables add up to 9! Plus the 3 times tables have a recurring pattern of 3, 6, 9.

There were magic squares to solve and very tricky riddles. For example: 'What is always coming but never arrives?' The children won't let me tell them the answer until every single child in the class gives up - which hasn't happened yet.

We look forward to sharing our work to lots of new people on the school tour this Wednesday so please spread the word to anyone who may be interested. We would like to have even more wonderful children in our class.

The children have also been busily preparing for the upcoming Spring Festival by making garlands and learning a special dance. We hope to see you there.

Cheers Karen
Class Three have this week begun learning the script of our upcoming play, *Joseph the Dreamer*. Everyone is super excited about performing in the play, and the children already have their sights set on particular characters that they want to be. We have begun writing some character descriptions to gain a deeper understanding of each character, and to get some ideas for costumes and props. It is sure to be quite a journey for us all putting on this play, and I am looking forward to us all learning a lot in this experience, and having heaps of fun along the way!

We have just concluded our main lesson on time, and have been lucky enough to have a loan of a very special piece of time keeping equipment. Flynn's great-grandfather invented and built a uniquely designed sun clock. We have been keeping track of the time each day with the sun clock, which is definitely easier when the sun comes out!

Class Three are also excited about welcoming a new member to our mob next week, Elliyah De Koning.

Mr Tom Rossignuolo
How strange it feels to not be reciting play lines in class this week. I was very proud of the children and their performance. The children have been busy writing a play review of their whole experience, including the performance. It was interesting to see which aspects were enjoyable for different children. I was blown away by some of the descriptive language used to describe how the children were feeling whilst on stage.

Last Friday we spent a most enjoyable afternoon down in the forest where we had a lovely picnic to celebrate our success, and also to send off Maya on her Germany adventure.

This week we began our second Fraction Main Lesson. We cut up apples into equal shares, so that we could see ‘equivalent fractions’. Then we looked at all the different ways fractions could be found on a farm with many different paddocks of livestock and produce. It was clear to see that fractions are everywhere, even in our class. Next we looked at all the different ways we could divide our class into fractions, for example ‘hair colour’, then once we had the fraction we tried to see if we could simplify it into a simpler form.

Our Spring poem

I wandered Lonely as a cloud
By William Wordsworth

I wandered lonely as a cloud
That floats on high o’er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Warm wishes,
Chrystal
Hi if you are wondering who I am my name is Ava, and if you are wondering why I am here I’ll tell you. I am here to give you background information. Now it wasn’t easy it all started with casting who we wanted to be in the play “Sif’s Golden Hair”. Then came learning the script, and trust me it wasn’t easy soon we were prepared to learn our parts. I rejoiced when I found out I was a dwarf (even though I am actually real tall but it didn’t matter). Secondly I found I was acting out Sindri brother of Brock. (Who was Molly). The rehearsals went smoothly though we stopped many times we played drama games and my two favourite games were poor pussy and expression murder by far. Finally it was the day my nervous habit happened, everyone was squirming in the back room time was ticking.............. One song we were five minutes in.............. two songs ten minutes in .......... Three songs another ten minutes. Finally it was scene eight where I started acting. I expressed from my heart and remembered all of my lines, my gestures and I imagined it was a rehearsal. I felt as though it was a dream I never wanted to wake up from. Seventy five eyes were on me, and by the time it was another song I didn’t want to get off. By the times the song was over I was sad to get off stage. I had to remind myself I would be on in a few minutes but it felt like hours and before I could snap out of it Molly (or should I say Brock) was running on to the stage all the eyes were on Molly myself and Tabi. (who was Loki) After Tabi’s lines ‘Junk worthless junk’ I had to ground myself.............. It was over before I knew it, I was dazed. I wish it could go on forever.

By Ava Malata
Over the past few weeks the Class 5/6 have been immersed in the history of Ancient Rome. Together we charted the rise and fall of Rome with stories, timelines and drama! Beginning with the Roman Kingdom, we looked at their system of government and the ethics and values that informed their way of life and how they made the transition to a Republic. Then we went into depth about the fascinating historical personalities of Julius Caesar, Cleopatra and Mark Antony and the first Emperor of Rome, Augustus Caesar. Last we looked at the ever expanding Roman Empire and studied the reasons that ultimately led to its collapse.

In our study of the daily life of Roman Citizens the students have been creating architectural models of Roman housing, amphitheatres, temples, aqueducts and military camps - complete with battering rams, catapults and more! The students have practiced their perspective drawing techniques using ancient Roman scenes as their inspiration. We even created clay models of Roman archways. More recently class 5/6 have been writing, directing and performing their own group mime performances. The students have sourced costumes and props, to add to their entertaining theatrical productions.

The preparations for the class businesses are still underway. The students have been working hard to produce their products to sell at our class market stall, which will be held on the class 5/6 verandah at lunchtime on Thursday the 17th of September. Parents are most welcome to attend the market stall, which will begin at 1pm.

Warm regards Emily
Hi everyone,

Our play rehearsals for our production of Shakespeare's Midsummer Night's Dream are coming along nicely. We will perform in the GHSS forest on Monday September 21st at 5pm and at the Civic Centre on Sunday 20th September at 5.30pm. How exciting!

In Main Lesson, the children have been studying heat, electricity and magnetism for our Physics main lesson. The Class 6 Consolidation students all successfully completed their 40 hour famine - going without food from Sunday night until midday Tuesday. Below are some of their comments on the experience:

"A big challenge was watching your family eating beef stew when you're not. It's a horrible feeling. " (Asher)

"When I bought my barley sugars, which was on Saturday, I ate a couple and I quite liked them. But by hometime on Monday I had decided that I absolutely DETEST BARLEY SUGARS". (Tia)

"The second day was better because you got used to the idea of not having food. At 12 on Tuesday we got to have heaps of food at school. " (Molly)

"On Monday when I woke up, I was about to get breakfast but then I remembered the famine so I stayed in bed reading until the rest of the family had eaten." (Olive)

"I'd never experienced the feeling of real hunger, up until we did the famine at least. I actually thought it would be a lot harder than it was to go without food for forty hours. It was not hunger that drew me towards food so much, but more the longing for the comfort of food". (Iyke)

"I think that the most difficult part of the famine was on Monday at 5pm. I was so hungry that it felt like my stomach was burning, especially considering the fact that my family was cooking chicken and the smell wafted up into my room, making my mouth water like crazy. " (Izabela)

Warm regards
Eliza Allan