Creating a love of learning...

School Information Booklet
Information Pack

Thank you for your enquiry and please find enclosed information to assist you in forming a decision about our school and your child’s education.

To help you source as much information about our school, Steiner education, philosophy, early childhood and school programs, may we suggest a visit to our website which is located at www.mansfieldsteiner.vic.edu.au

Parent involvement at Mansfield Rudolf Steiner School has many facets and includes a growing understanding of your child’s development and the Steiner curriculum; such involvement may include invitations to attend educational lectures, class activities, seasonal festivals, working bees and the annual Open Day.

If you are interested in enrolling your child please speak to office staff to first ascertain the availability of a placement, and to arrange a school tour and interview with class teacher.

Yours sincerely,

Richard Merton
School Business Manager
The philosopher and educator, Dr Rudolf Steiner was one of the most original thinkers of the twentieth century. His writings cover a wide range of subjects and he made valuable contributions in many fields, including education, science, medicine, agriculture (Bio-dynamics), the arts and social reform. The basis of his research was the scientific investigation of the spiritual world, which he called Anthroposophy. In 1919, Dr. Steiner was invited to establish a school for the children of the workers of the Waldorf Astoria factory in Stuttgart, Germany. He took this opportunity to demonstrate how a school curriculum and teaching method might develop clarity of thought, sensitivity of feeling and strength of will.

MANSFIELD

Mansfield Rudolf Steiner School was founded in Maindample, near Mansfield, in 1985 by a group of parents and teachers wishing to have a Steiner education for their children in a country environment. In 1996 the school relocated to Mansfield, to a purpose built, rammed earth building, to become more accessible to the wider community.

VISION STATEMENT

To offer high quality education, to the Mansfield and surrounds community, in the light of the teachings of Rudolf Steiner.

School Values:

1. A non-judgmental attitude towards all people.
2. Seek to understand the situation of others.
3. Adopt a co-operative attitude in working with others.
4. Develop open communication skills.
5. Work respectfully with other people.
6. Work out of reverence for the world.
7. Strive towards goodness.
8. Appreciate beauty.
9. Work from a basis of trust.
10. Be responsible for your actions.
11. Uphold the educational philosophy which underpins Steiner Education.

Guiding Force

1. IDENTITY ~ Ours is an open community of Parents, Teachers and Friends dedicated to providing the education of children in the light of Rudolf Steiner’s philosophy. It is a philosophy, which is both spiritual, and practical, it strives to educate the whole person so that they may develop a deep and broad feeling life, clear and penetrating thinking and the capacity to undertake purposeful deeds.
2. RELATIONSHIPS – responsible communication within defined forums and guidelines, with respect for the diversity of personalities and roles. To keep our focus on the spiritual aims and purpose of Steiner education.

3. ENHANCING LIFE FORCE/ENERGY FOR EACH ONE AND FOR ALL – we acknowledge that we strive to act from a higher purpose: that we work with the spiritual world as described by Anthroposophy. To enhance the flow of the life force energy we have clarity of policy and procedure. We have a supportive and nourishing environment that enhances creativity. To bring form to our work with the spiritual world we work deliberately and consciously through meditation, festivals, ritual, rhythm and reflection and we have regular workshops, seminars and study groups.

4. THE PHYSICAL ENVIRONMENT – reflects the philosophy of Steiner education. Our approach to the environment will be thoughtful and purposeful, with a strong sense of child. We will respect and work with the natural environment pertaining to the spirit of place, creating warmth, beauty, simplicity and reverence. The environment will nurture the natural curiosity and imagination of the child. Using natural materials, our buildings, structures and gardens will complement each other and allow thought for the future.

Objectives

The vision will be achieved in harmony with our values if six key objectives, “the most important things we must aim for”, are realised. These are:

1. A strong Steiner based curriculum and culture
2. Effective leadership, governance and administration
3. Qualified and committed staff
4. An involved and supportive community
5. A school of full classes at all levels
6. Quality facilities, integrated with the curriculum

The School also supports and promotes the principles and practice of Australian democracy, including a commitment to elected government, the rule of law, equal rights for all before the law, freedom of religion, freedom of speech and association, the values of openness and tolerance.

STEINER EDUCATION – A PRECIS

Background

Mansfield Rudolf Steiner School & Kindergarten is part of the world-wide educational movement known as “Steiner” or “Waldorf” schools, comprising some 800 schools to date.

