SILVER TREE
STEINER SCHOOL

2025 Annual Report

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SCHOOL BACKGROUND INFORMATION

Vision

To provide quality early childhood and primary education and care for children in the Perth Hills region, based on the pedagogy and indications given by Rudolf Steiner.

Mission

Silver Tree Steiner School provides a Steiner education from Early Childhood to Class 6, following the Australian Steiner Curriculum. Based on a deep understanding and respect for Rudolf Steiner's philosophy of pedagogy, children are immersed in a creative, enriching and wonder filled learning environment. Children are inspired and guided towards becoming free thinking, socially responsible adults, with healthy connections to themselves, each other and the world.

Values

Respect

We value respect between school community members in all communications and interactions. This fosters and reflects a sense of compassion and empathy towards each other and the natural world.

Love of Learning

We value a love of learning as an integral aspect of every child's education. This honours each individual's unique and authentic learning journey.

Connection

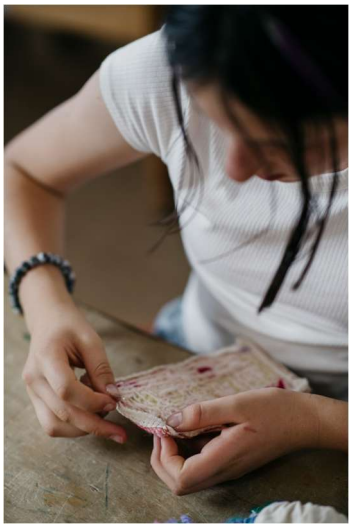
We value connection to self, to each other, to the natural environment and the world around us. From this we engender self-worth, enrich relationships and develop a deep appreciation of our place in this world.

Creativity

We value creativity which is imbued in every aspect of teaching and learning. This allows imagination, reverence and wonder to live in each individual.

Steiner Education

Steiner schools educate the whole young person, so they are academically prepared for a successful career, while at the same time enabled to grow into an adult ready to build a meaningful life of character and contribution. Our academic program is framed and delivered in a manner that supports the physical and emotional health of our students, ensuring that wellbeing is at the core of all that Steiner schools do. Steiner schools aim to build young people of distinction who can contribute positively to Australian and global society.



About the School

Imagine a school where children's natural curiosity is nurtured, their creativity is sparked, and their love of learning is ignited. Nestled in a stunning 10-hectare bushland setting in the Perth Hills, Silver Tree Steiner School is more than just a school - it's a vibrant community where young minds flourish.

Here, we provide a Steiner education from Early Childhood to Class 6, inspiring a lifelong journey of discovery and growth. Our approach is rooted in a deep understanding and respect for Rudolf Steiner's philosophy of pedagogy, recognizing that each child is a unique individual with their own potential waiting to be unlocked.

At Silver Tree, we don't just teach academics - we cultivate a love of learning that extends far beyond the classroom. Our students are immersed in a creative, enriching, and wonder-filled environment that nurtures their intellectual, artistic, practical, and social capacities.

We believe in the power of education to shape the future. That's why we guide our students to become free-thinking, socially responsible adults, with healthy connections to themselves, each other, and the world. We're inspiring them to become compassionate leaders and change-makers who will make a positive difference in the world.

STAFFING 2025

Leadership Team

Anna Brindal	Head of School
Kristy Brookes	Education Coordinator
Kristy Windsor-Turner	Business Manager

Teacher Standards & Qualifications

At Silver Tree Steiner School, we're committed to our staff's ongoing growth and development. We invest significantly in providing professional development opportunities that enhance our teachers' skills and deepen their understanding of Steiner pedagogy.

We also recognise the importance of collaboration and community among our staff. That's why we prioritise time for our team to come together to share responsibilities, conduct child studies, plan engaging festivals, develop innovative pedagogy, and strategically plan for the resources needed to support our teaching programs. By working together, we create a cohesive and inspiring learning environment that benefits every child.

Our teachers are registered with the Teachers Registration Board of Western Australia, ensuring they meet the highest standards of professionalism and competence.

Our team includes both teaching and non-teaching staff who hold qualifications in Steiner Education and Anthroposophy, demonstrating our commitment to the principles that guide our approach. The teachers and specialists employed by Silver Tree Steiner School possess a range of qualifications that equip them to provide a

rich, well-rounded education. With their expertise and dedication, we're able to nurture the intellectual, artistic, practical, and social growth of every student.

