



Kindlehill School

for Rudolf Steiner Education

Spring 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



Kindleshill, a K-10 Steiner School

Wentworth Falls, Blue Mountains, NSW

Kindleshill 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 Spring 2015 edition of Kindlings.



Spring Kindlings 2015 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.

Whole school productive learning

Here are some of the highlights from our rich and productive year so far.

- * Community based environmental programmes – Streamwatch in high school, Bio-blitz in class 6/7 and Bush trackers in class 4/5
- * Making of the Dragonfly Mosaic with Aboriginal artist, Leanne Tobin and her son Shay
- * Tracing the life cycle of the Giant Dragonfly in science and art. Artworks created with artist Amy Jenkins as features for our seasonal celebrations
- * Waste to Art – High school local and regional winner, class 6/7 local winner
- * Hiroshima Day commemoration led by our Japanese teacher, Sayoko
- * Hosting World Wayfarers – singing workshops, and performance of Endangered
- * Peace and Reconciliation Forums for the wider community
- * Scientists in our School Expo – 9 scientists from our school community share their expertise in hands on workshops
- * Dragonfly Autumn Fair
- * Midwinter musical extravaganza performance of The Shining
- * Class plays kindy – class 3
- * Outdoor education; Dunn's Swamp by class 2/3, Bungonia by high school, Under the stars by class 4/5, ski trip by class 6/7

Next term there is more to come with a musical by high school, class plays for classes 4/5 and 6/7. Also major high school camp to North West Island on the Great Barrier Reef, Big Project Presentations by 6/7, class play by 4/5 and of course, the spectacular whole school EMERGENCE festival in October which will bring the year's Dragonfly project to a culmination.



Singing up the dragonfly

By Lynn Daniel

This year, we have begun a relationship with the Giant Dragonfly, *Petalura Gigantea*, that will hopefully become a kind of “custodianship” of this endangered species. But what does this mean?

We have explored the ecological dimensions of habitat, characteristics and lifecycle. We have also educated ourselves about the threats to this species in our local region and how we can support its continued existence. Ian Baird, a world expert on this dragonfly has been our tutor as well local ecologists who have been part of the bioblitz and bush tracker programmes conducted at Wentworth Falls Lake. Out of this, we recognised the importance of swamp health as a foundation to protecting the giant dragonfly.

We have explored habitat and lifecycle artistically – where our feeling and creative will have engaged with the information we have gathered. Leanne Tobin and her son Shay, have helped us create a dragonfly mosaic central to our school environment. Artist and parent, Amy Jenkins has worked with all the classes to create artworks that trace the lifecycle of the dragonfly through the seasons. These artworks, together with dance, music and song, have been centrepieces to our whole school seasonal celebrations. This will culminate in term 4, with a spring time Emergence Festival, where all our work throughout the year will be woven together including the emergent stage of the dragonfly.

In the spirit of transformation and transcendence, we are beginning to awaken to what it means to be custodians. The qualities of the dragonfly are gifts within the ecology of Mother Earth, and within each of us. In caring for the dragonfly, we attend to the capacity to transform and transcend, to weave light and warmth into the world. We can become the human voice of dragonfly, celebrating its intricacy and giftedness as part of the Oneness.

Perhaps in this way our school contributes to the songline of Dragonfly, singing it up anew, kindling its life as well as its qualities for ourselves and the world. May we continue to deepen our relationship to *Petalura Gigantea*, the giant dragonfly. May we truly aspire to be as “custodians” of this beautiful, shimmering light filled being. May its fragility of existence and its endurance be our teachers.

Dragonfly Mosaic

Leanne Tobin, local Darug artist and playwright, and her Son, Shay working on the mosaic.



Leanne and her son Shay have been working with the children to construct the dragonfly mosaic, which is beautifully displayed at the school sandpit. The mosaic celebrates the local Giant Dragonfly, an endangered species that resides in the swamp at Wentworth Falls Lake. The Giant Dragonfly is Kindlehill's symbol for peace and reconciliation in 2015, and is the focus of artwork, and lessons in science, geography and history.



Hiroshima, peace and reconciliation 70 years on

By Sayoko Yanai, Japanese Teacher

Hiroshima Peace Day was one of the most memorable, moving ceremonies for me.



While the young children expressed the joy and happiness of life through their voice and movements, the older students seemed to have become one with their hope and responsibility towards world peace. Our voice, movements and poetry became the vehicle for unity and harmony.

Welcoming the visitors, World Wayfarers, from China, Taiwan, and Japan gave another dimension to the message of world peace.



I am very proud of, and inspired by every student for having learnt verses and new songs in the Japanese language, as well as the presentation of Haiku poems, taiko drum and eurythmy. Not to mention class 6/7 students' cooking expertise creating a Japanese lunch for 150 people in just two hours!

It is truly rewarding to witness that this sad history is transformed into hope and unity by the courageous human beings, Kindlehill students.



