



# Newsletter

One - 1 February 2020

A new beginning

**63-67 CONWAY STREET, LISMORE**

**OUR OFFICE PHONE NUMBER IS: (02) 5632 1218**

### **SEMESTER ONE**

TERM ONE – **IDENTITY** – 7 weeks  
January 28 – March 13 (then one week holiday)

TERM TWO – **NATURE** – 6 weeks  
March 23 – 1 May (then one week holiday)

TERM THREE – **LIFE & LIVING** – 7 weeks  
11 May – 26 June (then two weeks holiday)

### **SEMESTER TWO**

TERM FOUR – **CIVILISATION** – 7 weeks  
13 July – 28 August (then one week holiday)  
TERM FIVE – **PHENOMENA** – 6 weeks  
7 September – 16 October (then one week holiday)  
TERM SIX – **SERVICE** – 7 weeks  
26 October – 11 December (then six weeks holiday)

“Ideally, what should be said to every child, repeatedly, throughout his or her school life is something like this: ‘You are in the process of being indoctrinated. We have not yet evolved a system of education that is not a system of indoctrination. We are sorry, but it is the best we can do. What you are being taught here is an amalgam of current prejudice and the choices of this particular culture. The slightest look at history will show how impermanent these must be. You are being taught by people who have been able to accommodate themselves to a regime of thought laid down by their predecessors. It is a self-perpetuating system. Those of you who are more robust and individual than others will be encouraged to leave and find ways of educating yourself — educating your own judgements. Those that stay must remember, always, and all the time, that they are being moulded and patterned to fit into the narrow and particular needs of this particular society.’”

Doris Lessing,  
Preface to ‘The Golden Notebook’,  
Flamingo, 1971



Welcome to our first newsletter.

It is a little different and we hope you like the format.

This is a photo of me at Lennox Head aged about 3. I am on a sandspit playing. I have a sticky-out belly button (long gone). This is me then - but this experience is still a lot of me now.

I established Living School so we can enjoy and respect childhood as an incredible time in a person's life.

Thank you for joining us.





## **IDENTITY**

This term's theme is focus on Identity. What makes us 'us'?

Our learners will explore their family heritage and cultural significance. They will look at our indigenous heritage of this area - and the things that change. Our older students will research Lismore and understand our identity as a collective.

We explore Identity as our first theme to establish the roots in our community - Living School - so every person feels a strong connection: a sense of belonging.

Identity is not just personal - it is a vital part of a thriving collective.

I share my own identity.

My family crossing Conway Street in the 1974 flood. This is looking directly over toward where the TAFE carpark now stands. In this phoo I am only seven years old, and I am welcoming my brothers and sisters back from their day at school. Floods - for us as children - were fun!

Events, such as these, shape our sense of respect for Nature. It makes us revere our part in the much larger 'eco-system' of being - or what Bob Randall calls **OURSNESS**.





# CELEBRATE OUR STARS!

The most significant aspect of the Living School birth - from dream to reality - was realised when these two incredible people joined me. Whereas many schools start with teams of people, we three pushed the boundary of our dreams and have worked tirelessly to get Living School born and borne! Love you two!!



## Community Engagement: Casey Adams

Connection is at the core of my philosophy of living – connection to Self, to others

and to nature. The better we know ourselves through self-awareness, the better our relationships, the more we can remember our innate connection to nature, the more aware we can be of looking after our Earth.

My dream for Living School is to co-create a community that facilitates a new system for young people to discover themselves, considering their entire being and potential.



## Admin & John Stewart Wrangler : Steph Hayes

It is my dream to create a new wave of conscious thinkers that are aware of their entire beings. It is my deep hope that this village we have here will provide a space where students feel

supported to delve into their own philosophies, question them and create new ones.

I have enormous gratitude for the opportunity to help create this new way of learning and I am still in disbelief that, in this very moment, we are making history!





**Our long weekend** team went above and beyond to get things ready. We still have many more footsteps to take, but our journey started with friends giving of their time, expertise and sweat to realise our dream. Every space in Living School has had someone toil to deliver. It is not finished - but learning never is. It is not 'perfect' but we are all striving for excellence: giving of our best, in the time we have available, with the resources made available, with the people who are available. This is real.



## Message from Casey

What a wild and wonderful week we had orienting ourselves through Orientation Week!!

