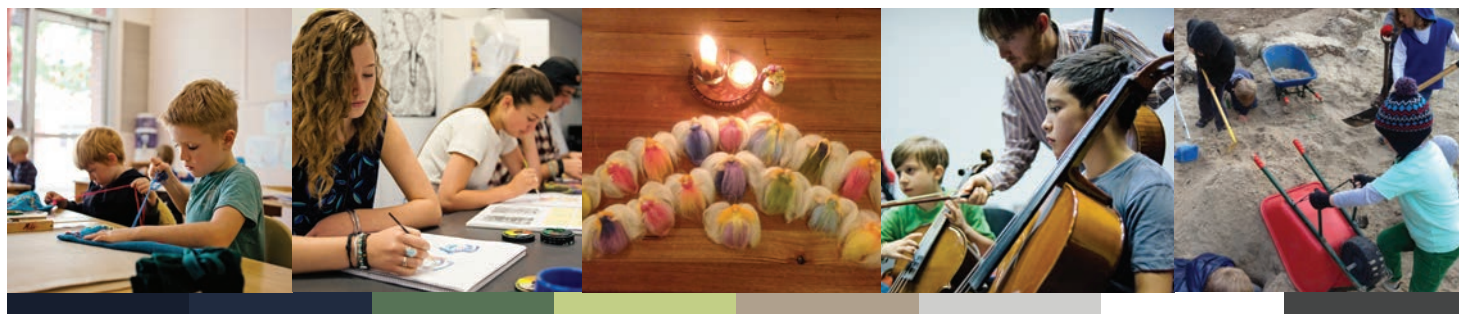




Steiner Prospectus P-10



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Steiner Education at Collingwood College



Collingwood College offers an optional specialist stream inspired by the educational philosophy of Rudolf Steiner, consistent with the worldwide Waldorf education movement. This educational approach is founded on the Anthroposophical understanding of the nature of the human being. Teachers look at the archetypal developmental stages of each age group and base their curriculum upon these observations. They recognise the longing of each individual to live up to their full potential; the task is to nourish the students' inner life on their pathway to make sense of themselves and the world.

Teachers strive to create a learning environment that allows students to experience their own inner space from where they gather strength to face the outer world. By carefully listening to imaginative accounts of world mythology and history, by careful observation of e.g. scientific processes, by careful movements (Eurythmy),

artistic presentation of all work and many other guided classroom settings, the students' imagination is stimulated, their senses educated. This is of particular importance in a time when over-stimulation of the sense is often the cause of modern syndromes such as attention deficiency or hyper activity.

The Steiner teachers at Collingwood College offer a living and creative curriculum based on the educational philosophy of Rudolf Steiner, consistent with worldwide Waldorf education. The archetypal developmental stages of each age group inspire a culturally rich and sequential curriculum that integrates all activities in the classroom. There is a strong emphasis on creativity, the arts, social skills and academic excellence. Teachers recognise the longing of all individuals to live up to their full potential. Through imagination and inspiration, teachers strive to create a learning environment that



allows students to explore their own feelings and ambitions and develop their physical and intellectual capacities. These capacities enable the student's growing connections with the world.

The Collingwood College Steiner program is aligned with the expected standards for state schools (AusVELS) and is available from prep to year 10.

Other features of our Steiner program:

- Main Lessons
- Seasonal Festivals
- Teachers following their class for a number of years
- Full music curriculum (from class 3)
- Camping and outdoor education program
- Senior orchestra and ensembles

- Eurythmy
- Bothmer gym
- Specialist craft program
- College of Teachers

For further information about the Steiner program at Collingwood contact

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Our Vision

Inspiring young people are well-balanced, strong and creative individuals who make a positive difference to our community.

Our mission

To inspire our students to become inspirational young people by:

- Being open to all.
We create an open and trusting community that invites all of us to explore, create and learn.
- Teaching the whole person.
We cultivate a rich and diverse curriculum. This ensures our students can have the confidence to find joy in the world and to fully participate in society.
- Continually learning.
We value the ongoing learning of our teachers, parents and students. We reflect upon what we do and always look for better ways to achieve our vision.



Our Values

These values are the compass for our learning community. They are reflected in our behaviour, our decisions and shape our interactions.



