

What's happening when

6:00 pm	Sign in, and refreshments around the fire (parents, please supervise your children)
6:30 pm	Program starts—MC Catherine Vann: Outline for the evening, including safety and housekeeping
6:35 pm	Welcome, Acknowledgement of Country and Verse—Tanami Magnus, Principal
6:45 pm	Message from: The Board of Governors—Peter Fern
6:55 pm	High School planning and progression: When—Tanami Where—Architect Patrick Irwin and Tanami How—Finance Manager Kamran Hussain
7:00 pm	Curriculum—Angela Beeton C7 Teacher—introduced by Cameron Eglington High School 2018 Alumni: Gus Beeck Dylan Stone
7:15 pm	Upper Primary parent perspective—Bec Apel
7:20 pm	Question time
7:30 pm	End of program and Verse—Tanami

Refreshments

Speakers and visitors

Principal	Tanami Magnus
Board member	Peter Fern
Finance Manager	Kamran Hussain
Architect	Patrick Irwin
High School Advisory Group members:	Cameron Eglington Angela Beeton Bec Apel Catherine Vann
PWS High School 2018 Alumni:	Gus Beeck Dylan Stone

After the formal proceedings, some of the speakers and visitors will be available for 15 minutes to answer any individual questions you may have

Inside your Information Pack is:

- An introduction from the Class 7 2021 Teacher, Robert Gillman.
- Some answers to questions we have been asked, or anticipate may be important to you.
- An application form for Middle School—years from 2021 to 2024.
- For current parents, an Intention to continue from Primary School (if you have not already Expressed your Interest).
- Leadership scholarship information.
- The Australian Steiner Curriculum Framework's topics for Classes 7 to 10.
- Leaflet: Important expectations upon enrolment in HRSS.
- School brochure, for your information or to pass on to friends or family.

If you want to view this information electronically, scan this code with your mobile phone



High School Stage 1: Progression to Middle School

Parent Information Evening Program

Thursday 17 September 2020

6.30 to 7.30 pm

In the Upper Primary Room





On behalf of the HRSS Board of Governors it is my pleasure to introduce our inaugural 2021 Class 7 Teacher Robert Gillman. Robert provides the information below as an introduction.

Tanami Magnus, Principal

The outline below is intended to give you some appreciation for what I hold special and how that has been influenced by events in my life. And probably the best place to start is with the question: Who was I?

Who was I?

As much as an occupation defines a person, I have been a teacher for over 30 years. After starting a career as a civil engineer, I was invited to study anthroposophy in 1985 at the Taruna Preparatory Course for Teachers in New Zealand, under Carl Hoffman. This was the first time I had ever experienced a formal training that deliberately included serious study in the mornings and craft activities in the afternoon.

The deep satisfaction from that year led me to commit to teaching in Waldorf schools as a career. So, in 1986, I completed my Postgraduate Diploma in Teaching at the outpost of Dunedin Teachers' College in Invercargill, while Hanne, my wife, worked in the psychiatric ward there. Since then I have had a year in a Norwegian kindergarten, a year lecturing in multimedia to undergraduates and an emphasis on maths and physics teaching between those two extremes.

From 2013 to 2015, I was the first school coordinator for Golden Hill Steiner School in Denmark Western Australia and since that time I have been teaching in the high school at Mount Barker Waldorf School, just outside Adelaide.

Meeting my wife added a Scandinavian dimension that has had a large influence on me to this day. I am still reasonably fluent in Danish and can read a Danish newspaper. I have had a couple of wonderful winters in Norway in temperatures down to -25° and really enjoyed getting out in the Norwegian wilderness, especially on skis. This joy was kindled in New Zealand where I have walked and climbed throughout that amazing country for as long as I can remember. I seem to have transferred this passion onto my family and we have walked together in almost all the national parks in New Zealand.

Our two children both went the full distance from kindergarten through high school at Steiner schools in Hastings and Auckland (and briefly in Norway) and are both now adults. I am enjoying closely watching how their education still affects their attitudes to life.

Who am I?

From this range of experience, I can say that I am a good listener and have worked hard on discerning the differences between wants and needs.

