



Autumn Kindlings



2016



Kindling a light

Kindlehill is a social deed. Our purpose is to educate children and young people to be powerfully equipped in becoming individuals who contribute to creating a more compassionate and fair society for all.



“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*

Welcome to our Autumn 2016 edition of Kindlings.



Good Neighbours

This is the “Big Idea” for the Kindlehill school year in 2016. Good as in (G)lobal perspectives, (O)pening windows to (O)pportunities for (D)doing). There are explorations from kindy to high school around this central theme with a focus on getting to know some of our neighbours near and far, and being active in our connection with them.

An explicit goal is to experience what is universally and essentially human and humane, while celebrating and highlighting the uniqueness and difference that exists amongst individuals and diverse groups of people. Out of this, arises a commitment to acting on that understanding and to imagining alternatives, toward creating a fairer and more compassionate world for all.

Good Neighbours also incorporates working with the 2016 Naidoc theme: Songlines, The Living Narrative of our Nation together with the Blue Mountains City Council focus on Connecting Kids to Creeks and Catchments. Year 9/10 in August this year will visit Pele Island (Vanuatu) which has been seriously impacted by climate change. A South-East Asian and Pacific Island focus will also run through this year including fundraising for community projects in Vanuatu.

Kindlehill School is situated on Dharug and Gundungurra land. We pay our respects to the traditional custodians of this land, to the Dharug and Gundungurra peoples, whose cultures and customs have nurtured and continue to nurture this land. We pay our respects to elders past and present. We recognise the strength, capacity and resilience of all past and present

Aboriginal people in this region.

We acknowledge the spirit that resides in and flows through this land, the elemental and spiritual beings who cohabit this place. We support reconciliation between all Australians. We are committed to upholding the imperative of justice and equity for Aboriginal and Torres Strait Islander peoples.



Early Morning: Euroka Whole School Camp

By Collette Avery, Class 1-2 Assistant



I awake early, just as the first birds begin to warble and chitter, and as the deep indigo sky gives way to the soft first light of day. Throughout the campground, there is a peacefulness, a stillness: the dewy dampness of the grass; the deserted camp kitchen; the piles juxtaposed with neat rows of muddy shoes outside tents; and the gentle breathing and sighs of close to a hundred sleeping children and young people. I savour these tender moments: a little window of quiet to feel thankful for this community I find myself in, a community that dreams to take its whole school out into the bush to experience something of connection and beauty together.



Before too long, there is a stirring. It starts with a sigh, or perhaps it was a cough. "Hey, are you awake yet?", murmurs one child to another. "Shhhhh," whispers back a conscientious friend, "We're not supposed to talk until 6.30!". But then there is another voice, a giggle, and a hushed conversation under a blanket; that suddenly erupts in wild and hearty belly laughter. It's not long before every tent is bubbling with chatter, although I am always enormously impressed by the handful of children who manage to continue blissfully slumbering, rugged up tightly in their sleeping bags and oblivious to the noise and movement around them.



Outside, there is the sound of snapping sticks and crackling flames, as a parent gets the fire going. In the kitchen, more parent helpers stack bowls, arrange cereal boxes and unload several varieties of milk from the eskies; preparing for the first torrent of children that will soon begin cueing up for breakfast. Bleary eyed, yet strangely refreshed looking teachers nurse cups of steaming tea, as they survey the campground while briefing with a colleague about the day to come. I watch as

smiling children with messy hair, in flannelette pyjamas and grubby boots, rise from their tents and huddle around a tree with their friends as they brush their teeth and catch up on the news.

Soon, my impressions begin to be blurred into each other, as the flurry of children and hive of activity propel me out of my quiet reflection, and into the important business of a day on school camp. And it's just as well too, because at this rate of happy lingering in the moment, it'd take up this whole edition of Kindlings just to recount the events preceding morning tea!

So, what did we get up to? And what is this very important business of school camp? Well... there was bushwalking, swimming at the Jellybean Pool and the Nepean River, weaving, string making, eco-dyeing of silk, shelter construction, campfire building and tree painting. It wouldn't be a Kindlehill event without singing, of course, and a little story telling too. We were also lucky enough to be joined by a few visitors: Leanne Tobin painted our faces in ochre and lead us in team games and spear throwing; Chris Tobin talked to us of the wisdom of country and culture, and its important relevance to the challenging times we find ourselves in today; the Waradah Dancers and Pete Williams performed and lead us in dances of the kangaroo and the emu; and Wayne Cornish told a story for all ages about the black swan.