Diversity

We respect and value the social, linguistic, religious, financial, academic and cultural diversity of our learning community. Our respect for diversity allows us to value uncertainty, subjectivity, participation, intuition, insight and imagination to develop and deliver a curriculum that can meet the needs of all students. We offer a place for everyone.

Creativity

We understand that creativity is a key method for exploring the world. We encourage young people to take the lead and embrace curiosity, questioning and challenging traditional ways of seeing and being. We create conditions for adventurous exploration and ideas for constructive reflection.

Innovation

We embed innovation in the foundations of our learning community. We are open to new work

structures, learning environments, collaboration, advanced technology, new pedagogies and integrated curriculum. We approach change and unforeseen circumstances in a positive and constructive way.

Relationships

We believe that education, throughout our lives, involves developing a deep understanding of our relationships- within ourselves and others. While education must focus on the needs of the individual, it cannot be considered in isolation of the family, the College and the broader community.

Achievement

We expect all members of our learning community to strive to achieve their personal best and accordingly we create a climate that constantly articulates high expectations for all. We celebrate the individual and collective achievements of our students and other members of our community.

The Class Teacher period (Approximately 7-14 in age)

“Learning is the key to human development, but it is not a simple, homogenous process. What to learn, when to learn, and how to learn are arrived at through a conscious and careful study of children as well as a comprehensive understanding of the human being through all stages of human development. Teachers strive to help each child to become a clear-thinking, sensitive and well-centred adult.”

Rudolf Steiner

A simple, but profound principle underlies Steiner education. Just as humanity as a whole has passed through great cultural epochs, each epoch learning from the previous one, so the child develops through stages that reflect the entirety of human history.

With that in mind, nothing is taught for its own sake, but within the context of the development of human consciousness, 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 a confidence in the knowledge that a rich childhood and the development of the ability to face and resolve problems are the best preparation for a successful adulthood.

Intermediate aged children are no longer imitators. For the classes 1-8, the main faculty of learning is imagination. Our aim is to education strong and clear feelings within our students. Through the teacher, the world comes to the students in a lively and imaginative way; pictorial thinking rather than intellectual thinking is educated. The will is guided through appropriate physical activities and engagement with purposeful tasks. Art work and music guide expressions of feelings. The major historical epochs of humankind set the framework for the education in these classes.

Technology is kept in accordance to the historic epochs, which is one of the reasons that we keep computers or multi-media teaching aids during the class teacher period to a minimum.

The child is encouraged to experience the full richness of childhood with its wonder and fascination for the world. The trend today often is to hurry children through childhood into the “real business” of becoming adults; activities are often scaled-down version of what adults do. This means children 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.

During the Class Teacher period from class 1 to 8, each year is assigned to a certain historic epoch which reflects and addresses the students' developmental stage. These historic epochs mirror the archetypal learning process of all humanity. As guidance for the curriculum, the class epochs provide the ideal medium for integrating all class work into a solid interwoven tapestry.

Class Teachers

Ideally, one teacher will move with the children from Class 1-6, and then possibly into Classes 7 and 8. The great advantage in this is that the Class teacher knows the students intimately. At the beginning of each year, the teacher already has a solid understanding of the learning needs of individuals and the group and is able to plan accordingly. Together the class becomes a strong entity founded on a shared history and community.

In this community, achievements and celebrations are shared and remembered and problems are confronted together on the understanding that we all grow through facing adversity on occasion.

The Class teacher therefore grows with the children, at the same time, developing a great understanding of how children learn across this whole period of their development.

Main Lessons

The core of Waldorf/Steiner education is the Main Lesson. Ideally comprised of the first two periods of the day, the Main Lesson follows the same content daily for approximately three weeks. This allows the class to fully immerse itself in the given subject during the part of the day when students are most receptive to new content. This immersion builds depth and breadth as teacher and students daily bring new thinking and insights into the subject, thus together forging a 'world.'

At the beginning of each day, before Main Lesson properly begins, time is spent 'tuning' the class. Singing, rhythmic recitation, recorder playing and rhythmic movement wakes students up or calms them down, brings the students together socially and spiritually, and enhances their receptiveness to learning. Main Lesson time is the time when new content is introduced. After the morning recess break 'Practice' lessons rehearse the content learning in previous Main Lessons. Ideally, afternoons are given over to 'out-breathing' activities such as art, craft and games.



