



*Meaningful learning that lasts a lifetime...*



# OVERVIEW

THE AURORA STEINER HIGH SCHOOL

# WELCOME TO A FLEDGLING HIGH SCHOOL WHERE LEARNING IS AN ADVENTURE...

Dear Families,

Thank you for your interest in an Aurora education for your child in their crucial high school years, and welcome to this overview of our Aurora High School.

Having established our thriving primary school over the past seven years, we have opened the high school just this year. Our secondary program is tailored to meet the needs of young people in today's complex world, and offers:

- Academic rigour and an ethic of excellence
- A focus on outdoor education and adventure
- An arts-enriched curriculum
- Inquiry-based learning tailored to students' individual strengths
- Unique opportunities for community engagement and leadership development

We are currently undergoing accreditation to offer the International Baccalaureate as our senior qualification, with our first Year 12 cohort graduating in 2024.

In this information pack we prepared information on a range of topics including class structure, the subjects available to students as they progress, our teachers, our approach to technology, particular programs and opportunities such as the Duke of Edinburgh Award, and more. Following the information specific to our high school, you will find more background on our educational approach across the school, and practical information about school life.

We warmly invite you and your child to visit the school for a tour and to participate in an information session. Please don't hesitate to contact the school office on 4862 2300 if you have further questions or would like to make an appointment to discuss our program and your child's needs.

With warm regards,

The Aurora High School Team

## OUR PURPOSE

### MISSION

We believe that education is the foundation for a lifetime of achievement. Young people come to us with open minds and hearts, they have a yearning for the new, a need for transformation.

We believe our mission is to direct this transformative process, to encourage but not stand in its way, to mould but not place boundaries around it.

We believe it's our purpose to keep these young hearts and minds open and instill them with an unshakable optimism, confidence and agency. We are here to facilitate a series of successes, first small then large, such that our young people develop an innate sense of ability where success is never in question.

We believe that purposeful holism is fundamental to a fulfilling life. As we develop our young people's will and ability we help them understand not only themselves but also their community and their environment. We believe individuals truly thrive when they are in balance with their community and environment.

### VALUES

We wish to empower young people

- To have a sense of agency, which allows them to become makers and not spectators
- To have the empathy and wisdom to be leaders and change agents in their communities
- To leave Aurora with the skills for living successfully
- To know what's next and how to get there
- To seek out the hard and challenging path and never lose their sense of adventure and wonder
- To make the world a better place for having lived in balance with it.

## THE STRUCTURE OF OUR CLASSES

This year we have opened the high school with a composite class of Year 7 and Year 8 students. The class has a home teacher plus a range of specialist teachers who work with them in weekly lessons as well as in intensive main lesson blocks at various points throughout the year.

In 2021 we will again have a composite Class 7/8 plus a Year 9 class. Year 9 will have their own home teacher and will have separate classes for main lessons and some academic subjects. Year 9 will combine with Class 7/8 for activities such as sports, music and handwork. We expect to have 25-30 students across the three grades in 2021.

In 2022 we will have a composite Class 7/8 and a composite Class 9/10; and from 2023 onwards we intend to be offering the International Baccalaureate for our senior students. Further info about the IB can be found at <https://www.ibo.org/programmes/>

## CURRICULUM AND SUBJECT AREAS

### MAIN LESSONS

Each morning, students take part in the Main Lesson. The Main Lesson is an immersive unit of work stretching over three to four weeks. It is a core aspect of the Steiner methodology, and topics are carefully chosen to respond to the emerging needs and capabilities of young people at their present developmental stage.

