From a Steiner perspective, one could say the task of the kindergarten child is to experience oneself in love, for the primary school child to be guided by love into a love of the world, and for the young person in high school; to awaken love within oneself toward humanity and the world around them. These three stages represent a cycling of love, first placed around the child, then nurtured within to form a vessel in the primary years, and in the teenage years, supporting its unique blossoming and unfolding into the world through the individual.

In a Steiner high school, the curriculum is supportive of this underlying task of the high school years as the following glimpse into High School Happenings this term will illustrate. The students in manifold ways are supported to find their individual orientation in life, their capacity to imbue their lives into the future with meaning. This is the fundamental task of education in high school.

HIGH SCHOOL HAPPENINGS IS PUT TOGETHER EACH TERM for parents and friends of the school to gain an inkling of the rich and diverse programme for the high school term.

Regards, Lynn
GEOGRAPHY

YEAR 7/8. THE GLOBAL GARDEN

Starting from our own connections into the world through music, food, family, travel......we will look out into the world to undertake a broad overview of the 7 continents, examining their unique characteristics in landscapes and culture, as well as the inter-relationships between them. The aim is for students to recognise themselves as Global citizens in a wonderful and complex world, and to explore the ways in which each of us can contribute to creating a fairer and more peaceful existence for all.

KANGAROO VALLEY

In collaboration with Geography, we have Canoes and Cooperation - a self-sufficient river journey in week 6, in Kangaroo Valley.
GEOGRAPHY

YEAR 9/10. GOOD NEIGHBOURS
Bob Randall, an Uluru elder, tells a creation story of the Rainbow Serpent sweeping down from East Asia, carrying his people on its back through bubbling molten seas, down the east coast and into the centre of Australia. The head of the serpent is Uluru and the islands of the Pacific, parts of its body. Beginning with this picture we place our continent into its regional context. We examine Australia’s relationship with its regional neighbours asking where we are and where we are not conducting ourselves in a “neighbourly” way. We especially will look at Australia’s relationship to Timor Leste, the Solomon Islands, and the Pacific Islands that are already impacted by climate change. We will also be examining the global refugee crisis and Australia’s participation in addressing this. Year 9/10 are years to take an interest in the world, get informed about what is happening and to recognise the importance of civic action in shaping a fairer world.

VANUATU
Later this year, year 9/10 plan to go to Vanuatu. This is an opportunity for Aussie young people to experience Melanesian village life and culture, and to lend some practical support in a “neighbourly” way. In Port Vila, we will assist the Women’s Cooperative in building a water tank using a sandbagging technique. We will also spend time on Pele Island, in a village that is still very traditional. Their coral reef and gardens were severely impacted by Cyclone Pam and we will lend support where we can as well as spending time with the village families. We have two big fundraisers planned to support projects in Vanuatu. A disco at the end of term 1 and a concert in term 2. The school as a whole is supporting these projects and class 9/10 will be school “ambassadors” to our neighbour in the Pacific. This is an important way for young people to grow into becoming active global citizens contributing to shaping a fairer and more compassionate world.

Lynn Daniel
SCIENCE

Year 7-8
Forces and Motion, we are exploring effort and movement, first in relation to their own bodies and then in the wider world.
Computing: They are also exploring the insides of the computer – just how do computers work? Information Technology, Effects on the human being.

Year 9-10
Geology and the formation of the Earth.
Practical science - skills in electronics and radio

STREAMWATCH also continues with regular testing of the water in the lake and submission of this data for ongoing monitoring of water quality via the Australian Museum.

David Bowden
ENGLISH

Years 7/8 THROUGH MY WINDOW –
Exploring perspectives in collaboration with the Geography lesson. A range of texts and perspectives drawn from the 7 continents including those of indigenous peoples and cultures. Analysis and composition.