Hand-dyed with love

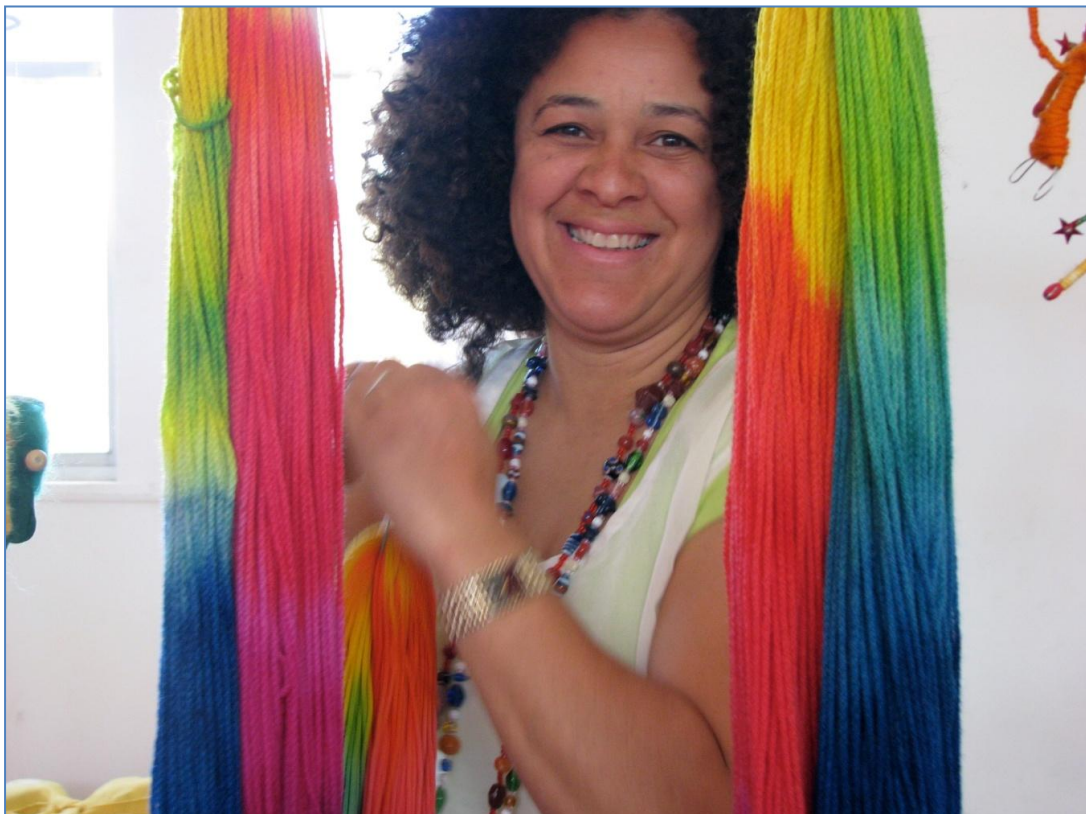
By Pippita Bennett, Class 2-3 Teacher

I have been dyeing wool for 15 years. Always a knitter and crocheter, I remember handling my first hank of undyed, unbleached wool. I felt almost indulgent as I put that first hank into a pot of dye and watched the brilliance of colour that immediately consumed it. At Kindlehill we have always dyed our own wool for the children's craft. We purchase hanks by the dozen and as teachers we spend hours dyeing, getting our colours just right. I have been carried away with the power of 'colour' and my enthusiasm has led me to dye some beauties and some mud coloured disasters.



I have set fire to hanks that I draped over the edge of pots. I have knitted and crocheted jumpers, vests, beanies, toy animals, ponchos and scarves with this gorgeous wool. My favourite was the pair of rainbow overalls I crocheted for Gali when he was eight. He wore them everyday for more than a year!

I have noticed over the years that each of the teachers has a different colour sense and hence our colours are different. It's all part of the uniqueness of each teacher. Recently Amy introduced my class to the joys of dyeing with eucalyptus bark. The colour is a wonderful variegated caramel... literally delicious to look at. It's the start of a new passion I think!



Toys and tools, handmade with love, are a great source of pleasure for parents and children at Kindlehill. Our craft group gathers fortnightly, but works ongoing to create magical artefacts to sell at our bi-annual craft stall. The craft symbolises a freedom of expression, colour, creativity, and form. Our craft parents work as volunteers and are a key fundraising arm for the school.



Kindlehill parents bring handmade love into our food, our furniture, windows, blackboards, buildings, gardens, and more. Keeping hands busy, keeping minds quiet.

*A quiet moment.
The slow passing of time.
A chance to sit.
Silence and rhythm.
An antidote to the craziness of the world.*

Scholarship for Aboriginal and Torres Strait Islander Students in 2016

In 2016 Kindlehill School will be launching our scholarship programme for Aboriginal and Torres Strait Islander students. We are offering full scholarships to students, for the period of their schooling at Kindlehill. The scholarships are offered in the spirit and enrichment of the education provided to all the children and young people at Kindlehill. Inclusion of Aboriginal and Torres Strait families will bring richness to the way curriculum is delivered as well as to the life of the community around the school. At Kindlehill we believe it is our responsibility to help bridge the gap of inequality experienced by our First Nations People.

"I cannot help feeling ... in every fibre of my being that if ... my identity had historically been perceived and treated negatively, things I now take for granted would be more difficult, if not impossible to achieve. " Class teacher at Kindlehill

We hope to maintain and deepen our connection with the Aboriginal and Torres Strait Islander communities of the Blue Mountains in various ways, including through bringing cultural and artistic expertise of the community into our learning environment.

Kindlehill acknowledges the Gundungurra and Dharug peoples as the traditional custodians to the land on which the school is situated. We pay our respects to elders past and present, and to the continuing evolving culture of Aboriginal and Torres Strait Islander people both in our region and across Australia.



Science Day – from wonder to 3D printing

“Twinkle Twinkle, little star, how I wonder what you are...” As infants, the makings of a scientist, our capacity for wonder and exploration, are sung up in us. The eight visiting scientists on Science Day shared their love of science, their skilfulness, the application of science in their lives and how they make sense of the world around them as scientists.



In groups of 12, from kindy through to year 10, our students experimented and explored in workshops with the guest scientists, all drawn from our school community. Workshops ranged from ecology to medical technology, from water to energy, from observation of

phenomena to exploring landscapes in nature and how these are reflected within our own physiology. What a truly “wonder filled” day. Thanks to our guest scientists. Thanks to Ella in class 6 who also fed our guests with nourishing and sweet treats.