CLASS 7/8 MAIN LESSONS 2020			
Term 1	<b>English</b> Wish Wonder and Surprise	<b>English</b> Elizabethan Era and Shakespeare	<b>Maths</b> Number and Algebra
Term 2	<b>Science</b> Human Biology	<b>Science</b> Chemistry 1	<b>Geography</b> First Nations Societies and Civilisations
Term 3	<b>History</b> The Ancient World Indigenous Australia	<b>Science</b> Physics of Air and Water	<b>Maths</b> Geometry and Measurement
Term 4	<b>Drama</b> A Midsummer Night's Dream	<b>Geography</b> Place Liveability and Interconnections	<b>History</b> Ancient to the Modern World - The Ottoman Empire

CLASS 7/8 MAIN LESSONS 2021			
Term 1	<b>English</b> The Art of Communication	<b>Science</b> Biology of Plants	<b>Maths</b> Money and Society
Term 2	<b>English</b> The Art Of Poetry	<b>Science</b> Chemistry II	<b>Geography</b> Voyages of Discovery
Term 3	<b>History</b> The Polynesian Expansion Across the Pacific	<b>Science</b> Make it Move	<b>Maths</b> Platonic Solids
Term 4	<b>School Production</b> <b>English</b> Romeo and Juliet	<b>Geography</b> Landscapes, Landforms and Water	<b>History</b> The Modern World The Age of Revolutions

### CLASS 9 MAIN LESSONS 2021

Term 1	<b>English</b> Australian Literature	<b>History</b> Australian History to the Modern Era	<b>Maths</b> Conic Sections
Term 2	<b>English</b> Romantic Writing	<b>Science</b> The Earth in Movement	<b>Geography</b> Human Wellbeing
Term 3	<b>Science</b> The Bodily Basis of Intentionality	<b>English</b> Biographical and Autobiographical Writing	<b>Maths</b> Measurement and Geometry
Term 4	<b>Science</b> Salt Chemistry	<b>Geography</b> Environmental Change and Management	<b>History</b> The Makings of the Modern World

### SPECIALIST SUBJECTS

In addition to Main Lessons, a whole range of subjects are taught on a regular basis including English, Maths, Languages, Music, Science, PDHPE and Outdoor Education, Performing Arts, Visual Arts, Technological & Applied Sciences, Handwork, and more. Through Individual Projects students have a particular opportunity to deepen their learning in subjects of interest, working with a mentor to build their knowledge and apply it in a practical way.

### Sample Weekly Timetable Class 7/8

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30-8.55	School opens				
8.55-9.15	Morning Circle				
9.15-11	MAIN LESSON				
11-11.30	Recess				
11.30-12.15	Japanese	Maths	English	Eurythmy	Handwork
12.15-13.00				Individual Project	
13.00-13.45	Lunch				
13.45-14.55	PDHPE	Visual Art	Science	Technological and Applied Sciences	Music

Sample Weekly Timetable Class 9					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30-8.55	School opens				
8.55-9.15	Morning Circle				
9.15-11	MAIN LESSON				
11-11.30	Recess				
11.30-12.15	Languages	Languages	TAS	Visual Art	Music
12.15-13.00	Eurythmy	English	English		
13.00-13.45	Lunch				
13.45-14.20	Individual Project	TAS	Maths	Science	PDHPE
14.20-14.55				Maths	

## EDUCATING THROUGH MEANINGFUL EXPERIENCES

There is no substitute for experience! From the visit to a theatre or gallery, to an extended wilderness trip, these are vital out-of-class experiences that deeply integrate learning with life. The Outdoor Education programme brings opportunities for courage, resourcefulness and perseverance. Further, they bring the students opportunities to experience beauty and reflect on the wisdom revealed in nature and the world around us.

The Duke of Edinburgh Award will dovetail with our outdoor education curriculum from Year 9 onwards. The Award emphasises development in the four areas of new skills, voluntary service, physical recreation and adventurous journey. The Bronze Award will be a compulsory part of our Yr 9 /10 programme, and it's important that families be willing to support the significant time commitment that will be called for outside of school hours. In the upper years, students will be supported to undertake the Silver and Gold Awards if they choose to.

Education is a task of healing our humanity and the earth. We teachers and parents, together with the young people amongst us, have this enormous but privileged task to be part of the healing of the planet. We can give local and tangible expression to Einstein's beautiful thought, "Only a life lived in service to others is a life well lived".

