



Kindlehill - Information for Parents

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“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 the parents for the true essence of the school. Only within such a community can we work towards a future of humanity able to prosper and withstand.”

Rudolf Steiner

Kindlehill is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Kindlehill has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

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History and Development of the school

From its inception, in August of 2000, Kindlehill was to be a light, kindling on a hill. Our task continues to be 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.

From the beginning, every aspect of the school has been forged by the love, courage and commitment of teachers and parents, working together for the good of the students. The fruit of this has been the tangible sense of community that provides another layering of warmth and love around the children. Parents also become part of the rich resource in diverse fields of endeavour, available as part and parcel of the education at Kindlehill.

The teachers at Kindlehill work in a fresh and creative way, constantly relating the content and manner of delivery, to the individuality of the children in their care. The teachers demonstrate that learning is both an ongoing and shared experience. They learn with and from the children. The journey of primary school is one that teacher and children embark on together. High school teachers are mentors to young people, in their specialist fields of expertise.

In February of 2010, the school land and building was purchased with the assistance of a government loan. Renovation and building (also with the assistance of government money) began in earnest. The school has been transformed, room by room with earth materials that have a natural beauty, and embody "green" principles of sustainability;

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using recycled and renewable resources, sourced locally where possible.

The new kindergarten and performance space are constructed around an unfolding spiral, expressive of the unfolding life of the children in our care. The design, and every aspect of the construction, has been a labour of love by architects, builder and tradespersons who are masters in their crafts. Visitors from many countries, through the help exchange network, have also brought their hands on enthusiasm to the project, as have volunteers from the school and local community.

Creativity, community and love have moulded every aspect of this beautiful building. The students who live and learn within these buildings have around them, the inspiration of people working and creating together for a higher good, and in ways that are respectful of Mother Earth.

A **welcome to country** ceremony was held as part of the Opening of the new Buildings in 2011, led by Aunty Carol Cooper. A special song, written by the teachers for the opening, the Thankyou Song, was performed by the students at the opening, to honour the contributions of all those who helped to shape the new buildings.

Junior High School

In 2012, the high school was inaugurated, beginning with a year 7/8 class. The high school now extends to year 10. The high school offers a Steiner based education in a small, flexible, collaborative setting. Students are supported to become independent, resourceful and self-directed in their learning and for life. They are encouraged to see themselves as individuals who have a positive contribution to make to the greater good of our society.

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The light of Kindlehill, shines into the world with warmth and illumination, and with reverence for the precious gift of life on earth. May it always be a light of peace and goodwill.

Part A. Social Requirements

1 Times and Punctuality

The primary school day is from 8:45am-2:45pm, Monday to Friday. Kindy hours are Monday to Thursday, 9:00am to 2:45pm. For Kindy and 1st class, Friday is a half day from 9am-12pm. The high school day is 8:45 to 3pm daily.

Punctuality is important. We prefer the students to arrive by 8:40am as this permits time for them to begin their school day socially. Every part of the day is important, including what occurs in the first 10 minutes. We ask parents to be punctual for the sake of their own children as well as for the smooth running of the class.

In the primary school, the morning activities and the story that follows, form the basis for the academic work of the day. It is to your child's advantage to participate fully in these.

High school students must report to the high school coordinator if they arrive late to school. Consequences may then apply.

Once the class has begun, teachers are not available for conversation with parents. Please speak with the teacher before class if the matter is brief. If it requires extended conversation, make a time to speak with the teacher after school.

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2 Absences

It is a requirement of NSW Education Standards Authority that parents explain the absence of a child/student from class. Please include the date of absence as the reason. We ask that parents promptly follow up notification of absences with notes so that teachers don't have to chase them.

Absences can be notified via telephone, email, text message, or note.