At Silver Tree Steiner School, we're proud of our talented and committed staff. Their ongoing professional development, collaboration, and qualifications make them well-equipped to inspire and guide our students on their educational journey.

Qualifications

Doctorate Music

Masters Education

Masters Arts

Masters Geography

Masters Music

Bachelor Education

Bachelor Applied Science

Bachelor Environmental Science

Bachelor Social Science

Bachelor Arts

Bachelor Music

Post Graduate Diploma of Education

SCHOOL CHARACTERISTICS

School Facts

School sector:	Non-Government
School type:	Co-Educational
Year range:	Pre-Kindergarten to 6
Location:	Metropolitan

Students

Total enrolments (PP-6):	172
Language background other than English:	16%

School Staff

Teaching staff:	20
Full-time equivalent teaching staff:	14.8
Non-teaching staff:	24
Full-time equivalent non-teaching staff:	12.7

ATTENDANCE DATA 2025

Managing Student Attendance

We believe that regular attendance and punctuality are crucial for children's success at Silver Tree Steiner School. That's why we ask parents to ensure students arrive at least fifteen minutes before the school day begins. This allows time for children to settle in, connect with their peers, and prepare for the day's adventures in learning.

While we understand that occasional lateness is unavoidable, persistent lateness without a reasonable cause can impact a child's educational experience. In such cases, we'll conduct an investigation to understand the reasons and work with families to find a solution.

We also require that all student absences be accounted for by parents/guardians, either by phone, note, or email. This ensures we can maintain accurate records and follow up as necessary to support the children's well-being and academic progress.

If a child's absences exceeds 10 days per term, we'll take additional steps to address the situation. Our goal is always to support children's success, not to create unnecessary stress.

In some cases, we may arrange a meeting with parents/guardians and the Education Coordinator. This is an opportunity to discuss the situation, understand the challenges, and collaborate on a plan to support the child's regular attendance.

At Silver Tree Steiner School, we're committed to working in partnership with families to ensure that their children thrive. By addressing attendance and punctuality issues promptly and with compassion, we can help children make the most of their educational journey.

Student Attendance Rate	89%

FEEDBACK 2025

At Silver Tree Steiner School, we believe that open communication and feedback are the keys to a thriving school community. We provide multiple avenues for parents and staff to share their thoughts, ideas, and concerns.

We recognise that every family is unique, with different needs and perspectives. We offer a variety of opportunities for feedback, from parent nights and individual meetings with Class Teachers and the Head of School, to engagement through our vibrant Parents and Friends Association. We want to hear your voice and understand our families experiences, so we can continually improve and best support the education of our children.

We're committed to open and ongoing communication. We offer a weekly Listening Circle, where parents can meet directly with the Head of School. This is a space to discuss concerns, ask questions, and gain insights, fostering a partnership built on trust and mutual respect.

We also take concerns seriously and have a clear Grievance and Concern Policy and Procedures in place. These are easily accessible on our school website, along with a procedural flowchart and necessary forms. Our goal is transparency and prompt resolution, so every family feels heard and valued.

The 2025 Silver Tree Steiner School Parent Satisfaction Survey results are below:

97% of parents are satisfied with Silver Tree Steiner School and that Silver Tree provides an education that develops the whole child

95% feel welcomed by staff in the office

94% agree teachers expect children to do their best and that their children are receiving a quality education.

93% agree that the school cares about the wellbeing of its students

92% are happy with the educational opportunities on offer and that their children are safe at school.

91% of parents feel welcomed at Silver Tree and would recommend the school to other parents.

