

Kindlehill School
for Rudolf Steiner Education



Autumn Kindlings 2015

“We love our children: our teaching is inspired by knowledge of the human being and love of children. And another love is being built up around us, the love of parents for the true essence of the school. Only within such a community can we work towards a future of humankind able to prosper and withstand”

Rudolf Steiner



Kindlehill, a K-10 Steiner School

Wentworth Falls, Blue Mountains, NSW

Kindlehill is a light, kindling on a hill. Our task, the education and nurturing of the children and young people in our care, according to the indications for education given by Rudolf Steiner, applied in the contemporary Australian setting, and with a view to what young people will essentially need for their lives into the future.

Welcome to our autumn 2015 edition of Kindlings.



This edition of Kindlings is dedicated to peace and reconciliation. We are striving to approach our educational tasks with the children and young people through the lens of being global citizens as well as through increasing engagement in our local community.

A year of peace and reconciliation

In our Community Forums for adults and young people, we have begun the year with a focus on Peace Making. Gary Caganoff together with Rowe Morrow, led a deep and practical conversation in response to Gary's film and their experience in Afghanistan. Eyal Mayroz has presented his research into Genocide Prevention and the link to what local communities (and the individuals in them) can do in this regard. These forums have been well attended and have provided an opportunity for real conversation and sharing about these matters of importance.

Alongside of this, have been a number of initiatives within our school environment including:

- Attending local Apology Day Commemorations to listen to the personal stories from those impacted by the "Stolen Generation".
- Beginning a whole school science/art project around the endangered Giant Dragonfly
- Classes walking out with Dharug woman, Leanne Tobin to discover the links between the natural environment and cultural knowledge, and the transformation of this into art. (science/ecology/art/h.s.i.e)
- High School Research into the first world war and the significance of Anzac Day in our times, and creative responses (history/art/music/dance)
- Establishing a bee colony on school grounds
- Class 6/7 study of Colonisation and its impact on indigenous people and environment.
- Submissions to the Environment Minister re Protecting and Preserving National Parks
- Recognition of the National Close the Gap Day with its focus on a Day of Protest re the closure of homelands W.A.

And alongside of this are a number of broader community Peace and Reconciliation initiatives that are being coordinated by members and friends of our school community including:

A Peace Vigil to be held on 24th April, where the light of peace and reconciliation will be kindled and a call for peace affirmed at the Peace Memorial in Civic place Katoomba. (Lynn or Sarah)

Natural Bee keeping Group (run by S'haila Bernard, Erica Chaperlin, Jamie Brennan).

A literacy lounge connected with the Soup Kitchen at Junction 142 on Katoomba Street (Libby Gahl, Sarah Mann)

Love and Evolution: giving dignity to homeless people in the city in practical and creative ways and including advocating for rights. (Felix, Mark and friends)

In high school, we talk about doing what you love and adding the layer of doing something that brings a greater good. This way we inspire each other, and feel ourselves in our element as creative, resourceful and life affirming human beings.

In term 2, our community forums begin with Chris Tobin, telling the Richmond Hill Story in the context of memorials and reconciliation. We will also have a focus on education including a talk on Education and Democracy with Kal Gulson, and a screening of Schooling the World which documents the impact of Western style education on ancient cultures around the world.

Within the school we will begin a number of science/ecology projects in conjunction with Blue Mountains Council and the Australian museum. These are Bioblitz, Bush Trackers and Streamwatch. We also have entries for the Waste to Art exhibition at the Cultural Centre. We will make biodynamic compost once the autumn leaves are down for us to collect. We will billet the World-wide Wayfarers – Judy Clingan's choral performers and participate in some wonderful singing workshops. We will continue our walks with Leanne and begin work on the Giant Dragonfly mural under her direction.

What is the value of the conversation forums?

To engage alongside others, young and older, about the significant and complex issues of our times.

To learn from experienced and authoritative people in their respective fields, and to demonstrate respect, gratitude and support of the work they do.

To engage with different perspectives; to broaden your own thinking and understand perspectives of others.

To clarify, deepen and vitalize our own individual commitment to peace and reconciliation.

To inspire others by our own interest and engagement.

To share in practical application of our cherished values and beliefs.

To build together the kind of community we want for our children and for each other.