Since the inception of the first school for children of the workers in the Waldorf-Astoria cigarette factory in Stuttgart in 1919, Steiner schools have been established all over the world. In middle Europe, Steiner Schools draw the greatest numbers of independent school enrolments. Scandinavia, Great Britain, North and South America, Asia, New Zealand and Australia all have numerous Steiner Schools, many of which offer education from pre-school to Class 12. In Australia, there are some 40 Steiner schools; in Victoria there are 8 established schools, several “streams” in government schools and a number of smaller groups.
The Philosophical Basis

Steiner or Waldorf Schools share a common philosophical foundation in Anthroposophy arising from the work of the Austrian philosopher Rudolf Steiner (1865 – 1923). Anthroposophy views the human being as multi-faceted including spirit, soul and body and outlines the stages of human development from birth through phases of approximately 7 years (e.g. from ages 1 to 7, 8 to 14, 15 to 21). The curriculum is designed to reflect and strengthen these phases. Natural indications for an art of education follow and form the principles and ethos of a Steiner School.

EARLY CHILDHOOD

In the Kindergarten, education is centred upon meeting the needs of the child’s developing motivation or will. A caring environment which abounds with many possibilities for sensory and will activities is provided for children at this level. The vital and purposeful activity of the Kindergarten child in which the world around is imitated and explored is simply called play. A young child’s work is play. The programme for these children is focused around activity and play, in a colourful environment equipped with natural, basic materials. The children’s faculty for imagination is given scope to develop as they call up from within themselves the pictures and experiences they are absorbing from life. They express themselves and make sense of the world through activity and play. In the Kindergarten, children also experience a dynamic social environment guided by their teachers which is in tune with their stage of development.

The focus of the Prep year is the continuing development of pre-learning skills. Children become involved in tasks requiring lengthier periods of concentration. They have increasing opportunities to participate and co-operate as one of a group and, through play, to experiment with and consolidate appropriate social and emotional behaviour. Foundations of reading and language skills are being laid through the verses, songs and rich language of storytelling. The next step into class 1 can be taken with readiness to attend in group lessons which demands more participation in structured tuition.

THE CLASS TEACHER PERIOD CLASSES 1 - 8

The primary phase of schooling commences around the age of seven when the first important phase of growth and development is completed. Emerging independent capacities of memory and imagination are now ready to be called upon and exercised. Through emphasis on rhythmical and musical activities, the developing feeling or emotional life of the child can be educated.

Rhythms in lessons within each day, week and year, various artistic activities, stories of nature, mythologies and metaphors concerning life, all work to strengthen the child’s inherent forces of a feeling, imaginative nature. They are nourished with knowledge that “lives” for them.

To the extent that the teacher is the one who brings such experiences into the child’s daily life, this is the phase of authorship or authority in a guiding sense. A feature of Primary education in Steiner schools such as ours is that the class teacher moves with the children from Class 1 to 8, and therefore has an in depth understanding of the class as individuals and as a group.

Class teachers engage classes in movement, speech, drawing, painting, modeling, story-telling, writing and singing as well as lesson content, in order to cultivate the feeling life of the child. It is recognised that during the Primary phase there is a burgeoning imaginative thinking ability which flourishes and is exercised in an environment filled with creative endeavour. It is a discipline in a Steiner School to meet the child’s developmental phases with appropriate tasks and content. The Class Teacher period is completed with Class 8 when the students are around 14 years of age and moving into the developmental phase of puberty.
THE SCHOOL CONSISTS OF THREE BODIES:

**School Leadership Team:** Fran Cummins (Principal), Jen O’Donnell (Acting Deputy Principal), Richard Merton (School Business Manager).

**The Governance Committee:** Sarah Leiber (President), Mark Lee (Vice President), Tony Hausknecht (Treasurer), Richard Merton (Public Officer and Secretary), Fran Cummins (Principal) and Jen O’Donnell (Acting Deputy Principal), Nic Gellie (Ordinary Member).

**The Parents and Friends Group:** Parents and Friends of the school who volunteer their time to support the kindergarten and school through social gatherings, fundraising, craft workshops etc.

The School Leadership Team and teaching staff at the Mansfield Rudolf Steiner School and Kindergarten are committed to providing an education for children in the light of Rudolf Steiner’s philosophy. Our philosophical aim is to educate the whole person in preparation for the future by providing the appropriate nourishment at each stage of physical, emotional and intellectual development as outlined by Rudolf Steiner.

These indications can be imbued with the results of our teachers’ own spiritual and educational research and life experience. Mansfield Rudolf Steiner School and Kindergarten is a cultural learning community in which the economic sphere serves the cultural life creatively and is governed by the educational needs of our children. Our aim is to foster a culturally rich community, beginning in each classroom then encompassing the whole school, including families and friends of the school, and ultimately sharing our warmth with the whole community.

The school is non-denominational and celebrates both Christian and seasonal festivals throughout the year.
What is Steiner Education?

Without doubt, one of the issues of great concern to many people in our somewhat troubled times is whether or not education is actually meeting the real needs of today’s, or more particularly tomorrow’s, world. Many parents want an education which, while not overtly religious, reflects a spiritual view of the world.

The philosophy elaborated by Rudolf Steiner (1861-1925) describes the child as a spiritual being, who brings his or her own gifts into the world. It is the task of the teacher to recognise and foster these gifts and to help the child to become his or her true self.