Thank you for getting your amazing kids to school, thank you for your warmth and support and patience as we opened our doors for the first time EvEr. We have so much to look forward to as we settle into our formal school program on Monday. John has updated some information on this as you read through our first newsletter.

I'd like to impart some key information. Please do read as your help will allow us to feel the flow.

### Office times

From next week, we will be available to answer emails between 9:30am and 3:00pm

Call the office anytime between 8:00am – 5:00pm on 5632 1218

John is contactable in case of emergency outside of these hours: 0431130015

Most of you have my mobile, but you can use John's phone number as a last resort.

### Canteen

Please understand the deadline for orders is at 4pm the day before you would like your lunches. Please write your child's full name on the order, no abbreviations. Jade will send you the Secret Chef's bank details when you order and payments can be made on Fridays at the latest, after all lunches have been ordered for the week with your child's name as a reference – please send remittance to [feed@living.school](mailto:feed@living.school)

As we await the final approval of our canteen, please remember you can pack additional food for your child/ren, which can be saved in our massive fridge. Please ensure you use a container, no single-use plastics, and have their name/s clearly written.

### Sun and Water

Please remember to pack your child's water bottle and hat, or remind them to do so.

### Term Dates

These are now available on our website homepage - [Living.School](http://Living.School)

Casey Adams  
Community Engagement  
0474 572 932





### **Learning Spaces:**

Thank you all for your amazing patience and understanding as we grow this site into really cool learning areas. We are not there yet - but we are progressing. If you notice in our timetable, we are using public spaces. We are moving hastily onto finishing the train - we have employed two more carpenters to drive this through quickly. We are awaiting Council to hurry along the change of use for the neighbour's property.

AND, we have just this week exchanged on a large block that will take our school from street to street. This old saw-tooth warehouse site will be designed by our Stage Four students - and will provide covered, cool play-spaces of their making.

Our architects and landscape gardener are meeting with the students this week. I am excited to have our students build this school. I shall be seeking support - as my bank account is limited, but the ideas I have expansive, too!!

## **Our Birth**

The first four-days of Living School's birth have been incredible for me. I have been pulled in many directions - but pushed a few, too! The best part of this adventure to date has been seeing our community come together: great foundations!

My family being involved - Mimi, Katie, Wilfred (Gilbert to some), and the amazing Sophie has made this dream so heartening. I come home after caring for my Dad and my family were all abuzz. They congratulated me but - most importantly - they were celebrating the occasion by discussing the amazing community. All said, "Dad, you have pulled together the most amazing people: the kids and the teachers!" Wilfred said on Friday - at the end of four days, which felt like four weeks: "Dad, I love Living School! It's so cool. It is the school I would have loved to go to!"

I feel so relieved.

But, I also feel great responsibility to you! I do lie in bed at night thinking - over-thinking. I don't have Living School in harmony yet. I know where my promises have been made, and the reality of what needs to be achieved. This is a startup. And it truly is a living school.

Areas we are targeting: Food, Sign In/Sign Out, Play Spaces and Heat!

### **Food:**

For anyone who has dealt with catering, food is a very complex thing to get right when feeding a large number of individual needs. I thank Jade and Secret Chef for their effort and support during our first week. Our kitchen is not yet approved with Council. We need to correct wash sinks, position of a tap, and the temperature of hot water. Our plumber is coming on Wednesday. Once approved, we can operate this canteen/cafe - with the support of parents :) We are planning on using [schoolfoodproject.org.au](http://schoolfoodproject.org.au) as our platform for success.

### **Sign In/Sign Out:**

Organising our students around drop-off and pick-up is something that evolves with the experience of being in the flow. I thank all parents/carers for their understanding. We now have collection places: Kindy/Stage One: tree room | Stage Two: outside courtyard | Stage Three: upstairs | Stage Four: upstairs.

## Play Spaces:

As part of our yard design, we are moving quickly to open up the garden spaces - and these will be designed by our Stage Three students, working closely with our architects. As with everything in building development, there is strategic staging. We must work on the train to finalise that build - which commences next week.

One of the delays will be the steel required for Platform 9 3/4. There will be a platform that will run along the train and open up the access to the back garden space.

Then we can landscape and establish the play spaces underneath the train. We are expecting this work to take four weeks. However, the fit-out of the train with science lab, creative space and film/sound recording/editing suite will take longer.

We are looking to build a tree-house in the jacaranda and mulberry trees.