3 Clothing

KINDY TO PRIMARY SCHOOL

Although there is no uniform at Kindlehill, there is a code of dress. Children should be dressed in clean, neat (no rips) and colourful clothes. Colour nourishes the feeling life as healthy food nourishes the body. We prefer that in kindy and primary school, black t-shirts and trousers be kept for out of school times. Clothes and shoes need to be practical for the school day, including activities such as running, gardening, skipping, climbing and woodworking.

For adequate sun protection, children need to bring a sunhat every day, spring through to autumn. It should be a hat with a brim – caps are not suitable as they leave the ears exposed. Children who don't have a hat at school may be restricted to play in shade areas, particularly in spring through to autumn. Girls need to wear tops that cover their shoulders; string-strap tops and dresses can be worn over a suitable t-shirt. Tops also need to cover their midriff.

We ask that children and young people wear clothes that are free of logos, negative, offensive or grotesque images. This is a small

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measure in keeping the advertising world out of the school, and of protecting the forces of imagination in the child. We also prefer the children and young people to come to school without tattoos, defining hairstyles such as Mohawks and hair dye, nail polish and face paint. Jewellery needs to be minimal.

The children need clothes to suit the changeability of mountain weather, especially to be warm enough on colder days. Trousers or stockings, need to be worn in winter. For younger children, it is a good idea to keep a change of clothes in their bags. A fall in a muddy puddle can be even more distressing for some children if they have no change of clothes. A plastic bag, for wet clothes, is helpful.

HIGH SCHOOL DRESS CODE

Students are required to dress in neat, comfortable and practical ways that suit the tasks they will undertake throughout the day. Many afternoon classes require sensible, covered footwear for safety in the workshop or for sport. Clothing must be free of negative, sexualised or offensive images or slogans. Jewellery should be kept to the minimum for safety reasons. Make-up and hair colouring should be minimal. If parents question the appropriateness of the attire, then it probably isn't suitable.

4 Food

Children should bring healthy food for morning tea and lunch. It is also best if they bring their own water bottle. We prefer children to bring food that is not packaged – a piece of fruit rather than a roll up; a snack of dried fruit and nuts rather than chips. Please keep treats such as chocolate and lollies for home. Please keep in mind that processed and packaged food is less healthy for the child and the environment.

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In regard to disposal of waste, we support the principles of refuse, reduce, reuse and recycle in the classroom.

PEANUT POLICY – The class teacher will inform the parents if nut allergies require “no nuts in the classroom” policy.

5 Out of Bounds

Children/students are to remain within the teacher supervised areas before and after school, unless accompanied by an adult. Check with a class teacher, if you are unsure. Please pick up children promptly at the end of school.

6 Parking

Please use the car park where possible. Always enter and leave in a forward direction. There is a turning bay at the bottom of the car park. Reversing out of the drive is dangerous. Please do not park at the driveway entrance/exit. Please drive slowly, and mindfully that there children around.

If you park in the street, please do so in a way that is mindful and courteous toward our neighbours.

In the case of large events and/or maintenance work onsite, the school will provide parking advice in the fortnightly newsletter. Please follow parking instructions carefully as the safety of our neighbours and school community is important to us.

7 Fees

We endeavour to keep fees moderate so that parents can choose the school because it is the right place for their children. Many parents

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also donate their time, skills and energies to garden, clean, build and help out in uncountable ways. One important way that parents can help the school is by paying fees promptly, without being chased up.

2019 Student Fees

Fees are inclusive of almost all associated educational costs, and include a lot more than most other schools. Student fees include the cost of all visiting performances at the school and elsewhere, sporting activities and outdoor education, including bus costs. The amount also includes all classroom costs, exercise books, paper, folders, pens, rulers, art and craft materials, text books and library costs.

Class camps, trips and excursions are also included. An older class may have a big trip that requires additional parent contributions and/or class fundraising. Such a trip, and its cost implications, would be discussed with parents well in advance. Classes may choose to fundraise for a particular activity that they wish to do but for which they don't have the budget.

Some musical instruments, such as recorders and violins, will be paid for and owned by the student's family.