In and amongst and between all of that, there was simply time to just be. In the bush, at the campsite... surrounded by curious goannas, graceful kangaroos, daredevil swooping kookaburras, and of course: dear friends. All in all, I'd call that a pretty good time! So thanks to every individual that made our whole school camp possible, and deep gratitude to Euroka for sharing its magic with us.



Teachers who love the children

By Lynn Daniel

One of my special roles is mentoring teachers in their important work of engaging **all** children in their learning. How I would love to show you a little window into the kinds of moments that I get to see when teachers are at **their** shiniest; creative, resourceful, empathetic and going well past the extra mile! These are meetings where we discuss individual children, their learning and integration into the class as a whole. The only way to describe it is to say there is **LOVE in abundance** around these children in their school environment. We teachers can't always solve every issue, we don't always perfectly manage every moment, but for **every child**, there is unfailing dedication and care. As a garden the Kindlehill is flourishing, and every one of the flowers and fruits growing here, is laden with seeds in abundance that will seed and germinate in the wider world garden.



Golden Days of Kindy

By Kirsty Edwards, Kindy Teacher

Here I stand, strong and gentle.
I listen to the ripples on the river,
I sing the songs with the trees,
I bathe in the rains that wash over this land
And I am warmed by the sun that bakes and cracks it dry.
I step into this day with a warm heart and peace for all.
(Kindy Morning Verse)



Autumn in Kindy is always a delight of light and colour. At a time when we are heading toward darkening winter days, we see golden everywhere – in the leaves of our dear Grandfather Apple Tree, on the lake and in the light that streams into our room, filling us with warmth, in preparation for the colder months.

In Kindy, we marvel at this light and warmth that nourishes and strengthens us. We explore colour and light through our paintings, walks to the lake, gardening, play and even in our cooking! Each week we cook warming soups, apple and rhubarb stew and other such delights as we gather the last of our summer harvest from our Kindy garden. We thank our garden for these gifts by making compost that we dig into the soil that will continue to nourish it throughout winter.

The children are creating intricate cubbies, with rooms and kitchens where there is always time for a golden cup of chamomile tea and a chat with friends. While it is tempting to stay inside on cold and windy days, we can't resist opportunities to go searching for mushroom houses, the wind and leaves that crinkle, crack and crunch under foot. In our stories we are visiting Grandma Golden and exploring her garden. Grandma Golden cares for her friends, the birds, bees and every living creature. She is a reflection of all that is good in our world and teaches us to care for our own world garden.

These are the golden days of Autumn and childhood. A time to slow down, observe, listen and drink cups of tea with friends.



Parent and Child (0-2 years) Playgroup – Thursday

By Susan Brophy, Playgroup Leader

I hear you ask, why offer a playgroup for 0-2 year olds?

"It takes a village to raise a child". This wise African proverb has been widely used down through the years and still holds much wisdom in its words. As we journey through life and all its different stages, we seek out community; we get to choose our own 'tribe'. Community comes in all forms and shapes and our place and participation in it changes as we grow.

Parenthood is a time in our lives, when we really stop and step out of the usual busy-ness of our daily life. As a human being, we undergo a huge change. We are not the same person as before, for now we are a parent and responsible for a tiny human being. We see the world through a different lens. How do we piece together our old selves and our needs with this new person and its needs?

In the 'old days' there was the village and all the aunties around to help, so the task never felt too overwhelming. Today we have internet forums, blogs, copious parenting 'how to' books and PLAYGROUP! (Ahhhh.... thank goodness!!)

Playgroup's aim is to take away the 'overwhelm' and to bring joy, wisdom and simplicity to parenting. We provide a warm and welcoming space where parents can relax, feel nurtured and connect with a 'tribe' of like-minded others. Through craft, conversation and observation we re-piece ourselves together and grow into our new role. We explore the 'art' of parenting and what it means today. Whilst the path of each human being is unique, we still seek our own '.... village to raise a child'!



Little Kindlings Playgroup

playgroup@kindlehill.nsw.edu.au

02 4757 4402



Handicrafts – Class 1-2

By S'haila Bernard-Appel, Class 1-2 Teacher

This term with the coming of the cooler months, Class 1½'s nimble fingers have been washing and drying wool fleece, carding and spinning it into yarn. They have sanded dowel needles smooth and waxed the wood. Tip topped with gumnuts, the knitting needles will dance their way to making a lamb, a rabbit or a cuddly doll.