I also know many of our children LOVE basketball. I have asked our building team to crack on with the concreting between the buildings. This space will be used for basketball and handball play areas. In future, we can also look to arrange a wall-climbing space, too.

Lastly, we are using public spaces available, too. Heritage Park and the ovals offer immediate spaces for structured play. The challenge is to have these spaces timetabled so there can be appropriate and safe supervision.

## Heat!

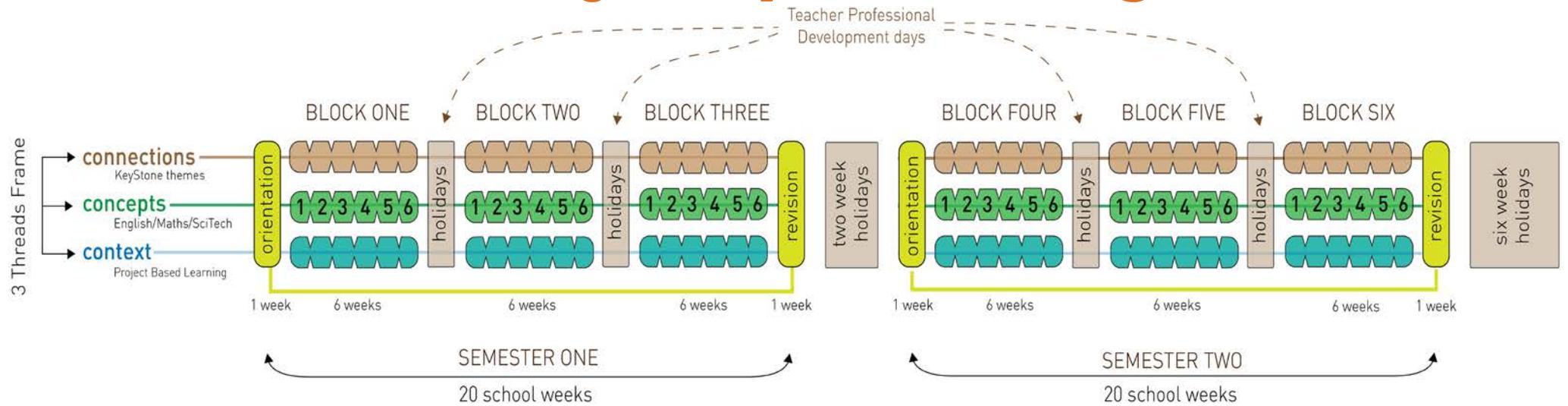
Okay, so if you didn't know: Lismore is sometimes called The Wok. It is a hot place in January and February. We are looking at airconditioning asap. But we also want to stay true to our philosophy of sustainability. We are soon to install blinds, screens and we will be installing solar panels to offset airconditioning.



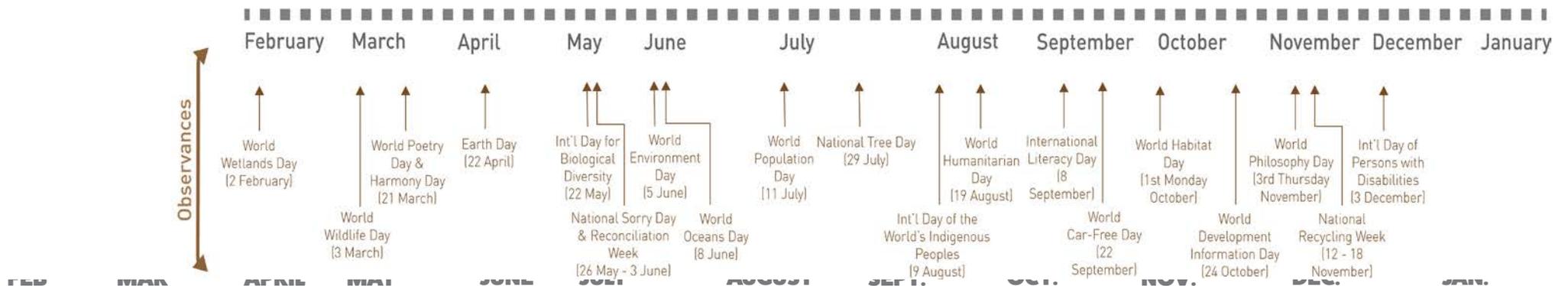


Living School Byron acknowledges the Traditional Custodians of Bundjalung Country and pays respect to Elders past, present and future.