Here are some of the important learning for life tasks we hope to inspire in our high school students:

- Set goals and work hard to achieve them
- Be curious
- Never say no to fruit
- Clean up after yourself
- Balance freedom with responsibility
- Think – discern what is truthful
- Feel the beautiful
- Do the good
- Celebrate
- Connect to nature
- Care about others
- Work together, cooperate and collaborate
- Respect yourself
- Respect others
- Imagine how things can be done more beautifully
- Share
- Do your bit
- Make healthy choices
- Show initiative
- Be creative
- Be trustworthy
- Speak out about what you care about
- Play
- Develop inner quietness, whence flows strength
- Ponder on the deeper meaning behind our experiences
- Ask questions

## THE DEVELOPMENTAL PICTURE

Our Steiner curriculum is designed to work with the changing needs and capacities that emerge in young people as they develop.

In Year 7, students generally reach 13 years of age and become teenagers. This period of inner development resonates with key themes of the chapter in world history of the great voyages of discovery and the renewal of culture that took place during the Renaissance. Teachers support students to discover new perspectives that direct their attention towards the exploration of the outer world and away from the newly experienced unrest in their inner life. Students are given many opportunities for active learning and group interaction.

The Year 8 program is designed to meet the needs of approaching adolescence in a time that is itself challenging. When new inner forces are emerging in the growing young person, a healthy series of appropriate challenges provide a stimulus to balanced development. In this period of change, initiation marks the movement from one stage of life to another, from one state of consciousness to a higher one. Thus, we offer a broad program of academic, aesthetic, social and physical courses that will stimulate and inspire students as they leave childhood and prepare to enter the new world that lies ahead.

Year 9 students are at the height of adolescence in all its polarities, the best and the worst. It can be a time when they become lost in their own personal inner world and yet they are also capable of compassion, endurance and intellectual prowess. They can be carried away by their own impulses and yet they have high aspirations. Our balanced programme aims to both

challenge students academically, and ground them in practical tasks that build a broad base of service, resilience and leadership skills. In Year 9, all students undertake an extensive outdoor program aimed at learning outside the classroom and building an appreciation of place and the natural environment.

In Year 10 students continue to learn through the Main Lessons, now in a broad and rich curriculum of wide ranging topics. Searching questions, which are a prerequisite for philosophical thought, now begin to be asked. The students' level of judgement becomes more analytical and a deeper level of responsibility can be expected. Suitable themes for this age are those that provoke thoughts that question the human condition. The imperative at this point is to grapple with the issues and questions raised with an inner confidence that answers can be found. This confidence comes through a synthesis of deepening knowledge and inner experience, combined with a sense of wonder that has been cultivated since their earliest years at Aurora. The students realise that issues and ideas need to be explored from many sides and from many levels of experience, before any judgements can be made.

## OUR APPROACH TO TECHNOLOGY IN THE HIGH SCHOOL YEARS

We embrace the balanced and meaningful use of technology and are proactive in ensuring that our students develop not only skills but a healthy approach to managing technology within their lives. We put wellbeing and human relationships front and centre and work with students and families to carefully monitor the use of phones, social media, games and so on. No personal phone use is allowed at school and a technology agreement is signed as part of the enrolment process. Laptops and other technology are used from time to time in support of students' learning.

## THE ENROLMENT PROCESS

To explore our Aurora High School further, families are warmly invited to arrange a time for a personal school tour - a chance to meet the teachers and students, view samples of student work, and see classes in action. Prospective students are also welcome to join us for an Experience Day - a taste of normal school life at Aurora.

To initiate the enrolment process, the application and developmental history forms can be submitted to the school office, along with supporting documents such as school reports. From there, a formal enrolment interview is held, where you and your child meet with the home teacher and other school staff.

Please don't hesitate to contact us on 4862 2300 or [enrol@aurorasteiner.nsw.edu.au](mailto:enrol@aurorasteiner.nsw.edu.au) to speak more about whether this education could be a good fit for your young person.

***“Receive the children in reverence,  
educate them in love,  
and send them forth in freedom.”***

**RUDOLF STEINER**

# More About Aurora

## WHO WE ARE...

### OUR VISION AND MISSION

We exist as a school because we believe the world needs young people who are rich in humanity, confident of themselves, clear in their thoughts, courageous in their actions, and level headed enough to be able to independently forge pathways towards a bright future.