Being rather phlegmatic, I enjoy making systems better and ticking items off the list of tasks to be done, although I can also need encouragement to prioritise which tasks are the most urgent.

I have always valued loyalty and tried to never have favourites either in the classroom or as work colleagues. Of course one develops friendships, but I have tried to never let this stop me from developing cordial relations with all my students and work colleagues. I really appreciate when this loyalty is returned, and issues are discussed with the understanding that facilitating change is an option for everyone.

I am very interested in students achieving to their highest ability level and believe that the education thresholds that were developed by Rudolf Steiner are an excellent lens to use to focus on appropriate education experiences for the individuals in a class.

I am really looking forward to helping establish a strong high school with students who feel a deep connection to their learning.



**High School Stage 1:
Progression to Middle School**
Parent Information Evening



Q&A

Q. Why now?

Helena River Steiner School (HRSS) has experienced significant growth, as Steiner's educational philosophy has become increasingly popular globally. We have recognised the need, locally, to offer a Steiner High School, starting with Stage 1 (Middle School) for a Class 7 class in 2021.

Time is of the essence. Our first Helena River Steiner School students will graduate Year 6 at the end of 2020 and are seeking local High School placements.

According to [Steiner Education Australia](#), the Federal Government's [Gonski 2.0](#) report (p.33) placed "great emphasis on critical and creative thinking, social skills and problem-solving - capabilities which the Steiner philosophy has long since cultivated". This high school is not just for students who have had a Steiner primary education. It is all families who are wanting a more unique community experience for their child's secondary education, with a curriculum long-aimed at guiding **communication, collaboration, critical thinking and creativity** in their learning journey.

Students can often get lost in huge high schools. We offer a very relationship-based approach with a healthy balance of academic, artistic, social and physical learning, producing strong, confident and purposeful adults who are ready to contribute to the world.

Q. Why Midland for Perth's eastern suburbs?

We believe there is a local demand for a holistic schooling alternative to mainstream curriculum high school education. This has been a contributing motivation behind the school's decision to offer a Steiner high school servicing Midland and its satellite districts.

The school is within [walking distance](#) of Midland's major transport hub, servicing diverse industries and culture. This includes [Curtin University's Midland Campus](#), which is a 3,000sqm, three-storey Health Sciences educational facility for multidisciplinary training; and the [Midland campus of the North Metropolitan TAFE campus](#). Further, Midland is one of the State Government's "Strategic Centres", attracting investment in community infrastructure, amenities and education.

Q. Small classes can be a worry for social cohesion and relationship diversity. What is minimum enrolment numbers for Class 7 that you will proceed with?

Initially our class sizes will be small—which brings both advantages and disadvantages. The minimum number we aim to proceed with is eight enrolments.

HRSS is committed to building healthy social, emotional and cognitive relationships and shared cultures, in all our classes, using a [restorative approach](#) to working with

children, parents and teachers on any classroom relationship concerns brought to either the Teacher, Principal or Faculty Coordinator.

*Q. How do Steiner Schools accommodate academic and culturally diverse capability?

Steiner schools hesitate to categorise children; differentiation in a Steiner classroom is inherent in the pedagogical approach and philosophy. A given child's weaknesses in one area, whether cognitive, emotional or physical, will usually be balanced by strengths in another area. It is the teacher's job to try to bring the child's whole being into balance.

A child having difficulty with the material might be given extra help by the teacher or by parents; tutoring and an individual learning plan might also be arranged. Correspondingly, a child who picked up the material quickly might be given harder problems of the same sort to work on, or might be asked to help a child who was having trouble.

HRSS will work with parents supporting their children at home, and the Teacher, to meet children's individual learning journeys. Applicable support funding and resources will be sourced.

Q. * How well do Steiner high school graduates do in tertiary education if they have not sat the ATAR exams?

Steiner graduates have been accepted as students into and have graduated from some of the most prestigious colleges and universities in Australia.

Steiner students have been graduating from Steiner schools for over forty years—[Glenside](#) in Sydney, established in 1957, is the oldest Australian Steiner school. The oldest Western Australian Steiner High School graduates turn 41 this year. Many are University Graduates and Post-graduates, with their own children enrolled in WA Steiner Schools.