# The School Year: a way to improve learning & retention



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## Challenge Week: Our First Steps Together

Our first week was always going to be a little chaotic. For any school, the first week is settling with new students, new staff, new timetables, new resources, etc.. For a brand-new birth, I am so proud of all the community - but none more than our teachers. They have had to adapt and evolve on the spot. And, I can tell you, they did!

We all can see the areas to develop - but the real rhythms of organisation do commence this coming week, as we initiate our first term.

It is very easy for us to see the red-pen marks: you remember when you receive back a marked piece of work, and the first thing you do is to see the errors. I want to share with you the gold stars!

Our students came together and had fun. The wobbles became opportunities to establish lasting relationships. Anxious minds

grew in confidence as people in our community took the time to care. The basis of our community must be based on tending to our values: Respect, Responsibility and Positive/Productive Relationships.

Our teachers, Steph and Case exemplify these values. Many did not get much of a break over the past four days. Many gave up hours of 'release' to be with your children.

And our children were AMAZING!!

We had Ant's class demolishing a wall!

We had Karen's class trying out our water-fight area in the Green Science space.

We had our Stage One children travel to Heritage Park.

We had our Stage Four students travel to a bora ring, cemetery (juxtaposed to Living School), a koala habitat and the beach.

We had our students go into the shops to purchase their personal journals.

We had our students visit the public library.

We had our students all get assessed for our Swim program - thanks to Johann

We ALL did a lot!



TERM ONE TIMETABLE

		MONDAY MUSIC/LIBRARY	TUESDAY ART/LIBRARY	WEDNESDAY SWIMMING	THURSDAY NORPA	FRIDAY EXPLORATION	
BEFORE SCHOOL				YOGA			
9:45-11:00am 9.30am: Whole school Assembly	CONNECTIONS	ALL	COMMUNITY CIRCLE			SCHOOL COUNCIL	
		K	MUSIC WITH MAL (10:30)				
		S1					
		S2	MUSIC WITH MAL	LIBRARY @PUBLIC		DRAMA @NORPA	
		S3		LIBRARY @PUBLIC		DRAMA @NORPA	
		S4		ART @GALLERY	SWIMMING @UNI	MUSIC WITH MAL	
JABAY - LUNCH							
11:45-1:30pm  (Friday 11:45-1:00pm)	CONCEPTS	K			DRAMA @NORPA		
		S1	MUSIC WITH MAL		DRAMA @NORPA		
		S2		ART @GALLERY	SWIMMING @UNI		
		S3		ART @GALLERY	SWIMMING @UNI		
		S4	MATHS/ENGLISH/SCI	MATHS/ENGLISH/SCI	MATHS/ENGLISH/SCI	MATHS/ENGLISH/SCI	MATHS/ENGLISH/SCI
NGAHRI							
2:00-3:30pm  3pm-3.30pm Family Time	CONTEXT	K	LIBRARY @PUBLIC	ART @GALLERY	SWIMMING @UNI	<b>EXPLORATION</b>  <b>JINUN-GAR</b> <b>(I WALK)</b>	
		S1	LIBRARY @PUBLIC	ART @GALLERY	SWIMMING @UNI		
		S2		SPORT @FIELD			COOKING @CITYHALL
		S3	MUSIC WITH MAL	SPORT @FIELD			COOKING @CITYHALL
		S4	PROJECT-BASED	LIBRARY @PUBLIC	SPORT @FIELD		DRAMA @NORPA



# How we teach is intentionally holistic.

## Our learning opportunities focus on teaching the whole child by using our planning framework, the holo lens.

The **Spiritual** self is our **internal** conscious connectivity with a greater self. It encompasses how we feel (EQ) & how we perceive (IQ). These capacities define our inner identity - who we think we are. The Spiritual grows out of our experiential and emotional background: our family, our values, our culture, our age, our community, our school: our 'being'.



### Emotional Intelligence EQ

is developed by teaching awareness and self-control via personal challenges independently, in groups and by reviewing social stories.

### IQ Cognitive Intelligence

We teach to develop cognitive growth by teaching concepts, offering intellectual challenges: such as quizzes, puzzles, problems, stories.

**XQ** is the **Expressive domain**. By teaching drama, music, public speaking, poetry recitals, visual arts, debating, we develop a student's capacity to express themselves publicly with confidence.

**PQ is Physical** is sport, training, exercise, healthy living, safety. It establishes routines which are positive habits to develop physical and spatial capacity. Play is an important aspect.