It is our intention to instil in all that come to Aurora: a sense of connection, belonging, respect and the joy of practical work as well as a deep understanding of the earth and our service to it, and our community.

### ABOUT US

Aurora Southern Highlands Steiner School is an independent school overseen by a Board of Directors, and run by the Principal and executive team. The educational direction and impulse of the school are carried by the College, which consists of committed and passionate staff from right across the school.

Aurora was founded in 2013 with just a handful of students and an overarching commitment to create an environment where young people can grow up with a sense of what is possible for them in the world. Aurora Steiner has continued to attract visionary educators and families alike, brought together through a palpable sense of having found a place to flourish and bring big ideas to life.

Today the school spans from early childhood into high school with well over a hundred students. As well as offering an engaging curriculum, we are set to be the first school in the Southern Highlands to offer the International Baccalaureate as a path to university entrance. Based on the groundbreaking insights of Dr Rudolf Steiner, we offer an enriching, unique and academically challenging education with more than 100 years of proven outcomes.

Staying abreast of the latest neurobiology and drawing on a deep understanding of child development, our focus is on meeting the specific needs of young people as they move along their developmental continuum. Central to these needs are building confidence based on solid skill sets, fostering resilience, supporting emotional intelligence, inspiring creative thinking, encouraging curiosity and instilling a lifelong love of learning.

## THE RUDOLF STEINER APPROACH

Steiner or 'Waldorf' education was inspired initially by research into child development conducted by the Austrian philosopher Dr Rudolf Steiner (1861 - 1925). The early Steiner schools offered a radical contrast to the conventional education of the day, cutting across socio-economic delineations and acting as a dynamic force for social renewal in the wake of World War. Since the opening of the first school in 1919, Steiner education has spread far and wide, and been adapted with great success to local cultural contexts. Today there are more than 1000 schools in 60 plus countries worldwide, and our school is part of the largest independent educational movement in the world!

The core tenets of Steiner education include:

- **Harnessing the power of developmental stages: the right content, in the right way at the right time.** The Steiner approach recognises the simple but profound insight that children learn in distinctly different ways at different stages of their development. Our strong academic, practical and artistic curriculum hones in on the child's unfolding needs and capacities year to year.
- **Engaging the whole child: head, heart and hands.** Students learn traditional academic subjects through the distinctive and time tested teaching methods that engage the children's physical, emotional, cognitive and psycho-spiritual dimensions. Our integrated curriculum includes physical work, the arts, and real-world problem solving, cultivating a lasting inner enthusiasm for learning.
- **Tending relationships: people matter most.** Each child is supported to develop a sense of belonging within a strong and diverse community of peers and adults. Educators consciously work to facilitate the social and emotional health of the individual and the group, equipping children with skills to confidently navigate difficulties and create environments where kindness and respect are given.
- **Holding the big picture: material world, spiritual realities.** Steiner educators come from all religious backgrounds and none, but what we have in common is a willingness to contemplate the big questions of existence, and to reflect deeply on the animating energy that courses through all living things and our material world. In this way we bring a sense of reverence and profound respect for the individuality of each child that is before us, and indeed to each activity and field of learning in which we work
- **Honouring our planet earth: learning through nature, for nature.** Through outdoor play and exploration, gardening and a range of outdoor learning activities, and attunement to the cycles and seasons in songs and stories, the children build a bond with the natural world that serves them well for a lifetime. Stewardship, responsibility, and caring for country are emphasised as key components of a healthy relationship with our Mother Earth.

## OUR REGULATORY BODY – NSW EDUCATION STANDARDS AUTHORITY (NESA)

Aurora Steiner is a full member of the Australian Independent Schools Association (AISA) as well as Steiner Education Australia (SEA). We are registered by the NSW Education Standards Authority (NESA) and every year we meet all the requirements of NESA's NSW curriculum.

## THE DEVELOPMENTAL STAGES OF LEARNING

In Steiner education, learning is seen as a process of human development - not simply an accumulation of facts and capabilities in preparation for adulthood and the workforce. The child is not a miniature adult with some deficits, but rather an unfolding 'being' working through very precious stages of life.