We warmly invite participation in school and community events and enquiries can be directed to the office, to community@kindlehill.nsw.edu.au or directly to Lynn.



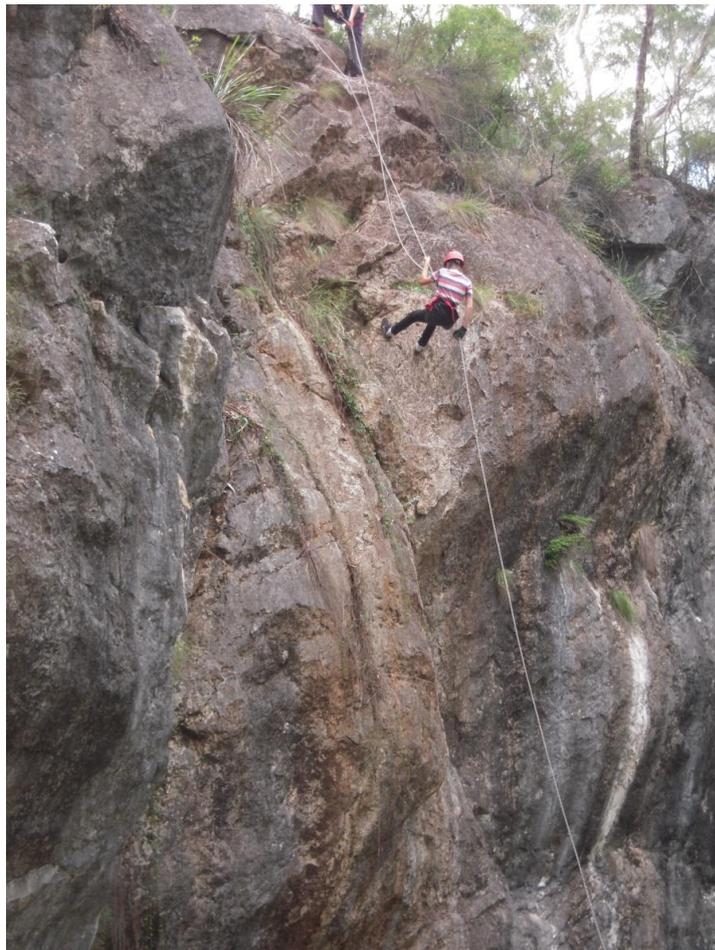
Photo courtesy of The Healing Foundation

High School camp to Bungonia ...more than canyoning

By Lynn Daničl, high school coordinator

At first you see trees, grasses, a kangaroo, nice views across the canyonsyour eyes adjusting to take in the beauty of nature. Then you clamber over boulders, slip into a cave, thread your way along a creek, sit amongst the trees and that's when you see the uniqueness of habitat in this place, the things that live here and nowhere else in Australia and the world! Your heart begins to take in the amazing community of beings that call this place home. Respect and gratitude rise up in you.

Then there is adventure. Going inside the mountain on a narrow descent into deep, dark cave, going over the mountain and abseiling down a 30metre cliff, climbing a sheer face feeling for handholds and footholds barely



visible, exploring the watercourse of the canyon creek, working as a team – being responsible and responsive to each, sharing with peers the research you've done prior to the trip – transforming information into experience.

Alongside all of this, high school students were mentored in life skills by Kalindra and Ross, people who specialise in managing risk, finding courage, taking initiative, persevering, setting goals, living lightly, connecting love of what you do with what is good for the wider world....

Camp Bungonia was more than canyoning - high school students have added to their back packs, life skills, a sense of adventure and the importance of connecting to and realizing what makes your life purposeful.

And from Olive...

Do you see the colours? I can hold them in my hands, feel the soft green pouring through my fingers. It pools at my toes, runs downhill mixing with earth and stone to create browns and greys. It makes moss, grass and canopies. It makes the reason for beauty...

And from Ella...

This Place...I have tried to capture the colours not usually seen in water, but I can see them, disguising themselves as other colours, like people disguising themselves in other people. The reeds shimmer in the slight breeze pure and tall like gleaming fairy queens. I can see down to what seems like a hidden journey. I want to come back here, explore it more thoroughly, find the hidden joys of the secret world with in the caves, canyons, rocks and water. The reflections of crumbly cliffs reflect in the water and it makes me feel a weird sensation, like I need to dive in and reach and explore those reflections, but I know I can't. The tree reflections reach down like stairs to the underwater sky. I love imagining what it would be like to explore reflections. What do you think it would be like?



