



Trinity Gardens School
Steiner Stream



Government of South Australia
Department for Education



Our School Steiner Stream



Acknowledgement of Country

Trinity Gardens School acknowledges and respects Aboriginal peoples as the state's first peoples and nations, and recognises Aboriginal peoples as traditional owners and occupants of land and waters in South Australia. Further, that their spiritual, social, cultural and economic practices come from their traditional lands and waters, that they maintain their cultural and heritage beliefs, languages and laws which are of ongoing importance, and that they have made and continue to make a unique and irreplaceable contribution to the state.

We acknowledge that Aboriginal peoples have endured past injustice and dispossession of their traditional lands and waters.

Honouring the journey of each child, towards wholeness of being.

Steiner education has a unique and distinctive approach to educating children, aiming to enable each stage of growth to be fully and vividly enjoyed and experienced. It provides a balanced approach to the modern school curriculum. The academic, artistic and social aspects, or 'head, heart & hands', are treated as complementary facets of a single program of learning, allowing each to throw light on the others.

This is implemented by using art as a practice, and language to develop the feelings, by nourishing the children with the rich heritage of wise folk tales, histories, stories, poems, music and games that are part of our world civilisation. This creates the cultural atmosphere in which the children are taught reading, writing, arithmetic, nature study, geography, science, languages, music and other subjects.

The curriculum is responsive to the developmental phases of childhood and the nurturing of the child's imagination in a school environment. It strives to meet the needs of the child, and to encourage creativity and free-thinking. Steiner Education seeks to recognise the individuality of the child and through a balanced education, allows them to go into the world with confidence.

Steiner Education teachers are dedicated to creating a genuine love of learning within each child. An internal motivation to learn is developed in the students, through the methodology and educational approach. The curriculum has been developed to correspond with the developmental stages of childhood, and balances academic subjects with artistic and practical activities.



ACADEMIC

PURPOSEFUL

ARTISTIC

What to expect across the Primary School years

Reception

In Reception, students help to care for their natural and created environment, engaging with wonder, joy and gratitude. They are encouraged to actively explore their surroundings. Transforming and combining elements and natural materials in their play. Students at this time experience connection to their world, the cycles of the day, the night and the week through music, verse, movement and stories. Family and community connection are nurtured through the seasonal festivals and activities.

Class 1

Students entering Class 1 begin to learn in a more conscious way. Informal play-based learning gives way to teacher directed structured lessons. Through story, imagination, writing and illustration, Class 1 students are increasingly engaged with their emerging feelings.

Reading is introduced through choral recitation of words on the board. Informal play-based mathematics gives way to structured lessons, which initially work through the students' capacity for inner picturing of number realities and relationships. Through imitation, students willingly engage in rhythm, movement and activity. The students learn of times long ago through listening to the Ancient World Tales of Australian indigenous communities or from lands far away. In rich descriptive detail, traditional pictures of family life are woven through the year.

Class 2

The Class 2 classroom becomes a language rich environment. Immersion in stories, verses, rhymes, songs, poetry, tongue twisters and riddles nourish the growing love of expressive language and literature. Students are increasingly encouraged to develop handwriting, sentence structure and spelling strategies. Reading strategies are formally introduced in Class 2. In mathematics, rhythm and recitation of number patterns and times tables are practiced daily. Students are introduced to the magical quality of numbers, and the four processes.

The students drawings and music, as well as class Tableau, provide an opportunity to live into different times and cultures. Through play, bushwalks and stories, the beauty of nature is made more visible, and its secrets are slowly revealed. The mysteries of the surrounding lands are pictured through the journeys of the four directions, the stories of the elements and the close connection with the animal world. The human element of interaction with nature is highlighted through the student's own experiences, or people in history.







Class 3

From the younger state of living within language, the Class 3 student can now confront language as an external symbolic system. Reading, comprehension and the study of literature are now established within the child.

With the Self and World now separating, questions of origins emerge. Great literary traditions provide imaginative expressions of ancient conceptions of beginnings, which provide valuable learning experiences for the child of this age.

Mathematics can now be applied to the outside world, which the child perceives objectively. Measurement of length, weight, capacity, time and money provide a way of meeting the world and engaging in practical work, such as building and farm life.

The sense of separation from the world is replaced by a sense of connection to the environment and community, instilling a feeling of responsibility and confidence. In local history the student's now have the emerging ability to look objectively at the environment.

Class 4

The myths of Northern Europe, notably the tales of the Vikings, are woven throughout the curriculum to meet the developing confidence of the Class 4 student. This emerging confidence and energy is met through longer excursions, hikes and camps in the local area.

Practical skills and capacities are extended through measurement, bushwalks, mapping and symbol representation

The world of geometry further opens to freehand forms based on the circle, which then relates and moves to creative geometric patterning.