New families in Kindergarten will contribute \$300 towards their first term fees at the time of submitting their enrolment form. New families in primary school or with multiple children enrolling will contribute \$500 at the time of enrolment.

Families experiencing hardship, please contact Simone on 4757 4402 or business@kindlehill.nsw.au

Payment Method for fees:

Fees are payable in the first week of term.

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Families are required to complete a direct debit form prior to enrolment, payments can be made by bank debit or credit card and weekly, fortnightly, monthly or term instalment arrangements are available.

Class Specific One-Off Fees:

1st Class students will be given a recorder that will be used throughout Primary School. This will belong to the child and there is a \$70 fee included under in the 1st term invoice.

8 Homework

Homework usually starts in Year 3. It is useful in supporting the learning of the child, and showing parents what the children are doing. In the early years it should be regular and brief, increasing as the child gets older. Ideally, the child should want to do it and it should be a positive experience for the parent and the child. The parent can support by making sure that homework is not forgotten and that there is some time without distractions, within which it can be done. If you have to nag to get it done, then talk to your child's teacher.

In **high school**, homework is an important way of consolidating and extending the learning of the students, as well as providing an opportunity to contribute to the next lesson. Homework is monitored by the high school coordinator and consequences are applied for incompleteness. A teacher supervised Homework Club is held every Tuesday from 3 – 4 pm.

9 Parent Involvement

Kindlehill has from its inception, relied on the contribution of parents in many and varied ways. Parents have put up fences, built play

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equipment, painted rooms, cleaned windows, built furniture, made curtains, sewed costumes, and creatively fundraised for the school.

Parents continue to make a significant contribution in cleaning and maintaining, for example at the end of term working bees. Some parents also volunteer their help in the classroom, teaching a language, sharing skills such as gymnastics and folkdance, helping in craft, reading, forging, clay and a host of other things. We hope to maintain this high level of parent involvement as it strengthens the sense of community that exists in our school, as well as providing more resources and educational experiences to the children. Parents can speak to a class teacher about ways to be involved and also find information on areas for involvement in the **Directory of Mandates: What's happening in the school, who do I speak to, how do I get involved,**" which is updated annually.

The school endeavours to provide a safe and supportive environment for children. Parents make an invaluable contribution to the richness of our school and often are involved as volunteers who assist in the classes. All volunteers who assist in this way, need to sign a **Volunteer Code of Conduct** (this is part of the enrolment package). This is for the protection of our children. If parents have concerns about the safety of children in regard to any member of our community who is involved in the school, they should express these concerns to the principal. Parents accompanying classes on overnight camps must complete a Working With Children Check. Please discuss this with the class teacher hosting the camp.

Working bees are held on the Saturday morning immediately after each school term. There are always ongoing creative and maintenance projects to be involved in. During term, classroom cleaning tasks are rostered amongst the parents.

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The teachers take this opportunity to offer their sincere gratitude for all the help they receive.

10 Parent-Teacher Relationships

We encourage parents to keep in touch with their children's progress, to regularly come and look at their children's work, and to promptly raise any concerns with the teacher. Teachers are available for conversation with parents after school and more formal interviews can be arranged at any time of the year. Also, if there is a change of circumstance in the family or a significant issue it is helpful if the teacher is informed so that s/he can bring appropriate support and understanding toward the child. We know from experience that harmonious and friendly relationships between teachers and parents bring many positive benefits to the children. They feel themselves secure and cared for in the manner of an extended family.

If the teacher has concerns about a child/ren, the teacher will make a time to speak with parents so that together they can work out strategies which benefit the child/ren.

The healthy balance of school relationships is so easily undermined by off-hand criticism and negativity. We ask that if parents have concerns, they share these with the teachers so that they can be addressed. We ask that we all work mindfully to protect the security and well being of the children, by maintaining a positive, supportive, friendly, respectful and cooperative school environment. In doing this, we provide a living example of what we would like to see in our children.