Festivals



“If a young child has been able in his play... to give up his whole living being to the world around him... he will be able in the serious tasks of later life, to devote himself with confidence and power to the service of the world.”

Rudolf Steiner



The core of Steiner Education is experiential learning through creative play, artistic activities, storytelling, movement and singing which addresses the needs of the whole human being.

The child during the first seven years of life is developing the physical body. As the child learns strongly through imitation during these years, it is essential to provide the child with examples of work and people who are worthy of imitation. For the child starting school the Steiner prep room environment is made as beautiful, harmonious and welcoming as possible in order to foster a sense of security and that the world is a good place to be.

This is achieved through the creation of a rhythmical day and week. It comprises of regular periods of creative play where children participate in indoor and outdoor non-adult directed play during which social learning is practiced and creative and imaginative skills are developed using a variety of natural materials. During the creative play period the teacher and assistant, while still available to and aware of the children, are engaged in purposeful activity in which the children may wish to engage. These activities include cooking, preparations for morning tea, cleaning, mending, woodworking, sewing, polishing, washing, gardening, sweeping, knitting, spinning, etc. These life skills are readily imitated by the children and are often incorporated into their creative play as are elements of the stories they hear each day.

There is no need to explain these activities. The child's

common sense understands the necessity without intellectual or nervous strain. The child develops a sense of empathy for the adult and for the world.

As role models of the children adults perform these simple tasks with great care and respect whilst being wholly available for the children when needed. When disputes arise the teacher intervenes and guides when necessary and demonstrates positive ways for the children to resolve difficulties.

Rhythm of the day and week includes circle time consisting of movement games, songs, poems and finger play all of which encourage group participation and also foster memory and enjoyment with others. The daily storytelling draws on nature stories, fairy tales suitable for younger children and puppet plays all of which stimulate pictorial thinking, imagination, listening skills and a rich source of vocabulary besides demonstrating the use of spoken language.

More formal learning is introduced with regular literacy and numeracy blocks based on material experienced by the children. This works towards the standards outlined by the AusVELS curriculum. Each day there is an opportunity to participate in an artistic activity in the classroom, e.g., Eurythmy, painting, drawing, beeswax modelling, bread making, simple sewing and wood crafts.

Class 1

Critical thinking, artistic creativity and meaningful activity (head, heart, hands) are at the core of Steiner education, addressing the needs of the whole human being.



Fairy tales are the vehicle a Steiner teacher uses to impart knowledge to the children in class 1. Fairy tales present profound moral images while introducing the faculty of narration; they nourish the power of imagination through their rich and pertinent images.

The fairy tale characters represent the many different aspects of our own inner nature, and they reach deep into the subconscious mind, the archetypal images help children overcome difficulties in life. They show the children that good overcomes evil and they show them ways to resolve problems.

The same images also lead:

- Into writing and reading.
- Into the world of number with the beginning of the four processes.
- Into the world of form with form drawing.
- Into the world of colour with water colours and crayons
- Into the world of rhythm, music and rhyme through the use of poetry, singing and recorder.
- Into the world of craft and dexterity with knitting and embroidery



Class 2

The magic in Steiner Education is brought to the fore when the consciousness of the eight year old and the historic development of the ancient Celts [as revealed in the Myths and Legends] coincide in the atmosphere created by the teacher.



The Class 2 child is becoming more alert and earthy than in class 1. They are full of plans and schemes for grand adventure- more aware of the world around them, but still feeling very much part of it. They have a strong affinity with plant, mineral and animal worlds. The Class 2 child loves to explore. They have both a reverence for the earth and its inhabitants and a strong impulse to be mischievous. They strive for loyalty, courage and goodness, but they also have an affinity with the trickster. Native American stories, fables, Celtic tales and stories from the lives of the saints nourish both the irreverent and the sacred. These stories meet his need to meet adversity and to conquer the dragon. In the Primary Classes,

the children learn through image, colour, rhythm and movement. Literacy is developed through the retelling of stories, the recitation of rhymes and poetry and the class plan and through writing and reading responses to the stories. In mathematics, stories give context to numeracy and measurement, and the children draw on visual patterns to develop pattern and order in spatial relations. Rhythmic movement helps them to develop fluency in number. In Home Surroundings, they explore the elements of the environment: earth, water, rocks and fire. And they continue to skip, stitch, knit, model, cook, paint and draw.