And from Dylan...

*Everyone knows how our journey ends, but **we** determine our path.*

Teaching history and geography in high school

...it is my privilege to teach history and geography in high school

By Lynn Daniël

Together, the students and I look into the often times difficult and complex aspects of life in societies and environments today as well as in the past. But shift the lens and you also find the stories of courage, wisdom, beauty and hope. In doing so we create a dialogue that acknowledges the injustice and suffering but also recognizes the ongoing potential for healing, change and transformation. Together we try to make sense of the world and our times. They are deeply ethical young people who will go into the world resilient and positive in their contributions to society as a whole.



Does the nymph know she will one day wake up as dragonfly?

These are "interesting times". It is as if we humans are in a chrysalis process, when everything is breaking down mysteriously, as part of the metamorphosis. We glimpse the emergence of winged consciousness, as we begin to "wake up" in each other's company, to the inter-relatedness of the whole. It is a painful but beautiful thing.

What follows is a thoughtful piece by Ella Brennan (year 9) in response to a question about how the commemoration of Anzac day can be made relevant to all Australians in our time.

Australian Peace Day by Ella Brennan (year 9)

I think that instead of Anzac Day we should celebrate 'Australian Peace Day', where we acknowledge all the people in Australia, across all cultures and thank everyone for making Australia such a safe and war free place. We should also acknowledge the aboriginal people and their dispossession of land and generations of stolen children and culture. Also the asylum seekers and homeless people and their sufferings that are the result of conflict or war.

For the celebration on this day I think it would be lovely to have a person from every country who lives in Australia to represent and demonstrate peace and what it means for them. This could mean they could sing, read a poem, draw, paint or dance. I think it would be nice for this to take place in every town and city in Australia. Commemorating peace would also be an opportunity for everyone to have conversations and talk about what we need to do as a country. We could commemorate all the wars and be thankful they have passed. We could commemorate everyone who has ever fought in any war regardless of who fought who, in it. We could make a day to acknowledge current conflict and how we can find alternative ways to resolve conflict and prevent wars.

I think schools could commemorate by working towards performances, we could have plays and songs, dances that represent peace. We could get specialists from other

countries to come in and teach the children about their history. They could teach them traditional songs and dances or just what peace means in their culture. We could then share these things to the wider community. I think it would be a nice way as a multicultural country by teaching everyone about all cultures. Students could learn about a different country each year and then at the end of the year have a big traditional celebration to do with that country. By studying different cultures it would make us a more understanding and tolerant society, which would then hopefully prevent war.

Today, Anzac Day is a day where the people of Australia commemorate the soldiers who fought for 'Australia'. But I think that we could change it to become a day to commemorate 'everyone' who fought in a war no matter what side and a day to celebrate the peace that is in Australia today. I think that Australian Peace day will bring all nationalities together and will help us to remember that we are all one and there is no 'us' or 'them'.

An apology....more than one apology

By Gali (Year 9) and Oscar (Year 8)



Photo courtesy of The Healing Foundation

We went to an Apology Day event where Aboriginal elders and members of the Stolen Generation spoke about their history and the consequences of being taken and having family members taken.

There were information stalls where you could learn about Aboriginal organisations.

Uncle Wes performed a smoking ceremony with special leaves used for cleansing. Almost everyone participated in the ceremony.

Torres Strait Islander dancers performed their traditional dances. There was a beatboxer who incorporates the sounds of aboriginal instruments into his music.

British Colonisation.

By Erica Chaprlin, Class 6-7 Teacher

This term I had to tackle AUSTRALIAN COLONIES with my lovelies in Class 6/7. I was really hesitant about it. I had a growing frustration with the topics on the curriculum which seemed to perpetuate and focus on Australia as a nation only since 1788. Where was the rest of the history?

'Australian Colonies' is easy to teach because there is so much curriculum development on the subject and you don't have to use Mr Google too often to be bombarded with information and a whole array of fantastic resources to help teachers teach. There is a real love and attachment to this subject.