Dr Rudolf Steiner brought attention to of educators the seven-year developmental stages, now widely recognised and utilised by many modern day leading child development specialists. At Aurora Steiner we see these stages of childhood as valuable in and of themselves, and at each stage there are capacities that come to the fore. Throughout a child's development at Aurora, both what the child learns and the way that they learn it are carefully designed in response to the particular needs of their age and their stage.

### FIRST STAGE 0-7 YEARS

The first seven-year phase of a child's life sees huge physical growth and development - from an infant not able to do anything without help, to a child who can stand upright, run, climb, construct things, talk, express wishes, play imaginatively and understand stories and simple instructions. During this stage the class teacher focuses on nurturing the growing body of each child in a warm and supportive atmosphere, in which learning is by imitation and by experiential doing.

### SECOND STAGE 7-14 YEARS

The second seven year phase sees the child ready to take on a new style of learning, having built the foundations of the physical body, the head is now ready to engage. Formal academic instruction takes off in this stage however is always designed to engage the child's heart. We find that when the child's feelings of wonder and enthusiasm are awakened through imagination and beauty, they will relate both to the subject and to the teacher who delivers it. In this way, learning becomes strong and deeply rooted. During this stage the class teacher gets to know each child in depth and so can deliver the curriculum in the best way for that child and that class.

### THIRD STAGE 14-21 YEARS

The third seven year phase starting at the age of 14 is marked by the exploration of concepts and ideals and the journey towards clear thinking. The young person should face the big questions such as; who am I? what is true? And, what have I to offer the world? During this stage the class teacher focuses on supporting the child through developing cognitive skills such as using logic to solve problems, mentally visualising a concept, retrieving information through memory and more.

## CARING AND INNOVATIVE TEACHERS

Each and every one of our amazing teachers here at Aurora are hand picked for our culture and our environment. All of our teachers are State qualified, as well as Steiner trained and qualified in the world renowned, Rudolf Steiner methods of teaching. A deep and caring relationship and understanding of one another is fostered between the child, the teacher and the class as a whole. The teacher brings each part of the curriculum at the right stage of the child's development to meet and satisfy their inner needs.

An Aurora teacher's task is to bring to the child all the subjects in a living way, involving the whole child in the learning process. The teachers aim amongst other educational focuses is to stimulate students' curiosity, imagination and interest in the world, as well as their sense of morality and service. This then encourages each child to grow in confidence, imagination and initiative.

## SCHOOL CURRICULUM

Across all classes, each day begins with a concentrated two hour block of learning. We call this the "Main Lesson". This morning block is the time we focus on literacy and numeracy however there are many other opportunities throughout the day to re-enforce our morning lesson.

Aurora's curriculum is vast and varied. In any given week your child will learn literacy skills, writing and reading, numeracy, music, speech and drama, languages, physical education, visual arts, eurythmy, artisan handcraft and social and emotional skills.

## LEARNING THROUGH MOVEMENT: WHAT IS EURYTHMY?

Before coming to Aurora, you may not have heard of Eurythmy! Eurythmy is a movement art form unique to steiner education that is sometimes compared to Tai Chi. It is a form of choreographed dance that particularly develops spatial awareness, fine and gross motor skills, balance, concentration, acoustic comprehension and self awareness as an integral part of a group.

Over time, it especially helps the child to feel emotionally balanced and integrated in their bodies. At Aurora, we are lucky enough to have a highly trained and qualified Eurythmy specialist on staff who teaches this unique art form to every class weekly.

## LEARNING THROUGH OUR HANDS

A big part of your child's life and Aurora will involve creating something with their hands. The child's imagination is held in deep respect and nurtured throughout their years here. Your child will be exposed to skills such as learning to knit, weave, whittle, crochet, and sew to name a few. Learning such skills for life are not only practical but life giving. The joy a student feels when they have completed something that is not only beautiful but also useful has a profound impact on self confidence and we find it often enriches the life of the "whole student".