Playgroup – Parenting Passageways

By Susan Brophy, Playgroup Leader

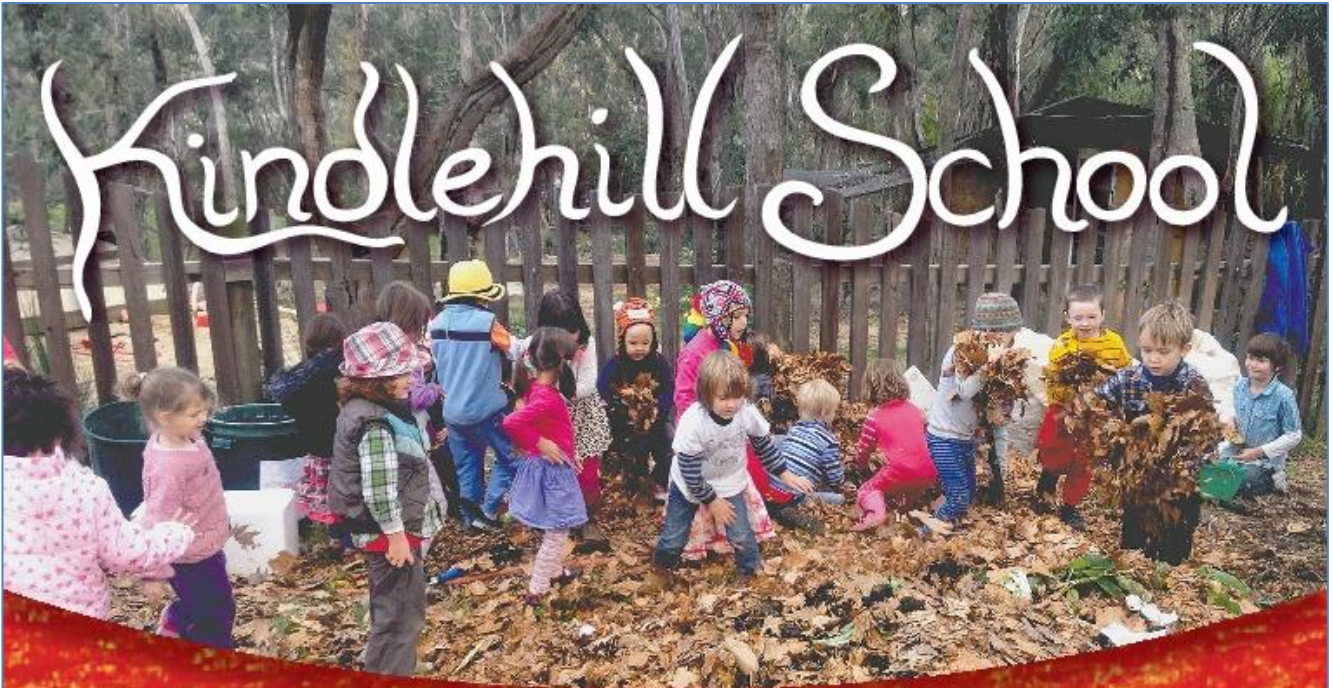
Tuesday playgroup is excited to announce the arrival of two new babies! Ethan and Teyo both have little brothers, Lucas and Axel. Our warm welcoming wishes and congratulations go to Katrina & Steve and Justine & John, the proud parents!! New journeys begin and it brings me to thinking about the early formative years of a young child's life. Imitation is inherent in the young child. It is through imitating and repetitive doing that they learn to walk, talk, think and take their place in the world. They not only imitate all that is going on around them, but also, unconsciously, sense the feeling behind these actions. These

impressions go deeply into their forming bodies and impact who they become when they are older. We as parents and teachers are charged with the **HUGE** task of being worthy role models for



the children in our care. At playgroup our aim is to empower parents to become more conscious of their own thoughts and actions. The playgroup rhythm is not about 'teaching' but embodies truth, beauty and goodness in all we do. The baking, storytelling, singing, caring for the room and toys, cleaning, sharing morning tea, crafting all set an example of doing meaningful work worthy of imitation. Completing these tasks in a mood of joy, with care and purpose makes a positive impression on the young child. We don't always get it right, but our striving and heightened consciousness imparts positive impressions as we journey together!

Kindlehill School

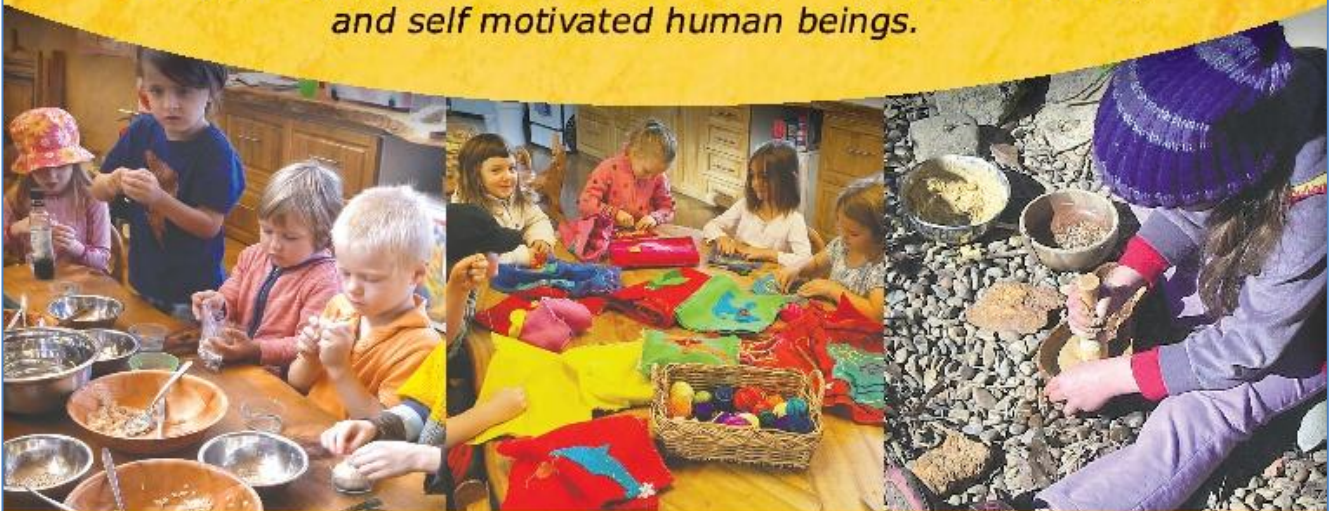


The Kindlehill Kindy Garden Exploration • Invention • Wonder • Joy

Little Kindy for children turning five (up to three days per week)