Class 3

A potent metamorphosis occurs at the age of nine: The child's hereditary forces and the family shelter stand against the awakening of each individual's destiny. The meeting of these two streams is often referred to as 'the crossing'.



This new awareness of self as separate from the all-embracing world of nature makes the child begin to look at the world more objectively. As these nine year olds become inwardly more aware of themselves, they also become more critical and judgmental of their relationships with others, including their parents and teachers. Children of this age often become worried and insecure which manifests itself in many ways: bed-wetting again; some worry about the mortality of themselves and/or their loved ones. It is generally agreed that this is an anxious time for many of the children. A nine year old girl describes in her letter this typical feeling of 'the fall', the end of paradise: "Dear Tooth Fairy! I'm sorry that I don't believe in you any more..."

Hands-on learning is now of the utmost importance: farming, food preparation, building, cloth making with knitting and sewing, etc. The ideal learning outcome for a Class 3 child should be a certain sense of "If everything fails, I know how to plant my food,

prepare and cook it, make my own clothing and build my own shelter. Whatever happens, I will be safe and can be independent from everyone else." This sense of security- though never put to the test- helps the child to overcome these new existential fears.

The epoch study for the Class 3 is the mythology and history of 'The Old Testament'. The children relate to the ancient 'Children of Israel' who are courageously striving to overcome the adversities in their lives despite some occasional moaning and groaning. These stories help the children to develop their own morality; as they empathise with the heroes, the brave and the good, or feel dismay as foes bring hardship or destruction on their own people. The great cosmic law is expressed in the Ten Commandments, representing authority and order. Through their Class 3 experience, children can find a place for themselves in the scheme of things.

Class 4

“Throughout the year we fulfill the common tasks and duties of daily life and at the times of a festival we turn our attention to the links which bind us with eternity. And although daily life is fraught with many a struggle, at these times a feeling awakens within us that above all the strife and turmoil there is peace and harmony .”

Rudolf Steiner



In class four, Norse mythology is introduced. The gods and goddesses in these tales are a wonderful representation of the growing personality as seen in the nine to ten year old child. Loki is half-god and half-man and filled with cleverness and mischief. At this age, the children are in great sympathy with Loki's personality and with the sacrifices Odin has to make to gain wisdom. These figures, very real beings for the children, are grappling with their own expression of individuality. They provide moral sustenance for the children as well as becoming a framework for English studies- spelling, reading, grammar, handwriting and written expression.

The History of Writing Main Lesson allows the children to trace all the developmental stages from simple picture writing to the use of an alphabet. Writing media from bark and clay to papyrus and paper, from stylus and quill to fountain pen are explored.

The Human and Animal Main Lesson begins with a contemplation of man's upright stature. Humans alone, of all the myriad creatures are able to wrest

their heads of the hold of gravity and stand erect. We move on the earth with perfect balance. How different we look from the animals with their horizontal spines and their heads dangling almost to the ground. These lessons provide a forum for the study of zoology.

Mathematics takes the children into the world of fractions. They are ready to understand and be strengthened by calculations involving addition and subtraction of equivalent fractions. Other more complicated forms of mathematics are also introduced.

The Main Lesson Our Local Environment is an informal introduction to the disciplines of geography and history. Along with this lesson the culture and stories of the Aborigines are brought to the children.

Music: signing and recorder playing in parts; continuation of class orchestra.

Class 5

A new security and harmony shows itself in the children in the fifth class. They are able to look away from themselves into the outer world, though they are still living in the period known as “the heart of childhood.”



Since the child has now developed a sense of time, formal history is introduced. The stories come from ancient India such as the Ramayana, ancient Persian tales, the gods and pharaohs of ancient Egypt and the Greek gods and heroes. Through these stories, the children witness a very obvious change of consciousness and culture and are touched by the notion that we are also beings in history with a past and a future.

As a balance to this ancient history, local history and geography look at the settlement of white people in Australia and the consequences of this settlement.