.. and I think it's good to wonder about that. What would take its place, what is the impact of teaching this? Why do we all seem to love it so much? Why is it considered necessary? The answers to some of that seems basic on some level but I think it does shed some light as to where we are at as a nation.

So as the class and I took the plunge into Australian Colonies I wasn't too surprised about how much information was available but I was taken aback about how much information was available about the first contact between aboriginal clans and tribes and the Europeans. It's not a secret is it? However, we so very actively obscure it from our daily lives.

We looked at the plethora of journal and diary entries and the images created by the various artists both convict and commissioned who recorded events in those early days. We found out that there was such a diversity of opinion.



By Oliver Thorne

We recognized whatever your 'thinking' was completely influenced what you saw or what you couldn't or didn't see. It is worth examining your thoughts just to wonder what you might be missing out seeing out there in the world. Examine the thoughts of others too to observe the things they pay attention to.

We studied the lives of key people from those early days and discovered how difficult it can be to make the 'right' thing happen. People can get distracted from doing the 'right' thing by uncomfortable situations such as hunger, pain and injustice and more sinister forces like greed and ambition. We explored what things were paid attention to and what was pushed into the background. It was interesting and fascinating.

I had cause to be optimistic. I felt like there was such a significant shift to more truth telling in our history. Enough of the details exist in our records but we need to choose to look for them and pay them attention. Students in 2015 have a far more open discussion about Australian History than I recall.

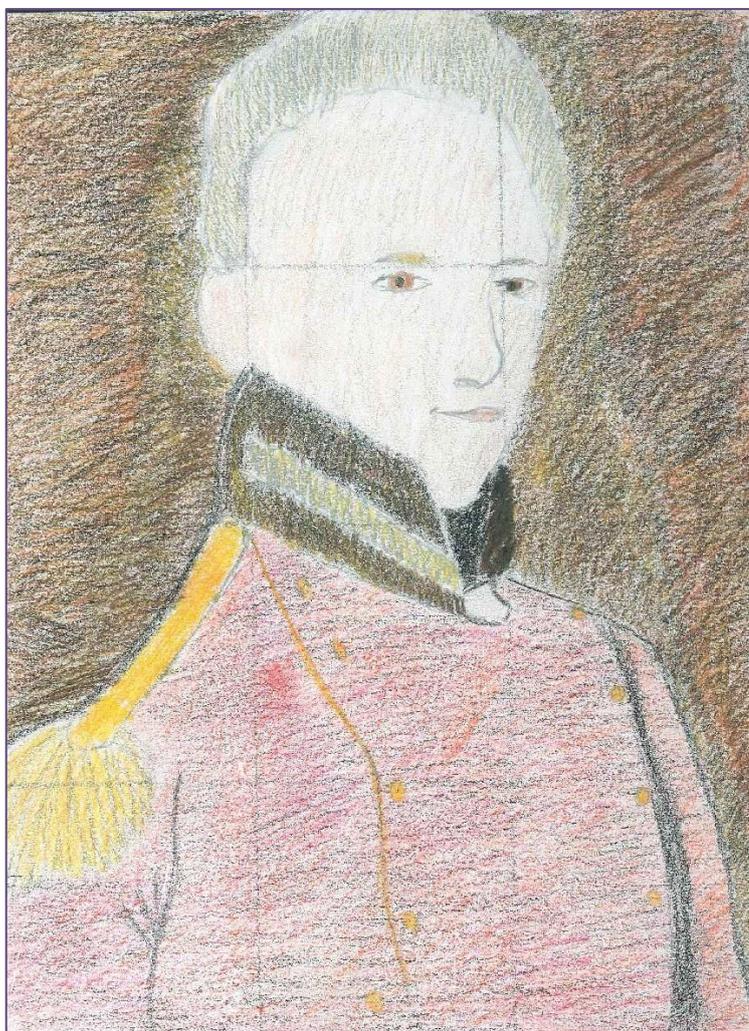
So at the conclusion of the lesson, (I am wrapping this up as I am on a deadline) I felt somewhat heartened by all that we had explored and asked questions about. I felt we had moved in a positive direction by exploring what the 'thinking' was and how this impacts on behaviour.

And I was still left with the desire to advocate just as strongly to have funding directed towards exploring and developing curriculum support for the whole entire Australian history... not just post 1788.