Big Kindy for children turning six (4 ½ days per week)

- *A wealth of stories, songs, artistic and practical activities, intertwined with free play*
- *Nourishing environment where each child grows and unfolds to meet life's challenges*
- *The children learn reverence for the natural world, and commence their journey to becoming resourceful, imaginative, flexible, and self motivated human beings.*



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Kindlehill is a K-10 school with a philosophy in Rudolf Steiner Education

Spring blooms in the Kindy Garden

By Kirsty Edwards, Kindy Teacher

While the winter winds have been whipping throughout the Blue Mountains, the Kindy has been warm and cosy. The children arrive in warm jackets and beanies, soup is often on the Kindy winter menu and inside the fire is blazing and cubbies are being built. On one particularly cold day we lit a fire in the Kindy garden and enjoyed a billy of chai tea and songs that could chase away even the coldest day!

Although we still need to light the inside fire each morning, outside there are signs of warmer days popping up everywhere. The daffodils have burst open and Grandfather Apple Tree is beginning to bud – a reminder of springtime bees that will visit once more. These signs fill us with anticipation of a warm spring breeze, just the remedy to make it through the final weeks of winter.



Snappity Crack

Snappity Crack

Twigs for the fire, make it burn
higher.

Warm our fingers, warm our toes,
Warm our ears and warm our
nose.

Now as we have spring softly knocking at our door we have noticed the abundance of birds to our Kindy garden. Parrots, magpies and currawongs fill our garden with colour and song. The children have been creating birds in beeswax and paper; we have even had a little Bluey Bowerbird create a nest of blue in our stories and paintings. We have been taking weekly walks to the lake to listen to the sounds of the bush, where we sit silently and wonder “what can we see? what can we hear?” Sometimes we even sing back to the birds offering them our own Kindy Spring Song.

The Kindy Water Feature

By Kirsty Edwards, Kindy Teacher



This term, Kindy had a wonderful new addition to the garden. With the help of a powerful and dedicated team of parents and children, we built a wonderful water feature. It took much discussion and many cups of tea, coffee, cake and soup but the end result is a

beautiful and creative water space for the children to share and play around. Even in winter the water is used to make golden mud from gravel grinding stones into dust or soup for the café.

I am sure that our new water feature will bring many years of joy to our children in the Kindy Garden.



Kindlehill Fashion 2015

By S'haila Bernard-Appel, Class 1 Teacher

Although there is no official uniform at Kindlehill, some children and staff like to follow a code of dressups. It is most appreciated when all are dressed in clean, neat and colourful clothes as colour nourishes the feeling of life as healthy food nourishes the body. Clothes and shoes need to be practical and hardy for the challenges and adventures of the Kindlehill school day. No slip-ons, high-heels or flimsy shoes, even if they are super sparkly! Clothes need to be



free of logos as a small measure in keeping the advertising world out of the school. In this changeable mountain weather it is very sensible to be prepared for rain, hail, snow or sunshine – this can be tricky in picking an outfit every morning of the week.

For some at Kindlehill, essential clothing include wings, crowns, ears and tails, and my favourite – the silk – perfect for all looks, characters and time of the day. Another excellent fashion theme that runs throughout the school is the hand dyed, self designed, homemade or knitted clothing and accessories, particularly in winter when the magnificent

cardigans wrist warmers and beanies are quickly created to keep the cold and wind out – while still looking great. Younger years enjoy bright combinations that keep them warm and snug while also expressing an individual 'joi de vie'. In the older classes children see-saw from being part of the fashion group to exploring very different expressions of style. Highschool seem to settle down into practical and easy wear – though they may dress up if given the opportunity.

Teachers of course take fashion very earnestly and always combine beautiful colours with flair and originality. It is a very careful line not to cross between being labelled a 'hippy' teacher and a cutting edge fashion trail blazer that will inspire younger generations to always let their inner self speak. I agree with a famous 'fashionite' Taylor Swift who said "Unique and different is the next generation of beautiful".



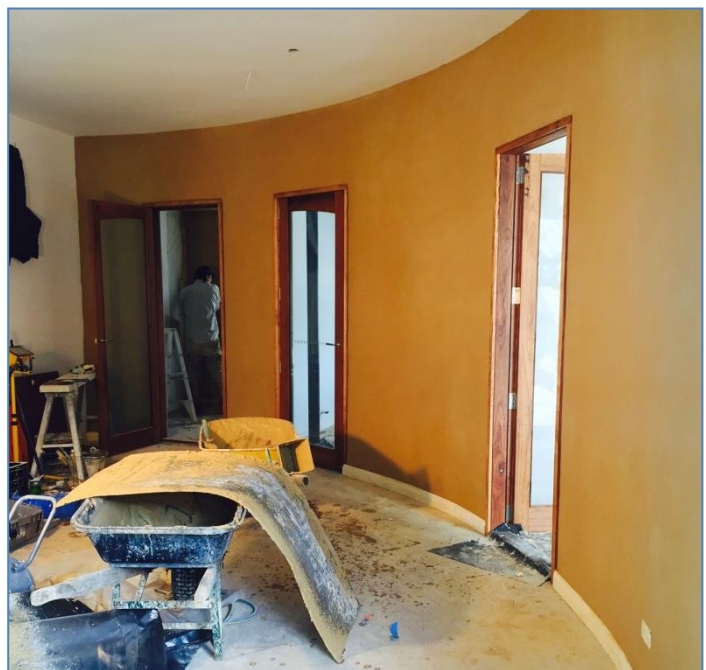
Building our education centre – one straw bale at a time



Construction began on our Education Centre in May 2015. The centre has been designed to offer additional tutorial space for our growing musical programme, a quiet space for learning support, and a library. There is also a common kitchen for class, parent, and community use. As the bulk of our food for fairs is made on site, these kitchen facilities provide more space and opportunity for culinary exploration!