Geometry (free hand and form drawing) with compass and ruler allow the children to process these forms with awakened intellectual capacities. The decimal system, place value and the translation from common to decimal fractions are the core of arithmetic studies.

English studies include story writing and the skills of letter writing. On a formal level, active and passive voice, indirect speech and complete punctuation is practiced.

The Botany Main Lesson connects the children to the world of life forces within the plant kingdom and within themselves.

Craft: Embroidery with a variety of stitches including Indian mirrors, sequins, glass beads etc. and crochet.

Art: Refinement of water colours, drawing, clay and wax models, pottery.

Class 6

“By the time they reach us at the college and university level, Waldorf students are grounded broadly and deeply and have a remarkable enthusiasm for learning. Such students possess the eye of a discoverer and the compassionate heart of a reformer, which, when joined to a task, can change the planet.”

Dr. Arthur Zajonc, Associate Professor of Physics, Amherst College



The overarching epoch for Class 6 is Ancient Rome. Students learn about Ancient Roman life, politics and law and compare this understanding to aspects of modern times. Class 6 proves to be an exciting year with an exploration of the sciences including Main Lessons in Astronomy, Geology and Phenomenological Physics. In mathematics, Main Lessons include Geometry and Business maths. Other Main Lesson cover aspects of literacy, history and the geography of Australia and beyond.

A major class play is presented to the school community: students prepare costumes, sets and music for the production.

In Class 6 the students attend two five day camps which support their outdoor education experiences and are aligned to Main Lessons such as Geology and Astronomy.

The experiences of Class 6 provide the students with a strong basis for their entry into the high school years.

Class 7

“The heart of the Waldorf method is the conviction that education is an art- it must speak to the child’s experience. To educate the whole child, his heart and will must be reached as well as his mind.”

Rudolf Steiner



As the children transition from primary to secondary school, and stand on the threshold of puberty, the curriculum supports their vulnerability and awakening consciousness. Teaching and learning takes on a progressively more intellectual approach: the children are encouraged to develop concepts which emerge from imagination and observation.

The Middle Ages are the guiding epoch in Class 7, taking us from the fall of Rome into the Dark Ages, exposing the children to the ideals of chivalry’s code of honour and notions of courtly love. This is followed by stories of the Crusades and the Age of Discovery, bringing the history curriculum up to the point where Europe stands at the dawn of the

Renaissance. English skills are honed in these Main Lessons. Students also undertake a creative writing Main Lesson which includes the themes: Wish, Wonder and Surprise. Through text study, experience and discussion the students learn to express what is emerging sensitively within.

Other Main Lessons studied are Physics, People of the World, Algebra, Pythagoras, Healthy Bodies and Healthy Relationships.

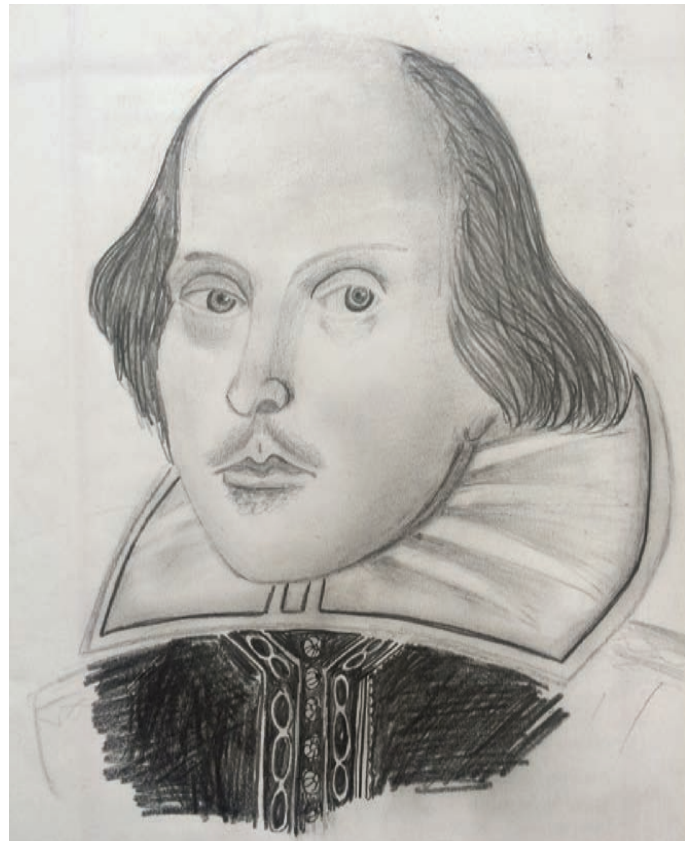
Music: Class orchestra and the opportunity to learn a new instrument builds on the skills previously learned.