HRSS will be discussing alternative entry pathways with WA universities for its Class 12 graduates, who will be educated in line with the [Australian Steiner Curriculum Framework](#) (ASCF), and undertake their Class 12 major research project in their final year. Information on a recently announced University of Western Australia [alternative pathways research project](#) can be found at: <https://www.uwa.edu.au/news/article/2020/august/new-study-to-investigate-results-of-alternative-pathways-to-atar>

Q. **Will HRSS Middle School students study digital technologies

HRSS will develop its Digital Technologies approach in consultation with the Class Teachers and in line with the ASCF.

Learning to navigate the interface between the analogue and digital world is crucial for the wellbeing of young people, and it is best served by starting with a good grasp of analogue technology in the early years.

As is the case in the application of all curricula, the professional discretion of the teacher and school allows for adjustments to meet the needs of an individual cohort of students. In the ASCF, Digital Technologies from 7-10 is not an elective subject, but mandatory for all Steiner schools.¹

Q. **Why are digital technologies introduced in Middle School not Primary School?

An important principle underpinning Steiner education is that young children need to communicate and learn deeply without the mediation of complex technology. This ‘unplugged’ experience is seen as crucial for children to develop an uncluttered self-image and self- efficacy. On the basis of their rich communication skills and ability to produce original creative work, students are well placed to master digital technologies in high school. Many of the skills children learn holistically are transferable to digital technology:

- How digital technologies work – sequential steps, algorithms, and data recording and analysis.
- Creative use of digital technologies – activities to meet challenges, communicating ideas, and technological safety.
- Research and analysis – creating complex patterns and representing that using pictures, charts and diagrams, and understanding how numbers and symbols can represent data.

The skills they learn in primary are transferable to a digital world – critical thinking, problem solving, creativity and collaboration for example. What they miss is the impact that technology has on early memory development – research demonstrates that calculators, spell-check and

Google-search have been implicit in developing skills at the expense of memory.

When Steiner educated students enter high school their high school years, they embrace digital technologies effectively, creatively and ethically.¹

Q. Who is involved with developing and establishing the High School?

An Expression of Interest to form a High School Advisory Group attracted applications from current and past Steiner High School Teachers and Administrators.

Four people are volunteering their time, expertise and energy to assist the Board, Principal and Faculties create the foundation of the HRSS High School Stage 1 – our 2021 Middle School. The newly appointed Class 7 Teacher will join the Advisory Group next term, and brings with him a wealth of classroom, curriculum planning and administration experience and expertise.

Notes and references:

*These questions are either based on or reproduced from the [South Australian Mount Barker Waldorf School](https://www.mtbarkerwaldorf.sa.edu.au/content/faq#) website (<https://www.mtbarkerwaldorf.sa.edu.au/content/faq#>)

** This information is from [Steiner Education Australia](https://www.steinereducation.edu.au/steiner-education/frequently-asked-questions/) (<https://www.steinereducation.edu.au/steiner-education/frequently-asked-questions/>)

*** This information is reproduced from the [Yallingup Steiner School](https://yss.wa.edu.au/enrolment/frequently-asked-questions.html) (<https://yss.wa.edu.au/enrolment/frequently-asked-questions.html>).

Steiner Education Australia, *Australian Steiner Curriculum Framework: Digital Technologies Curriculum*, June 2016 (Members Area), accessed September 1, 2020.

HRSS HIGH SCHOOL—PROJECTED STAGES OF DEVELOPMENT

Stage	Year	Classes	Located
Stage 1:	2021	Inaugural Class 7	With the Primary School; either on the current site or nearby.
Stage 2	2022	Classes 7 and 8	At the new site with Primary School (building during 2021).
Stage 3	2023	Classes 7 to 9	New classes will be built in consultation with the School, Community, Architects and to applicable regulations.
Stage 4	2024	Classes 7 to 10	
Stage 5	2025	Classes 7 to 11	
Stage 6	2026	Classes 7 to 12	The inaugural Class 7 class graduates from the new site.

The School’s intention is to source and develop community relationships that support the aims of Steiner’s pedagogy in a contemporary, urban and natural science environment unique to the Midland location. This includes negotiating relationships with neighbouring Independent schools, and community facilities and groups.