Our music tutors, offering clarinet, shakuhachi, trumpet, violin, and guitar will enjoy the quietness of the sound proof tutorial room when it opens in term four.

The construction is self-funded.



The Shining

By Paul Smith, Kindlehill Music Tutor

John sent an email asking all of the tutors if they could teach Badly Drawn Boy's song *The Shining* to their students - I wondered how we would coordinate all of the different parts!

I offered my time and began pulling the song apart preparing a special arrangement for exactly the musicians that we had on hand, while remaining true to the original character of the song.

Over the coming weeks John did an amazing job teaching his class 4 and 5 students a rhythmically tricky voice and marimba part while we tutors set about teaching it to our students – trumpet, violins, clarinet, guitar.



Two weeks before the concert we began rehearsals with the whole orchestra and choir, and then in the last week added Adam's beautiful eurythmy setting (little did I know that S'haila and Steve had also been preparing the adult choir,



comprised mainly of Kindlehill parents, to join us on the night as well).

What a wonderful opportunity to bring so many performers together to sing such an uplifting song for the entire school community, and to "put a little bit of sunshine" in our lives.

Visual, Auditory and Kinæsthetic learning in Class 2 and 3

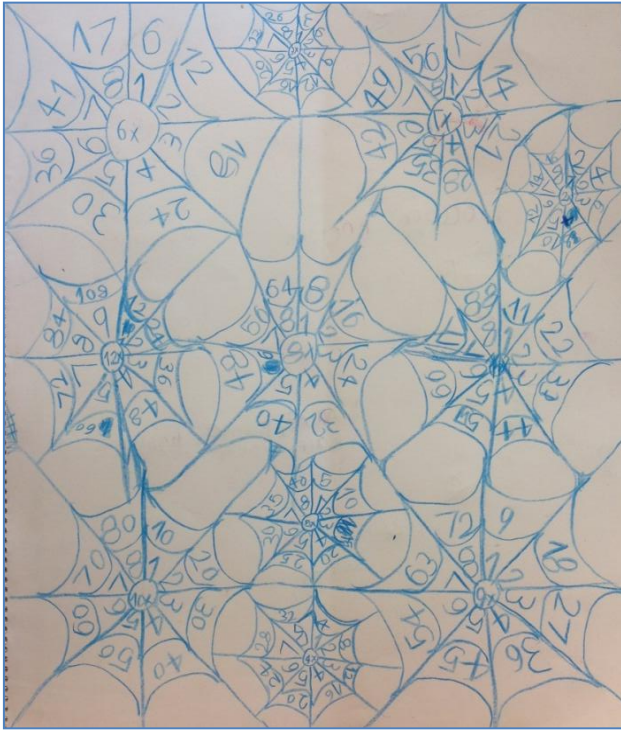
By Pippita Bennett, Class 2-3 Teacher

Do you learn best when you can see what the outcome is supposed to look like; do you find it easier to learn when your body is involved or do you learn best by listening?



Most of us don't learn in just one way, but often we have preference. There is an educational theory VAK that classifies three types of learning styles: VISUAL, AUDITORY and KINAESTHETIC. Many of us were taught with a focus on auditory instruction. We were told the facts and what to do with them, often our imaginations were not engaged. It turns out that only thirty percent (or less, depending on the research you read) of children are auditory learners. So how do we meet all of the VAK styles at Kindlehill? We strive to involve the eyes, the ears and the body in all our lessons with the key element of engaging the children's imaginations.