The school has a **communications protocol** which provides guidelines about how to raise concerns in the school. If a serious

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complaint is to be made and the communication channels outlined in the communications protocol have not resolved the grievance, please enquire with the principal as to the **complaints/grievances policy**.

Teacher-parent evenings are held at intervals throughout the year providing an opportunity for parents to gain an insight into the overall educational and social progress of the class. As well, the many social events of the school provide a rich opportunity for parents and teachers to work together for the benefit of all.

11 Reports

Written reports on the primary school children's progress are given twice a year in accordance with NESAs requirements.

High School students receive detailed reports twice a year and these become a record of the scope of study and of individual progress in the high school years that can be used to support application to other programmes on leaving Kindlehill. The High School is registered but not accredited. Students completing year 10 do not receive a ROSA (Record of School Achievement). The substantial progress report and certificate of completion are sufficient for students to enter their choice of school for year 11.

12 Birthday Celebrations

Children are welcome to bring a cake or plate of fruit to share on their birthday.

13 Special Dietary Requirements

If children have special dietary requirements we do our best to support the child. We ask that parents convey to the teacher the specifics of

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the child's needs and that parents assist us in meeting these. Health plans are devised in consultation between parents, teacher and health professionals, in some instances.

The school respects parents' choices and does not promote one kind of diet over another. Teachers encourage tolerance in the classroom around family food choices.

The school has a vegetarian protocol for whole school events (doesn't necessarily include camps).

14 Medical Conditions

Please make sure that the teacher is informed of any medical conditions and that the teacher knows how you like these things to be dealt with if the need arises. **Health plans** are devised in consultation between parents, teacher and health professionals, in some instances.

15 After School Care

Kindlehill has an after school care service, offered Tuesday, Wednesday and Thursday afternoons in the library and shared outdoor space. This service offers children a lovely extension of their school day, with delicious homemade food, and plenty of activities and free play. If you would like to discuss your after school care needs and gather more information on the service, please contact Miranda Earle at care@kindlehill.nsw.edu.au or via our dedicated after school care number 0434 775 781. You may pick up an after school care enrolment form from the office. Please make sure you include all relevant Human Services CRNs on the form so you can receive the child care subsidy if eligible.

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16 Discipline

We are committed to promoting a safe and supportive learning environment for every child. Discipline at Kindlehill is about guidance, about positive support rather than being punitive. We do not use corporal punishment nor do we support the use of this by parents of the children in our school. The teachers are always happy to support parents in finding effective strategies for maintaining appropriate behaviours in their children. **The Positive Behaviour Policy** details the approach taken to discipline at Kindlehill for primary and high school students. In high school, students discuss and agree to the Positive Behaviour Agreement. The school also has an **Anti-Bullying Policy**.

17 Code of Conduct for Members of the School Community

At Kindlehill we ask that all members of the school community, as well as visitors to the school, act respectfully in the school environment and in accordance with the school ethos.

Kindlehill is a smoke-free environment.

18 The Healthy Imagination

Television and Computer games

The imagination, so vivid and wonderful in the play of the child, is a precious resource. In time, this capacity for imagination, which arises so naturally in every child, can be transformed into creative and flexible thinking, far-sighted vision, and the 'aha' of discovery and invention. It can become the artist's eye for transformation and the musician's skill for improvisation. It can be transformed into joyful,

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purposeful relationships with others, with the environment and the world at large. A most precious resource, this imagination! Water is life to the physical body. Imagination is life to the soul.

Let's protect it, nurture it, and nourish it with all good things. Let's keep it active and engaged, well nourished, well exercised – a recipe for health.

This then, is why the teachers endeavour to make the school environment **"a television/computer game free zone"**. We encourage the children to play games from their own imaginations. Generally speaking, children on screens play out the ideas, images, and plots they see. Children who are not influenced by screens play out of their own inner forces of imagination. Television and computer games are saturated with junk food for the soul – violence, aggression, greed and competitiveness. Children who are exposed to these things, 'play' them out in their social lives. If we surround children with kindness, with the wonders of nature, we give them the gift of imaginative freedom. Freedom to imagine a world that is peaceful, kind and joy filled.