Years 9/10 CULTURAL PERSPECTIVES –
What is Culture? Limitations of language in speaking about culture. What kinds of cultural assumptions are implied in a range of texts. Close study of representations of themes, in the poems of Jack Davis and visual works of Sally Morgan. Critical thinking skills are honed and their capacity to form and express their own thoughtful stance on perspectives explored in texts.

VISUAL ARTS

Years 7/8
We live in an incredible continent where the landscape and people are as diverse as each other. This term we look at landscape art through the lens of diversity. How and why do we relate differently to land and how do we express this? What influence does culture, politics and history play in this? We will look at the history of landscape art in Australia, but mostly focus on contemporary landscape art. Students will create their own work using drawing, painting and printmaking, while exploring their own diverse relationships to place.

Sarah Daniel

VISUAL ART

Years 7/8
Exploring perspectives and developing drawing techniques through black and white drawing.

Years 9/10
The study of water colour landscapes painting from last year is taken this year to the skills and qualities of painting with oils.

Adam
This term Years 7 and 8 plunge into the world of Reggae Music. Students learn about the historical origins behind Reggae music and develop their keyboard skills playing Bob Marley rhythms and melodies on iPad. Composing reggae using One-Drop Rhythm and Bass alongside cool Ska keyboard and orchestral accompaniment will encourage all Kindlehill ears to relax into another exciting year of Music!

This term Year 9 and 10 learn to score music for film. Students develop their understanding of Australian and World Wide Film composers and crank up their IT skills by learning to use the brand new suit of iMac scoring and editing tools. Be prepared for Harold Faltermeyer’s melody Axel F to resound through the corridors. Students will conjure a musical soup of sweet orchestral harmony and strange electronic sound effects as they re-score for famous movie clips.
DRAMA

Years 7/8

Taking inspiration from Frederich Schiller’s poem, The Hostage, the class will create a work-in-progress performance for an end of term showing. Storytelling, poetic devices, improvisation and performance share the focus in this unit.

Eliza Logan
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Both classes will focus on Mental health and well being. Class 7/8 will be introduced to the 5 ways to Well Being Model as well as a focus on self awareness and self direction. 9/10 will work with resources from Headstrong/The Black Dog Institute.

In physical education, the focus is on outdoor physical activities in the local Blue Mountains area that involve challenge and team work, with a getting wet element whatever the weather.

Movement – so fundamental to the life of young people is being enthusiastically embraced, both classes working in Eurythmy with Adam and an optional Creative Dance Troupe with Jo Clancy.

MATHS

Year 7/8

In class 7/8 we start the year looking at our learning styles. Using a software program the students identify if they are visual. Auditory or tactile learners. There are tips on how to make the most of each learning style. We also look at organisation and planning. The year 7/8 students have to juggle new subjects and assignments, which can be overwhelming at first. The first half of a year 7 mathematics course brings together all the mathematics studied during the primary years. So we will be studying our number system and its place value, revising the four operations (+ - x /), multiples, factors, indices, primes and fractions. With the year 8 students we will build on the year 7 foundations, so the four operations will be on integers (positive and negative numbers), we will study the index laws, revise fractions and work with decimals.
MATHS

Year 9/10
At the end of last year we started studying trigonometry. We will continue with this great topic for the first two weeks of the new academic year. Then it is onto algebra for both year groups. Year 9 will be expanding brackets and factories back into brackets. Year 10 will study algebraic fractions and solve multi step equations. With their algebraic skills all up to date Year 10 will dive into simultaneous equations and inequalities and Year 9 linear equations.

JAPANESE

In High School classes, the first few weeks will be spent learning how people celebrate the biggest celebration of the year, New Year festival. The zodiac stories, house decorations relating to Shinto belief, etc. They will be making New Year’s cards using either lino printing or Sumi-e (calligraphy ink drawing).

The rest of the term is learning about Japanese architecture focusing on the castles, shrines, tea houses and Ninja houses. Commencing with the history of those mentioned, then the structures and significance. Finally they will be building a miniature house/castle/shrine as a project.