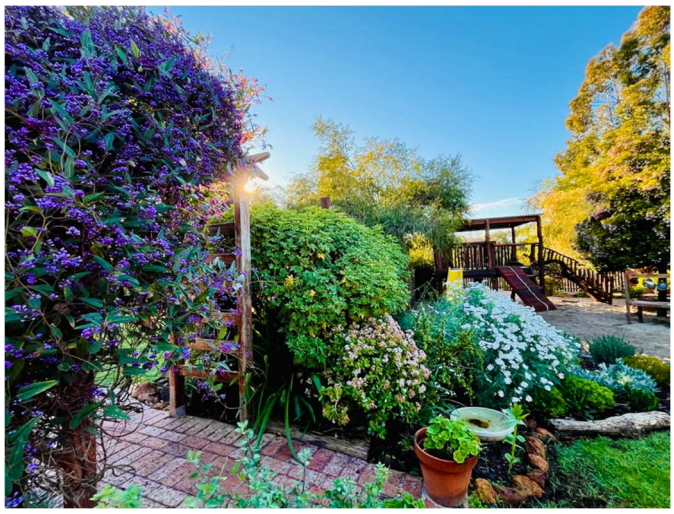
The top three reasons parents chose a Steiner Education for their child are:

Nurturing Environment 70%

Educational Philosophy 68%

Play Based Learning 33%

These are impressive figures which demonstrate the value placed on the very essence of a Steiner education.



NAPLAN 2025

As part of the National Assessment Program – Literacy and Numeracy (NAPLAN), national tests are conducted in May each year for students at Silver Tree in years 3 and 5.

The results are provided to parents. NOTE: In 2025 most parents of Class 3 and 5 students chose to exempt their children from sitting the tests due to philosophical objections to the testing methods for that age group.

The school results can be found at http://www.myschool.edu.au

HEAD OF SCHOOL REPORT 2025

Anna Brindal.

As we reflect upon the 2025 year, our school community has witnessed many memorable moments that underscore the spirit of our talented, creative and resilient community. With unparallelled enrolments, high levels of staff satisfaction and staff retention, a value aligned parent community and a dedicated school Board, we take great pride in the many achievements over the 2025 school year,

which have enabled us to deliver an outstanding Steiner education to students from Early Childhood through to Class 6.

EDUCATIONAL EXCELLENCE

Throughout the 2025 school year our students were taught and inspired by highly skilled and dedicated teachers and staff, bringing the Steiner curriculum to life and providing meaningful and engaging learning opportunities. Our broad curriculum offered students a diverse range of educational experiences, with the additional benefits of incursions, excursions and camps. With over 95% of our Class 6 students graduating to high school at Parkerville Steiner College, we are delighted that students can receive a Steiner education from pre-kindergarten to Class 12 in the Perth Hills.

Our school's successful 5 year renewal of registration in 2025 recognised our school's high standards of governance and strategy, excellence in education, regulatory compliance, focus on student wellbeing and safety and our commitment to continuous improvement.

CONNECTION AND COMMUNITY

At the heart of our school is a vibrant school community, who share our school values and educational philosophy. Families engaged strongly with termly Community Education programs and school events such as weekly assemblies, class plays and musical performances. Other large school events such as the National Reconciliation assembly and Indigenous Literacy Day were strongly supported by the school community. Our cherished termly school festivals, attended by the majority of school families, were an integral part of our school culture throughout the year, fostering a deep connection to nature, a sense of community and the spiritual significance of each season.

The strength of our school community was evident in our energic and dedicated Parents and Friends Association, who organised a number of key community events throughout the year including the annual Bush Dance and supported the school through a number of very successful fundraising initiatives. The school shop and cafe Silver Blossoms continued to play a pivotal role in connecting families and providing the school community not only with great coffee but a wide range of Steiner inspired gifts and high quality educational items.

TRANSFORMING SPACES

Our beautiful 10 hectare school campus continued to be transformed by ongoing upgrades including significant shade additions to structures in our three kindergartens, a new oval fence and a substantial renovation of the school's organic orchard. New paths, water fountains and school shop garden enhancements were completed, along with the ongoing upkeep of our extensive school wide native gardens.

A new bushtucker garden project was established with the funds from a PALS grant and a mosaiced Wagyl was created in the kindergartens. The school's six year strong Reconciliation Action Plan group was pivotal in the success of these projects. The school's Landcare group continued to focus on sustainability initiatives including new plantings in the nature bush playground, waste reduction and composting across the school and a focus on keeping our school free from litter.

LEGACY

Our inaugural Legacy Ceremony gave us the opportunity to acknowledge and honour the significant contributions of past and present staff and board members whose long term service to the school is deeply appreciated. Past and present staff members who have served for over 18 years had their names' inscribed on the school's Legacy Tree. We will continue to honour our long serving staff and board members whose commitment and contributions have helped our school grow to be the thriving place it is today.