This gives education a purpose which extends beyond that of getting a job or into a course.

Steiner education strives to provide an environment – physical, emotional and intellectual – where not only the thinking, but also the will (striving towards a purposeful destiny) and the feelings of the child can grow and truly reflect the whole person.

In fact, the realm of feeling is the central medium for learning and development in a Steiner Primary School. There the child is encouraged to experience the full richness of childhood with its wonder and fascination for the world.

So often, the trend today is to hurry children through childhood, into the “real business” of becoming adult. As a result, often their activities are rather like scaled down versions of what adults do.

This means that they miss out on the very important business of being a child i.e. growing through a natural sequence of developmental stages. By working with these stages, the skills and information required by education will arise from the child in a natural way rather than having to be put upon the child. On the other hand, if these stages are not addressed or fulfilled, it can lead to difficulties in adult life.

A simple, but profound principle underlies Steiner education. Just as humanity as a whole has passed through great cultural epochs, so also the child develops through stages that reflect human history. With that view in mind, nothing is taught for its own sake, but within the context of the development of human culture, thereby cultivating the child’s own humanity.

Whatever the subject, from science to music, it is presented in a way that meets the developmental stages of the children and offers both sensory and intellectual nourishment. No fears about the child’s future are brought into the education. Instead, there is confidence in the knowledge that a rich childhood and the development of the ability to face and resolve problems are the best preparation for successful adulthood.

Robert Martin/ Melbourne Rudolf Steiner School
Mansfield Rudolf Steiner School & Kindergarten

Early Childhood:

‘Morning Star’ room Playgroup/Kindergarten:

Playgroup – 1 session per week. Tuesday 9.30am – 11.30am. Open to all families. Attendance is FREE.

Morning Star Group - for children who will turn 3 or 4 by the 30th December.
Morning Star families are offered three full days per week from 9.00am-3.15pm, with an option to take morning sessions if preferred. Morning Star group days are Monday, Wednesday and Friday.

‘Rosa Mundi’ Group:
Preparation Year - for children turning 5 years of age by the 30th April.
Children attend Monday - Friday 9.00am – 3.15pm.

“It is not yet time for the harvest.
Now is the time to plant seeds
that will bear fruit at a later time….
Here we have time.”
The special features of our Morning Star program

A recognition of the intrinsic value of play. In our school, creative play is acknowledged as the most valuable learning medium in the life of the child up to the age of seven years.

We emphasise the development of the whole child “head, heart and hands”, as indicated by Rudolf Steiner, to encourage a balance in thinking, feeling and activity.

A daily rhythm that alternates free play and structured activities, indoor and outdoor times, thus allowing the child to “breath in and out” (without tiring or over-stimulation) supporting the growing development of the young child.

Consistent daily routines provide the child with a predictable, familiar and secure environment that lends itself to relaxed creative play and co-operative behaviour.

Teacher-led activities, such as craft work, singing, games and storytelling, gently lead children into responsible participation as a group member.

Activities of the daily routine such as cooking and morning tea preparation, tidying the room, gardening, care of the animals, collecting firewood develop a sense of social responsibility.

Small classes, and teaching staff involved with each group consistently over two or three years, let us build up a particularly understanding relationship with each child.

An environment with an emphasis on attractive, sustainable and well-cared for surroundings unconsciously develops these values within the child.

Craft work that uses natural materials with an intrinsic beauty and quality, that encourages persistence, and that results in an article of purposeful value.

Natural play materials with an open-ended nature lend themselves to unlimited transformation and encourage creative play and imagination. Children learn to become resourceful and self-reliant rather than needing entertainment or constant adult direction.

A traditional method of “storytelling”, which encourages imaginative interpretation and extends children’s ability to listen attentively, to concentrate and develop memory; all skills which will be required for later academic learning.

* A recognition that the early childhood years have their own unique developmental goals that must be protected from superficiality and precocious acceleration. Each developmental stage is significant and should not be skipped over or accelerated.  

![Image of children engaging in play activities]
A unique feature of the Steiner curriculum.

The focus in the Rosa Mundi program is indeed one of “preparation”. Through experiential learning and creative play, the children continue to develop and consolidate the perceptual-motor skills and personal maturity that underlie successful intellectual learning. In line with acknowledged European practice, formal learning is introduced after the age of six years.

Language and pre-reading skills are laid through a rich daily immersion in singing, verses, drama and storytelling. Concentration and memory are also strengthened in this context. French as a second language is introduced at this level.

The foundation of mathematical concepts develops with opportunities throughout each day for building and constructing, sorting, measuring, counting, gross motor movement. Cooking, gardening, children’s games and helping with cleaning and tidying-up bring these concepts into a practical and social context.

Mature fine motor skills and hand-eye co-ordination is a significant factor in successful academic learning and these are steadily developed through such activities as drawing and painting, modelling, craft work, finger knitting, sewing and embroidery.

