News from the School Coordinator

One of simple pleasures in life that I enjoyed was reading stories to my children while they were young. They were a captive audience and I enjoy stories myself but my children too seemed to drink up the stories with a never ending passion. I’m sure most parents share this experience. It is wonderful seeing the absolute pleasure many children’s faces show when listening to stories.

It is apparent this was true too in our distant past but, in those days, listening to stories was for everyone. Before we had writing, people were trained to tell stories. These stories could last literally for several days and all cultures seem to have had this influence in their evolution. To name just two examples, the Iliad and the Odyssey were clearly not composed by one blind poet but were honed by generations of storytellers to incorporate lessons in astronomy in the Iliad and initiation in the Odyssey. This was as well as lessons in war craft, cultural expectations, poetry and all the other aspects that make them fine literature. Literature that helped build strong societies. Then, when it was adopted, writing could flourish because of the strength of this oral tradition.

The Waldorf curriculum follows this exact same pattern. There is a huge emphasis on developing a rich, oral culture in each child before introducing writing skills. Helping children immerse themselves in quality stories means that we are, like the Iliad, educating on several levels at once. Even the way we tell stories has a long-term influence on our children. These levels are laid down as rich underlays of experience which can surface later as feelings of connectedness, unique interest or even imaginations.

Out of the stories in our students’ heads, the words and the sounds of the letters can emerge. Really listening to themselves speak means they can then hear word formations and the whole writing process emerges as a natural progression rather than an abstract adult imposition. This is in stark contrast to most modern educational practice.
News from the School Coordinator cont.

But, according to Prof. Suggate from New Zealand, there is no validated evidence to justify the practice of beginning to teach reading in Yr.1 or earlier. He was shocked to discover that, apart from one study completed in 1974, no research has ever been done (at least in English-speaking countries) on the effects of starting to teach reading at different ages. So he completed a doctoral thesis comparing the long-term consequences of teaching reading at Steiner schools with neighbouring state schools. His three, independent studies proved conclusively that the early teaching of reading skills had no long-term advantage whatsoever. He found that there was a crossover at about 11 years of age when the children who had been taught in Steiner schools, on average, attained at least the same level of reading ability as those who had begun much earlier. If you wish to read further details about Suggate’s study which he completed in 2009, go to www.otago.ac.nz/news/news/otago006408.html. So, if someone asks you why your Cl.1 child isn’t reading already, please put the pressure back on them to show you the research that proves early reading is beneficial in the long term.

Robert Gillman

Many thanks to the wonderful people who have brought items in! We are still collecting resources for numeracy development. If you have any of the following items languishing at home please think about donating them to the school!

◊ Pop sticks/craft sticks
◊ Russian dolls or nesting toys
◊ Die (Dice) of all shapes and sizes
◊ Packs of playing cards
◊ Wooden number/alphabet puzzles
◊ Cuisenaire rods or similar
◊ Maths games/puzzles

Please bring items to the front office for Shiralee (Literacy and Numeracy Teacher)

Many Thanks!

Did you know?
The school has a regular assembly on Friday mornings from 9.10am in the school hall. Assemblies run for approx. 30 minutes, and all classes from Cl.1 to Cl.6/7 have a chance to show off an aspect of their learning that week.

Parents are most welcome to attend.

Calendar of the Soul—Week 23

In the sunlight of my soul
The ripe fruits of thinking
Are springing forth.

In the certainty of self-consciousness
All feeling transforms itself.

Filled with joy!
I am now able
To feel the autumn spirit awaken within me:

Winter will awaken
The summer of my soul.
News from Playgroup

We have enjoyed some more painting in playgroup and baking delicious sultana buns to eat with our morning tea.

We have welcomed the cooler Autumn weather with Autumn songs and some more Autumn crafts to make in the next few weeks. All playgroup families are invited to join in our Autumn Festival at the school this Friday the 21st of March.

Many thanks to Kylie Cocking, Carina’s mum for crafting a story apron and felt cow for us with her Parent Involvement hours.

Warm wishes, Theda, Clare and Jade

News from Karri Kindergarten

‘Yellow the bracken, golden the sheaves
Rosy the apples, crimson the leaves
Mist on the hillside, clouds grey and white
Autumn good morning, summer goodnight’

On Saturday’s Busy Bee we had many willing helpers in the kindergarten to weed, trim and mulch the herb garden and circular garden, and dig out the garden beside the gate. Thank you so much to all who worked so hard.