The 2025 school year has been marked by many successes, made possible by the collective efforts and unwavering support of the Board, staff, families, students and the wider community. As we look forward into the future, we do so with a shared

purpose and a deep commitment to excellence, staying focused on our purpose of developing caring and inspired young people who contribute meaningfully to the world.

SILVER TREE STEINER SCHOOL BOARD 2025

Cris Southall	Chairperson
Paul Adams	Treasurer
Joanna Blundell	Secretary
Graeme Jarred	Member
Siobhain Brennan	Member

BOARD CHAIRPERSON'S REPORT 2025

Paul Adams, 2026 Chair, Silver Tree Steiner School

The 2025 school year at Silver Tree Steiner School saw the Board progress various important objectives from the school's existing Master Plan. Experience gained by Head of School Anna Brindal and members of the Leadership Team from objectives successfully achieved throughout 2024, together with enhanced in-house project management skills, delivered a major infrastructure project on time and within budget, being the replacement of Class 4 with a new, fit-for-purpose build. This then enabled the repurposing of the original building to provide much needed infrastructure for an expanded Learning Support facility.

These projects were achieved through meticulous planning and execution, resulting in no disruption to classes as students returned following the summer break. This achievement marked a watershed moment in the school's ability to deliver significant projects, and the Board is incredibly proud and grateful to the Leadership and Infrastructure Team on achieving this milestone.

In addition, a series of minor capital works projects continued to deliver on-going improvement to the school's environment. I think we can all agree that the school has never looked better than it does today.

Due to the continued rigour adopted throughout our budgeting process, the change in staff remuneration initiative, adopted in 2024, was executed seamlessly through 2025 and it is anticipated that this will reach its conclusion during 2027. As noted

last year, this was the most significant change to the financial operation of the school since its inception but was crucial to staff well-being and our staff retention objectives. The Board would like to pay particular thanks to all the staff affected by this change and particularly, our Business Manager, for the financial diligence applied to this initiative.

Compliance, legal and risk management continue to be an ever-increasing part of our lives, and this is also true on the requirements of the staff, the Board and Leadership Team at Silver Tree. The school's approach to these requirements are met with professionalism and diligence in order to safe-guard the students and staff and thereby our school, in an increasingly complex world.

Looking forward into 2026 the Board will deliver the school's next Master Plan, building on the solid foundations achieved over the previous three years. We will of course welcome a new cohort into the school and we will say a heart-felt "good-bye' to those students leaving us. Many of course, will go on to attend Parkerville Steiner College, which continues to grow from strength to strength, to continue their Steiner journey.

Due to our demonstrated success in project delivery and competent navigation of these external challenges, an over-arching theme recognised during the Board Meetings in 2025 was that the school has 'come-of-age'. The Silver Tree Steiner school has grown through its teenage years and has emerged as a robust, capable and responsible organisation. This is the result of the dedication of the teachers and staff who pull it all together, each and every day. Our deepest thanks go to them.

There is one person, however, to which Silver Tree owes a great debt. I, on behalf of the Board, would particularly like to thank Cristian Southall, our former Chair, for the herculean effort he gave during his tenure in this position over the last 3 years. Cristian provided incredibly competent stewardship of the Board and played a large role in Silver Tree achieving the maximum re-registration period of 5 years last year. He will be sorely missed.

TREASURSER REPORT 2025

Paul Adams, Treasurer, Silver Tree Steiner School Board of Governors

Financial Highlights

Total Income: **$4,850,455**

Total Expenditure: **$4,421,729**

Surplus for the Year: **$428,726**

Net Assets: **$3,745,109**

Cash at Year End: **$1,419,744**

Income Summary

Tuition Fees: **$1,561,890**

State Government Grants: **$455,857**

Federal Government Grants: **$2,779,185**

Other Grants: **$2,850**

Total Operating Income: $4,844,203

Expenditure Summary

Salaries and Wages: **$3,314,072**

Maintenance & Depreciation Expenses: **$307,544**

Other Operating Expenses (insurance, utilities, IT, marketing, etc.): **$631,374**