The children love creating their own tools and toys labouring together for many hours with love and care. The rainbow colours, the natural textures combined with the form bring an appreciation of artistic beauty and a sense of gratitude to the handicraft activity.

Over the years of primary school, as they develop their various handicraft skills, the students make many useful and beautiful items such as felt animals, dolls, crochet beanies, knitted jumpers, belts, chopping boards, wooden bowls, wind chimes, embroidered cushions, patchwork bags, chessboards and electric guitars.





O to be a bee

By S'haila Bernard-Appel, Class 1-2 Teacher and school beekeeper

In the Summer of 2015 Jamie and I placed a wonderful hive of happy bees in the lower levels of Kindlehill school. After a year of buzzing around the bush blossoms, fruit tree flowers and the roof top vegie garden the bees had filled their top box with lots of sweet, sweet honey. So it was time to harvest – late summer. Jamie, Amy, Ella, Nissa, Niah, Odin and myself decked out in veils, gloves and boots harvested a bounty of honey. The bees were very calm and gentle as we lifted frames and moved boxes. By harvesting the honey we created room for the queen to lay more eggs and collect more pollen and nectar. The honey has a local flavour of laughter and a colour of golden sunshine. All classes have a tasting jar and families have been able to purchase this Organic, un heated divine honey – as you can imagine it will sell out very quickly.





O to be a bee
Amongst the blossoms I'd fly
Collecting sunlit sweet treats
Under a clear blue sky
Polleny pockets full to the brim
With nectar divine for my glorious queen
Spiralling together my dancing family
O what a radiant joyous life
O to be a bee

The sound of music

Choose your sound....clarinet, shakuhachi, violin, ukulele, guitar, trumpet, voice, flute, recorder.

Clarinets & Shakuhachi: Bronwyn Kirkpatrick

I love my students enthusiasm for learning, their engagement with the lessons and their ability to think out of the square and



ask interesting questions. I try to instil in them the four Ps: Passion, Practice, Persistence and Patience!

Guitar: Steve Grievø

Teaching guitar at Kindiehill is, for me, endlessly rewarding and stimulating.

The enthusiasm the children have for learning and playing is both energising and infectious - I'm asked endlessly can we play this tune, or that one, and once we settle down to the playing they all demonstrate such an endearing, willing commitment, and engagement with the task at hand - making music together.

The results speak for themselves - the pieces shine, speak, and sing, the children smile and joke, and ask curly, irreverent questions - and as a parent and tutor I feel enormously grateful to be able to share in such evident musicality and enthusiasm. Pieces the groups have been learning recently include the Beatles' 'Nowhere Man', 'El Noi de la Mère' (a traditional Catalan melody), and a Vivaldi inspired 'Sonatina' in three movements.



Most weeks it ranks as one of the more unquestionably fun things I get to do with the guitar in hand, anywhere. I feel strongly that we really are very fortunate to have a school (and community) which prioritises and resources the musical development of our children in this way. Come and have a listen at the Autumn Fair music tent!

Flute (...and a bit more here and there): Jade Tinkler-Smith

Jade Tinkler has a Masters of Music in orchestral conducting from Sydney Conservatorium as well as an undergraduate degree in flute performance. She plays all woodwind, many brass and even some percussion instruments but flute is her unbridled favourite. Jade is really enjoying teaching the beginning flautists at Kindlehill this year as she feels the emphasis on singing in Steiner education provides students with a firm basis in the foundation skills needed to successfully study an instrument.

Violin: Lynne Trappæl

Violin is compulsory for Kindlehill students in years 3 to 5. Lynne has been teaching violin to Kindlehill students for several years. Lynne manages group and individual lessons for the students, from beginners through to more advanced violinists. Lynne prepares the violinists, and supports their performances at many of our larger school productions.



Vocals: All

The coming together of voices of all ages, from soprano to bass, requires the daily commitment of teachers, students, and parents at Kindlehill. Many of the musical arrangements are written by teachers, and feature in our fairs, open days, winter's night, harmony day, and other gatherings. All are invited to sing, or simply hum if you do not know the words.