Now we await some topsoil before we begin planting some shade-loving plants and creating a magical, ferny space where the fairies (and children!) can have some adventures. The passionfruit died off and sent out runners from the rootstock which won’t fruit, so Rosie has offered us a banana passionfruit which she is nurturing until it is strong enough to withstand the kindergarten! The strawberries are fruiting, so we will give the children the joy of hunting for red treasures a little longer before we pull out the old plants and replace with the new runners, the same for the raspberries. Troy has taken the long-suffering banana palm home to care for until the time comes to find a new sunny location where it can flourish. Special thanks to our expert gardening parents for their advice, and to all the willing hands!

A little taste of the cooler months to come has been felt last week, with chilly, misty mornings and a bit of rain. There is still time for sunshadow slipper orders - I will place the order on Friday, so anyone who still wishes for some lovely inside shoes (for all sizes/ages), please come to Karri Kindergarten for your order form, sizing and colour choice details.

On Friday we will celebrate the Autumn Festival. All kindergarten children and their parents are warmly invited to join us, even if it is a day your child is not usually in attendance.

Warm wishes, Denise
News from Richard our grounds person

I would like to give a massive **THANK YOU** to all who came and were involved with the weekend’s **Busy Bee**. The turnout was excellent, and the effort put in from all was amazing.

From me personally, the work completed has gone a long way to catch up on some of the gardening jobs that have taken a backseat lately. I have had plenty of side projects that have taken priority of my time, and to get so much achieved this weekend has really helped shorten my ‘to-do-list’. For this I can’t thank those involved enough!!

Kind Regards, Richard

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News from Class 1

Hello everyone,

Cl.1 has been having a very exciting adventure. Our excursion to Poison Point was a great success with a lot of learning taking place amidst the fun. Thank you to all the parents who joined in with us. The excursion to Green’s Pool tomorrow will be starting at the earlier time of 9:00 to allow for the extra travelling time. Fortunately we get to ride in cars and don’t have to travel on foot like the three wanderers in our story.

Winter will soon be here and I think it would be great if all the children had slippers to wear inside to keep their feet warm. The Kindy is putting together an order for **sunshadow slippers** and we can add to their order. The cost is approx. $25 a pair and there are a variety of colours to choose from. See Silvia in the office or Denise in Kindy to place your order by this Friday.

Jessica has been supplying fantastic nuts for our snack time which the children all enjoy immensely. The cost is $2 per child per week. It is an honour system so please ensure you have paid each week.

The children love their weekly gardening and have written a riddle for Neil to guess. It goes like this:

If you can’t work it out ask someone from Cl.1. (Hint: it has to do with gardening.) Cheers, Karen

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Thank You

Thank you to Craig, Electra and Will’s Step-dad, who donated a beautiful Djembe drum to our school. Your generosity is much appreciated!

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The gardening riddle

I look like one but there are many.
When winter comes there won’t be any.
When I’m removed the shape it leaves
Looks like a mighty home for bees
My shell is black, my heart is white
Look towards the sun to get it right.
News from Class 2

We have been busy exploring the x2 and x3 times tables through mapping out of geometric shapes, jumping along number lines, building up the actual value using crystals, body percussion/partner clapping, writing, drawing, story and games.

The children are building up their understanding and spontaneity. You’re welcome to practice times tables at home! We will also cover 4x, 5x, 6x and 10x tables during this main lesson.

For the last two weeks of term, we will be learning about coastal geography. Feel free to take your child to the beach between now and then, so they have stories to share.

Class parents are invited to the Cl.2 parent/teacher meeting, on Tuesday the 1st of April 2014. We will be discussing ‘boundaries, choices, and discipline’. Please share as much as you’re comfortable with, from 3-4pm in the Cl.2 room.

Thank you :-) Sonja

‘Cl.2 and 3 learning all about butterflies; playing the praying mantis game; the monarch butterfly has just hatched; letting it go!’

News from Class 3

Cl.2 and 3 had the pleasure of learning many great facts about the lifecycle of butterflies on Thursday afternoon with John, a butterfly enthusiast from Albany.

Cl.2 and 3 laughed when they heard there is a caterpillar that camouflages itself as bird poop so that birds don't feast on it. They were wide eyed to learn that if you were to look inside a chrysalis before the butterfly is formed, you would find a beating heart surrounded in 'goo'.

There was much laughter when we played a game of 'praying mantis' (the caterpillar and butterflies’ biggest predator), where John had to make his still prey move with funny praying mantis movements.

Perhaps most exciting of all was when a Monarch butterfly emerged from the chrysalis that John left with Cl. 2 and 3. We were all big smiles as we waved it off into the wilderness of Denmark.