Kindergarten-Middle School

2021 APPLICATION FORM



Today's Date _____

CHILD'S DETAILS	
Surname	Given Name(s)
Date of Birth	Gender <input type="checkbox"/> M <input type="checkbox"/> F
Language(s) spoken at home other than English:	
Australian Citizen: <input type="checkbox"/> Y <input type="checkbox"/> N	If no, Visa Type and Number:
Do you identify as an Aboriginal or Torres Strait Islander: <input type="checkbox"/> Y <input type="checkbox"/> N	
ALLERGIES/DIETARY REQUIREMENTS/SPECIAL NEEDS	
Does your child have any allergies, dietary requirements, behavioral or special needs? <input type="checkbox"/> Y <input type="checkbox"/> N	
If yes, please specify:	

SCHOOL HISTORY	
Present/Previous School	Current Class
Reason for change of school	
Why have you chosen to apply at HRSS?	
How did you hear about our School?	
Copies of last two (2) school reports to be provided	

Kindergarten-Middle School

2021 APPLICATION FORM



APPLICATION DETAILS			
<input type="checkbox"/> Kindy 4 3 x half days p/w	<input type="checkbox"/> Kindy 5 2 x half days p/w 3 x full days p/w	<input type="checkbox"/> Kindy 6 5 x full days p/w	<input type="checkbox"/> Primary
Mon, Tues, Wed 8:45 am – 1:00 pm OR Wed, Thurs, Fri 8:45 am – 1:00 pm (depends on group)	Monday and Tuesday 8:45am – 3:10pm Wed 8:45am – 2:10pm (<i>early school finish</i>) Thursday and Friday 8:45am – 1:00pm	Monday – Friday 8:45 am – 3:10 pm	<input type="checkbox"/> Class 1 <input type="checkbox"/> Class 2 <input type="checkbox"/> Class 3 <input type="checkbox"/> Class 4 <input type="checkbox"/> Class 5 <input type="checkbox"/> Class 6
Start Year:	<input type="checkbox"/> 2020	<input type="checkbox"/> 2021	<input type="checkbox"/> 2022
Start Term:	<input type="checkbox"/> Term 1	<input type="checkbox"/> Term 2	<input type="checkbox"/> Term 3
After Kindy 4/5 Care (1-3:10pm):	<input type="checkbox"/> Monday	<input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday
	<input type="checkbox"/> Thursday	<input type="checkbox"/> Friday	
HIGH SCHOOL STAGE 1	<input type="checkbox"/> Middle School	Class 7	<input type="checkbox"/> 2021 <input type="checkbox"/> 2022 <input type="checkbox"/> 2023 <input type="checkbox"/> 2024
I/WE ARE COMMITTED TO A STEINER EDUCATION FOR OUR CHILD FOR			
<input type="checkbox"/> Up to Kindergarten / Pre-Primary Only	<input type="checkbox"/> Primary School	<input type="checkbox"/> Middle School	

PARENT 1 / GUARDIAN 1 DETAILS			
Surname		First Name	
Address			
Home / Mobile		Work / Mobile	
Email		Relationship to child	
Nationality		Indigenous Status	Yes <input type="checkbox"/> No <input type="checkbox"/>
Date of Birth		Occupation	
Highest School Level		Secondary/Tertiary Education	
Skills and other interests (eg for volunteer hours)?			
PARENT 2 / GUARDIAN 2 DETAILS			
Surname		First Name	
Address			
Home / Mobile		Work / Mobile	
Email		Relationship to child	
Nationality		Indigenous Status	Yes <input type="checkbox"/> No <input type="checkbox"/>
Date of Birth		Occupation	
Highest School Level		Secondary / Tertiary Education	
Skills and other interests (eg for volunteer hours)?			