I have included samples of water colours which students copied from originals done by the Port Jackson painter at the time of the arrival of the First Fleet. Art as an historical record. What did he pay attention to? The thriving eora community.

I also included a portrait of Lachlan Macquarie. We discussed him a bit. His 'achievements' and his thinking which meant he saw some things and not others. What did he pay attention to?

We would say progress.



By Olivia Wylde

Our desire for apple keeps us out of the garden

By Peter Worboys, Kindlehill Parent

Apple Corporation's big profit is a sign of its success in fulfilling the desires of millions of consumers.



The nature of the product: it is a tool that facilitates immersion into instant gratification.

The act of dissolving into a screen can distance the consumer from the present, losing track of time and place.

Addicted to a screen, removing us from the real world; the world of smell and touch and the sound of people in the same room.

It brings to mind an ancient mythology also involving an apple: a symbol of desire that led to banishment from the Garden of Eden...

The garden filled with our senses and our loved ones ...

Hopefully they will still be there when we put down the phone or close the laptop?



Slow Sourdough

By Simon Glassford, Kindiehill Parent



By taking part in the production of our food we hold a close connection to it – the type of ingredients, their source, and how the production affects the rest of our community and the world. In essence, it makes us responsible for what we eat, and conscious as we eat, as we are aware of just how much work goes into the production of good food.

Bread has been consumed in large quantities for centuries. In the beginning, all breads were sourdough, using the traditional “starter” to feed the bread. Gradually we have moved away from the slow rise breads, to fast production breads with a long shelf life – great for convenience, not so great for our guts!

It takes sourdough, the classic leaven, a length of time to work properly. This slow process is essential for the formation of the bread and its ‘life’. Using additives to grow the bread may bring to the shelf quicker, but its ‘life force’ is limited.

Among other things, the slow rise process of sourdough acts as a dough conditioner, changing the proteins in the flour making the bread more digestible.

Bread was once a wholesome, enjoyable food that has sustained us for thousands of years. It is only in recent decades that its shape has changed, and our love of bread has changed.



Moving back to slow production of bread, prepared in the home, allows both adults and children to reconnect with the process, so it can remain with us from generation to generation. As a community we can share our starters, our success, and our sourdough mistakes. Each loaf is unique, different in taste, texture, and rise.



There are many families in the Kindiehill community preparing bread in this way... chat to your friends...get hold of a starter...see how it goes...see how it grows.

Honeymoon Bay Snorkelling Camp

.By John Daniel, Class 4-5 Teacher



Perfect location; perfect snorkelling weather.

We saw giant jellyfish, many stingrays, groper, catfish, fiddler rays, sea urchins, eels, a blue ringed octopus, dolphins, and lots more.



It's great to see Mountain kids having a splash.

We grew gills!

Gratitude to the animals

By John Daniel, Class 4-5 Teacher

We live in an information rich culture of alienation. The antidote is Steiner education. In everything that we teach, we endeavour for the child to deeply experience her relationship to the world: in her thinking, feeling, and will activity.