Connection to place is further developed through the learning of early pioneering literature and poetry, and the indigenous stories of Australia. Written expression is extended in grammatical work and the use of descriptive language.

Class 5

Connectedness to the world is further developed in Class 5, with an overview of world literature of Ancient Times.

The class 5 students are in essence at the height of Ancient Greece in their emergent thinking, with a strong sense of beauty and physical balance.

The culture, mythological stories of great feats and legends, and beliefs of this great time in human history are deeply experienced by the students.

Connection to space is explored through geographical and mapping skills, which extend to the whole region and state. The strength of the class community and its responsibilities for itself and beyond, to the local environment are consolidating at this time.

Students build upon earlier learning, and are guided to reach a higher level of proficiency in all areas of the curriculum.

Class 6

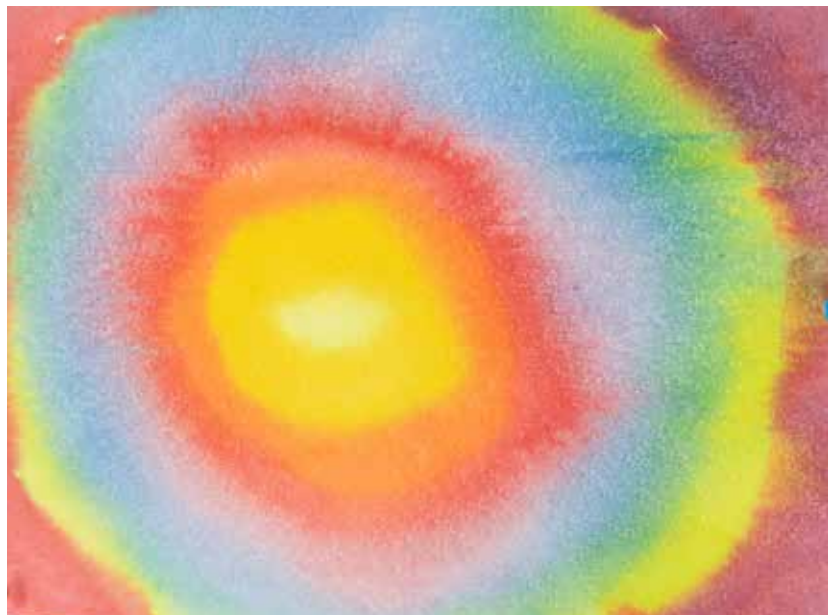
The Class 6 student increasingly focused sense of self is reflected in the year's study of ancient Rome and Australian history. Students experience historical periods through the study of ordinary and extraordinary events, through the study of daily life and biography of prominent people through history. Mathematical processes instil confidence in following a rule or process to achieve a desired outcome. There is a shift in the study of Mathematics from arithmetic and simple calculations, to the appreciation of patterns and relationships.

The students begin to work with cause and effect, and explore the importance of contrasting personalities, values and opinions.

More than ever, at this point in their development, the young people must be given imaginative pictures and stories to inspire them. They must be protected from feelings of hopelessness or inadequacy. The content of the lessons strives to satisfy the students' increased interest in the workings of the modern world and lead them to a meaningful world picture.

Technology is introduced in preparation for high school, with word processing skills and basic computer orientation. Students are given more responsibility for their own learning through direct practical experiences.







Enrolment

Trinity Gardens Steiner Stream is limited to 30 places in each year level and is open for application to prospective students who live in and outside the school zone.

Priority consideration will be given to applications for enrolment from parents of prospective Reception Steiner Stream students to attend the following school year, whose application is received by week 10, term 2. If more than 30 applications for enrolment are received from parents for the Steiner Stream by the beginning of week 10, term 2, places will be offered based on whether any, all or a combination of the following applies:

- Commitment to the Steiner Stream and philosophy
- The child has a sibling currently enrolled in the Steiner Stream and will be attending the school in the same calendar year
- Regular attendance at a Steiner Playgroup
- The distance of the child's residence from the school
- Social/family links at the school.

If no vacancies exist in the school's Steiner Stream, the applicant upon request, will be placed on the school's enrolment register. If the child resides within the school zone the child may be offered a place within reception whilst awaiting an offer in the Steiner Stream.

Students enrolled in the Steiner Education Stream can only transfer to a mainstream class if the family lives in the zone and there is a place at that year level.



Experiences

These are some of the experiences that are on offer for students enrolled in the Steiner Stream at Trinity Gardens:

Outdoor Education and Environmental Science

The Steiner Stream prides itself on the outdoor learning opportunities it provides students, which include wonderful nature play experiences, class science opportunities as well as an extensive outdoor education program.