Local excursions and activities, indoors and out, that reflect the changing seasons further the child’s awareness and appreciation of the world around them.

Emotionally, children of this age are increasingly experimenting with independence and social dynamics. Through adult-supported experiential play they have continual opportunities to learn and consolidate appropriate social and emotional behaviour. The capacity to concentrate and to work as one of a group under adult direction is another ability vital to successful classroom learning and is steadily nurtured in the daily routines throughout the year.

When the inner need to learn through play has been truly satisfied, the children are then truly ready, physically, mentally, social-emotionally, to meet and engage with the world academically. The journey into Class One continues with an academically and artistically rich curriculum that educates the whole child through the head, heart and hands.
CLASS TEACHER PERIOD - Class 1 to 8

Creating a love of learning……

In Rudolf Steiner Schools, during the primary years, the class teacher generally moves up through the class levels with the children. This affords a great sense of security, continuity and progressive growth for child, parent and teacher. At this point of our school’s development, all classes, Classes 1/2, 3/4, 5/6 and 7/8 are composite classes. The teacher moves up to the next level every two years.

The class teacher is responsible for the Main Lesson period each day (academic subjects) with specialists giving instruction in Languages other than English, music, library, cooking etc. The Main Lesson is held every morning and concentrates on the same subject for a block of two to four weeks allowing for in-depth studying of new subject matter. The teacher works creatively, always seeking to find a fresh connection with his or her subject matter and to recognise readiness for learning. The class teacher strives to bring a soul-quality to each lesson by enlivening its academic content with artistic and imaginative presentation.
Each day in the classroom is carefully balanced through daily rhythms, which help to keep children fresh and receptive. The morning sessions are for Main Lesson work, focussing upon new content for 2-4 weeks. At midday the Practice sessions and artistic activities are held in which children revise and revisit the material from Main Lesson.

After lunch the children have different ‘practical’ activities each day of the week, e.g. Gardening on Monday; the school has an ongoing gardening program. All classes are involved in the maintenance and development of the school vegetable gardens utilising produce in the daily cooking program. Team Sports on Tuesday, Craft on Wednesday etc. All classes learn to make a large range of handcrafts that develop in complexity as the students’ progress. All items are both practical in use and beautifully made.

Library, all classes participate in these sessions and students have access to a wide range of reading materials.

Music also plays a vital role in the curriculum beginning in the kindergarten and continuing throughout the school. Singing is part of every day. Our instrumental program begins with recorder in Class 1, violin or cello from Class 3 and a personal choice of instrument is offered in Class 7.

In the Curriculum, writing comes before reading in the lower classes. The alphabet letters are introduced individually through imaginative stories and artistic presentation. The younger students respond very well to this method, and its successful outcome can be witnessed in the middle and upper grades e.g. Class plays showcasing confidence and a firm ability to remember the written word in lengthy passages of recitation. In Year 7 & 8 students produce a major Shakespearean Play and are completely involved in all aspects of the production.
Arithmetic and the experience of number are grasped through counting, chanting, clapping, stepping and skipping. The physical relationship to number, which the children develop works powerfully and prepares them for fractions, sums and measurement, geometry and algebra.

A unique strand of the Steiner curriculum is the sequence of “Epoch stories” that feature at each level from Class One to Class Eight. Rudolf Steiner had a deep interest in and knowledge of ancient civilisations and the evolution of humanity. He suggested that the myths and legends that arose during each epoch of civilisation were appropriate as a foundation for story-telling, literature, drama and thematic class work when matched with the corresponding stage of development in children aged about seven to fourteen years of age.

Class teachers can attest to the validity of this direction as they witness how easily and enthusiastically the children relate to the sequence of the stories that are brought to them.

Class One - Fairy tales, Class Two - Fables and Celtic Legends, Class Three - Old Testament, Class Four - Norse Myths, Class Five - Indian, Egyptian and Greek Myths, Class Six - The stories and achievements of the Romans and in Class Seven – The Middle Ages and Age of Discovery. Class Eight – The Renaissance and Enlightenment, through to the Industrial Revolution.

Through story, the groundwork is laid for the study of moral development, history, geography and sciences.
The Ages Seven to Fourteen

This period is the heart of childhood, the golden years. The change from the previous period in the six-to-seven-year-old is very apparent. It is not one which takes place overnight, but is clearly observable over a matter of months. The physiology of the child changes from what it was in the earlier years. The gestures, the manner of moving and walking are different. Children now move more rhythmically, with more grace and balance. The features are more defined. Children begin to want to learn; the fact that many European and Scandinavian countries send their children to school at 6-7 years of age shows a recognition of this.