Art: Embroidery, ceramics and perspective drawing.

Class 8

“Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility- these three forces are the very nerve of education.”

Rudolf Steiner



This year marks the culmination and end of the class teacher period bringing the learning of the eight years to a conclusion and readying the students for the intellectual challenges of high school. The content of Class 8 looks to the rediscovery and development of human achievement from the Renaissance mirroring the birth of new intellectual capacities in the adolescent. The scientific developments from that age and beyond are explored through Main Lessons in chemistry, biology and physics using a phenomenological approach. Students continue to progress through history this year with humanities-based studies of

the Renaissance, Industrial Revolution and Modern Times bringing them up to the present day. The studies of Shakespeare and the performance of a Shakespearian comedy complement and support our Renaissance focus and give the class ample opportunity to critically examine our language. Mathematics is studied through the lens of geometry and the rhythms and cycles we observe around us as well as in practice lessons. Students experience the wonder of our beautiful coastline with a camp to Cumberland River where they learn to surf and continue learning to work as part of a team outside of a traditional classroom setting.

Class 9

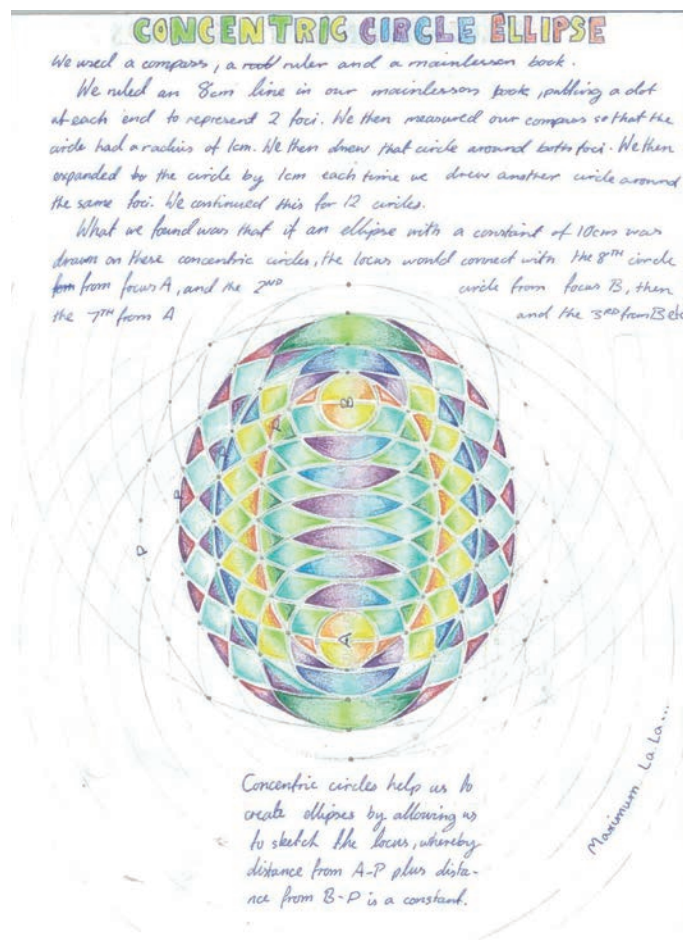
"We shouldn't ask, 'What does a person need to know or be able to do in order to fit into the existing social order?' Rather we should ask, 'What lives in each person and what can be developed in him or her?' Only then will it be possible to direct the new qualities of each emerging generation into society. Society will then become what young people, as whole human beings, make out of the existing social conditions. The next generation should not just be made to become what the present society wants it to become."