Kindergarten-Middle School

2021 APPLICATION FORM



ADDITIONAL INFORMATION	
Family / Custody / Court / Restraining Order <input type="checkbox"/> Y <input type="checkbox"/> N (If Yes, please provide School with a copy)	
Child primarily resides with:	
Family Contact Person for School Communications:	
Family Contact Person Responsible for Payment of Fees (name, email and phone details required if not already listed above):	
EMERGENCY CONTACT DETAILS / AUTHORITY TO COLLECT	
Name	Relationship to Child
Phone	Address
Name	Relationship to Child
Phone	Address
Name	Relationship to Child
Phone	Address
MEDICAL DETAILS	
Child's Medicare Number and Expiry Date	
Family Doctor / Clinic Name	
Address	
Phone	
Has your child received all scheduled Immunisations? <input type="checkbox"/> Y <input type="checkbox"/> N (Please provide School with a copy)	
SIBLINGS	
Name	
Date of Birth	School
Name	
Date of Birth	School
Name	
Date of Birth	School

PRIVACY NOTICE

INFORMATION COLLECTION NOTICE:

- The School collects personal information, including sensitive information about pupils and parents or guardians before and during the course of a pupil's enrolment at the School. This may be in writing or in the course of conversations. The primary purpose of collecting this information is to enable the School to provide schooling to the pupil and to enable them to take part in all the activities of the School.
- Some of the information we collect is required to satisfy the School's legal obligations and compliance, particularly in enabling the School to discharge its duty of care.
- Laws governing or relating to the operation of a school require certain information to be collected and disclosed. These include relevant Education and Care Acts, Education Acts, Public Health and Child Protection laws.
- Health information about pupils is sensitive information within the terms of the Australian Privacy Principles under the Privacy Act. We may ask you to provide medical reports about pupils from time to time.
- The School may from time to time disclose personal and sensitive information to other parties for administrative and educational purposes, for example completing an Education Department census or facilitating the transfer of a pupil to another school. This may also include, government departments, medical practitioners, and people providing services to the School, including specialist visiting teachers, sports coaches, volunteers and counsellors.
- Personal information collected from pupils is regularly disclosed to their parents or guardians.
- The School's Privacy Policy sets out how parents or pupils may seek access to personal information collected about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School's duty of care to the pupil, or where pupils have provided information in confidence.
- The School Privacy Policy also sets out how you may complain about a breach of privacy and how the School will deal with such a complaint.
- As you may know the School from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the School's fundraising activities solely for that purpose. We will not disclose your personal information to third parties for their own marketing purposes without your consent.
- On occasions, information such as academic and sporting achievements, pupil activities and similar news is published in School newsletters and magazines [and on our website]. Photographs of pupil activities such as festivals, school camps and school excursions may be taken for publication in School newsletters and magazines and on our website.
- We may include pupils' and pupils' parents' contact details in a class list and School directory.
- If you provide the School with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose this information to third parties.

Kindergarten-Middle School

2021 APPLICATION FORM



PERMISSIONS

By signing below, I/we confirm that:

- Details provided in this application form are true and correct. And that I/we will notify the school of any changes as soon as practicable.
- I/we understand and accept that the completion of this application/enrolment form does not guarantee an enrolment. Successful applicants will be determined in accordance with the school's enrolment criteria.
- I/we are committed to supporting the provision of Steiner education for our child, both financially and pedagogically and understand that continued enrolment is dependent on this support being provided.
- I/we acknowledge that Helena River Steiner School follows the Australian Steiner Curriculum Framework which has been recognized by the Federal and State Governments.
- I/we understand that the curriculum meets the same outcomes as the Australian Curriculum but there may be differences concerning when some content is covered which may have implications for our child if transferring from/to a Steiner school, particularly in the early years.
- I/we authorise Helena River Steiner School to seek medical, dental and ambulance treatment for my child in an emergency. I/we authorise Helena River staff to administer prescribed medication to my child supplied by me/us to the doctor's specifications.
- I/we give permission for Helena River to administer homeopathic remedies or paracetamol in the event my child presents with a fever and listed contacts are unreachable.
- I/we will advise Helena River of any allergies / additional needs / requirements / waivers / or special permissions in writing or via email.
- I/we give permission for my child to go on regular walks in the local vicinity with the full supervision of staff.
- By enrolling our child at Helena River Steiner School, I/we commit to the ongoing development of the school and will do so by volunteering 4 hours of our time per term in the capacity we are able to.
- I/we understand that if we are not able to do our volunteer hours in any given term, we will be charged the Volunteer Hours Cash in Lieu Fee as described in the Fee Schedule.
- On acceptance of an enrolment, I/we and/or our child may have our photo taken during sessions or festivals through the year. I/we agree for any photos taken to be used by Helena River Steiner School through the means of our website, newsletter, social media or promotional materials.
- I/we understand that once offered a place and enrolled, this enrolment will be ongoing for the remainder of the year and subsequent years. If I/we wish to withdraw our child, one full term's notice must be given, or one term's equivalent fees will be charged in lieu. I/we agree to make term fee payments by the specified time and that failing to make those payments, will incur a higher rate. Furthermore, any costs incurred by chasing unpaid fees will be borne by us.