Classroom Resources: **$168,739**

Total Expenditure: ***$4,421,729***

Balance Sheet Overview

Total Assets: $4,712,468

Cash and Equivalents: $1,419,744

Trade Receivables & Prepayments: $49,766

Property, Plant & Equipment: $3,242,958

Total Liabilities: $967,359

Current Liabilities: $618,377

Non-Current Liabilities: $348,982

Net Assets: $3,745,109

Key Takeaways

CLASSROOM REPORTS 2025

EARLY CHILDHOOD Paddy Frere, Sheoaka Kingston, Danielle Ryan, Sophie Kelly, Meredith Tolley, Corina Sleep

2025 was a year full of joy and the year when we celebrated Paddy and all of her lasts as Gumnut Kindergarten teacher as she decided to pass on the baton and retire after many years of care, love and dedication to Steiner Early Childhood education.

The children spent the year enveloped in wonder; from their indoor and outdoor play spaces to the ever-expanding world stories being shared, to the anticipation of their treasured festivals which continue to grow in. A highlight for the children was trying to guess who their teacher was as they looked on in awe and amazement as the EC faculty transformed into actors and presented the Enormous Turnip in great costumes.

We watched as the gardens continued to bloom after we learned that new plants needed protection from the rabbits and Quendas. Bush play was introduced to the Lilly Pilly children as part of one of their rhythmical activities and quickly became a firm favourite for all. The cubbies in Marri and Lilly Pilly had roofs put on top made of tin so that play on these marvellous structures could continue all year round. Play on the Lilly Pilly verandah is more protected from the gusty wind and rain now that there is a wonderful blind installed to be used as needed and a generous gift from the RAP team meant that the winding path between Lilly Pilly and Marri kindergarten now includes a mosaiced Wagul for the children to play on and admire that was created by a wonderful Silver Tree parent Karolina (last name needed).

Inside our Kindergartens, the circle rugs were replaced with new soft rugs that were irresistible for the children as they enjoyed the feeling of the newness and planned how we could continue caring for them. Early Childhood applied for and received a grant that meant the home corner furniture could be replaced and updated in Marri Kindergarten.

As a faculty, the Early Childhood teachers continued to deepen their learning through monthly participation of the Understanding Deeper Development Needs course led by Adam Blanning which will conclude in 2026. Parent and Baby group expanded from one to two mornings led by Meredith and Cornia joined as a playgroup leader sharing the role with Sophie who returned from maternity leave.

To end the year, Paddy shared her favourite: 'The Elves and the Shoemaker' story to all the Silver Tree kindergarten children for the very last time. Goodbye Paddy!

CLASS 1 DJINDAMAIA Thomas Fisher

What a joy to look back on the start of our journey as a class at Silver Tree. The children walked through the arch of parents at the sunflower ceremony with wide eyes and open hearts. The cohesive energy our classes exude even on their first day demonstrates the depth of the work our Early Childhood teachers carry out. Together with our incredible assistant Ellie, we set to work in creating a space of belonging and values that held the children as one. As we adjusted to the rhythms and newness of school, the children were excited for each task and opportunity to try their hand at this 'big kid' work they had long heard of.

Our straight lines and curved lines paved the way of the letters and their lovely fairy tale pairings. We heard stories about the numbers that relayed the mysteries of their life, and met imaginative story characters that even now, still share the journey of learning with the children. Stories are such a beautiful part of the day and were held with the upmost reverence. We enjoyed all manner of story recall on the following day, ranging from simple retellings to elaborate puppet shows and child-led play performances that readied the class for our first play performance.

We brought the story of the Golden Goose to life and the children carried themselves with confidence and humour, memorising so many lines, rhymes and actions. I am so proud of the children and this play showcased their light-heartedness and energy that are such a strong part of the class.

A big part of Class One is when the class name is presented. Our name is Djindamia, meaning Home of the Stars. We have such a wonderful view of the night sky up here in the hills and the stars that watch over us are a gift to all who see them. I want the children to grow and guide others in life, sharing their light no matter where they find themselves in the years ahead. The beautiful thing about stars is that they are always with you and are shared by all the world over.