Rudolf Steiner



The Class 9 student is full of idealism and the desire to test their limits in the world. The Class 9 program is therefore based strongly around studies of the world as it moves towards modernity. Our young people study historical figures and events such as the French Revolution, in which idealism is tested against humanity and a sense of compassion and care. In Science, we study the development of transport from simple modes to sophisticated and highly complex mechanics. In mathematics, different conic sections of shapes and the role of chance in our lives. In art and drama, students look more analytically at earlier styles, taking a more academic approach.

There is an extensive Outdoor Education program, which takes students out into the world to test themselves against the realities of the environment. This involves a series of 5-day hikes in which students are self-sufficient and must rely on themselves and others to successfully navigate their way through challenging situations.



Individual and communal responsibility fosters a sense of justice that is tempered by empathy for others.

Other Main Lessons in Class 9 include:

- The Odyssey
- Australian History and Literature
- Choice and Chance
- Plant Chemistry
- Geomorphology

Class 10

“The 16 year old student asks who am I? What, besides my inheritance and circumstances, am I? A class ten student wishes to engage in measured conversation, expressing their views and enquiring as to the origins and causes of world affairs. Our work is to help them develop from passing judgements to forming judgements.”



The Class 10 program starts with a farming camp which allows the students to experience and study the rigours of primary production, dairy and produce production, water harvesting and organic and alternative farming techniques. The program concludes with a surveying camp that is used to study mathematics and science in the field. The Main Lesson focus also includes the story and history of English language and poetry.

Main Lessons in Class 10 include:

- Human Physiology
- Poetics and Romantic Poetry
- Force and Motion
- Acids, Bases & Salts
- History of Mythology



Specialist lessons and Practice lessons

During mid-morning and afternoon sessions, students have practice and specialist lessons: English, maths, L.O.T.E. (Mandarin), music, art, craft, eurythmy, sport, physical education, food technology and wood technology.

Art & Craft

Art and Craft is an important component within the classrooms. The art and craft activities are taken by the craft teacher and specialists. The curriculum offers the children the opportunity to develop skills in the soft crafts such as knitting, crochet, hand sewing, embroidery and felt making. The children develop and apply these skills to make items that have a practical use such as clothing, toys and household items.

As well as giving the children the chance to create beautiful and useful items, they are given the opportunity to develop their fine motor, numeracy and spatial skills. In addition, the children must see their tasks through to the end. In doing so, they develop their will and take pride in their own work.



Dance

From Prep to Class 6 the students have approximately one term of dance with a specialist teacher per year. Through these early years the students learn simple bush dances and the maypole dance. Moving into 3 to 6 the dance themes follow and support the curriculum with Israeli dance in three, world dance in four and Greek dance in five. The dances are performed at the annual community fair and for Class 6 make up a major part of the end of the primary school years celebration.

Drama

Drama is evident at all levels. Class plays are an important activity in all Steiner classes as they 'summarise' the epoch studies of every age group.

PE & Sport

Physical Education starts in Prep with an emphasis on variety and enjoyment. There are many rhythmical and spatial awareness exercises taught in the younger years. Most of the games are traditional children's games and feature a great deal of running and engage the child's imagination. In classes 3 and 4 games that include skills with balls and working as part of a team are a focus. In Class 5 and 6 the students begin with interschool sports within our local district as well as Ancient Greek Olympics held between the other Steiner Class 5 students.



In the middle school the students have 3 lessons a week which cover blocks of basketball, soccer, badminton, netball and baseball, and bike education. In the senior years the students continue to develop these sports and are given regular opportunities to compete against other schools at district, region and state levels.

This experience combined with the camps program as well as weekly eurythmy classes provide a very active and engaging experience for the young person.

Kitchen Garden Program

First established in 2001, each week the children from Classes 3 to 6 spend forty minutes in the large organic vegetable garden which they helped design and build, and now maintain, on the school grounds.



They also spend one and a half hours each week in the College kitchen preparing and sharing meals created from their produce.

In the kitchen and garden the children work in small groups with the support of volunteers and under the supervision of a specialist and/or a classroom teacher.

At Collingwood the emphasis is on learning about food and about eating it. The garden grows food that is then harvested, cooked, served and enjoyed by the children.