Mother/Guardian's Signature

Father/Guardian's Signature

Date

Date

**both parent signatures are required only if parents are separated and have equal parental responsibility*

Kindergarten-Middle School

2021 APPLICATION FORM



PAYMENT			
In order to register a student for enrolment, an Application Form must be completed and a fee of \$50.00 paid. This fee is non-refundable and covers the administration costs associated with enrolments and interviews.			
Account Details: Helena River Steiner School	BSB: 633-000	Acct: 152498994	Description: Child Surname and First Name
Receipt Number:		<input type="checkbox"/> Cash <input type="checkbox"/> Bank Transfer	Payment Made by:
CHECKLIST			
Application Fee Paid? Copy of receipt included?			<input type="checkbox"/> Y <input type="checkbox"/> N
Copy of Child's Birth Certificate provided (if not born in Australia, proof of Citizenship or Residency to be provided)?			<input type="checkbox"/> Y <input type="checkbox"/> N
Copy of Child's Passport and Visa (if not Australian Citizen) provided?			<input type="checkbox"/> Y <input type="checkbox"/> N/A
Copy of Child's Immunisation Record or Conscientious Objection letter provided?			<input type="checkbox"/> Y <input type="checkbox"/> N
Copy of Family / Court / Order documents provided?			<input type="checkbox"/> Y <input type="checkbox"/> N/A
Copies of last two (2) school reports provided?			<input type="checkbox"/> Y <input type="checkbox"/> N

OFFICE USE ONLY					
Date application received:		Class level classification:			
Application for Enrolment fee paid: \$			Receipt number:		
Letter sent confirming:	<input type="checkbox"/> Enrolment	<input type="checkbox"/> Waiting list	<input type="checkbox"/> Middle school	<input type="checkbox"/> Primary	<input type="checkbox"/> Kindy
Comments:					

Middle School Planning

Intention to continue from Primary to Middle School



NOTE TO PARENTS/GUARDIANS OF CHILDREN ALREADY ENROLLED AT HRSS:

Completing this information does not bind you to the indications you make in this form. The information provided by you will be used in forecasts for the provision of facilities, and funding projections, as the School develops its High School plans through its various stages.

You may amend or withdraw this form at any time—either verbally, in writing or it will be an assumed amendment on withdrawing your child from the School.

Thank you for taking the time to complete and submit this form. It can be dropped into Reception, or emailed to reception@hrss.wa.edu.au

CHILD'S 1: NAME	
<i>First and surname</i>	
<i>Date of Birth</i>	
PARENT GUARDIAN DETAILS (who is completing this Form)	
<i>First and surname</i>	
<i>Current address</i>	
<i>Phone number 1</i>	
<i>Phone number 2</i>	
<i>Email address</i>	
<i>Relationship to child</i>	
PRIVACY NOTICE	
<p>The information collected on this form is collected under the Privacy provisions detailed on your child's Application Form and held under those same provisions.</p> <p>This Form will be appended to your child's Application and/or Enrolment forms.</p>	
QUALIFICATION OF INTENTION:	
<p>By signing this Form, I/We confirm this is our intention as at the date of signing. I/we acknowledge that I am/we are not bound by the intention on this form and will inform the School if that intention changes either verbally, in writing, or by withdrawal of the child from the School.</p>	
Signature of person completing this Form	
<i>*both parent signatures are required only if parents are separated and have equal parental responsibility</i>	
Mother/Guardian's Signature (or emailed from above email address)	Father/Guardian's Signature (or emailed from above email address)
Date: ____ / ____ / 20____	Date: ____ / ____ / 20____
OFFICE USE ONLY	
Date Form received: ____ / ____ / 20____	Entered on database <input type="checkbox"/>
Principal informed: ____ / ____ / 20__	Form amended: ____ / ____ / 20__



Leadership Scholarships

**A fee-free Steiner education for new students entering
Year 5 or Year 6 in 2020 and 2021**

Build aspects of leadership and resilience in your child with an educational philosophy that empowers and nurtures. Contact our school to find out more about Steiner education and to apply for a Leadership Scholarship.