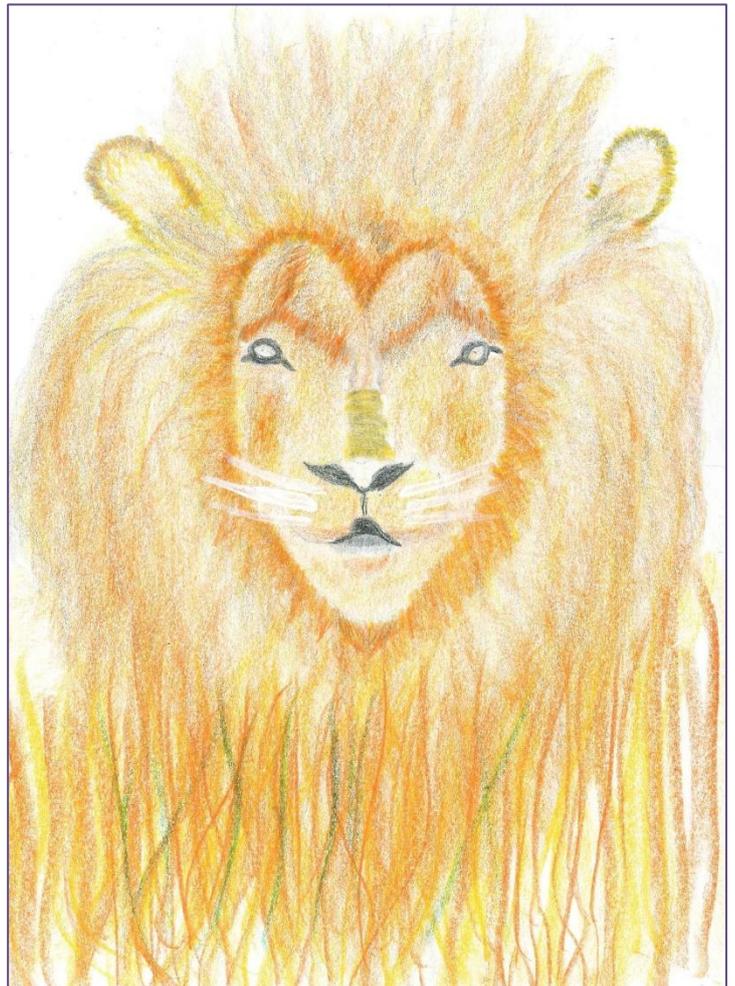
By Lily Worboys

Class 4-5 has recently been immersed in 'The Human & the Animal' lesson: I may not have the specialised olfactory capabilities of a dog, but we both have a nose; a cow its stomach(s); a lion its chest; and eagle its farsightedness. Through

evolution, the human owes the animal world a huge debt of gratitude, for each animal's gifts are within us. Again, we bow in thanks for the gifts of the domesticated animals. And we bow in sorrow for the destruction we have bestowed upon the rhino, elephant, and endless list of endangered and extinct species.

Then we can look at the world as an artist, and think like an eagle, a sparrow, a cockatoo. We bedecked our classroom with Animal Projects and learnt from the research of each student. We flexed our developing drawing muscles; and we conducted a Council of All Beings, where the animals had opportunity to tell humans a thing or two. And our Class decided that we will sponsor the protection of endangered species.

I stand in the world; I understand this world; I have gratitude; I have a



By Uri Sigel

place and a role in this world.

Dunns Swamp Discovered by Class 2 and 3

By Pippita Bennett, Class 2-3 Teacher



In the golden warmth of early Autumn, Class 2 and 3 visited Dunns Swamp, or Ganguddy as it is called by the Wiradjuri, for a three day camp. We had days of warm sunshine and cool misty mornings. On camp the children have the opportunity to develop independence; sleeping away from mum and dad, sometimes for the first time; looking after their own clothing and bedding and settling into the eucalyptus scented outdoors. We swam in the river, walked to the dam, explored Long Cave, created miniature camp worlds out of sticks, sand and rocks and played games. We were wonderfully supported by a group of hard working and dedicating parents. We also saw a dingo, an echidna, turtles and heard hissing possums at night, so I think we need to add another verse to our song...



The Dunns Swamp Blues

By Pippita Bennett

Oh down at the swamp

Where the ducks they do romp

That's where I saw

Swamp hens squawk in the reeds by the shore

And dragonflies zoomed

To a sunny swamp tune

Oh down at the swamp

Where the ducks they do romp

And Platypus flip

Little fish love to kiss

Jadpoles do dart

Blue snake crosses your path

Oh down at the swamp

Where the ducks they do romp

How I wish I were there

Cooling my toes at the water's edge



Crafty Kindy

By Kirsty Edwards, Kindy Teacher

I often have adults come into our room and stand in awe at the marvellous craft done in Kindy. Get - About - Bags (for getting about with), dolls, turtles, aprons, the list goes on and on and on... Children in Little Kindy excitedly watch Big Kindy complete their craft, knowing that in the next year they too will create all these treasures. For now, the Little Kindy's make their craft bags that will carry their creations over the next two years, they will learn to finger knit, sew, weave and felt.

Craft in the early years is not just about making something to take home (although this is a wonderful outcome for all those busy hours), it is also focussed on developing strength, fine motor skills, maths skills (sequencing) and concentration, skills necessary for ongoing learning throughout the child's schooling and beyond.