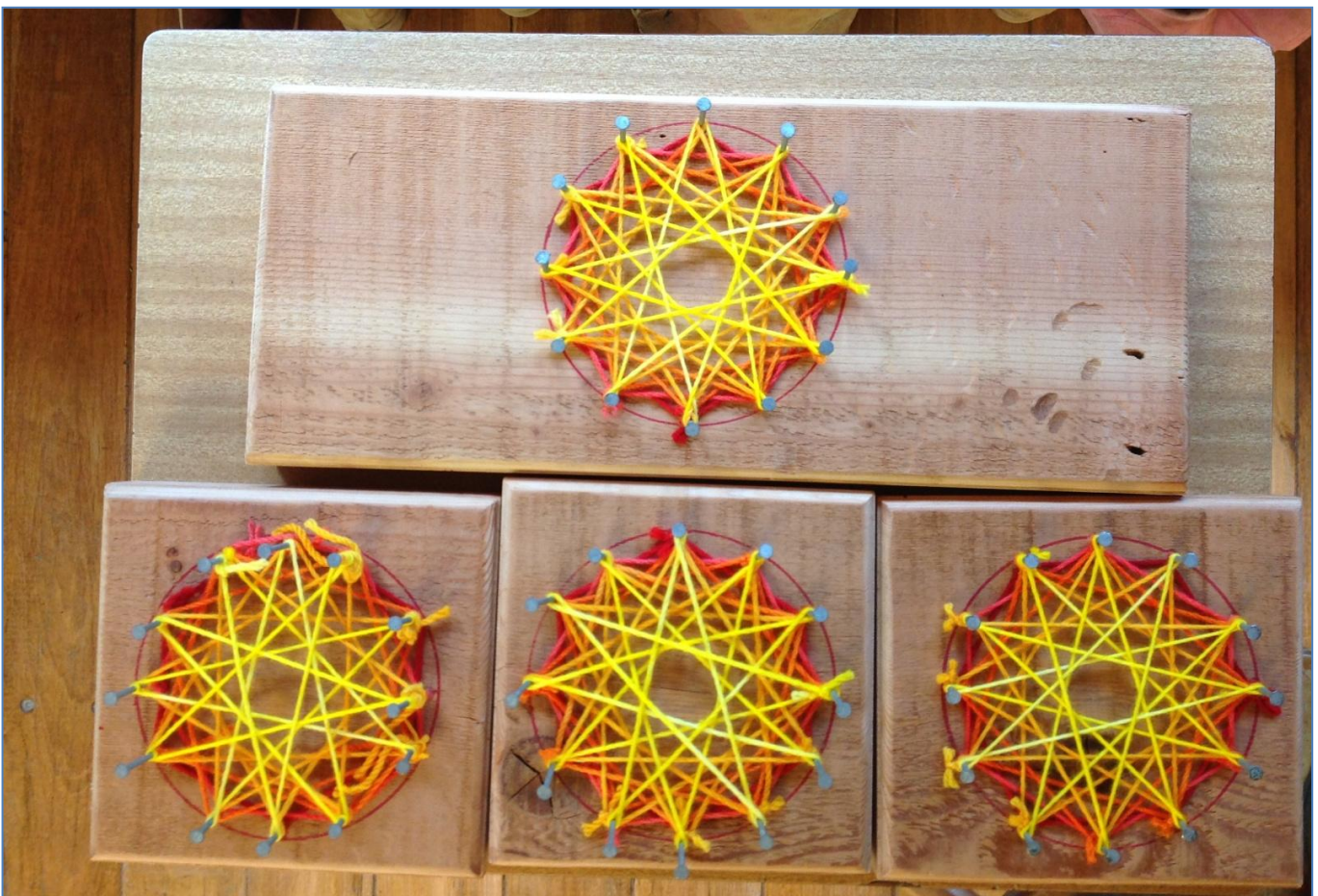
This term in Class 2 and 3 we have explored the types of words that make up sentences. We call them parts of speech, nouns, verbs, adjectives, adverbs, prepositions... there are nine fundamental categories. Learning about them whether you're the student or the teacher is fun. We played games. To teach verbs or action words, with a story as the impetus (auditory), we pretended we were training our pet dogs. In small groups the children took it turns to command their canine charges (their peers) to sit, jump, roll, lie down (kinaesthetic). The children couldn't get enough of it. We drew pictures of the actions (visual) and then wrote silly sentences using randomly selected and combined nouns and verbs. Here are some the children came up with: Owls meow. Dingos laugh. Lions fly. As I write I can see the potential for creative writing in these simplest of sentences...I'll have to plan a follow on lesson...



See if you can identify the different learning styles in this recent Class 2 and 3 Mathematics lesson. We have been learning about the history of measurement. With an ongoing story about Cleopatra needing a new designer and engineer, we created our own Royal Cubit from our class Pharaoh's arm measurements. In pairs children competed to be the most accurate measurer using our class-made measuring tools. They then made our own Nile River reed models of the new temple using straws and pipe-cleaners. The

children then drew what they had created as well as writing down the procedure for measuring accurately using a cubit.

The result of these different learning activities is every child is focussed and hardly aware that they are learning at all!



Intrepid Inland Explorers

By John Daniel, Class 4-5 Teacher



As a culmination to the three week 'Everything is Unknown – Exploration and Indigenous Encounter' lesson, Class 4/5 set out on a road trip to trace the path of some of the explorers.

First stop was Brucedale farm, which has been in the Suttor family for nearly 200 years. David Suttor told us of his great, great....grandfather: learning the Wiradjuri language; and his friendship with warrior, Windradyne, which endured through the period of martial law and warfare. We stopped at Canowindra's 'Age of Fishes

Museum'. A road builder's discovery of strange patterns on a rock led to one of the world's great mass extinction fossil sites.

We followed George Evans' path to the Lachlan River. Like Evans and John Oxley, we were turned back by water. In our case, the dirt roads west of Cobar had been closed, blocking our access to the shearer's quarters and the Ngiyampaa rock art. So all of our detailed plans for the week went out the window. Like Oxley, we changed course, across the fertile river plains of the Lachlan and Macquarie Rivers, to the Castlereigh, following it to its source in the Warrumbungle Ranges.

By this stage, we had endured wet boots, clothes and sleeping bags, and the rain was ever present. At the campground, groups of children set out to explore, returning with reports of discoveries of places and creatures, which they had named. As the exploration ambitions were getting beyond a cooe call, three groups set out with adult support to explore mountains and plains. All returned with boasts of monumental



feats, and no lives were lost.

Then we set off to find Pandora's Pass, Allan Cunningham's original route to the rich volcanic alluvium of the Liverpool Plains. Even the local tourist centre couldn't tell us where it was. A chance encounter at the wonderful geological collection at Coonabarabran's Crystal Kingdom confirmed our guesses, and we climbed the Liverpool Ranges on an ever diminishing road until we stood before the panorama of the Liverpool Plains at the very spot that Cunningham stood.

Gold fever was calling us, and we headed to Sleepy Sofala. We sought alternative accommodation after a great downpour at the end of the day. Staying at the Sofala Hall resulted in some unexpected encounters with local historians, and local hospitality. We stood in the street working out where Russell Drysdale stood when he painted.

The next day, we (successfully) panned for gold, and went underground at Hill End.



And then we headed home, full of stories of mud, charcoal, campfires, rain, feats of endurance and hardship, and of discoveries.

Class 6-7 Project

Class 6-7 Kindlehill student Nissa Brennan will be displaying her major project at Blackheath exhibition space Virgin Walls throughout the October long weekend (3-4-5 October 2015). The pieces will be open for viewing 10am-4pm daily.

Nissa has grown up in the Blue Mountains and expressed her love of the landscape in a portfolio of watercolours, titled CLIFF.

Not only is Nissa the artist, she has also managed all the organising and promotional work for her exhibition. It would be wonderful to show our community support for Nissa's monumental achievement.



"CLIFF is a small part of what I've learnt this year. This experience has been like jumping off a cliff into the unknown...."