Specialist lessons and Practice lessons

Eurythmy

Eurythmy is the art of bringing speech and music into movement. Each consonant, vowel, tone and interval has its own gesture and movement. The practice of eurythmy which begins in prep and continues through to the end of year eight helps the child with co-ordination, spatial awareness, listening and social skills. The graceful movements deepen their appreciation of music and the spoken work. Eurythmy awakens an appreciation of the dignity, beauty and worth of the human being. It develops poise, good carriage and a capacity for expressive gesture as well as a sensitive awareness of others when working in a group.



Camping and outdoor education

The camps program in the Steiner stream takes the students on a gradual path to independence and resilience while at the same time supporting and complementing the curriculum.

Starting in Class 3, the camps are an annual event and introduce the students to pitching tents, camp style cooking and fosters an appreciation of natural environments and wildlife. The typical destinations for Classes 3, 4 and 5 include Upper Yarra Dam, Walkerville and the Grampians. In Class 6, traditionally there is a sailing camp followed by a horse riding camp and a bike riding in Class 7, and there is a surfing camp in Class 8.

Class 9 is seen as the high point of the camps program where many elements come together over the year with four week-long hikes. These hikes are across various environments including the Great Ocean Walk, the Grampians, Hattah Lakes, and the High Country.

Students also use these camps to study eco systems and biological and environmental impact. The students learn to plan and conduct these hikes with

a focus on food intake, water requirements and packed weight. The Class 9 camps can be physically and mentally challenging but are an immensely rewarding and satisfying experience.

Early on in Class 10 the students go on a farming camp near the Murray. The students have many hands-on experiences across a range of different biodynamic farms and work along-side farmers. Here the students develop an appreciation of the challenges, economics and sciences behind biodynamic farming.

In Class 10 students also go on a five day surveying/rock climbing camp to Mt Arapiles. This area is one of the world's premier climbing destinations, and it also offers the opportunity to use the equipment and techniques taught in the surveying Main Lesson.

Parents need to be aware of annual costs associated with each camp, and in particular Class 9, where there are also costs associated with purchasing hiking equipment. These camps are a compulsory part of the Steiner program at Collingwood College.



Music Program

Music plays an essential role in the curriculum at Collingwood, and we believe that it should be experienced by all. Participation in music programs helps students to develop confidence, social skills, discipline, team work and self esteem.



The music program aims to expose students to an exciting and balanced practical musical education across both instrumental and classroom applications. Classroom music is compulsory from Prep to Class 9 and VCE group performance is currently offered.

Students often perform at school, in assemblies and in concerts or special events in the region or wider community.

Classroom Music

Classroom music is a core subject from Prep to Class 9. The curriculum is designed to be balanced and covers the history of music, theory, practical application (keyboard, guitars), aural studies, notation, composition and performance.

At the senior years an emphasis is placed on analysis, performance and aural skills.

Music tuition and performance

Instruments can be learned via individual lessons or in small groups. Students also have the opportunity to be a part of the College orchestra.

Many students form rock bands or small ensembles and rehearse at lunchtimes.

All Steiner students from Class 3 until the end of Class 6 learn a stringed instrument and participate in a class orchestra and in school ensembles. Students in Classes 7 and up have the opportunity to join several senior orchestras and ensembles.

Musical instruments offered:

Flute*, Clarinet*, Saxophone*, Violin, Cello, Viola, Keyboard or piano, Electric Guitar, Acoustic Guitar, Bass Guitar, Drums and Voice.

* These instruments can be hired from the school.

Music in the Steiner Classrooms

Music is also an important part of the Class teacher's day-to-day practice in the classroom. Typically, activities undertaken by students in the classroom might include things like:

- Singing in morning circle and at other times throughout the day, starting with unison singing in the early years, moving through simple ostinato accompaniments and rounds and eventually learning complex harmonies and part singing.
- Playing the descant recorder and, in the upper primary years, the alto, tenor and bass recorders.
- Learning songs and compositions related to the cultural age or epoch being studied in main lesson.
- Composing and performing their own musical works.
- Incorporating the performance of music and dance into festivals and class plays.
- Completing main lessons in Music notation (usually in Class Three) and Acoustics (usually in Class Six).

Music facilities

The College has excellent facilities for performance including a 270-seat theatre, dance studio, keyboard laboratory and a number of specialist practice rooms as well as dedicated music classrooms.

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Leadership Team



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| | | |
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