The children loved their weekly Games lessons, both with Robyn and with Naomi. The chance to work together in Class One games has such benefits to the group dynamic and the imaginative component meets the children so well. This imagination is further carried in the German lessons with the amazing Elisa. The children loved each week

with her and would regale their very latest vocabulary to me with smiles and pride. Craft was such a welcome challenge to so many of the group as they learned how to knit and create so many little fluffy friends who still adorn both the classroom and home bookshelves to this day. Alison and May work so diligently to impart the work of the will in the children and this has so many additional benefits. Music is the core of life in Class One and Karolina brought this to life in the children. With morning circle, flute practise and music lessons, the children have so many brilliant opportunities to immerse themselves in this most universal of art forms.

It has been my privilege to teach the Djindamia class and each day my heart is warmed by kindness, humour and willingness to try and learn new things. The support of my colleagues has made our journey a shared one and I look forward to the years to come as we hold each class with this mutual loving intention.

CLASS 2 DJORRDJILYA Nikki Brooks

Djorrdjilya wholeheartedly embraced the incredible richness of the Class 2 curriculum. We launched the year with the mighty Irish tale,' The King of Ireland's Son' by Padraic Colum. A story full of twists and turns, challenges, magic and importantly, the overcoming of obstacles. We also chose this story for our class play. It was a great success. Spoken in chorus with plenty of singing and amazing costumes lovingly created by our wonderful parents. Eagles, horses, fish and falcons, to name but a few.

The Animal Fables Main Lessons are such fun. The children couldn't get enough of the stories of Brer Rabbit, begging for just one more page! They began to see, that there might be more to life than playing tricks like Brer Rabbit. The ants may have been onto something as they busily prepared for winter while the grasshopper sang all summer. Like the grasshopper, Class 2 children are exploring their world by pushing each other's buttons, testing boundaries, trying a little bit of 'naughtiness' just to see what happens…. That's when we bring in the majestic Saints, or as I called it, 'The Lives of Love and Kindness' Main Lesson. Here the children heard stories of people from all over the world, who dedicated their lives to creating beauty, performing acts of kindness, standing up for what is right, or being brave and honourable. Yagan, Rumi, Florence Nightingale, St Christopher, St Theresa of Avila were just a few. Our excursion to St Mary's Cathedral in the city was truly awe inspiring. I have a feeling the class may have enjoyed our visit to Moort-ak Waadiny Park and the Koolangka Koolangka Waabiny playground. It was a beautiful warm day and the class had so

much fun under the little fountains and running around trying every single slide and activity!

Throughout the year, Karolina Pawlowski was the Friday teacher for the class. She held her own Main Lesson of Nature and the World Around us. She took the class on weekly bushwalks to immerse themselves in our beautiful bush and to play near Clutterbuck Creek. She inspired them with stories of local bush animals, plants and nature spirits.

Practise, practise, practise with concrete operations in the four processes and Place Value was the Numeracy focus for the year. Elisa from Learning Support regularly came to visit with her big bag of MAB blocks and fun place value games. This class also loves Form Drawing. Lots of mirrored forms and shapes were drawn on the path outside our classroom. The Literacy focus was on extending our spelling to more complex words and beginning the reading program.

An amazing year. Thank you Silver Tree for providing such a nurturing space where children can thrive.

CLASS 3 YIRA MANDJA Marion Faassen

If there is one thing the Yira Mandja children taught me this year, it is that they absolutely love getting their hands busy. We began the year with almost two weeks of daily painting, spending forty-five glorious minutes each morning immersed in colour, story, and imagination. No sooner had the paint dried than we found ourselves digging in the garden, planting, harvesting, and discovering the joys of Class 3's practical curriculum. From the very beginning, it was clear that this was going to be a year of doing, making, building, growing and learning through experience—and the children embraced every moment of it.

One of the highlights of the year was undoubtedly our Yira Mandja Farm Day. After visiting our garden teacher Ana Daw’s family farm, we were completely won over. We loved everything about it: growing food, caring for animals, and, perhaps most importantly, eating! Dressed as farmers from around the world, supported by many wonderful parents who helped us cook up a storm, we celebrated with a class dinner together. What a way to begin the year.

Mathematics naturally wove itself through our class life. We measured almost anything and everything, and doing so the old-fashioned way using our own body parts was a particular favourite. It was with great delight that I watched the children suddenly begin to grasp concepts such as vertical addition and subtraction with increasing confidence and ease.