All Kindlehill Class 6-7 students spend their final year of primary school preparing a major project, which is presented to the school in term 4. The project involves research, planning, design and a presentation, on a topic of their choice.

Inspiration

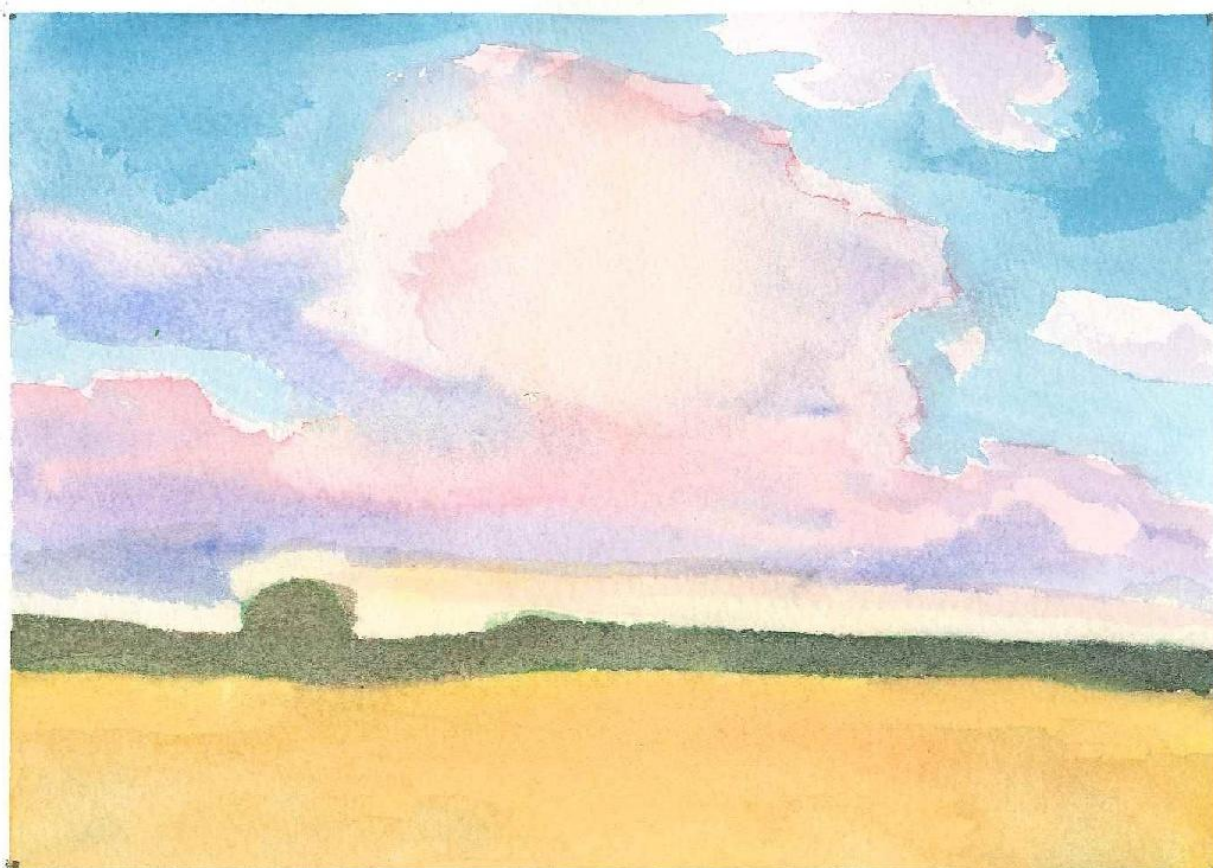
By Tara, Year 7



*I'm trapped between
vague thoughts and ideas
between set in stone
and barely even there
between writing and thinking
The inventor thinks, not the writer
We travel our whole world of imagination
to find just a sentence
We then elaborate to impress
to write a whole poem
We would go to another galaxy and back
just to find a barely visible spark
of inspiration
Suddenly my subconscious gushes out
like a rushing river meeting the ocean
It gushes to my fore brain boxed in
and tied up by deadlines
I write a poem*

Watercolours by Yzar 8/9





Leouel Appel

*High School art will be exhibited at Spring Open Day on
Saturday 12 September at Kindlehill.*

High school Mathematics – What did zero say to eight?

By Sharon McCarthy, Mathematics Teacher

A bit about me

I am Sharon and I teach mathematics to the high school students at Kindlehill. I also teach number skills to some of the primary classes and give one on one support to students who need extra assistance.

I qualified as a mathematics teacher in the UK and taught at a girls secondary school. I fell for an Aussie backpacker and immigrated to Australia settling in his home town of Brisbane. There I taught at a boys secondary school. We moved to Sydney where I taught at a private girls school and this is now my fourth year teaching at Kindlehill –I am still with that Aussie back packer, 21 years later.

How do I teach?

I follow the NSW syllabus and the students use text books. We have a variety of maths text books at the school. I assess each student starting at the high school and pick a text book to suit them. Some books have plenty of extension questions, for the students who enjoy a challenge. Other text books have more scaffolded examples and exercises. The majority of text books are now moving to online versions with added computer based components. Some students enjoy this format; the majority prefer the printed text. We have small class sizes and this allows for this flexible text choice.

Within one lesson each student answers many questions and asks many questions. No one can hide. They learn by taking notes, group work, and challenge questions. On their laptops we use many of the great mathematical software products now available.

The students are given a weekly mathematics assignment. It usually has three sets of work to be completed over the week. The students plan their week, so that they are not completing an assignment at the last minute – I do a lot of support around planning, learning styles and effective study environments. Some students come to homework club, held after school on Tuesdays. The students use the time to complete any homework, but I am available to help with any maths problems. A good assignment isn't rushed; it is well presented with clear mathematical setting out. The students mark their work and, this is the most important part of the assignment, they try again the incorrect questions. Once marked and returned to the student they complete their corrections with peer help or my help. At the end of each term each student completes a test. The classes are mixed ability and so I often have to write a number of tests to accommodate the differentiation of abilities.