The child's hand work journey allows for an understanding of form and freedom, skill and creativity to be explored. Just as a strong home needs good foundations, so too does the human being. Even when a child is finding a task challenging, there is much strength and learning from their perceived mistakes.

While we strive to always do our best, we allow through arts and crafts, a child to show us something of themselves through their own work. From a teacher's perspective much can be learnt from the beauty of being with what is being revealed by the child through their work.

## WHAT ABOUT RELIGION?

The education we offer is not religious, rather it aims to support children's experience and understanding of goodness, truth and ethics. At Aurora, as in all Steiner school communities around the world, you will find staff and families who hold a whole range of philosophical orientations and belief systems.

The word God is not off limits here, as we strive to seek and respect the philosophies and world views of our students and their families. As educators we bring a more than material view of the child and the human being - recognising the physical, emotional, cognitive and psycho-spiritual aspects of each person that need to be tended and nourished. We strive to relate to the world as being full of hope and goodness, and to life as a heroes' journey rich in meaning.

Through our teaching we bring stories and learning experiences to the children that are connected with many different cultures and world views. Aurora Steiner students work with sacred texts and stories from a whole range of traditions, including First Nations wisdom, Celtic origin stories, biographies of the saints and sages, Hebrew tales from the Old Testament Norse Myths, ancient Persian epics, Greek and Roman mythologies, the story of evolution according to the contemporary science, and more!

## GUNDUNGURRA CULTURAL EDUCATION - "NGUNUNGULA"

Aurora is lucky enough to have a First Nations specialist educator on staff. Ngunungula (pronounced nun-gung-nun-gulla) is a Gundungurra word that means "walking and working together". The unique Ngunungula program that we offer at Steiner is about learning, sharing and praising local knowledge and language. This means knowing how life was for our local area, how it still is, and how we can use, share and maintain this wonderful land and culture. It is our hope that by educating the children on the First Nations people that together as a country we can reposition ourselves in the world for a more sustainable future.

## RESTORATIVE PRACTICES

We acknowledge that the life of a student can be difficult at times. All students can have troubles from time to time in their communications with either their peers or their teachers. Our approach in times of trouble is to 'lean in' to the child and support them through the troubling time. We do this by way of using a process called Restorative Practices. All Aurora staff are trained in Restorative Practices and this is the core principle from which we draw upon for all conflict resolution.

## ASSEMBLIES, FESTIVALS, AND SPECIAL EVENTS

Seasonal and cultural festivals are held regularly each year and with great reverence here at Aurora Steiner. They offer us an opportunity to come together as a whole school community of parents, students, siblings and staff and celebrate nature's seasons.

Our festivals often include a shared meal, music, games, a seasonal story, and a hand work activity. These festivals support us in teaching the children a sense of meaning, rhythm, connectedness and belonging in our busy lives.

The festivals form a vibrant part of our curriculum and often children and teachers prepare together for days or weeks in the lead up to a festival. Our festivals are generally around Autumn harvest, Easter, Winter solstice, Spring Michaelmas and Summer Advent. Other special events we look forward to celebrating with you are Harmony Day, Grandparents Day Book week, and World Environment Day.

## BUILDING A STRONG BRIDGE BETWEEN HOME AND SCHOOL

We find that for the children to get the most out of their time at Aurora, it is important for families and educators to work together to develop a degree of consistency in our expectations and values. This is a two-way process, and you will find that just as you are invited to keep learning about the “whys” of the Steiner approach, our teaching staff will be keen to draw on the particular strengths of your family culture and affirm your child's unique identity.

Some aspects of the Aurora ethos and school life may be quite unfamiliar and even challenging for families that are new to Steiner education. For example, we emphasise an ethic of full participation and ‘giving things a go’. We strive to respect the growing competence of the child and provide meaningful opportunities for children to take care of themselves and others - rather than jumping quickly to do things for them.

## OUR RECOMMENDATIONS AROUND TECHNOLOGY

We believe that people matter most and that children should be provided with plenty of opportunity in family life for conversation, free play, shared reading, creative activities and nature time. While we can offer much value during the hours we have the children at school, both research and experience show that it is a child's home environment that is the decisive factor in their character development and educational outcomes. For this reason we ask that children's screen time and media consumption be minimised right across age-groups. It is for this reason that we consider our work with parents as a core part of the educational task.