The other focus throughout the year is to consolidate Japanese writing script called Hiragana and extend it to write sentences. They will sit for the Hiragana quiz (mini test) for the first 5 minutes of every lesson.

Sayoko
Waves have eloquence. They bring to shore the stories of faraway lands and depths of ocean. They are whisperers of news while they wash the shore. The tide brings tidings to this island, 75 kilometres from her mainland neighbours though only a turtle swim to nearby masthead.

You might think, being an island in the midst of big seas that it would be a quiet existence but days are bustling with the come and go of noddies, pairing and nest building, raising their chicks. And under the pearly light of moon, the shearwaters nourish their young, calling comfort to each other in ethereal cries. And turtles heave themselves shoreward, singing heavily with the labour of digging a safe haven in which to leave their eggs.

Then there are the visitors to the island. Firstly Ella, graceful and slender as the beach Casuarina. She is the ARTIST, painting the ever changing dance of light on the water. She turns a walk into a work of art and wearing a dress into an occasion.

Then there is Bella, the ADVENTURER, whether setting off solely around the island at sunrise or in writing a pithy song. There is a love of life in Bella and a craving for experience to match the boldest pirate of long ago.

Sashka is the NURTURER and CELEBRATOR of life. Gentle, generous soul. The footprints she leaves on this island will linger, a memory of one who came and opened her mind and heart.

Olive is the POET, navigator of rich inner worlds. She invites her companions to ride with her the highs and lows of her island “wuthering”. Watch out! I have heard her cackle in the moonlight!

Gali is the PROBLEM SOLVER. Every group needs one. He is the human version of the swiss army knife. His mind is the gadget for every tricky situation, physical and emotional. He builds friendship bridges and when they are tested by storms he builds then again.
Oscar is the COMMEDIAN. Spontaneous, playful and always sharpening his wit on the funny side of life. Like any comedian worth his salt! He is a little bit wise beneath the waves of humour. ....So is that what it means to be a “wise crack”? Lem is the SHAMAN. He names what he sees going on, not always tactfully. Charming, unpredictable and sometimes a little scary, he demands respect. And he is the one you go to when there is serious heavy lifting to be done. Willow is the DEVOTEE of life. She is the amazed, wonder filled exclaimer of life. “OH MY LORD!” she says. She is also braveheart – facing her fears and standing up adamantly for herself. And then there is Dan, the MAGICIAN. Player of cards and man of tricks, revealer of nature’s treasures and dissolver of boundaries. Man of many guises, man with Frisbee, man with a sea star in his hand, man with the child alive in his whole being. Then there is me, pull and tug like a tide, insistent as a sunrise, believer in mermaids, sharing the wisdom from the book of nature, lifting the veil on that which is beholden in the heart’s eye.

The island has been generous host to us all. We guests leave her table, appetites sated. We have experienced her boundless beauty and the rich intricacy of life on the reef. We are in deep gratitude for her existence. We leave the island with a clearer understanding amongst each other, 8 days on an island has its challenges; from the isolation, minimalist camping, facing fears, to the social cohesion of the group.

As for me, the island has become a friend to call up when I need some nourishing. I’m leaving her my number, one day she may have need of it and I will without hesitation, be there for her.

Lynn
Kindredhill High School: Year 7-10

February 2016

Phone 4757 4902 for more information
Go to kindredhill.nsw.edu.au or

word a better place for all
someone who will contribute to making the
inspiring teachers who help you to become
recognise and unlock your individual potential
teachers who take the time to help you
practical learning
a balance of intellectual, artistic and
a focused and friendly learning environment
Would you benefit from:
a willingness to collaborate with peers
a sense of adventure
an enthusiasm for learning and life
Do you have:
interested in engaging and creative learning
self motivated
Are you:
in their innovative and friendly high school.
students invite other young people to join them

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