**39 Spring Park Road
Midland WA 6056
P: 08 9374 0230**

**www.hrss.wa.edu.au
reception@hrss.wa.edu.au**



AUSTRALIAN STEINER CURRICULUM

Topics Classes 7-10

	Year 7	Year 8	Year 9	Year 10
English	E7.1 Arthurian Literature	E8.1 Art of Communication	E9.1 Australian Literature	E10.1 Birth of Literature: Canterbury Tales, Greek epic poetry, Norse & Old English sagas
	E7.2 Historical Literature: Medieval Age of Discovery / Renaissance	E8.2 Art of Poetry	E9.2 Romantic Writing	E10.2 Art and Craft of Poetry
	E7.3 Creative Writing: Wish, Wonder and Surprise	E8.3 Shakespeare	E9.3 Biographical and Autobiographical Writing	E10.3 Drama
	E7.4 Language	E8.4 Literature: one novel in depth	E9.4 Tragedy and Comedy E9.5 Novel Study	E10.4 Fictional narrative
		E8.5 Language and Literacy	E9.6 Language	E10.6 Literacy: non-literary texts eg journalism, film, TV.
			E9.7 Literacy : non-literary texts eg journalism, film, TV	
Maths	M7.1 Number and Algebra	M8.1 Change and Rhythm	M9.1 Statistics and Probability	M10.1 Sequences and Series
	M7.2 Geometry and Measurement	M8.2 Platonic Solids	M9.2 Conic Sections	M10.2 Trigonometry and Surveying
	M7.3 Number and Algebra 2	M8.3 Number & Algebra	M9.3 Number & Algebra	M10.3 Number and Algebra
	M7.4 Geometry and Measurement 2	M8.4 Geometry & Measurement	M9.4 Measurement & Geometry	M10.4 Descriptive Geometry
		M8.5 Money & Society	M9.5 Trigonometry	
Science	S7.1 Physics: Acoustics, Optics, Warmth	S8.1 Physical Laws- Human Organs	S9.1 Physics: Telephone and the Combustion Engine	S10.1 Physics: Mechanics
	S7.2 Mechanics, Galvanic Electricity	S8.2 Chemistry of Process and Food	S9.2 Physics Technology: Transport and Communication	S10.2 Physics Technology: Making a 4 bit Adder*OR Bridge Building OR Sustainable Energy construction.
	S7.3 Introduction to Chemistry: Combustion Processes	S8.3 Physics of Air and Water	S9.3 Chemistry: Transformation of Plant Substances	S10.3 Chemistry: Salt Chemistry
	S7.4 Human Biology-The Human Being in the Environment- Care of the Life Processes	S8.4 Electromagnetism	S9.5 Human Biology: The Bodily Basis of Intentionality	S10.4 Chemistry Technology: Salts/ Mineralogy (as one possibility)*
	S7.5 Introduction to Chemistry	S8.5 Gardening	S9.6 Geology: The Forces that Shape the Earth	S10.5 Human Biology: Circulatory System and the Inner Organs
	S7.6 Gardening Horticulture		S9.7 Gardening / Horticulture	S10.6 The Earth in Movement Science
				S10.7 Gardening / Horticulture
History	H7.1 The Middle Ages	H8.1 The Age of Revolutions	H9.1 The Making of the Modern World	H10.1 Early Human Societies
	H7.2 The Renaissance	H8.2 The Industrial Revolution	H9.2 Australian History to the Modern Era	H10.2 Ancient Cultures
Geography	G7.1 Voyages of Discovery: Encountering the Landscape of the Newly Discovered World	G8.1 The Earth: Origins, Processes and Landforms	G9.1 The Forces That Shape the Earth	G10.1 The Earth In Motion
	G7.2 Indigenous Societies and Civilisations	G8.2 Geographical Regions: Cultural Contrasts	G9.2 Ecosystems and Human Culture	G10.2 The Human Community