The nine and half year old ... changes in Class 3 and 4

By Pippita Bennett, Class 3-4 Teacher



There comes a time in all our lives when we become conscious that our internal experience is separate from our fellows. As teachers we notice that around the age of nine and a half children undergo a profound change. It is a change that can hardly be defined in words and certainly not by the child themselves. If you take yourself back to that age you may remember that it was the first time you really noticed yourself putting care and attention into the things you created, or that you had a burgeoning desire to be a dancer or a poet. I was sure at nine and half I was destined for great things and it was only the fact that I had been stolen at birth from my true, royal family that I was hampered in its expression. It was also the time when I experienced the passing of someone, and I wept on my father's chest in the realisation that 'death' was permanent.

Between Class 3 and 4, the glowing fire of independence burns in a new way. There is a delicate flame of creativity and sensitivity that flickers inside, one that needs careful protection in its infancy as well a need to be acknowledged. It can manifest in bouts of unexplained sadness or anger, different choices in friends, or an irritability with family members. It can be a time when children develop crushes. In some children it is quite visible, in others it is a slow and subtle. Daily I witness and delight as the quiet child suddenly has a lot to say for themselves during discussion time, or the noisy child becomes deeply reflective.



In Class 3 and 4 this year I am supporting the children through this change in a number of lessons. Last term we made dolls. Over weeks of careful work, making their dolls and creating a wardrobe of clothing, each child created their own alter ego. The hair styles and clothing were as individual as the inner lives of the children.

In Term 2 we are studying "Callie's Castle" by Ruth Park. Callie is about ten and has just moved house with her family. All of a sudden, sharing her room with her younger sister is intolerable, she hates school and she is fighting with her best friend. Her wise grandfather recognises in her a need to have "a special place of her own", a metaphor for the ten year old's developing inner world. Grandpa help Callie unearth and refurbish a hidden room in the new house and Callie's independence is nurtured. It is a

delicious book to read even as an adult. As I teach, I am taken back to my ten year old self, which of course is the great gift of teaching and parenting.



Always was, always will be

Class 5-6, by John Daniel



Class 5-6 will be entering artwork in this year's Schools' Reconciliation Challenge. While I am not a great enthusiast for competitions, the process has proven most rewarding.

Our School has a fabulous relationship with local Indigenous artist and teacher, Leanne Tobin. Leanne has led my class to have new eyes for the bush. We now have a whole new vocabulary for the creatures, plants, bush tucker and interrelationships within our Lake environment, as well as a deepened passion and appreciation.

In History lessons, we have begun to appreciate the devastating effect of Australian colonisation, which swept like a wave across the continent with a frontier of violence. So it has been such a privilege to have Leanne come back into the classroom: she told the children of her personal experiences; she showed us a copy of a 1950's Exemption Certificate which shockingly demonstrated the apartheid-style

regime that ruled every aspect of the lives of Indigenous people; and we explored the themes of 'Reconciliation' and 'Always Was Always Will Be'.

Leanne took all of this classroom discussion and led the children into developing ideas for artwork. She then taught the children skills in using acrylic paints as they commenced their works.

Leanne will return shortly to help the children bring their works to completion. No matter what the results of the competition, we have had an enriching experience along the way.



Vanuatu Class Trip – Year 9-10

By Lynn Daniel

Over the past two years, class 9-10 has been investigating climate change and its impact, including on our Pacific Island neighbours and on the Great Barrier Reef. The focus has initially was on becoming informed of the issues, understanding perspectives and this year we are taking the opportunity for some empowered action for social justice.

In 2014, we participated in the Pacific Warriors' Climate Action at Newcastle and late last year, visited the Great Barrier Reef. The learning over an extended period of time, is deep and integrated - engaging mind, heart and action.

In August this year, we will visit Vanuatu which has been impacted by climate change, most recently by Cyclone Pam. In Vanuatu, we will spend some time

experiencing a culture very different to our own, in a traditional Melanesian village. Then we will go to the mainland to work with a Women's Cooperative to build the water tank.

Last term, Class 9/10 planned and hosted a hugely successful fundraiser – Disco for Vanuatu. They succeeded in the goal of raising enough money to build one water tank including the cost of specialist labour and materials. More importantly, the students worked alongside mentors such as Daz of Blissbeat who organizes similar community events, learning the skills of event

organization , the hard work of actually hosting an event, and for a cause they understand the importance of.

The event was headlined by Ska Reggae band, PAPA GONZO, who generously donated their time to support our event. The line up also provided an opportunity for emerging local talent including ex students from Kindiehill. Special mention here also to year 7 student DJ Luca who had the room spinning with his high energy set.