Craft time is also a social time for the children, we sing, chat and help one another. In fact, it is common to hear a Big Kindy sing out "I'll help you", when we are stretched to thread all those needles or untangle wool!

These times strengthen all children socially and physically and allows them to grow in confidence every time they hold up that piece of completed craft that they have worked on for 4 weeks! What a sense of accomplishment.

During this time, the children experience the different tools and skills used throughout history and cultures and it is also the time of the day when parents often stay to help with finger knitting, rolling wool, felting or sewing. As I look up from threading those needles, I often feel a strong sense of community and tradition. This is how we as humans developed through time. Crafting, chatting, singing and helping.



Jump on the log,
Jump off the tree,
Pull the little tail
And come back to me.

Kindy finger knitting song



The Nature (or Seasonal) Table

By Susan Brophy, Playgroup Leader and Kindlehill Parent

What is a nature (or seasonal) table and why create one?

In most Steiner/Waldorf early childhood settings there exists a nature (or seasonal) table. The aims of the seasonal table are mainly to connect children (and adults) with the wonder of the ever changing seasons and rhythms of the year and to create a reverence for the surrounding natural world. The table brings a little bit of outside inside, not only into the room but into the hearts of all who observe it.

Some families are inspired to recreate the table at home and it can become a shared task for all the family. It can be a little corner of magic that keeps changing, just like the seasons and life. The following are suggestions on how to put together a nature table. They are a guide only and one must feel free, and is encouraged, to create a space that reflects their family and how they see the season.



Location: it doesn't have to be a table and could easily be a shelf, a window, a mantelpiece, in the middle of the dining room table... somewhere convenient and in daily view.

Background cloth: this can be a silk or muslin (or any natural material) in a colour that reflects the season ie

bright green or pink (blossoms) for spring, bright yellow (the sun) or bright blue (the sky/sea) for summer; red, orange, brown (autumn leaves) for autumn and white or ice blue or purple for winter.

Added Treasures: nature walks produce an abundance of natural seasonal treasures for your table (ie flowers, leaves, feathers, shells, stones, moss etc). Handmade treasures can 'appear'... inspiring a little story; a vase with flowers, branches or leaves; a seasonal picture, postcard or painting; a candle (if appropriate).



So, why create a nature table? Ask yourself the question and see what arises. Have fun and enjoy the magic!

Illumination

By Lynn Daniel

When the sun shines on the spider web

It illumines

A splendor of design and execution -

Gleaming threads

Dew-jeweled rainbows

A glistening, shimmering whole.

I widen in wonder -

Burst the banks

Swim where once there was shore

Beneath a rainbow reach to a future

When all shall be well.

Then

The sun is eclipsed by cloud

The web in view a dusty, debris catcher

Obscuring the glance to what lies beyond;

Something to be brushed away

On cleaning day.

Felix, the Cat

By Collette Avery, Class 2-3 Assistant

In one of my early days at Kindlehill, I was volunteering in a classroom one morning when I noticed a cat walk into the room. *Must be the neighbours cat*, I thought as I walked over to pick up the furry wanderer and take him outside. Naturally, I thought I was doing a good thing; can't have strange animals mixing with children now, can we? But before I had got the cat out of the door, the class teacher turned my way and remarked, "Oh, don't worry about him. That's just Felix, the school cat." *The school cat*, I thought, *they actually have a school cat?* If I wasn't completely in love with Kindlehill already, then it was made official that lovely spring morning when the handsome ginger cat walked into the room.

Felix came to Kindlehill about four years ago, during the construction of the performance space and the kindy garden. At that time, there were a number of international volunteers who were working on the building in exchange for accommodation and food. They were housed in the building that is now the office, and one of the building team, Steve Appel, took on the extra responsibility of making sure they were well looked after. Their reports back to Steve were mostly positive, and they found their lodgings comfortable... well, except for the mice and the rats, that is. And so it was decided that a cat was the answer, and thus Felix was saved from an uncertain fate at Katoomba RSPCA and brought to the school, where, according to Steve, "he cleared all the rats away" and "remained forever after – the school cat."