Regards, Chrystal
News from Class 4/5

Class 4/5 has settled into our new main lesson. We are learning all about the local geography of Denmark. From our story of Amos and the Giant Eagle, we have transitioned into the elements of maps. Our students are able to locate features on a map, describe directions and utilise the scale and legend. The next time you go camping or need to go visiting a friend, please ask your child to give you the directions!

We have also begun to create our own maps. We started small, of course, doing bird’s eye view maps of our desks. Then we have moved onto a map of the classroom and soon will be doing features of the school, all in preparation for a treasure hunt!

Mapping uses a lot of different skills, and one that I find often needs improvement is spatial awareness. The Steiner curriculum assists children in developing this skill in lessons on freehand geometry and form drawing. Hopefully, all of this practice will translate into neater handwriting and a more efficient use of paper. Anything to save a tree!

Alex

News from Class 6/7

Dear Parents,

The term is flying by and it is hard to believe that it is Week 7 already. The children have been largely enjoying our Geology Main Lesson. After examining various sites of geological significance around the world last Friday (ask your child about Mexico’s Crystal Cave or Hell’s Gate for example), we are now moving on to examining properties of minerals and looking at the formation of caves.

The children have been doing a wonderful job of completing and turning in their Maths homework consistently. These weekly Maths sheets are designed to review various concepts introduced in class. I feel that continuing with the Maths assignments will be beneficial for increasing both mathematical competence and confidence in the children before many of them make the transition to high school next year. Please encourage your child to begin his/her homework on the first afternoon he/she receives it - leaving it until Sunday night creates much undue stress - for you and your child both!

Thank you to those parents who helped out at the Busy Bee on Saturday morning - much was achieved, including much de-cluttering of the store-room. Watch this space for a GHSS trash and treasure stall, soon to be held at the Kwoorabup markets!

A reminder that our Autumn Festival will be held this Friday, 21st March from 10am onwards. Children will need to wear a shirt in the colour of their assigned group. Also, P&F have asked each family to bring a plate of finger food and to contribute something to the harvest table, be it pumpkins, corn, flowers, produce, greenery, etc. Please refer to last week's Autumn Festival notice for more information.

Regards, Eliza

Violin News

Hello

Colin Reeves and I will be playing a selection of classical, jazz, folk, tango and original music at The Earl of Spencer, Albany on Sun Mar 30th from 5-8 pm.

It would be great to see you there.

Regards, Jude

From the Office

Parents— Could I please make you aware of some car parking rules of the school:

The car park in front of the office is reserved for Staff and Kindergarten parents only.

Could all parents with primary school age children please park in the car park by the hall.

Further, it is greatly appreciated if you reverse park. This way, it is much easier to see children walking/running in front of your car when you are driving off.

The car park in front of the office is very tight—so reverse parking really helps with the safety of our children!

And finally, there is a disabled parking bay immediately in front of Karri Kindy and by play-group. Please observe these spaces. Thanks!
The **Busy Bee** on Saturday the 15th March had a huge turnout with over 20 parents joining in and helping the school grounds look fabulous! Thanks so much to all the helpers who could make it, and also to the ones who managed to send in their apologies. Your help was very much needed and is very much appreciated and recognized!

This Friday the school will celebrate the annual **Autumn Festival** and it will again be a great get together of our School Community. We parents will support our children by helping with multiple activities during the day, as well as setting up the Autumn Festival Harvest Display in the morning and dividing the food on different trays for an easy-to-serve lunch.

What to bring:
- A water bottle and a piece of fruit in your child’s bag
- Another piece of fruit (uncut) to the hall in the morning
- Depending on your family’s colour group, a plate of easy to serve finger food to the hall kitchen in the morning (please avoid anything that will require a plate and fork to eat it!)
- Decoration for the harvest display (pumpkins, corn, corn stalks, flowers, greenery, produce, leaves) from today until Friday morning
- Some time to help out with the activities, set-up or pack down
- A picnic blanket if you have one!

Many thanks and warm regards,
Parent Involvement Coordinator for 2014
Annett Forman (Ethan’s and Teo’s Mum)
atomnett@westnet.com.au

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**P&F Class Representatives**

Many thanks to the class representatives who have stepped forward for the first half of 2014. These are your class reps:

- **Silver Birch Kindy**: Alicia Nowak
- **Karri Kindy**: Rosie Reddie and Lorelle Ferguson
- **Cl.1**: Jessica Heller-Bhatt
- **Cl.2**: Carol Bradbury
- **Cl.3**: Annette Carmichael
- **Cl. 4/5**: Liz Jack
- **Cl.6/7**: Sarah Martin

Kind Regards, Gillian Malata
Class Rep. Coordinator 2014, malatafamily@mac.com or 0438 965 425
Kwoorabup Steiner Markets

It was a fruity festive market last Friday with peaches, plums, nectarines, rockmelons, watermelons, apples, berries, cherry guavas, limes, lemons and figs, figs, figs. Loads of veg, honey, breads, fermented foods and nuts and cereals - the cheapest and freshest in town.

