



2014/15

Cape Byron Rudolf Steiner School



The Transition from Primary School to High School

INFORMATION BOOKLET

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Front Cover Art Work Class 6 2013 Mural

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Introduction

This booklet is designed to give you an insight into how we prepare Class 6 students for, and inform you about, the significant move into our High School. It also provides you with an outline of what to expect in Year 7 from day one, term one and onwards.

While in some Australian States Year 7 is the completion of the Primary School, in NSW Year 7 is the first year of High School. At Cape Byron Rudolf Steiner School, Year 7 students are supported and guided to enable a positive transition into High School.

Year 7 is a transition year, the transition program for Year 7 out of the thoughts and ideas of parents, staff and the College of Teachers.

Developmental changes linked to the onset of puberty bring many inner and outer changes to the 13-year old. It is as if the child has a foot in two doors. One door leads back to the safety and security of the primary years. The other door leads to internal rather than external boundaries and the beginning responsibilities of adulthood. Often the students experience confusion and turmoil – Am I a child or an adult? How do I want to be treated? What is expected of me? I want freedom, but I also want to feel safe. Our transition process has been informed by these developmental changes.

Included in this booklet are:

- ☞ Role of Year 7 Guardian
- ☞ High School Main Lesson Table 2014,
- ☞ Elective Options 2014 and
- ☞ Developmental profiles of 12- and 13-year olds.

It is hoped that this booklet, together with The High School Parents' Handbook will be useful to you. Please remember we are always open to discussing your concerns and giving additional information if needed.

Nerrida Johnson
Principal

Why Continue Your Child's Journey into our High School?

There are many reasons why our High School is fast becoming one of the hardest schools to get into on the North Coast. Our full classes and long waiting lists at all levels demonstrate that we are providing a highly regarded and all-round education in a Steiner setting. As well as continuing a rich Main Lesson program to deliver the curriculum in Years 7 -10, we are also known for:

- ✎ a highly professional, energetic staff who are experts in and passionate about their subject areas. We have high expectations of our staff in the areas of student achievement, teacher- student relationships, parent connections and extra-curricular participation. A number of our staff are HSC Markers, giving students insight into ways to high achievement.
- ✎ academic excellence resulting in students receiving high ATARs and extensive art, design and photography folios allowing entry into sought after universities and colleges. We currently have ex- students at many universities and colleges such as Melbourne University, RMIT, VCA, Monash, University of NSW, QUT, Southern Cross University and many others.
- ✎ emphasis on leadership development and opportunities for students to become leaders in local community events and organisations. 4 of our students are on the Byron Youth Council and other community groups.
- ✎ wide variety of sporting events, experiences and teams to join that can lead to representation at regional and state level. Teams from CBRSS in netball and soccer play in weekly local sporting competitions.
- ✎ renowned music program with strong links to local festivals and nationally successful acts, and selection in HSC Encore, the performance of the best HSC performances in NSW
- ✎ demonstrated high achievement in HSC Drama and HSC English Extension with recognition in being selected in Drama OnStage Exemplary Performances and Extension 2 Young Writers Voices Publication of the best writing in NSW
- ✎ varied and exciting elective program delivered to Year 8 and 9 including Surf Lifesaving, Photography, Textiles, Blacksmithing, Visual Arts, Music, Circus Arts and many others. Electives change from year to year, depending on student interest.
- ✎ strong Pastoral Care program with 2 Guardians at each year level and our Student Welfare Team to carefully transition students from Primary School into High School.
- ✎ supportive behaviour management program well supported by the Student Behaviour Co-ordinator and the Deputy Principal. Our students know the boundaries and understand consequences for both positive and negative behaviour.
- ✎ diverse and exciting camp program with experiences ranging from horse riding, sailing on the South Passage to Melbourne city experience and our Kakadu outback camp.