Felix lives at the school on a daily basis, where he is fed at kindy every morning. He spends his days basking in the sun in the gardens, overseeing the children's play from a high tree top perch, and of course, catching the odd mouse or rat... he is keen to earn his keep! During school breaks, he is taken on exciting holidays, sharing the homes of generous Kindlehill families for a week or a few. Felix is adored by the children, they love to pat him, play with him and carry him around. There is the odd tail wag, the odd nip, but mostly he is patient and tolerant. He is also in regular attendance at staff meetings, truly part of the fabric of Kindlehill.

One day earlier this year, we discovered Felix outside our classroom in a bad way. He was exhausted, staggering about, clearly unwell. We alerted Kirsty to our concerns, and soon Felix was in the car with Office Kirsty, being whizzed off to the vet. That afternoon at the teachers meeting and eurythmy session, the news was grave. Snake bite... a copperhead... very ill... in pain.... unlikely to make it. The advice? Put him out of his misery. Many of us shed a little tear, reminisced about that handsome mischievous cat, and of course spelled his name out in eurythmy gestures before spending a moment in silence. And now, how to break it to the children....

The next morning, Felix was the star character in stories all around the school. In Class 2/3, we heard Pippita tell a lovely tale about Felix's nine loves... amongst them were food, sunshine, naps, children, rats and pyramids. *Pyramids?* Yes, pyramids. For Felix was now off in the land of pyramids and sphinxes, where the river is thick with fishes and the granaries full of delectable mice to catch. "Wait a minute.... is Felix *dead*?" cried a class 3 boy. The news was then gently broken. A sadness sank down over the room, as the children came to the full realisation of what had happened.

The work that morning involved drawing a picture of Felix with one of his nine loves, and writing a small poem, verse or story about the beloved cat. The room was quiet, reverent, with the odd sob from a child or little story about Felix shared. However, about twenty minutes into the lesson, something very unexpected happened. Kirsty came up from the office, took Pippita aside, and informed her that Felix was actually alive. The vet had called, and he had turned the corner late in the afternoon, before he was set to be put down. He'd had fluids and antibiotics, was doing really well, and would be back later that day. Well of course the mood was jubilant, and what a story to tell. Felix had come back from the dead! Over the next week, Felix was showered with love, but the children also respected his need for space whilst he was healing.

Our beloved school cat is now back in full health, and there has been a renewed appreciation for him across the school. What an amazing thing to have a school cat, who brings more life, colour and warmth into our classrooms and into the children's days. Through Felix, the children are given more opportunities to learn to love, care and of course.... be gentle! Because we all need a little love and a little help from our friends.

What ever will Felix get up to next?





Kindlehill School for Rudolf Steiner Education



Forums for peace and reconciliation

The Richmond Hill Story

Presented by **Chris Tobin**, Dharug man,
local Aboriginal artist and educator

Friday 1 May 2015

7pm

Chris will present the Richmond Hill story
... where the good relations of initial meetings
between two cultures during the time of
colonisation, were soon followed by massive
devastation to the land and its people.

Chris will also speak about the significance of
memorials and what reconciliation can mean.

A conversation will follow



Hosted by Kindlehill School
www.kindlehill.nsw.edu.au

Performance Space
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Wentworth Falls 2782

02 4757 4402
community@kindlehill.nsw.edu.au

...a call to peace
and reconciliation



Warm thanks to:

Niah Brennan, Class 4, for the front cover artwork.

Pippita Bennett for her dedicated drawing of our fair and open day posters, year after year.

Parents and friends who photograph our children and our events our continually enrich our photographic collection.

The teachers, students, parents, and friends of Kindleshill, from Kindergarten to High School, who graciously contribute their articles, drawings and thoughts to this publication.

Simon Glassford, for compiling and editing Kindlings.



The prep team for fair day 2014

Kindlehill High School

students invite other young people to join them in their innovative and friendly high school.

Are you:

- Self motivated
- Interested in engaging and creative learning

Do you have:

- An enthusiasm for learning and life
- A sense of adventure
- A willingness to collaborate with peers

Would you benefit from:

- A focused and friendly learning environment
- A balance of intellectual, artistic and practical learning
- Teachers who take the time to help you recognise and unfold your individual potential
- Inspiring teachers who help you to become someone who will contribute to making the world a better place for all



**Go to kindlehill.nsw.edu.au or
phone 4757 4402 for more information**



8 Lake St Wentworth Falls

Saturday
16th May

POND

Kindlehill School