Parents can support each other and the school in creating and maintaining an environment where there is respect, kindness, and well being for all, by nurturing and protecting their own children's precious imaginations. As part of this, we request that parents consciously monitor and review, their children's access to computer and television. Class teachers can provide guidance in this regard and a number of articles are available, that discuss the effects of television and computer use on children.

Screens including You Tube and social media may prematurely awaken the adolescent desire nature. In healthy children this remains

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'sleeping' until they are ready and equipped to meet it. If there is one thing that can be done now to smooth the troubled waters of adolescence it is to place clear boundaries around the use of screen technology and social media while your child is young.

Social Media is problematic. Things sometimes get posted that would not be said in person. Also, social media is addictive. Students find it very difficult to regulate their use and spend a lot of unproductive time on it.

Mobile phones are not to be used during the school day without the specific direction of a teacher. They are to be kept in bags during the school day. We ask that parents do not message their children during the school day.

19 Getting Ahead Of Head Lice

All children need to be checked regularly for head lice. Parents of children found to have head lice, will be notified. The children need to be treated before returning to school.

Treat with an appropriate treatment. Sunhats and bed linen must also be washed. Follow up treatments are required and all the eggs must be removed.

Taking care of head lice is very time consuming and can be very frustrating. It helps if everyone is vigilant.

20 Telephone

Please do not ask the office to pass on messages or to make transport arrangements for your child, except under exceptional circumstances.

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21 The Bus and excursions

The buses are a tremendous resource for outings, library visits, excursions, swimming lessons, bushwalks, and camping trips. Excursions support the school's curriculum in a practical and living way. The children also learn safe and appropriate behaviours as a group. Teachers conduct risk assessments in regard to excursions and comply with the school's **excursions policy**.

The bus is driven by a teacher or a driver chosen by the teachers. Parents sign excursion notification forms each term. These are provided by the teacher.

22 Studio and Parent Education

From time to time, information sessions and artistic experiences are organised for parents, whereby they can deepen their understanding of the philosophical and spiritual wisdom that underlies the educational impulses of Kindlehill. Talks on parenting and child development are also offered and usually form part of the teacher-parent evenings held each term by class teachers.

The impulse, called Anthroposophy, by Rudolf Steiner, describes the path that humanity has taken on its journey through the cosmos. In our time, human beings are called upon to continue on this path with consciousness. We are to participate in every aspect with courage, perseverance and selflessness. Creativity and good will are well springs that nourish and connect us along the way.

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Part B. A School for Life

23 Practising the Art of Education – Wisdom in the Curriculum

The curriculum is derived from an understanding of the growing and developing human being as described by Rudolf Steiner, in dialogue with an evolving understanding of the needs of individuals and our society in the times in which we live. These are the deep, wide, mysterious but fathomable principles, on which our learning programmes and our methods of teaching are based.

Rudolf Steiner says that, "when what we introduce is presented at the right moment...it becomes a source of revitalization for the children for their entire lives". When subjects and skills are introduced at the optimum time for children and young people, they develop in them, life forces that will last their entire lives. He goes on to say that the teacher in a Steiner school is working to "produce people who will be both fit for and able to question a life that will become ever more difficult in times to come". At Kindlehill, what we teach, the timing of it and how we teach is not arbitrary but based on the wisdom of the growing and developing human being, so that he or she can lead a meaningful and productive life.

24 Kindy Garden

The kindy teacher (kindy gardener) welcomes the children with such reverence, for she works from an understanding that each one has birthed from spiritual realms into a family, a community, a country, the times we live in with its unique opportunities and challenges. Each

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child is a wonder to her with tasks to do and potential to unfold. Everything she does and brings to the children, is to enable them to come into the world in a way that is respectful, confident and optimistic, as they go on in their life journey. A sense of gratitude and reverence pervades the kindy garden. Are these not two of the most universal and spiritual qualities we can aspire to? Kindy is a light filled, happy and creative place.