Year 9/10 Filmmaking and music

By Rowley Holmes

Year 9/10 tackle filmmaking and music this term by cutting, chopping and splicing their way through Okey Dokey Karaoke film footage. Through a range of film editing techniques and themes, interviews and rehearsals, high school will be able to share their perspective on how a successful show is created. Last terms skills, music composition for film combined with their new film editing abilities will lead high school towards making their own

2-3 minute films complete with music and sound in a neatly edited package ready for viewing.



Positive Behaviour Management

What does it look like at Kindlehill?

By Lynn Daniel

Behaviour is a communication

At Kindlehill, positive behaviour management strategies are proactive, evolving and implemented according to many factors including the developmental age and individual circumstance of the children. Generally, we understand inappropriate behaviour to be a communication – our need is to understand what lies behind behaviour and to guide children into cooperative, respectful behaviour that helps to maintain a safe and supportive class environment for all. We also work socially, that is in a class where diversity is valued. A class is an environment where children are exposed to behaviours, attitudes and values that are different from their own family environment. This is how we learn tolerance and empathy – to understand other perspectives, and it is also how we grow to become resilient in our relationships.

The framework for discipline is broadly set out in the Positive Behaviour Policy and in the No Bullying Policy. However, within these broad principles and guidelines, discipline is managed by teachers in creative and resourceful ways, particularly taking into account the age and developmental stage of the children and with a striving to understand the children's individual circumstances that can sometimes lead to disruptive or inappropriate behaviour. For



example, a child who is anxious may look on the outside as if they are bold and bossy, another child who is anxious may be sensitive and worried. In both cases, the teacher will guide the child to behaviour that makes the class environment a safe and supportive one for all. Acknowledging how a child feels, understanding the impact one's actions have on others and building resilience are important factors in this.

Sameness is not the equivalent of what is fair

It is important to understand that in a class environment, there are times when not all behaviours are dealt with in the same way. Sameness is not the equivalent of what is fair. What is needed to support one child may not be a fair or appropriate measure for another child. Teachers at Kindlehill work very hard to support the growth and well being of each individual child in their classes and beyond this, the teachers collectively support the children who have special needs or particular difficulties that are ongoing.

Kindness in Kindy

Broadly speaking, in kindy the groundwork is laid for the ethical life of the child. Reverence for nature, respect for others, kindness as a foundation for how we treat each other, permeate the environment of the children from the teacher's own kindly, respectful and reverent manner, to the rich imaginations in stories and songs, to the choice of activities and the practical ways of dealing with conflict or unkindness as it arises. The emphasis is on doing the good.

Teacher guidance in the primary school

In the early primary years, the children are strongly guided by their class teacher who sets clear expectations and boundaries for the children. The children essentially learn to feel what is good and what isn't. As the children grow, they gradually learn the skills of cooperation, of the upstander, of resolving conflict respectfully. They learn to be co-participants in creating and maintaining this culture of kindness that is fundamental to their school environment. For example, one teacher developed a hubcap model, (helpful, upstander, better if statements, caring, appreciative and polite). This was implemented creatively including star moments where children are acknowledged for a positive contribution to the class.

In later primary school, the children are still under the strong guidance of their teacher but they increasingly learn to manage some of their own conflicts. They may learn and practice some fundamental concepts and processes that are drawn from a range of sources including Emotional Literacy and Non Violent Communication. One teacher drew on the imaginative and practical self-regulation work of Wiradjuri Senior Law woman, Min Mia to inspire and skill up the class.

Into high school

Issues are raised and discussed in a variety of contexts as appropriate. Most importantly, perspectives are examined, empathy and tolerance developed. Also a sense of making good, meeting consequences and implementing strategies for self regulation. The students sign up to a Code of Conduct in the class which has a foundation for a cooperative and productive learning environment. Consequences for breaches are clear. High school is also about practical peacemaking which includes developing a sense for truth in our thinking. Individual and class issues can also be the window to examine broader issues of tolerance and justice. The students learn how cooperative problem solving which starts at a micro level, can be used effectively on a broader society scale leading to practical peace making and reconciliation.

Resilience

Throughout the school, building resilience, speaking up, checking in with others, acknowledging our own part in a conflict situation are modelled and supported daily by the teachers. Curriculum also provides a wealth of age appropriate opportunities to deepen the values and attitudes around kindness and in meeting obstacles and difficulties, with courage and perseverance. In addition, camps, sleep overs, bushwalks and a variety of games that include turn taking, playing fair, winning and

losing, and managing hurt in a play context (such as where unintentional and minor “knocks” can be experienced in the context of play and play on) build resilience and help children find their sense of belonging in their class community, the environment and for their future relationships.