Another joy was witnessing the children's reading journeys truly take off. Many began to flourish as readers, often reaching for a book whenever a spare moment presented itself. Our Grammar Main Lesson was another memorable adventure as we travelled imaginatively to England and explored nouns, verbs, adjectives, articles, and more. After weeks of learning, we celebrated in style at the official Grammarland Ball—a day full of fun and laughter.

The Yira Mandja children also threw themselves wholeheartedly into our Shelters Main Lesson. Each child designed and created their own dwelling, and they were immensely proud when presenting their work to the class. We then carefully drew all twenty-eight dwellings into our Main Lesson books and accompanied them with a sentence created together as a class. It was one of those moments when you realise that three years of journeying together has created a strong and cohesive group—one that trusts, supports, and genuinely delights in one another's successes.

Adding to this sense of community, the children, guided once again by our amazing Yira Mandja parents, created beautiful mosaic stepping stones for the new water fountain hub outside the classroom. These will remain for many years to come, a lasting reminder of the children who made them.

Of course, no reflection on the year would be complete without mentioning the Crossing of the Rubicon. This important Class 3 milestone brought with it all that one might expect from the nine-year change: moments of uncertainty, heartfelt dramas, shifting friendships, big questions, and growing independence. It was not always an easy crossing, but it was a meaningful one. Looking back now, it is wonderful to see how much some of the children have grown through these experiences, emerging with a greater sense of themselves and their place in the world.

And then there was the play. Phenomenal hardly does it justice. Under the guidance of our talented music teacher Karolina, the children presented one of the most joyful and memorable Class 3 plays I have ever witnessed. Watching twenty-eight farmers gradually transform into twenty-eight builders was wonderful enough, but seeing the children perform with such confidence, commitment, and joy—and occasionally

shedding a few tears of pride when solo songs were sung—made it truly unforgettable.

I can only imagine what next year will bring with this remarkable group of children.

CLASS 4 KARRAKAMIA Rebecca Noonan

Class 4 was a jam-packed year of learning fun and adventure for the Karrakamia children – and a year of many, many firsts!

To begin the year, they joined the Circus program in Term 1 and even performed to the school community, which was so exciting for us all. They also started their String Instrument Lessons with Daniel and Maureen which they embraced with great gusto – they even performed their pieces to their parents in an afternoon of musical delights in Term 4. In another first, they also joined the Silver Tree Choir this year, and under the gentle guidance of our dynamic music teacher Karolina, Karrakamia performed at the school Djeran festival and the Darlington Arts Festival later in the year.

During the Human and Animal Main Lesson the children were immersed in their first research project where they each chose an animal to present to the class, creating impressive models and dioramas, poems and artwork and their first five minute oral presentation in front of the class! The Karrakamia children completely amazed me with their confidence, creativity and strong work ethic.

One of our favourite Main Lessons of the year was the History of Writing where the children experienced writing with their handmade feather quills and dipping ink into their beautiful clay ink pots. The pots themselves were a work of art – and many thanks to Leo's mum Brigita for helping each child to create their own clay ink pot. We were so inspired by our two incursions, where we had professional Calligraphy demonstrations by Judith Ann and Mei who taught us Chinese Calligraphy. The gifting of the fountain pen was a momentous occasion for the children.

We had a few other big highlights of the year – in Term 1 we were very fortunate to have a sleepover at AQWA for the night and our first proper camp to Swan Valley Adventure Centre where we all had the opportunity to participate in thrilling activities such as the flying fox, crate stacking and canoeing!

To finish the year, we performed our epic Class 4 Play A Viking Tale-The Twilight of the Gods. This was such a wonderful opportunity to showcase the hard work and talents of the Karrakamia children, and we were so proud of their dedication and passionate performances.

CLASS 5 SEEKERS Amber Lavell

Class 5 with the Seekers was such a wonderful experience. In the Steiner curriculum, they call Class 5 the 'golden year' or the 'year of balance', and this was certainly true. The children have developed such incredible capabilities, passions, skills, and interests, and applied all of these with enthusiasm and delight.