- ☞ strong SRC (Student Representative Council) made up of students from every level meeting fortnightly to make suggestions, organise fundraising for a cause and advocate for student ideas and participation.
- ☞ monthly assemblies where individual and group achievements are celebrated by their peers.
- ☞ careers education including meetings with our Careers Advisor, work experience in Year 10 and guest speakers and excursions to assist in finding the right path after the end of Year 12.
- ☞ a wonderfully cohesive group of students who participate regularly across all year levels in lunchtime activities such as table tennis competitions, chess club, choir, basketball and many other fun things to do...

Katie Biggin
High School Deputy Principal



The Program

Class 6 is the time to start thinking about your child's journey into and through High School. The young students need to hear about and be shown aspects of secondary school education so that they know what to expect and can look forward with excitement to the new world that lies ahead of them.

For Students

- ☞ High School teachers visit Class 6 for particular lessons.
- ☞ High School students visit Class 6 to describe their experience in High School and to answer questions.
- ☞ Combined sporting and musical activities with the High School students.
- ☞ Invitations to Class 6 students to attend some High School presentations and performances.

For Parents

- ☞ Parent evening where High School teachers answer questions and present the High School curriculum and sample work of High School students and High School policies and procedures in Term 2
- ☞ In Term 3 view High School work, performances and presentations at the High School Showcase and the Spring Fair.
- ☞ In Term 4 interviews start for students (new to the school) on the waiting list for Year 7 2015.

The Guardians

The new Year 7 Guardians are announced by the Principal during Term 4.

Other

The incumbent Class 6 teacher meets with the Year 7 Guardians and the High School Faculty to pass on relevant information about the class and students.

Year 7 Orientation

In Term 4 of the Class 6 year, an Orientation day is held which provides the students with an experience of how the High School functions and differs from the Primary School. Towards the end of the year, Class 6 move into the Year 7 room to allow Primary School classes to begin their classroom moves. The Class 6 Teacher and High School staff assist in settling the students into the High School.

The first week of Term 1 is a celebrated time of welcoming and introducing our new Year 7 students to the High School.

The Guardian will provide the following information at this time:

- ☞ a welcome to those who have progressed from our Class 6 and a special welcome to students new to the school;
- ☞ an introduction to their teachers and other High School faculty members;
- ☞ an overview of the program for the year, including the camp and excursions;
- ☞ an introduction to the Code of Conduct and Computer Usage policy and procedures;
- ☞ an explanation of the High School timetable and Main Lesson rhythm.

The Role of the Year 7 Guardians

Two Guardians are appointed to each High School Year. Guardians take on the essential role of caring for the wellbeing of each student and the class. The Year 7 Guardians have a particular responsibility to guide the students through the transition year, enabling and supporting them to adjust to the new rhythms and requirements of the high school.

High School Guardians have a role to be the initial line of communication and contact for parents and students so that questions and concerns can be addressed immediately. They liaise and communicate regularly with High School staff regarding the work and wellbeing of all students. Guardians have an important role to 'hold' their students and the year in a safe, managed and warm environment through the challenges and opportunities students meet.



High School Main Lesson Table 2014

	Year 7	Class 8	Class 9	Class 10
Term 1	Hero's Journey King Arthur	Platonic Solids	Ecosystems and Human Cultures	Birth of Literature
	Combustion	Global Environments	Modern Art	Conic Sections
	Thinking and Working in Mathematics	Shakespearean Drama	Rhetoric – Language of Persuasion	Reproduction and Genetics
Term 2	World Music	Rhythms and Cycles	Alchemy	Postmodern Art
	Middle Ages	Renaissance Art	Trigonometry	Chemical Reactions <i>CAMP</i>
	Age of Discovery	Simple Machines	The Story of Life	Patterns and Proof
Term 3	Astronomy	Art of Communication	Evolution of Life	Media
	Medieval Art	Age of Revolution	Engineering and Technology	Development of Power
	Platonic Solids	Anatomy and Physiology	Comedy and Tragedy	Global Village
Term 4	Oceans	Magic of Words	Coordinate Geometry	Ancient to Modern <i>WORK EXPERIENCE</i>
	Wish, Wonder and Surprise	Organic Chemistry	Moments that Shaped the World	Philosophy
	Biomes	Oliver Twist and Industrial Revolution	The Big Bang	1. Exam prep 2. Exams 3. Special Program