In the first seven years, the child is in the process of growing into and taking hold of her physical body. She finds out of her own naturally unfolding forces, an orientation in space, balance, coordination, flexibility and dexterity in a creative and play based environment. She develops as a social being in relationship to her friends, nature and to the shared story of human culture. The burgeoning capacity for imagination is nourished with story, song and play opportunities. The kindy lays the foundation for a healthy soul life, through experiences of gentleness, kindness, joy and wonder, tolerance and respect for difference. The kindy child develops resilience, and first steps in independence outside of family life and into community.

Providing the environment and the time for the children to grow and develop these foundation tasks is at the centre of the kindy education. It lays the basis for a well-rounded life and intelligence in every aspect of the child's being. The child feels herself cherished in the warmth of Mother Earth and her human community.

25 Primary School

Early years

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In the younger years of primary school, the child still lives in an ensouled world and does not strongly differentiate between himself and his surroundings. The child is deeply satisfied to have the lessons of the world brought to him through stories and imaginations, as well as in rich artistic and practical experiences.

In the words of Rudolf Steiner, "love is the best way for what teachers have to give to flow into their students". In the early primary years, the children feel themselves deeply nourished and supported. It is natural for them to seek out what we teachers intend for them to know, feel and do. This is conveyed by the very being and presence of the teacher, not in dogma or by over reliance on direct instruction, and it is why the children are generally so happy and content to be in school.

I am often asked by new parents about discipline in our school. The structures and forms that are typical of compulsion and coercion are nowhere to be seen. What is visible is love, cooperation, a joy in working together, respectful and respected boundaries, imaginations in story and song that speak to the part of every child that wants to be treated fairly and well, and knows this is what is right and good for all.

Middle years

Around 9 years, the child begins to separate her sense of self from the outer world. She is ready to begin the journey of observing the world more independently and to develop thoughts and feelings of her own. And it is at this time, that it is very important for the teacher to guide the children to open their horizons, to educate the thought and feeling lives through introducing the children to the cultures of the world, the sciences and humanities. The children want meaningful learning and this is the optimum time for developing in children the heart of gold

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that will guide them for their lives. The children are nourished as they discover the wisdom and morality that lies behind the stories of the natural world and of humanity. They are pained when they discover all that is suffering and are stirred in their own moral beings to make choices that create and sustain a fairer and kinder world for all.

The teacher engages the children from imaginations that depict wisdom and deeper, universal truths. Every subject is brought through the arts of storytelling, songs, poetry, sculpting, painting, movement and drama. Every child is an artist developing a sense of beauty in its relationship to truth and goodness. Practical skills of gardening, cooking and handcraft develop in the child a sense that she has a place and things to do in her world. Games as well as bush-walking and camps support social skills of initiative, cooperation, and resilience and perseverance in meeting challenges and enduring difficulties.

Older primary

In the older primary classes, the students prepare to meet the enormous changes that accompany adolescence. The teacher appeals to the healthy instincts of the children, to make choices that are good for the self and others. Biographies which highlight the finer human qualities and the achievements that come from striving and persevering are very educative. Students seek greater independence, avenues to express their growing strength and individual natures. Intellectual stimulus, artistic accomplishment, physical challenge, opportunities to make and do, support the growing sense of I am a powerful being with things to do the world.

There is a strengthening interest in the outside world, questions and exploration are encouraged. Perspectives are considered, observation and characterization is cultivated which keeps to an open mind, rather

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than judgements and fixed conclusions which tend to the opposite. Interest and curiosity for life is carefully nourished as a capacity for lifelong learning. Excursions are an important way of taking classroom learning into relevant and meaningful connections to the world around them.

Social life can be full of ups and downs and provides fertile growth for social and personal growth, through it all the children become good friends and a culture of friendship supports each to develop his or her potential. Camps, concerts, plays, presentations and class projects connected to the wider community, provide opportunities for a sense of class cohesion and the felt triumph of working together to achieve common goals.