The **Social** self is an **external** portrayal. Social skills grow from interactions and relationships - sharing our expressive and active capacities. This is how we seek others to perceive us and how we develop our unique identity. A positive social self is vital to develop our sense of belonging and our self-worth.

# We purposefully develop capacity via experiences.

## Centred on our unique VAST model: Values, Attitudes, Skills & Teachings.

The flower represents and emphasises all students can learn (and blossom) with support and understanding. It doesn't matter when they flower, as long as they do! Thrive not survive.

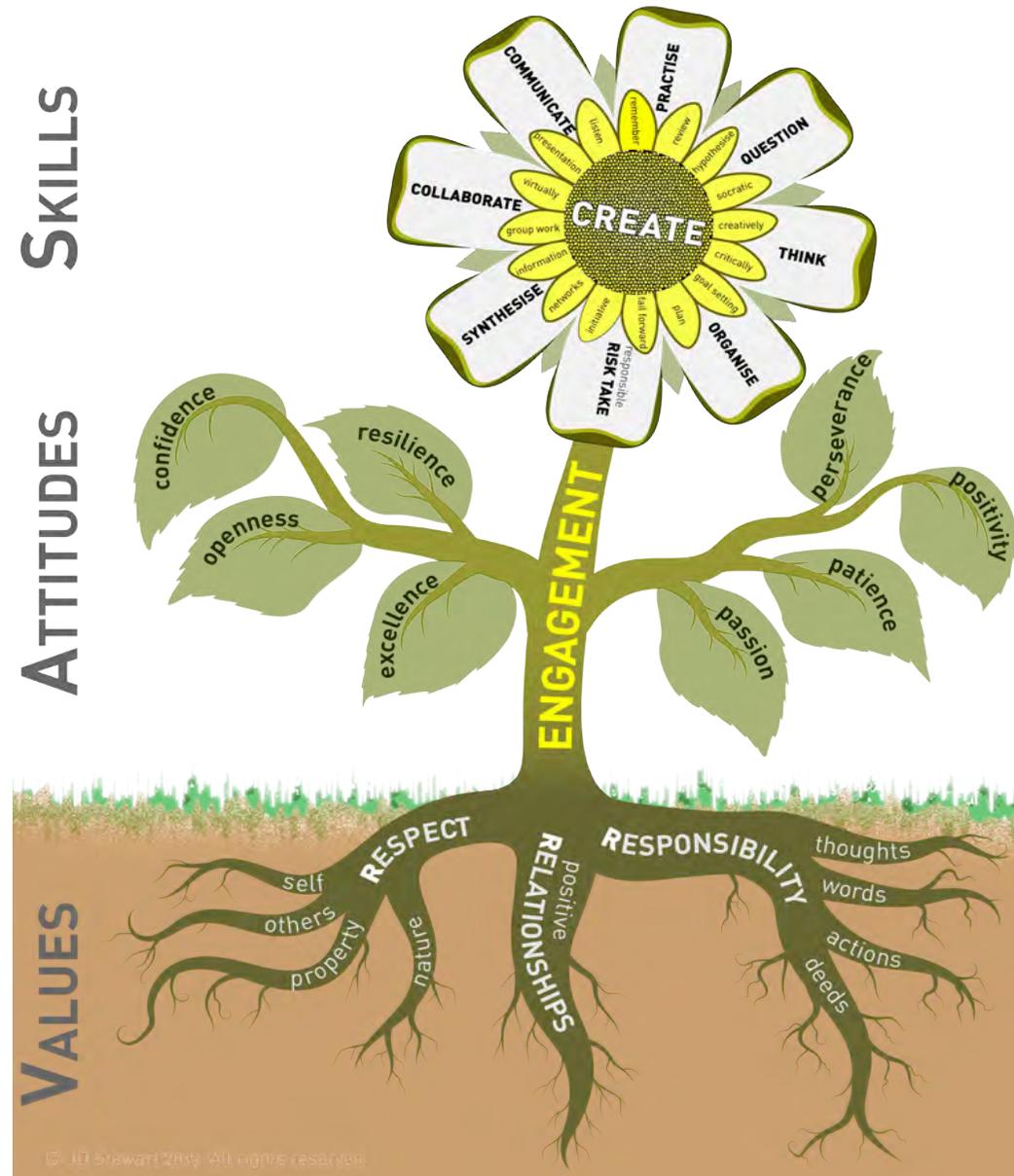
Our focus is not just on 'outcomes' - it is on building capacity. Our teaching program centres around **not the "soft" skills but the universal qualities vital for success.**

**Engagement** is key to successful schooling, and is nourished by a community that binds to key **Values**: Respect, Responsibility and positive Relationships (the New3Rs).