Rachel’s handcrafted soaps and body products were there, hand drawn portraits by Joel, garden inputs from Genevieve and Tancredi and colourful clothing. An eclectic mix of Denmark’s creative energies.

Thanks to Belinda and Emma who are running the afternoon tea stall. To Maddie who helped, and Cl.3 parents who provided snacks.

Next markets we are on track to have certified organic Beef, Lamb and Pork as well as eggs from Shipley’s Organics, Joe, Diego and Maya’s grandparent’s farm in Torbay. Local Milk is also coming soon.

We have our new facebook page: www.facebook.com/Kwoorabup-Community-Market and are working on our new promo materials so more people will know about us. Already many Denmarkians are coming to the markets and experiencing our wonderful facilities and families. In talking to a principal of another community school recently, she expressed a desire for their school to have such an opportunity to open up to and interact with the wider community.

If you are interested in being a stallholder or volunteering for the afternoon tea stall (Cl.1 and 2) the crèche will be available for children 4 and under, with circus activities by the wonderful Lena on the oval for the older kids.

Hope to see you at the next Markets, March 28!

Cheers,

Simone

9848 1942
simonecoleman@westnet.com.au
Too much, too young

Children in England begin school younger than in most nations, yet the case for a later start is overwhelming, say David Whitebread and Sue Bingham

At what age should children start formal schooling? England is one of a few countries to say the answer is as young as 4 years old.

A long-running debate on this question has been reignited by a letter, signed by about 130 early childhood education experts, calling for an extension of informal, play-based preschool provision and for the start of formal schooling in England to be delayed until the age of 7, from the current effective start at age 4.

This would bring it in line with the overwhelming evidence showing that starting school later is best, and the practice in many countries, such as Sweden and Finland. These countries have better academic achievement and child well-being, despite children not starting school until age 7.

The fear is that the English system—which was introduced in 1870 in order to get women back into work, rather than on the basis of any educational benefit to children—is now causing profound damage. A similar story applies in the rest of the UK, and there is pressure for greater formality in preschools in other countries, such as the US.

A renewed call for change now? The UK minister for education, Michael Gove, and his team are continuing to advocate earlier formal teaching of literacy and numeracy and earlier formal assessment of children. The head of the UK’s Office for Standards in Education, Children’s Services and Skills (Ofsted) has also suggested that schools could take children aged 2. The learning style for this proposal wasn’t spelled out, but critics quickly warned against formal methods.

If we consider the contribution of play to children’s development as learners, and the harm caused by starting formal learning at 4 to 5 years old, the evidence for a later start is very persuasive.

This evidence comes from anthropological, psychological, neuroscientific and educational studies. For example, research on children’s play in extant hunter-gatherer societies, and evolutionary psychology studies of other mammalian young, have identified play as an adaptation that enabled early humans to become powerful learners and problem-solvers.

Neuroscientific studies have supported this view of play as a central mechanism in learning. The 2009 book The Playful Brain: Venturing to the limits of neuroscience, for example, reviewed many studies showing that playful activity leads to the growth of more connections between neurons, particularly in the frontal lobe—the part of the brain responsible for uniquely human higher mental functions.

Experimental psychology has consistently demonstrated the superior learning and motivation arising from playful, as opposed to instructional, approaches to early education.

Yet another study, in 2002, demonstrated that, by the end of their sixth year in school, children in the US whose preschool learning had been academically directed achieved significantly lower marks compared with those who had attended play-based programmes.

Developmental psychologists have identified two mental processes that underpin this relationship between play and learning. First, much of children’s play involves pretending that one thing represents another, for example that a cardboard box is a space ship. This ability is thought to be unique to humans and underpins language, drawing and other ways in which we convey meaning.

James Christie at Arizona State University and Kathleen Roskos at John Carroll University in Ohio have reviewed evidence that such an approach to language learning, as opposed to formal instruction, offers the most powerful support for the early development of phonological and literacy skills.

Second, through all kinds of physical, constructional and social play, children become more aware of, and more in control of, their physical and mental activity. This allows them to gradually rely less on adult support and become more “self-regulating”, both intellectually and emotionally. A growing number of empirical studies suggest that encouraging play...
The Autumn Festival timeline:

**Friday 21st of March, 10am to 2pm**

- **9.45:** Children have a short snack/fruit break in own class – please pack them an additional piece of fruit in their school bags for this. Silver Birch K3/4, Baby group and Playgroup parents – please ensure your child has had a snack before arriving at 10am.