Important Expectations Upon Enrolment

Screen Time

In our experience, we find screen time to be detrimental to a child's learning and engagement in the classroom, and believe it works against many of the curriculum aims of our Steiner education. Consequently, we strongly discourage screen time in the form of television, computer games, phone apps and internet access in childhood. Steiner schools all over the world share this same ethos. Excessive television/screen viewing is now widely acknowledged as being harmful for young children and we believe that electronic media can seriously hamper the development of a child's imagination as well as delay aspects of their physical and social development. Programming content on television is often questionable and ease of access to the internet means that many disturbing images can be accessed by children at the press of a button.

Our approach to screen time in childhood requires support by parents. For this reason, teachers may approach parents regarding the use of electronic devices or screen time exposure if they feel it is affecting students' classroom experiences. At no time are mobile phones, laptops, iPads, or electronic devices to be brought to school by children. They will be confiscated immediately if found.

If you would like any further information, please talk to our class teachers and they will be happy to provide you with lots of interesting alternative activities to bring to your child, or to share resources and articles on the researched effects of screen time on the developing child.

From Rudolf Steiner's perspective, fostering healthy imagination, founded in moments of free play and connection with nature, is essential for the young child's brain development.

"This work of the imagination shapes and builds the forms of the brain. The brain unfolds as the muscles of the hand unfold when they do the work they are suited for." Rudolph Steiner

Please sign below to acknowledge that you have read and understood the above expectations with regards to screen time at Helena River Steiner School

x _____

Healthy Lunches

Healthy bodies support healthy minds! In this light, we ask for all families to provide *nutritious, wholesome* homemade lunches for their children, avoiding any processed and commercially packaged food. This means vegetables and fruit every day. This means no packaged yoghurts, drinks, chips, biscuits etc.

In the interest of our environment and recycling we ask that lunches, as much as possible, be packed in reusable lunchboxes and that packaging is reduced to keep waste to an absolute minimum. Part of our school ethos is to encourage students to think in an environmentally conscientious manner.

We are a Nut Aware school. We do not prohibit nuts unless there is someone allergic in your child's class.

"Children may be overfed with things that make them lose completely their healthy instinct for food, whereas by giving them the proper nourishment, the instinct can be preserved so that they always want what is wholesome for them under the circumstances." ~Rudolf Steiner

Please sign below to acknowledge that you have read and understood the above expectations with regards to healthy lunchboxes at Helena River Steiner School

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Clothing Policy

At Helena River Steiner School, we have a firm clothing policy which meets our safety/ sun protection guidelines and reflects our school philosophy. We strive to create a warm and gentle environment for the children in our care and we ask for your support from home.

Please send your child to school dressed in practical, comfortable, and simple clothing suitable for activities with sand, dirt, water, paint etc. Please ensure your child's clothing is sun safe in summer and very warm in winter with several layers. All students are expected to wear enclosed shoes during winter and sturdy sandals are acceptable during the summer months. Thongs and open backed shoes are not acceptable.

As per our clothing policy, students are not to wear clothing with prominent logos, loud or negative prints of any kind (e.g. skull and crossbones); or TV or movie or computer game characters; nail polish; make-up or jewellery. Shoulders should always be covered, so no singlets, strap tops or midriff tops. Plain primary/pastel colours are preferred. For kindergarten and Lower Primary, please also send a change of clothing in your child's bag each day.

The class teacher will remind your children of our school dress code if they come to school in breach of the above guidelines. If a student wears a t-shirt with advertising or logos, they may be asked to turn their t-shirt inside out. Singlets or midriff tops will require the teacher to put a jumper over the top.

We encourage families to make conscious choices when it comes to the clothing their children wear, making sure these choices are appropriate for the school environment and supportive of the school's values.

Please sign below to acknowledge that you have read and understood the above expectations with regards to screen time at Helena River Steiner School

x _____

Students Name: _____

Parents Name: _____

Date: _____