What does it mean – wanting to learn? It means that the child wants to understand the world. He will ask, ‘What is your favourite colour?’ He will be full of questions of a more personal nature than earlier. He wants to be brought into contact with the world. The understanding that he is striving for, however, is not intellectual understanding. The power of reasoning as an adult faculty is not yet born. The understanding that a child of this period strives for is a sympathetic one, a ‘feeling-understanding’. He cannot yet use definitions, but wants descriptions, preferably artistic ones. If one observes children and grown-ups reacting to the same stimuli, say a concert, film or a race, one sees how the children react in a much more sympathetic way (using the word sympathy in the original sense of “feeling-with”). Children laugh, shout, give vent to their feelings, whereas by comparison the adult is staid and reticent.

Gradually the child’s mind during this period begins to be concerned with time and space. A little girl once asked me, ‘Is it this morning or this afternoon?’ Another typical question is, ‘Is London in this world?’ The child is not concerned with work as such. He is not concerned about where the next meal comes from. He is not ‘thinking’. For him there is no difference between the aristocracy and the proletariat. Knowledge is not pigeon-holed. He does not expect to have to go to a scientist for an explanation of physical matter or to a biologist to learn about reproduction. Daddy or Mummy have all the answers and the adult is an authority. The child sees the world as a unity.

Furthermore, the child in this period believes what he is told. He has faith in the good and accepts what is given to him. Disillusionment has not yet set in. Curiosity and wonder are for him the gates of knowledge. He is interested in everything.

Although his reasoning powers are dormant, he is very much awake in the field of the imagination. I once had a child of seven in the car with me and she was fascinated by the speedometer needle. ‘What’s that?’ she asked. As I was racking my brains to think up some grown-up answer, she settled the problem herself. ‘I know,’ she said, ‘it’s a fairy’s wand.’ With that she was content.

The imaginative faculty is a force to be reckoned with. Threats, reason, logic cut little ice, but information given pictorially and appealing to the feeling element, goes home. A child of this age is also naturally endowed with a feeling of awe and reverence. Even a dreamy child can be awakened and spurred to action by means of imaginative stories. How to make use of these powers educationally will be dealt with later.

The child between seven and fourteen has one further great need. It is the need for guidance. He is seeking his way into the world, tasting this and experimenting with that, but he has yet no firm hold within himself or of himself. It is a fundamental need to have someone in authority over him, someone to direct, advise, guide, albeit in a personal, sympathetic way.
That the child will sometimes rebel and reject the authority does not gainsay his need. He is testing his own powers, but he nevertheless needs the reassurance of the adult. It is an almost organic need, after the age of seven to be instructed by adults as to what is good and right. The child wants to believe in the wisdom of the adult, and instinctively demands authority.

There are two minor milestones between the ages of seven and fourteen. These are at nine and twelve. Between seven and nine the memory of imitating or the desire to do so mingles with the desire for authority. The dreaminess gives way to a more conscious perception, and at the age of nine the child begins to take a real interest in the world around, and a certain egotistic development takes place. The child is becoming more conscious of himself as an individual but is not yet mature enough to make judgments or bear responsibility. For this reason a child of this age often appears to be cruel, self-centred, with an eye-for-an-eye and he-hit-me-first mentality.

From the ninth year onwards, the child will accept concepts, but from twelve onwards his nature demands them. Along with the physical maturity the power of thought is developing. The child now looks at the world and wants to learn about it from a reasoning point of view. It is no longer a matter that something just ‘is’. The demand now is to know how and why. A tremendous new faculty is developing, the faculty of judgment. Only at twelve can the child really grasp cause and effect. Only at this age do thoughts take the place of pictures in the mind. The deepest questions now arise. ‘Who am I?’ ‘How did the world begin?’ ‘What is God?’

In the organic process of growth the wheels of the mind of humanity are beginning to turn.

<table>
<thead>
<tr>
<th>Age</th>
<th>Nature of child</th>
<th>Inner Urge</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6</td>
<td>Sensitive to, and dependent on, surroundings. Needs care, affection and protection</td>
<td>Imitation. Will activity.</td>
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<tr>
<td>7-14</td>
<td>Features more defined. Walks with more grace and balance. In sympathy with the world. Understands via feelings and pictorial imagery. Has belief in the world and sees it as a unity.</td>
<td>Desire to learn. Needs authority.</td>
</tr>
<tr>
<td>At 9</td>
<td>Becomes more interested in the outer world and more conscious of self.</td>
<td>Wants to know more of the outer world.</td>
</tr>
</tbody>
</table>
**The Curriculum Outline - Class One to Eight**