Major Projects are a substantial element in the Year 6-7 Transition Year - between primary and secondary school - the students are ripe for pursuing a personal passion, with the support of the school, parents and a chosen mentor. As well as learning specific technical skills, the students develop planning and organizational skills, and get to ride the roller coaster of dead-ends, deadlines, and finally, glorious success and accolades for their accomplishments.

26 Junior High School

Kindlehill Junior High School embraces Thoreau's concept of "Beautiful Knowledge". Thoreau said that, "The highest we can attain is not Knowledge but Sympathy with Intelligence". We want students to shine with intelligence in every aspect of their lives.

Developing the capacity to think critically, to question, to explore perspectives, to reflect and make informed judgements, to experience

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that the “body of knowledge” we build our lives around is an evolving one; these are some of the capacities the young person is ready to develop as capacities for lifelong learning. Students are individually supported to achieve their potential in academic areas of study and to cultivate good habits of learning such as those of hard work, self-motivation and the setting of high standards. Extension work, challenges and learning support are provided as required to individual students. Parents are strongly encouraged to support the school work through helping students complete homework and establish good working habits.

Subjects are taught in ways that engage the students and that support a meaningful dialogue with the issues and concerns of the times in which they live. Students are challenged to think, feel and act in resourceful and creative ways, and to be constructive participants in community. Kindlehill High School embraces the concept of the “village”, where learning is not limited to school but is embedded in its community. Students connect with people and experiences from diverse walks of life. They engage with purposeful and real life work and activity in their local community.

The creative and performing arts are of central importance, accomplishment in the arts supports well roundedness in the human being. At a time when young people are vulnerable to some of the negative influences of peer culture, the arts imbue their lives with celebration, creativity, a sense of community and cherished values of what it is to be a creative and resourceful human being.

In the High School, the teachers are mentors who inspire the students out of their own love of learning, their keen interest in world affairs and in their commitment to making the world a better place through the use of their particular talents and abilities. They bring to the

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students what is of necessity in order for young people to take their place in the world as good and capable individuals. They work in cooperation, with respect and love for the young people in their classes. They model for the students that life is not only about what feels fun but that growth comes from facing difficulties and struggle, with courage and perseverance.

Kindlehill Junior High School supports young people toward finding their place in the world, as self directed, motivated, clear sighted and resourceful adults who want to create a fairer world for all.

27 Children Are Naturally Enthusiastic

Children are naturally enthusiastic! Whether involved in meeting new challenges or tackling new subjects, whether working with drama, speech, music, painting, craft activities, bushwalking, bike riding or involved with their own creative play and interests, they show a strong and heartfelt commitment to the endeavour of the moment and involvement with each other.

Social life in primary school, is full of ups and downs and provides fertile ground for social and personal growth, but through it all, the children become good friends. The class teacher strives to create a culture of friendship as well, to support each child individually in developing his/her potential.

Children are musically and artistically endowed and if these qualities are nurtured, the blossoming of capabilities and self-esteem prove to be life-long blessings.

Academically, each child is worked with at her/his specific level of ability and all the children appreciate that each brings specific gifts and opportunities.

Kindlehill - Information for Parents

Creative play and social games in the spirit of cooperation and skill-building are more encouraged than competitive sport. Creative play is strongly nurtured in the younger children and a strong sense of 'camaraderie' among the older primary children is fostered in order to discourage the somewhat less desirable aspects of competitive play.

Kindlehill School is a performance-oriented school and plays and concerts are presented throughout the year. These permit the children and young people to creatively bring before an audience (mostly parents, visitors and other children) the culmination of work undertaken in class. They also provide an invaluable opportunity for social bonding within the school community.

Within the community at Kindlehill, there is a sense of belonging. The children and young people are greatly supported by this parental involvement, and it contributes to the unique spirit that is Kindlehill.