The Ancient Histories main lessons were such an integral part of 2025. Beginning with Ancient India, where a standout story was the Ramayana, the children loved it so much, that we decided to add on an extra week of that main lesson, and perform a 'mini' play of the story. An entire costume department, a 2000-word script, and full set later; and after receiving their lines only on Monday, the Seekers performed their Friday morning performance in a show of their true determination as Seekers, each one having learnt every single line off by heart. What a way to start the year! We celebrated with a delicious Indian feast, provided by our very giving parent body.

We then studied Ancient China, where a highlight was building a miniature version of The Great Wall of China, and making paper lanterns. Ancient Egypt involved lots of delightfully gruesome discoveries, and the children revelled in learning about mummies, as well as the great mysteries of the pyramids, the Sphinx of Giza, and the amazing stories of Gods and Goddesses.

Ancient Greece was a theme that spanned for the whole of Semester Two, with both the fascinating Greek Mythology, and the historical aspect of learning about some of the greatest philosophers, astronomers, mathematicians, and orators of the world. The story of the Iliad – or the Trojan Horse – was one we spent a long time working with, and it naturally became our Class Play. The children painted a giant wooden horse, learnt to dance and sing in Greek, got cellos, flutes, and violins involved of their own accord, and as always, threw themselves into their performances. Karolina and Daniel supported the music and dancing in this play so significantly, and it was so special to be able to play, sing, and dance 'Gerakina', a traditional Greek song.

A reminiscence of Class 5 would not be complete without mentioning the Greek Olympics! We met down at Perth Waldorf school in our tunics, and sorted into city-states, the children joined their peers from all of the other Western Australian Steiner schools, to participate in the Olympic Games. They made many connections with other students, brought so much enthusiasm, and thoroughly enjoyed the day. They threw javelins and discuss, leapt through their long jump, ran a 1.5km marathon, and sprinted down the race track. A particular highlight was the laughter arising as the chariot races took place, with 2 students as the 'horses' and another being dragged along in the cart and spurring them on.

Class 5 was full of new experiences, and another fascinating main lesson was the Botany one. We learnt about the way plants grow, the different qualities and properties that they each have, we drew them, painted them, observed them grow, and all became utterly fascinated by them. We spent a long time learning about mushrooms and the world of fungi – even having a botanist come to take us on a field trip to the paddocks to explore them closer. It was truly intriguing how much goes on under our feet that we don't even know is happening!

Our Ern Halliday camp was another highlight of the year, and the Seekers had a ball on the flying fox, rock climbing, and falling from the 'Big Swing'. Each morning of camp we drove out to Wanneroo Riding Centre on the bus and got to interact with and ride horses. Our guide, Kate, was so experienced and we had a truly wonderful experience. Many of the children overcame nervousness around these big, beautiful animals, and to see each of them have a go at every new experience, was heart-warming.

CLASS 6 PHILOSOPHERS Rosie Fisher

The Class 6 curriculum was so enjoyable to teach, and the Philosopher children relished everything that was taught. As always, I filled it to the brim with incursions, excursions, experiments, all with the hope of providing the most in-depth experiences. It was a class size of 23, and we had the wonderful Ebonee Lynch continue as Education Assistant three days a week.

Class 6 was certainly a big year. On top of planning the yearbook, graduation party, leavers jumpers and Business Maths markets, there was still the whole curriculum to deliver! Whether it was Physics Main Lesson experiments, buddy sessions with Class 1,

a school sleepover in tents where the sprinklers kindly woke us up at 4am, a ye' old games day, or a night astronomy incursion, the curriculum certainly kept us busy!

The Winter Festival was a big highlight. As leaders of the school, the children were honoured with the role of Wardens of the Light. To see them enter the spiral singing in reverence and angelic harmony was very emotional.

For camp we went all the way down to Yallingup! We explored caves, went shell hunting on wind-swept beaches, visited national trust properties, and even visited our friends down at Yallingup Steiner school.

For our class play, the children had a brilliant time performing a light-hearted, ridiculous medieval comedy about a 'Nose Competition'. They wore their hand-made giant noses with pride and grace!

Class 6 finished brilliantly. Deep friendships had formed, the children coming to each day with respect for one another and a willingness to care for all.

21 children from the Philosophers' class went on to form the 2026 Year 7 class at Parkerville Steiner College.