Our school follows the accredited Australian Steiner Schools Curriculum as outlined on the following pages. Below gives a more detailed description of what is taught in each subject.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>ENGLISH &amp; LITERATURE</th>
<th>MATHEMATICS</th>
<th>SOCIETY &amp; ENVIRONMENT HISTORY &amp; GEOGRAPHY</th>
<th>SCIENCE &amp; TECH (CHEMISTRY/ PHYSICS 7&amp;8)</th>
<th>LOTE</th>
<th>MUSIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fairy Tales</td>
<td>Introduction to numerals The 4 processes +,x,−,÷/ Multiplication tables Free hand geometry</td>
<td>Home environment The playground Animals and vegetation The Elements Nature walks, nature table Nature tales</td>
<td>Nature Study Compost heap Gardening The Four Seasons The Elements and the Elementals Cooking</td>
<td>French Songs Finger plays</td>
<td>Daily Recorder Daily Singing Class plays</td>
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<tr>
<td></td>
<td>Russian Folk Tales</td>
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<td>2</td>
<td>Saints, animal fables The Canticle of the Sun Celtic-Irish legends King of Ireland’s Son</td>
<td>Column algorithms Counting to 100 by 1s, 2s, 3s, 5, 10s Multiplication tables Tessellations</td>
<td>Nature stories Animals and their characteristics Home/School environment</td>
<td>Nature study, Compost heap, Gardening The four seasons The Elements and the Elementals Cooking</td>
<td>French Singing Plays</td>
<td>Daily Recorder Daily Singing Class plays</td>
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<td>3</td>
<td>Old Testament Stories The Creation Heroes of the Old Testament Jewish Folk Stories Indigenous Culture</td>
<td>Borrowing – carrying in the 4 operations – with remainders Mental arithmetic 4 operations in simple problems Multiplication tables Weight, capacity, length, value, money, time</td>
<td>The Builder House building Farming – growing crops Making food</td>
<td>Gardening Farming Science Cooking Building a structure</td>
<td>French Singing Conversation Writing phrases</td>
<td>Recorder Singing Class plays Reading music Notation Violin Cello Percussion</td>
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<tr>
<td>4</td>
<td>The Norse Myths Indigenous Culture</td>
<td>Four operations extended Long division Long multiplication Fractions</td>
<td>Aboriginal Dreamtime Family Tree Local Geography</td>
<td>Genealogy Animal studies (Zoology)</td>
<td>French Singing Conversation Writing phrases</td>
<td>Orchestra Recorder Singing</td>
</tr>
<tr>
<td>CLASS</td>
<td>ENGLISH &amp; LITERATURE</td>
<td>MATHEMATICS</td>
<td>SOCIETY &amp; ENVIRONMENT</td>
<td>HISTORY &amp; GEOGRAPHY</td>
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<td>5</td>
<td>Myths and Legends of Ancient: Egypt, India, Persia, Mesopotamia, Babylonia, Greece</td>
<td>Decimal fractions</td>
<td>The exploration of Australia</td>
<td>Botany: Propagation, Gardening, Environment studies</td>
<td>French, Singing, Conversation, Writing phrases, Making a picture story book</td>
<td>LOTE</td>
</tr>
<tr>
<td>6</td>
<td>Ancient Rome</td>
<td>Long division, % fractions, Simple interest, Profit &amp; Loss, Appreciation/Depreciation Increase, Decrease</td>
<td>Exploration of Australia</td>
<td>Geology, Astronomy, Physics of Heat, Light, Sound, Electricity and Magnetism</td>
<td>French, Conversation, Writing phrases, Grammar and Composition, Latin</td>
<td>LOTE</td>
</tr>
<tr>
<td>7</td>
<td>King Arthur</td>
<td>Geometry, Plutonic solids, Maths in Nature</td>
<td>Life in the Middle Ages, Voyages of Discovery</td>
<td>Health and nutrition, Combustion, Acids and Bases, Anatomy / Physiology, Mechanics (simple)</td>
<td>French, Latin, Translation, Composition, Grammar</td>
<td>LOTE</td>
</tr>
<tr>
<td>8</td>
<td>(Yr. 8 PROJECT) Shakespeare (Major production) Biographies</td>
<td>Algebra, Geometry and the planets, Rhythms and Cycles</td>
<td>Renaissance Processes of change (Revolution)</td>
<td>The Skeleton and Movement, Chemical transformations, Heat Biology</td>
<td>French, Latin, Translation, Composition, Grammar</td>
<td>LOTE</td>
</tr>
</tbody>
</table>

MATHS AND ENGLISH ARE STUDIED AS CONTINUING COURSES THROUGHOUT THE YEAR, AS WELL AS IN THE MAIN LESSON BLOCKS.