First hand experience in the natural world is embedded in the Steiner Curriculum throughout the Primary School years; each child builds a living connection to their environment through nature play, class science explorations and an extensive class camp program. Nature play offers rich foundational sensory experiences with the elements, contributes to the healthy physical growth and development of children as well as providing a setting for social and emotional development. The unique Portrush Forest environment fosters collaborative cubby building, sand, and water play, balancing on the log jam and imaginative play.

Environmental science is taught utilising the grounds at Trinity Gardens including the established Portrush Forest. Teachers can include lessons in the biodiversity and upkeep of the grounds with observations of seasonal changes through to the collection and propagation of seeds and the revegetation of the grounds.

Class 3 has a focus on farming and building. Students participate in weekly gardening classes where they plant, grow and harvest wheat and other fruits and vegetables. The students harvest the wheat and make pasta or bread by hand. The building project is an opportunity for children to put into practice their understanding of measurement and mathematics. The Class choose a building project to contribute to the school grounds or a charitable cause.

Each class will participate in a class camp from Class 3 through to Class 6. These camps are directly related to the curriculum learning areas of each year level and are an essential part of the curriculum. Past camps have included Narnu Farm on Hindmarsh Island, Kangaroo Island, and the Flinders Ranges. Trinity Gardens Steiner Stream received the State award for Primary Outdoor Education from The Outdoor Educators' Association of South Australia in 2020.

Music Program

Students enrolled in the Steiner Stream will participate in an instrumental music program which will include the learning of recorder from Classes 1 through to 6 and a string instrument from Class 3 through to 6. Students will have group tuition and ensemble performance opportunities throughout their schooling. Students also participate in a weekly music lesson with a specialised teacher who teaches singing and percussion from Reception to Class 6.

Plays and Performances

The Steiner Stream at Trinity Gardens provides a unique opportunity for students to participate in dramatic experiences and performances throughout their schooling. Students participate in weekly speech and drama lessons with a specialised teacher.

Craft and Art

Students participate in weekly craft lessons with a specialised teacher who teaches crafts including finger knitting, weaving, knitting, crochet, cross stitch and doll making as well as woodwork for the upper classes.





Festivals

Festivals are held to celebrate such events as the harvest or spring. They bring whole communities together in shared purpose and highlight the supportive cycles of life. They bring meaning to human existence and reconnect people with the universe and their origins. The children sense the joy and gratitude in the community around them and experience the diverse cultural festivals and the historical continuum of celebrating the earth and humanity.

Autumn Festival

Involves a day time celebration of the harvest with a performance and a picnic as well as activities within the classes leading up to the celebration.

Winter Festival

A reverent evening gathering with soups, songs and lanterns to celebrate the solstice. Classes create their own lanterns.

Spring Festival

A daytime performance of dances from each class with the central focus being the Maypole by Class 4. The event is followed by a community picnic







Family Involvement

The Steiner Stream encourages family involvement in order to achieve the rich learning for children and creates a connection to community that continues from Reception to Class 6. Each class teacher meets with the parents each term to provide relevant information and plan future activities. Families are encouraged to contribute to the Steiner Stream community. Your family can choose to participate in a range of activities including:

- Class Parent Rep – Distributes communication to parents and supports the class teacher
- Steiner Education Sub-Committee Rep – Attends 2 meetings per term and supports the overall functioning of the Steiner Stream
- Governing Council Rep – Attends 2 meetings per term and supports the governance of the school
- Help with craft, cooking and gardening
- Help with the Class 3 building project
- Help with reading
- Classroom maintenance
- General classroom support e.g., making main lesson books
- Friends of the Forest – helping to maintain Portrush Forest
- Cleaning and moving classrooms at the end of the year
- Participate in fundraising
- Attend school camps and participate in the planning
- Attend school excursions
- Attend seasonal festivals and support with preparations

Further Information

Suggested websites:

waldorfanswers.org
steinereducation.edu.au

For more information about Steiner education in mainstream public schools please visit:

Collingwood College:
collingwood.vic.edu.au

Mornington Park Primary School:
morningtonparkps.vic.edu.au

East Bentleigh Primary school:
eastbentleighps.vic.edu.au

Recommended reading:

Baldwin, Rahima:
You Are Your Child's First Teacher.

Barnes, Henry:
An Introduction to Waldorf Education.

Childs, Gilbert:
Steiner Education in Theory and Practice.

Davy, Gudrun:
Lifeways: Working with Family Questions.

Finser, Torin: School as a Journey.

Gorman, Margaret:
Confessions of a Waldorf Parent.

Harwood, A. C.: Life of a Child.

Querido, René:
Creativity in Education: The Waldorf Approach.

Spock, Marjorie:
Teaching as a Lively Art.

Rudolf Steiner: Kingdom of Childhood

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