Explicitly discussing, role-modelling and referring to the **Attitudes** (both positive and negative) help to increase awareness and ownership.

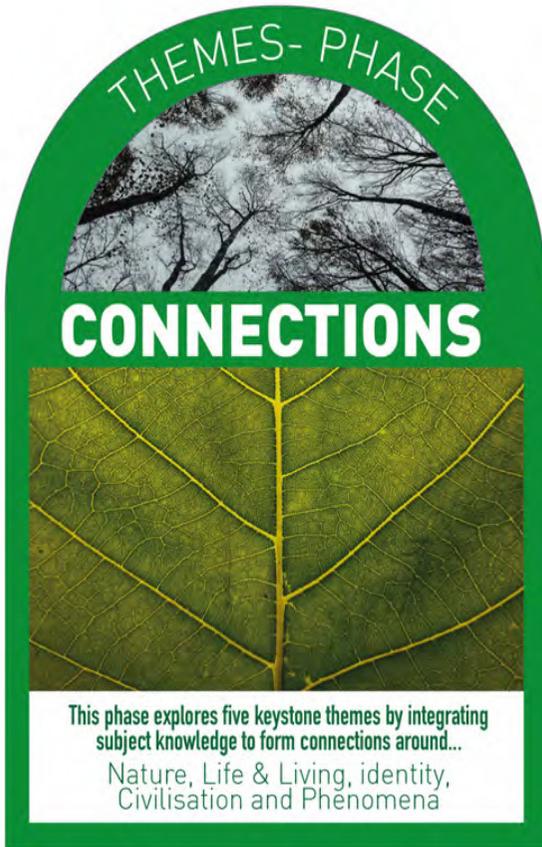
Key **Skills (or strategies)** for success are explicit - and all can improve toward greater success by focusing on them!

The **Teachings** are the comprehensive subject strands incorporated into our curriculum courses over the school lifetime.



# We structure learning beyond subject specificity.

THEMES- PHASE



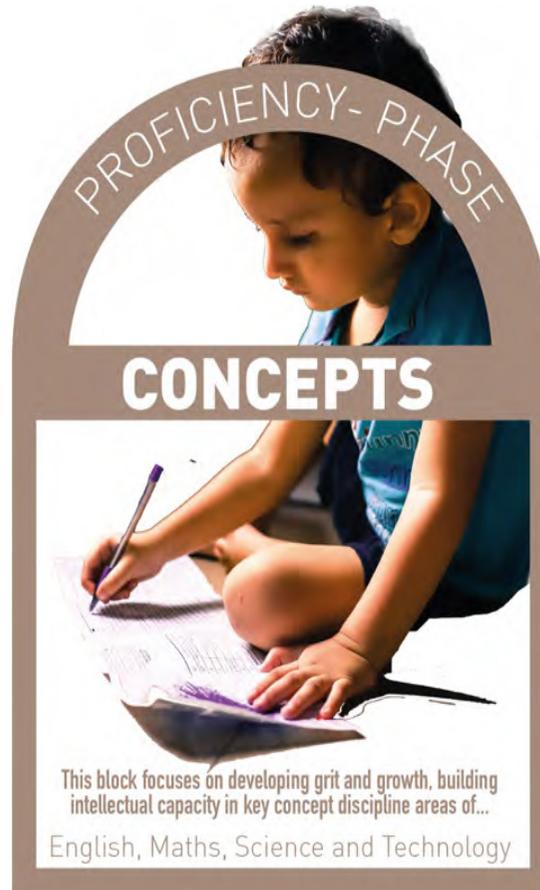
**CONNECTIONS**

This phase explores five keystone themes by integrating subject knowledge to form connections around...  
Nature, Life & Living, identity, Civilisation and Phenomena

## Connect

inter-disciplinary teaching based on a progressive development of theme-based learning via inquiry-based learning to project-based learning to problem-based learning.

PROFICIENCY- PHASE



**CONCEPTS**

This block focuses on developing grit and growth, building intellectual capacity in key concept discipline areas of...  
English, Maths, Science and Technology

## Concept

concepts surrounding English, Maths, Technology and Science are explicitly taught, developing proficiency in each of these key cognitive disciplines.