ARTS (Watercolour painting, modelling with beeswax, painting animal forms, symmetry-mirror drawing, freehand geometric drawing, modelling with clay, painting landscapes, perspective drawing, drawing with charcoal, silk painting) HANDICRAFTS (knitting, crochet, hand sewing, making a doll, cross-stitch, machine sewing/aprons/clothing, woodworking with saws, rasps, gouges, making a stool, carved box.) MOVEMENT/SPORTS (Circle games, rhythmic games/jump rope, running, basketball, folk dancing, extra lesson exercises, team sports, bush walking, swim, ski programs, and interschool sporting events.)
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<th>Year Two - Even</th>
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<td><strong>Saintly Lives</strong>&lt;br&gt;St Francis&lt;br&gt;<strong>English 2.3</strong></td>
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<td><strong>Place Value</strong>&lt;br&gt;<strong>Math 2.9</strong></td>
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<td><strong>Mathemagics: Magic Numbers</strong>&lt;br&gt;<strong>Math 2.10</strong></td>
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Old Testament  
*English/History 3.1* | Stories of Creation & Tradition  
Old Testament  
*English/History 3.1* | Indigenous Legends  
*English/History 4.4* | Indigenous Legends  
*English/History 4.4* |
| Music – Notation, rhythm, folsa. Introduction to stringed instrument | The History of Writing  
*Science/History/English 4.2* | Music – Notation, rhythm, folsa. Introduction to stringed instrument | The History of Writing  
*Science/History/English 4.2* |
| Farming  
Farming Camp  
*Science/History/English 3.5* | Farming  
Farming Camp  
*Science/History/English 3.5* | Measurement  
*Money Maths 3.10* | Measurement  
*Money Maths 3.10* |
| **TERM 2** | Measurement  
Length/Weight/Capacity  
*Maths 3.9* | Measurement  
Length/Weight/Capacity  
*Maths 3.9* | Norse Myths  
*English/History 4.1* | Norse Myths  
*English/History 4.1* |
| Ancient Literature of Authority & Rulership  
*English 3.2* | Ancient Literature of Authority & Rulership  
*English 3.2* | Local Area  
*Geography/Maths/Science 4.5* | Local Area  
*Geography/Maths/Science 4.5* |
| Processes & Strategies  
*Maths 3.8* | Processes & Strategies  
*Maths 3.8* | Building  
*Science/History English 3.6* | Building  
*Science/History English 3.6* |
| **TERM 3** | Grammar  
*English 3.3* | Language & Literacy  
Grammar  
*English 4.3* | The Human Being & Animal Kingdom  
*Zoo Camp Science 4.7* | The Human Being & Animal Kingdom  
*Zoo Camp Science 4.7* |
| Class Play – OT  
*English* | Class Play – OT  
*English* | Measurement  
Time & Temp.  
*Maths 3.11* | Measurement  
Time & Temp.  
*Maths 3.11* |
| Fractions 1  
Introduction  
*Maths 4.9* | Fractions 1  
Introduction  
*Maths 4.9* | Class Play – Norse  
*English* | Class Play – Norse  
*English* |
| **TERM 4** | Number Processing  
Long multiplication & division  
*Maths 4.8* | Number Processing  
Long multiplication & division  
*Maths 4.8* | Grammar  
*English 3.3* | Language & Literacy  
Grammar  
*English 4.3* |
| Reading Program  
*English 3.4* | Reading Program  
*English 3.4* | Fractions 2  
Processing  
*Maths 4.10* | Fractions 2  
Processing  
*Maths 4.10* |
| Freehand Geometry  
*Maths 4.11* | Freehand Geometry  
*Maths 4.11* | The Local Region Mapping  
*Geography/History/Science/Maths 4.6* | The Local Region Mapping  
*Geography/History/Science/Maths 4.6* |
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If you would like to enrol your child or children at our school, either for next year or as a mid-year enrolment, please register your intent with us on the enclosed form. Note also the following points:

1. Registration is an indication of intent, and does not bind either party. If however, you register and then change your mind, please let us know as soon as possible.

2. There is a Registration Fee of $30 per family, which is not refundable. It does not guarantee your child a place, as enrolment is subject to the School Enrolment Policy that includes several considerations and priorities. Priority is given to children committed to going through to all Class levels, as well as compatibility with the values and ideals of Steiner education. There are also waiting lists for some classes.

3. Enrolment at the school involves:
   a. An interview between you and your children with the relevant class teachers
   b. An interview with the school administrator
   c. On acceptance of enrolment the completion of an Enrolment Information Form
   d. The formal acceptance of enrolment, in writing, by the school.
   e. Payment of a $400 Fee Bond. (The fee bond is refunded on completion of the enrolled life of the child with the School.)

Please direct any questions to the School Business Manager, Richard Merton, on 03 5779 1445, or email; richardm@mansfieldsteiner.vic.edu.au
Children:

Name 1........................................................................................................Date of Birth.............. .......

  Boy ☐  Girl ☐  Register for class.........  Term......  Year......

Name 2........................................................................................................Date of Birth.............. .......

  Boy ☐  Girl ☐  Register for class.........  Term......  Year......

Name 3........................................................................................................Date of Birth.............. .......

  Boy ☐  Girl ☐  Register for class.........  Term......  Year......

Name 4........................................................................................................Date of Birth.............. .......

  Boy ☐  Girl ☐  Register for class.........  Term......  Year......

Address: ....................................................................................................................

 .................................................................................................................................

Live with:  Parents ☐  Mother ☐  Father ☐  Other..............................

Mother’s Name .................................................................................................