Serious and ongoing behaviour issues

Where there are serious incidents or ongoing difficulties, these are managed within the policy frameworks but also according to age and individual circumstances. In such cases, parents are usually contacted, interviews with children may be conducted in a more formal setting, consequences as well as opportunities to make good, are implemented. In some cases, a behaviour plan is created to manage the difficulties and guide the child to more cooperative and respectful practices. The focus of this is usually on identifying triggers for behaviour, managing these to prevent escalation within the class/school environment, and also in teaching the child explicit strategies to manage their own behaviours. Such cases are managed by the class teacher together with the principal. Colleagues also provide support in advice and practical ways. In some circumstances, risk assessments may be conducted particularly for camps and excursions. Consultation with specialists such as Student Services in the Independent Schools Association and with local health professionals, may also be sought as relevant.

Productive and rich learning environments

Above all, productive and rich learning environments are key to the positive behaviour management at Kindlehill. Typically this means children and young people deeply engaged and enthusiastic in their learning, where they can be creative and resourceful, where they are guided by teachers who hold their best interest to heart, where the children can collaborate and share/demonstrate their unfolding capacities, where there is celebration and genuine meeting of others,

where the students form friendships based not just on who they like to hang out with, where parents and teachers work together for the collective well-being of the children. It involves the whole school community striving to be a vessel for the protection and valuing of childhood, and where teachers work out of a deeply cherished mandate to help shape a fairer world for all through education. Essentially, this forms the foundation of positive behaviour management at Kindlehill.



What to do when your child tells you something concerning

Listen to your child, acknowledge what they are feeling but try not to rush into a judgement about what has happened...

Monitor your own reaction (don't go into the emotion of it), thank your child for sharing; tell them what you will do to help in a positive way so that your child feels supported eg. "I will talk with your teacher and we will see what we can do to help....."

You might also give your child some strategies to manage the difficulty, help them to feel empowered to do things to help themselves or another ... build resilience and self-efficacy in managing troubles.

If you talk with your partner or friend about the concern, have the discussion away from your child,

Contact your class teacher, to raise the concern and to find out what has happened that your child has come home upset. Let the teacher know there is an issue for your child and ask if they can monitor or put extra support around the child. Make a time to speak in person to the teacher.

Be mindful of how you share this information with other parents, that it doesn't undermine or judge others, that it doesn't distort a situation before proper context and understanding has been sought.

Use the school protocols to help resolve your concerns.



Nourishing care ...

A question that is often asked with new enrolments is the possibility of the school offering extra care for children whose parents work, or cannot collect them at the end of school. It is wonderful that the school has managed to date without this service, and parents have relied on the strength of community to help with pick up and drop off in busy times.

The commencement of our after school care service at the beginning of term 2, 2016 is a monumental event. Not only does it represent months of hard work in the preparation of legislative requirements and approvals, it also allowed us to offer this service, completely connected to Kindlehill, giving us the freedom to simply extend the rhythm of the class time later into the afternoon.

Students gather in the library for a brief meet and greet, but often wish to start the afternoon with running and playing, and working up a good appetite.



Brigett is bringing her love of good food to the service, by offering wholesome and hearty afternoon teas – sometimes sweet, sometimes savoury, and allowing the students a chance to try new recipes and help out as needed.

If it is a blustery day, the library offers a cosy space to create felt creatures, knit, relax on cushions and read, or maybe put on a fashion parade for anyone who will watch! There is always plenty to eat for those who stay a bit later, and even a place to snooze if the need arises.

We have been fortunate to receive a grant to assist with the purchase of a beautiful outdoor table, and to support our start-up costs: new computer software, staff training, craft supplies, drawing supplies, cushions, kitchen equipment, and storage items.

The service can only exist with the support of families at the school, so please consider the session times available and chat to Brigett if you have any questions. Orientation days are welcome.

After School Care has a dedicated mobile phone service 0427 496 270 or email

care@kindlehill.nsw.edu.au

www.kindlehill.nsw.edu.au

The Office...

By Kirsty Hogan, Administration

From the start, like so many people, I was in love with Kindlehill's beautiful classrooms and unique artwork. Just walking around the grounds you feel as though you are taken to a different place, and during every tour I host, visitors are always in awe of the school's beauty.