- **10.00:** Class 4 (wearing the dragon’s outfit) will gather each class/kindy and assemble around the harvest display. Acknowledgement of country, autumn songs and story around the harvest display.

- **10.45 – 1.20** approx.: Divide into coloured groups (please ask at the office if you are unsure of your colour!) Rotate clockwise through 6 activities testing your courage! Platters of fruit/early lunch will be available during the blindfold activity. The bell will be rung to denote moving to next activity.

- **1.20:** Lunch served on platters to the coloured groups. Second helpings will be available from the tables near the fort playground.

- **2.00:** Finish. Preparation 500 sprinkled on garden. Please let your class teacher(s) know when you are leaving, bus kids can stay until 3.00.

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David Whitebread is a developmental psychologist at the University of Cambridge, UK, and Sue Bingham is an early childhood education consultant.

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A special assembly for past Golden Hill school teacher John Taylor, Thurs. 13th March 2014—we thank you for your visit John!
Advertisements

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Western Australian Museum Albany
Residency Road, Albany WA 6330
08 9841 4844  albany@museum.wa.gov.au

Museum Discovery Centre free and low cost childrens activities daily
Beacons, Breakers & Barnacles – discover the secrets of the intertidal zone and beyond!

WA Museum Albany is open 10am to 4.30pm daily
Closed Christmas Day, Boxing Day, New Years Day & Good Friday
Anzac Day1pm to 4.30pm

House Sitter Available
Responsible Teacher would like to house-sit your house. Please ring Ben on 0481 132 055

Help Wanted
2x strong persons wanted to help with moving furniture. BYO ute or trailer. Please call 0408 122

Visit Kylie Collyer’s (Sienna and Jayden’s mum’s) business at
www.naturesnest.com.au
For Steiner inspired gifts, toys, books, and children’s clothing

Western Australian Museum Perth Cultural Centre

Heartstrings
Jazz, folk, tango and original music for violin and guitar

The Earl of Spencer
30th Mar 2014
5-8 pm

Learn to Juggle
Fridays 5.30pm
SEA Studio: 77 Sanford Rd Albany
Enrolments: 08 9841 6002
or check out our website southerndge.org.au

Green Skills Inc
Working for a sustainable future

A Bike Plan is being put together by the Shire of Denmark for our town.
Green Skills would like to hear from you: non-cyclists, occasional and regular cyclists! We want to hear from kids as well as adults!
The adult survey is: https://www.surveymonkey.com/s/denmarkbikeplan
The kids survey is: https://www.surveymonkey.com/s/denmarkbikeplan_children

Help us with your ideas. This survey takes about 5 minutes. All responses are confidential, and names will be removed from the data. Thanks for your help!
Advertisements

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Mindfulness Meditation Research

I, Jessica Heller-Bhatt and mum to Kiama and Sumai, will be conducting a research project as part of my Honours degree in Psychology at Edith Cowan University to examine how mindfulness meditation practise affects emotion regulation among individuals in the Denmark and Albany communities. Evidence suggests that a core mechanism of maintaining emotional well-being and psychological health is the ability to regulate one’s emotion.

The study will require participants to take part in an eight week meditation program during which mindfulness meditation is to be practised on a daily basis. Those of you who choose to participate in the study will receive a free one hour training session in the practise of Mindfulness Meditation. Participants will then be required to practise these skills on a daily basis for 25 minutes for the duration of the eight week study. You will be required to record your daily practise time in a diary provided by the researcher.

To register your interest, please email me on jhellerb@our.ecu.edu.au or phone me on 9848 1565. The study is expected to commence mid-April.

Your interest is much appreciated! Jessica

What is the KidsCulture Pilot Project?
The City of Albany and the Dept. of Culture and the Arts are conducting a trial to remove the financial barrier to children and young people participating in local visual and performing arts workshops.

Where will the visual arts and performing arts workshops take place?
All workshops are taking place at the Vancouver Arts Centre, 85 Vancouver Street, Albany, through the VAC and Southern Edge Arts.

Who is eligible to apply for the KidsCulture Pilot Project voucher?
To be eligible to participate in the Pilot Project and receive a $200 voucher applicants: must be aged between 5-18 years; must have a current Health Care Card or Pension Concession Card; and proof of residency within the City of Albany.

How can I get more information on the KidsCulture Pilot Project?
Please contact the Vancouver Arts Centre on (08) 9841 9260 (Monday to Friday 9 - 4pm, Saturday 10- 3pm)