EXPERIENTIAL- PHASE



**CONTEXT**

This phase constructs challenging learning experiences to build connections with concepts framed around real world contexts and/or to offer opportunities to develop learning portfolios.

## Context

experiential/practical opportunities where conceptual understanding is amplified in a 'hands-on' way, so the abstract 'makes sense' & the concepts are reinforced via the Aha! moment of understanding.

# Living School dreams bigger.

This involves a focus on developing the traits that underpin good people and good communities. We are striving to create a culture that is uplifting and supportive.

Schooling must consider learning to be more than just improving grades. I watched a Four Corners episode this week on teaching reading and the issues of mobile phones.

Prior to commencing this new school journey, I would have watched the show with little conscious awareness. But... Living School HAS changed my perspective. Let me explain:

I saw little children walking down a path with a teacher all wearing high-visibility vests. This is safe. This is sensible. This is controlled. But... is it really? If we are looking to develop children for life, what sub-conscious messages are we saying to our youngsters when we dress them in radioactive yellow to walk down a path outside the school gates? I have never as a parent adorned my kids in high-vis vests to get them out.

And then there was the focus on 'quality' learning. An emphasis on how kids learn to read - but what struck me was the lessons were really boring! They were sooooo controlled by the teacher and to get the children to 'learn' all the students had to sit facing a single purveyor of purpose!

Lastly, the show moved on to social issues arising from phones. There has been a major social experiment, and we are all part of it. But having children locked inside play spaces day after day would be boring! This is our Stage 4 students learning experience last Wednesday! No phones! But lots of social interaction and FUN!!



**So...**

## What is planned for the next SIX weeks?

Our curriculum is scoped out and we have our first six weeks already planned. Of course, there will be tweaks, input, changes, reflection and refinements. That's a key message I want to convey: this is a LIVING school. We are going to grow together. There will be times when we hold fears: it's normal. I have many. My biggest one is to give to our community all that I dream. I have huge dreams as my brain is a bit like a popcorn machine. But this newsletter wants to settle some of my own anxieties by revealing we are on a great learning journey together.

LEARNING GROUP	ENGLISH	MATHS	SCIENCE AND TECHNOLOGY	GEOGRAPHY HISTORY	CREATIVE ARTS	PDHPE
<b>KINDY</b> <b>ANNIE</b>	DRAMA WRITING - DESCRIPTION HANDWRITING READING SINGING - LYRICS SIGHT WORDS Letters - u, o, i, a,e, a/u +s revision of aeiou  My NAME  FULL STOPS CAPITAL LETTERS	NUMBER ADDITION SUBTRACTION MULTIPLICATION DIVISION PATTERNS LENGTH/AREA	LIVING WORLD  What do we notice about living things?	PEOPLE LIVE IN PLACES  What are places like?	PEOPLE, PLACES AND SPACES	HEALTH, WELLBEING AND RELATIONSHIPS  HEALTHY, SAFE AND ACTIVE  DANCE, MOVEMENT  SWIMMING
<b>STAGE ONE</b> <b>TORI</b>	DRAMA WRITING - NARRATIVES personal experience, object of interest DESCRIPTION - Settings Characters HANDWRITING SIGHT WORDS bl, cl, fl, gl, pl ew, aw, au GRAMMAR	WHOLE NUMBERS ADDITION SUBTRACTION MULTIPLICATION DIVISION PATTERNS DATA LENGTH POSITION	LIVING WORLD  What are the external features of living things?  How can we improve an environment to encourage living things to thrive?	FEATURES OF PLACES  What are the features of, and activities in, places?  How can we care for places?	PEOPLE, PLACES AND SPACES  Drawing, painting, collage	HEALTH, WELLBEING AND RELATIONSHIPS How does my uniqueness shape who I am? HEALTHY, SAFE AND ACTIVE  MOVEMENT  DANCE - modern  SWIMMING