The office has the same feel and beautiful outlook as the rest of the school. Everywhere feels welcoming and nurturing and cosy, I especially love the fragrant smells wafting from the classrooms ... Kindy, playgroup and afterschool care.

As office members, we are responsible for the administrative needs of the school. In order to allow the teachers to keep their energy and attention focused on the classroom and the students, we attend to operational aspects such as bookkeeping, enrolments, human resources, parent communications, IT development, vendor relations and governmental relations.

At the end of term and between busy days, there are also chickens to look after, and bookings for every contractor from electrician, plumber, heating specialist, fire safety officer, bus mechanic, locksmith who are all here and scheduled in to have the school beautiful and warm when the kids come back. The phone and the emails never stop.

When the children are back at school, during the day we get a visit from S'haila with her infectious enthusiasm for singing with class 1-2. When the whole school sings together we can hear it from the office and it leaves a soulful and calming atmosphere settling around the school grounds.

The shining Kindy kids come down to the office to help with our recycling and you can't help but smile when they enter. The visits from all the kids, whether just to ask for a photocopy or a key, break up the hectic days.

The drama performances are on another level to what I have ever seen, especially class 5-6 and high school. When I get to watch the classes rehearse I often have a tear in my eye, usually from laughter but also the talent of the kids; they are amazing.

The parents and teachers are brought together to hear about myths and legends, and it feels wonderful to experience it and be a part of that. I have never been anywhere with so many talented, artistic, creative, thoughtful and inspirational staff, children and parents.

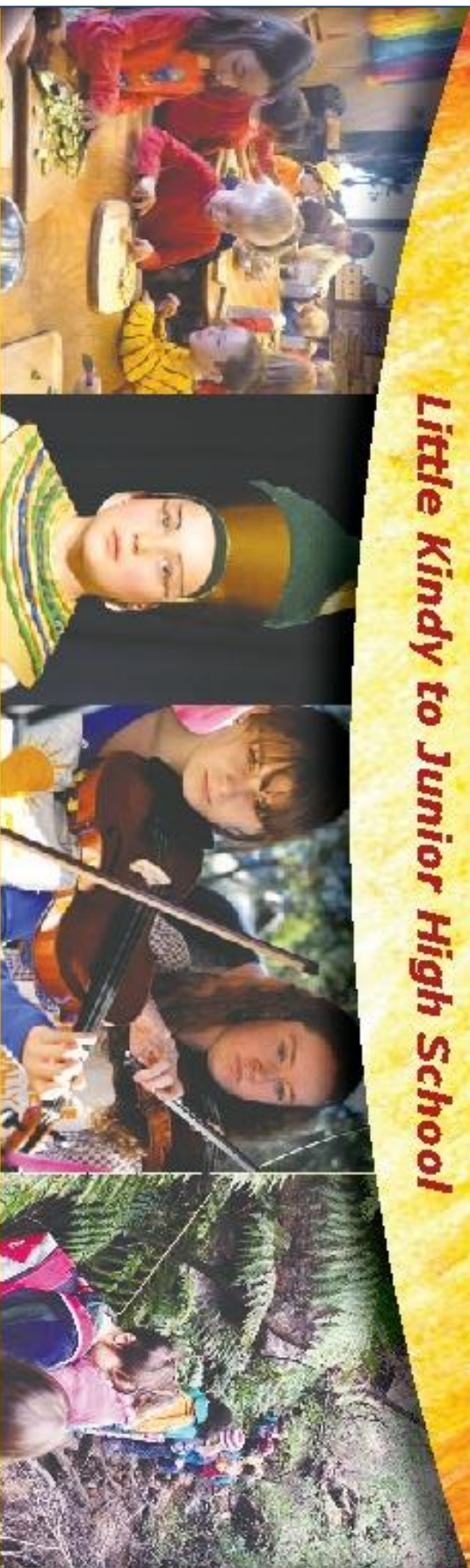
The children will often sing their way back to class, ready for more learning, and I sit in the office reminded of all the reasons I love coming to work every day.

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



8 Lake Street Wentworth Falls | 4757 4402 | kindlehill.nsw.edu.au
Kindlehill is a K-10 school with a philosophy in Rudolf Steiner Education

KINDLEHILL SCHOOL



10am
Saturday
21st May

8 Lake St
Wentworth
Falls

AUTUMN FAIR