## PARENT INFORMATION EVENINGS

Each term, the school holds a Parent Information Evening. This is a lovely evening, and a chance to enjoy a cup of tea, meet other parents, and find out more about the school. There is generally an update on the direction of the whole school, followed by a talk or activity to deepen the understanding of the Steiner approach, before breaking off into class groups for a shared session with your child's class teacher, where you will be given the opportunity to hear

all about your child's 'class life'. As this information is so valuable we ask that at least one parent from each family attend these evenings.

## PARENT EDUCATION SESSIONS

From time to time we offer parent education sessions. These sessions are a chance for us to share with you some of our training and expertise as teachers. These take the form of talks, workshops and online sessions, brought by our own staff and also visiting educators.

## INDIVIDUAL ASSESSMENT REPORTS

It is with great pleasure that our teachers provide you with an individual assessment report on your child twice yearly. Whilst we don't offer any set 'parent teacher interviews', teachers are always open to meeting with any parents who may have any particular questions or concerns about their child's school progress.

## NEWSLETTERS

A comprehensive and informative newsletter is delivered to each family via email two to three times per term. This newsletter gives each class teacher a chance to showcase their students' work, and bring you up to speed with what has been happening in their class! In addition, we have a weekly bulletin to keep families updated on practical matters.

# BEING A STUDENT AT AURORA – EVERYDAY INFORMATION

## SCHOOL BELL TIMES

School opens - 8:30am  
Classes begin - 8:55am  
Morning Tea - 11:00am til 11:30am  
Lunch - 1:00pm til 1:45pm  
Home time - 2:55pm

## AFTER SCHOOL CARE

At Aurora we offer an after school care program with a difference! The children are supplied a nutritious afternoon tea of fresh fruit, with plenty of outdoor play of course! Along with an assortment of craft activities, board games, music, dancing and general FUN! Your child will be begging you to stay at school!!

The program runs from 2:55pm till 5:30pm. The program costs approximately \$22.00 per child (subsidy available if required). Bookings can be made via the office with no advance warning necessary.

We also offer a school holiday program for the first week of most holidays. If this is being offered it will be communicated via the schools newsletter.

## SCHOOL UNIFORM

You may have noticed that Aurora Steiner has no set school uniform. We like our students to be comfortable in their own practical clothing. We do however request that the students refrain from wearing logos or branded items where the logo is larger than a business card size. For sun safety we require all students to wear T-Shirts covering their shoulders and enclosed shoes. We encourage the students to wear practical and comfortable clothing as their day will often see them doing a wide variety of activities.

## SCHOOL T-SHIRT

Whilst Aurora has no set school uniform, we do have school T-shirts available for purchase in a range of bright colours. All students attending our school excursions are asked to wear a school T-shirt while they are representing our school off site. The school T-shirt may be purchased from the office at an affordable price.

## SUN SAFETY HATS

A broad-brimmed hat is required for the majority of the year with the exception of the Winter months. If your child forgets his or her hat, they will be asked to play in specific shaded areas.

## SCHOOL CAMPS

There is much to be learnt from being in nature, and much of what we learn from nature can also be used in the class! School camps and outdoor education play a large part in the child's learning and development here at Aurora. The younger classes attend at least one camp per year, increasing to three camps in the upper years. These camps are a chance for the student to strengthen bonds and create friendships, practice critical thinking skills, explore new activities and of course create lifelong memories. Have a chat with any Steiner alumni about their "school camps" and you will hear what fond memories they still have.

## CONTACT DETAILS AND OFFICE HOURS

15-17 Kirkham Road Bowral, NSW, 2576

P: (02) 4862 2300

E: [admin@aurorasteiner.nsw.edu.au](mailto:admin@aurorasteiner.nsw.edu.au)

W: [www.aurorasteiner.nsw.edu.au](http://www.aurorasteiner.nsw.edu.au)

OFFICE HOURS: Monday to Friday: 8:30am till 4:00pm