Elective Options 2014

2014 Semester 1	2014 Semester 2
<p>Line 1 Shadows and Light in Media (Media)</p> <p>Music for Film, Theatre and Television (Music)</p> <p>Source it, Make it, Market it (Technology)</p>	<p>Line 1 Circus, Physical Performance and Conditioning (PDHPE)</p> <p>From Medieval to Romantic - a Journey Through Western Music (Music)</p> <p>Inspired Clothing (Technology)</p>
<p>Line 2 Surf Certificate/Outdoor Education (PDHPE)</p> <p>Improvisation and Play Building in Performance (Drama)</p> <p>People, Places and Spaces in Visual Arts (Visual Arts)</p>	<p>Line 2 Small Screen Drama and Film Studies (Drama)</p> <p>Metal Smithing and Resistant Materials (Technology)</p> <p>People and Portraits in Media Arts (Media)</p> <p>The World Around us - Objects, Still Life, Flora and Fauna (Visual Arts)</p>
2015 Semester 1	2015 Semester 2
<p>Line 1 Improvisation and Play Building in Performance (Drama)</p> <p>Music for small ensembles</p> <p>Design and make your own furniture (Technology)</p>	<p>Line 1 Circus, Physical Performance and Conditioning (PDHPE)</p> <p>Rocking the Suburbs - Blues, Roots and Rock Studies (Music)</p> <p>Fabric Decoration (Technology)</p>
<p>Line 2 Surf Certificate/Outdoor Education (PDHPE)</p> <p>The World of Forms in Media Arts (Media)</p> <p>Portraits, Landscapes and Objects (Visual Arts)</p>	<p>Line 2 Narrative in Media Arts (Media)</p> <p>The Moving Body - Approaches to Acting and Performance (Drama)</p> <p>Modern Art (Visual Arts)</p> <p>Blacksmithing (Technology)</p>

Profiles of the Twelve and Thirteen year old

12 year old: Class 6

13 year old: Year 7

<p>In equilibrium, balanced, well rounded.</p> <p>Emphasis in growth is in the limbs & metabolic system.</p> <p>Blithe, less insistent, more reasonable with more objectivity, less naive and less self centred.</p> <p>Tries to win approval, cheerful, sociable, sense of humour, tact, enthusiasm.</p> <p>More articulate, calm, tolerant.</p> <p>More realistic, than idealistic. More conceptual understanding of law, loyalty, life and crime.</p> <p>Peer group influence still strong, more cooperative than competitive, increased empathy, sensitivity to others.</p> <p>Can also lounge around, be casual, 'sprawling'.</p> <p>Will accept discipline, seeks self discipline, can atone for felt guilt.</p> <p>Health generally good. Feels less tired, but can have periods of extreme fatigue and hates everyone and everything that puts demands on him! Gets pain in feet (heels). But usually wants to get better quickly when sick.</p>	<p>Disequilibrium internalised.</p> <p>Emphasis in growth is well established in the limbs & rhythmic system.</p> <p>Seeks alone-ness more, withdraws, shy, touchier, moody, is less open, less communicative.</p> <p>Can be detached and serious. Internalising awareness, insightful, reflective.</p> <p>More abstract & focalized in Thinking</p> <p>Conscious of increasing his 'will power', senses the power of opinions and may manipulate. Worries more. Rages by words! Verbalizes defiantly. Criticizes parents in detail!</p> <p>Is also somewhat outward, in outside world, is aware, interested, hungry for facts, but loves fantasy. Can be adaptable, dependable, even over-conscientious, cooperative but not spontaneous socially, sensitive to criticism. Chooses fewer friends. Narrow in seeing truth, sees too little, out of the bigger context.</p> <p>Health still improving, fatigue less marked. Skin sensitivity in some. Some very high fevers without obvious cause.</p>
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