Most high schools stream students into ability sets for mathematics. In the last school I taught at, approximately 100 students per year were streamed into 6 sets. This generates a lot of anxiety. Top set students worry about keeping up,

bottom set students give up and in-between sets don't want to drop to a lower set. The class sizes are small at Kindlehill. Within one class there can be a huge range of abilities, each student is aware of their ability but because they are not physically separated into sets it does not generate maths anxiety. From a teaching point of view, to teach mixed ability classes requires a lot more work, but there is less maths phobia.

There is less anxiety but that doesn't mean there isn't frustration, which leads me to my next paragraph.

Why learn Mathematics?

To be frustrated of course! When the students are comfortable with a new set of skills I deliberately give them just one more question, a hard question. Some students give up, "maths is stupid", or crunch up their note paper or become angry at themselves. When we are out of our comfort zone we learn a lot about our own belief systems. "I'm stupid", "I knew I wouldn't be able to do this", "I will never be as good as" I challenge these statements, not knowing what to do does not equate to being stupid. There will be a constant stream of frustrating problems to face as we journey through life; it is how we face them that is such an important skill to learn.

Most students can see the value of learning "real maths" – maths we use every day, time, money, measurement. But what about algebra, why do we learn that? It is very abstract and because of this it causes the brain to think in totally new patterns. That process causes the brain to work, much like a muscle. The more it works the better it performs on other tasks.

What I hope my students gain

What I want my students to gain is an appreciation of maths, (did you know without the use of prime numbers we would not have secure internet banking - fascinating).

To know that they came into this world perfect, if they find maths difficult it isn't bad, it isn't good, it just is.

To be at peace with their ability but strive to improve.

To never pretend to understand, they can tell me a hundred times "I don't get it," it is my job to come up with a hundred explanations

Finally, to have fun and enjoy their maths journey .

This is a good place to end, with a maths joke - *What did zero say to eight? Nice belt!*

My Journey: Year 10 Perspective

By Bella Steinz, Year 10 Student

I first arrived at Kindlehill two and a half years ago. Lynn Daniel let me attend school for two days a week as I made the transition from homeschooling into “proper” schooling.



Coming to Kindlehill has helped me become who I am and has helped me grow in so many ways. The teachers have supported me and helped me over every hurdle, not only with education but personally as well.

I have changed year groups and am now combined with the year 8/9 as I am the only year 10 student this year. Lynn has accommodated this and I have tutorial times with science, geography, history, maths and music. It can be challenging being the only year 10 but it’s a great experience and teaches me

tolerance, acceptance and how to deal with a small class. I’m always being pushed to my limits and beyond and this, school has opened so many pathways for my future.

I have been given so many wonderful and unique opportunities at this school. I have been able to go on a two week road trip around NSW and I have spent 10 days on a deserted island and will be doing so again at the end of this year.

In term one I was able to spend every music lesson writing a pop song for piano, strings, guitar and vocals.



Kindlehill has also sparked an interest in Steiner teaching within me. For work experience I have been able to help teach and observe kindy and class one these past seven weeks. It has truly shown me that at Steiner schools it's not just about learning $1 + 1 = 2$ but about art, music, drama and learning about the world and how to survive once you've left school. All these things interest me, as I am a creative person, and this school nurtures everyone, no matter what their interests are.



At the moment in high school we are writing a musical. We are devising the music and script as well as designing the costumes and set. It is an amazing opportunity and I don't believe it could happen anywhere else in the world.

Next year I will be going to Blue Mountains Grammar School for year 11/12. I never would have got this far without Kindlehill.

I will miss this school dearly and will try to come to as many performances and beautiful fairs as I can.

Cruisin'

Thoughts from the road.

by Sarah Worboys, Kindlehill Parent

Pete and I have been on the road with the kids for almost 5 weeks. We are having a great time and starting to really find a rhythm with travel and each other.

One of my main concerns before we embarked was how the kids would cope (and us coping with kids) being in the car for long stretches. After a fair bit of discussion we decided to get our oldest two a device each and Pete asked his brother to put an assortment of games and activities on it. We bought them a couple of months before we intended to leave, so had a fair bit of time to think about it. I know some families don't have any issue with giving their kids devices and that's fine. There are some families where there are no devices in the house. Pete and I probably sit in the middle somewhere. It did, however feel like a big decision for us to go ahead with a no turning back kind of feeling. Pretty much every night we'd say to each other: "should we give it to them? Yes; no; I don't know; it can't hurt to wait; oh they'd love it; yeah, but how are we going to manage it; they'll want it all the time once they've got it; there's no turning back"... something along those lines.



I asked the opinions of some fellow 'Kindlehillians' and the resounding answer was "no don't give it to them!". So, I took that back to Pete and we decided to leave them behind.

It has been the best decision we've made for the trip so far!

We have covered about 3500km so far and the car travel has been pretty awesome! Especially in the first few weeks, the girls slept, window gazed, read and sang. I am blown away by how amazing they have been in the car and have said many times to Pete, "I'm so glad we didn't bring the devices!" If we'd had them, I guarantee there would be less sleep, no window gazing and seeing the amazing country we pass through, less interaction with Daisy, less interaction with us... many things. I'm so glad we've put it off. I love turning around and seeing Asha staring out the window, Lily reading and Daisy sleeping... it's not all roses, but it's pretty good!

Warm thanks to:

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Kindlehill School

SUSTAINABILITY, INCLUSIVENESS, AND PATHWAYS INTO OUR COMMUNITY

are three focus goals that underlie the programs on offer at Kindlehill School. Our goal is support young people to become compassionate, resourceful and productive adults who will be active in helping to shape a fairer, and more peaceful world for all.

Little Kindy to Junior High School



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Kindlehill is a K-10 school with a philosophy in Rudolf Steiner Education

Kindlehill School

K-10

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