Phone ........................................ email............................................................

Father’s Name .................................................................................................

Phone ........................................ email ............................................................

I/We have attached the non refundable registration fee. I understand that this registration does not guarantee a place, and that enrolments will be confirmed in due course, as per the procedure described above.

Signed......................................................................................................................

Date........................................

PO Box 679; 91 Highett St
Mansfield Vic 3724
P: 03 5779 1445 Fx: 03 5779 1438
E: admin@mansfieldsteiner.vic.edu.au
W: www.mansfieldsteiner.vic.edu.au
ABN: 19243460633
APPLICATION AND ENROLMENT FEES

Registration fee $30.00
Enrolment fee bond $400.00 (refundable)
Kinder/School Fee schedule herein.

RESPONSIBILITY FOR PAYING FEES

As an Independent School, Commonwealth and State funding subsidises some of the school’s running costs and Mansfield Rudolf Steiner School and Kindergarten acknowledges the support of the Victorian Government. However, it is necessary to augment this with a fee structure.

Fees are kept as low as possible to enable families of all circumstances to attend.

All signatories to the original Enrolment Form are jointly and severally liable for the payment of all fees and charges incurred on behalf of the children unless the school is otherwise notified in writing by all signatories on the Enrolment Form and the school agrees to this alteration in writing.

SCHOOL FEES PAYABLE EACH TERM INCLUDE:

We charge, for classes 1 to 8, the “Camps & sundries” fee each term rather than frequent $2 and $5 over the term and large fees in third term for skiing and camp. This charge covers:
One school hat/School lunch cooking programme/Swimming program in Term 1/All concerts, guest teachers and “extra” classes during the year/School journal/Supply of recorder in class 1/All school supplies, such as crayon bags, fountain pens, etc which have been extra charges in the past/Ski program, assuming 4 ski trips in third term classes 1-5, also 2 trips to Mt Buller for classes 7 & 8 (snow permitting)/Classes 3 to 8 camps/Year 7 & 8 text books and equipment
From Class 3 each term a levy is charged to cover individual, ensemble and orchestra aspects of the compulsory music program.

DISCOUNTS AND BURSARIES

Early payment discount: An early payment discount of 5% for paying the year’s fees in advance.
Sibling Discounts are applied to tuition fees only.

TEMPORARY ABSENCE OF STUDENTS

For temporary student absences of up to 5 weeks of any term the full term’s fees will be payable. For temporary student absences of more than 5 weeks of any term half the term fees will be charged.
GOVERNMENT SUBSIDIES

If you have a pensioner concession card or health care card you are entitled to Kindergarten (not little Kinder) fee subsidy, from the Department of Education & Early Childhood Development. If you indicated on your enrolment form that you had such a card, then you should see this credit on your account. If you have received a card recently please let me know as soon as possible.

If you have a pensioner concession card or health care card you are entitled to Education Maintenance Allowance for all school children. If you have received this in the past you do not need to re-apply. If you have not received it last year, look out for more information in the Messenger early in term 1. This year the payment will be made direct into your bank account rather than a cheque sent, so I will need to collect that information.

Conveyance allowance is a subsidy paid if you live more than 5km from a bus stop. Again, if you have received this last year you do not need to reapply, but if you have not received this and believe you qualify contact me early in term 1.

FEE PAYMENT

Term fees are due and payable by the due date shown on the statement, unless another arrangement is made with me. There are several ways that fees can be paid:

- You can pay the whole year in advance, and get a 5% discount.
- You can make regular payments directly into our bank account – see office staff for details.
- You can make partial payments over the term – please let me know details.
- We have EFTPOS and have credit card facilities. There are various plans you can arrange to use.
- If meeting the fees within the term is going to be a problem for you, please talk to me about it early in the term to make an acceptable arrangement (in situations of short term financial difficulty limited bursaries may be available).

COLLECTIONS POLICY

If neither payments nor a suitable arrangement have been made by week 3 of the term a reminder notice will be issued.

If neither payments nor a suitable arrangement have been made by week 5 of the term a follow up phone call will be made. A $20 administration charge will be applied to your account.

If neither payments nor a suitable arrangement have been made by week 8 of the term a final notice will be issued.

If neither payments nor a suitable arrangement have been made by the end of the term the account may be put into the hands of an external debt collector, and will incur extra expenses.

Cheques returned “refer to drawer” will incur a $20 administration fee as well as reimbursement of the bank’s charge.
MANSFIELD RUDOLF STEINER SCHOOL AND KINDERGARTEN

91 Highett St, Mansfield 3722
PO BOX 679 Mansfield 3724
Tel: (03) 5779 1445 / Fax (03) 5779 1438
(03) 5779 1488 (Kindergarten)
Email: admin@mansfieldsteiner.vic.edu.au
Web: www.mansfieldsteiner.vic.edu.au

Address enquiries to Richard Merton (Business Manager)