LEARNING GROUP	ENGLISH	MATHS	SCIENCE AND TECHNOLOGY	GEOGRAPHY HISTORY	CREATIVE ARTS	PDHPE
<b>STAGE TWO ANT</b>	DRAMA LISTENING personal experiences, object of interest WRITING - setting expressive writing Historical journals READING poetry legends scripts Beowulf VOCABULARY suffixes, end consonant blends SPELLING alphabetical order suffixes end consonant blends DICTIONARY THESAURUS GRAMMAR articles, nouns, pronouns, adjectives HISTORICAL JOURNALS	WHOLE NUMBERS ADDITION SUBTRACTION PATTERNS ALGEBRA CHANCE DATA LENGTH AREA TIME	LIVING WORLD How can we group living things? What are the similarities and differences between life cycles of living things?	PLACES ARE SIMILAR AND DIFFERENT How and why are places similar and different? Australian continent Australian neighbours Climate of places	NATURAL AND BUILT ENVIRONMENTS drawing, painting, collage, sculpture MUSIC Playing an instrument Creatures of the sea	HEALTH, WELL-BEING AND RELATIONSHIPS How does who I am influence others? DANCE MOVEMENT SPORT Ultimate Frisbee Swimming

LEARNING GROUP	ENGLISH	MATHS	SCIENCE AND TECHNOLOGY	GEOGRAPHY HISTORY	CREATIVE ARTS	PDHPE
<b>STAGE THREE</b>  <b>KAREN</b>	DRAMA WRITING descriptive writing factual description SCRIPT WRITING LEARNING JOURNALS goal setting cognito lens  READING biography short stories library  JOURNALS Ned Kelly's letter  SPELLING consonant blends, digraphs, base words + endings short vowel rule GRAMMAR parts of speech verbs, synonyms, literary devices, figures of speech	WHOLE NUMBERS ADDITION SUBTRACTION MULTIPLICATION DIVISION FRACTIONS DECIMALS CHANCE DATA LENGTH AREA ANGLES 2D SPACE	LIVING WORLD  How do physical conditions affect the survival of living things?  How do the structural and behavioural features of living things support survival?	FACTORS THAT SHAPE PLACES AND ENVIRONMENTS  How do people and environments influence one another?  How do people influence places and the management of spaces within them?	PRINT MAKING  drawing painting printmaking  UNDERWATER WORLD drama, music, dance  IT'S BLACK AND WHITE introduction to piano keyboard skills  SPOTLIGHT ON SCRIPT WRITING	HEALTH, WELL-BEING and RELATIONSHIPS  How does my uniqueness change over time?  MOVEMENT AND PERFORMANCE Frisbee KingBall Confidence games  SWIMMING

LEARNING GROUP	ENGLISH	MATHS	SCIENCE AND TECHNOLOGY	GEOGRAPHY HISTORY	CREATIVE ARTS	PDHPE
<b>STAGE FOUR JOHN, MAL AND OTHERS!</b>	<p>SPEAKING AND LISTENING TED talks Pechakucha</p> <p>POETRY Anthology of Judith Wright</p> <p>VISUAL TEXTS The Lost Thing</p> <p>DIGITAL TEXTS The Red Balloon</p> <p>SHORT STORIES</p> <p>READING SKILLS</p> <p>DESCRIPTIVE NARRATIVES</p> <p>LEARNING JOURNALS</p> <p>LIBRARY</p>	<p>COMPUTATION WITH INTEGERS</p> <p>FRACTIONS DECIMALS PERCENTAGES</p> <p>DATA COLLECTION AND REPRESENTATION</p> <p>LENGTH AREA</p> <p>TIME</p>	<p>FORCE FOR CHANGE forces atomic modelling energy - electricity energy - solar energy - hydro energy - wind</p> <p>ENGINEERED SYSTEMS Improving our learning spaces - form and function in the design process</p>	<p>INVESTIGATING NEANDERTHALS, DENSOVIANS, HOBBITS AND HOMOSAPIENS</p> <p>overview Rift Valley Evolution Tool making Clash of species Migration Intermingling Neanderthals, Densoviens, Homo sapiens, hobbits Families, clans, tribes, nations, needs.</p>	<p>WHAT IS VISUAL ART?</p> <p>making artworks</p>	<p>HEALTH, WELL-BEING and RELATIONSHIPS</p> <p>How do change, transition and environment shape my identity?</p> <p>What skills and strategies can be used to manage change, challenges and seeking help?</p>

**From the dreams of imagination come opportunities for everyone to grow. This was the 'tree' of Living School being brought to the loading bay from my family's farm in Lennox Head. It took two tractors to drag. The effort was worth it!**









## **MEMORY IS BASED ON ASSOCIATION OF SOCIAL AND EMOTIONAL LEARNING EXPERIENCES.**

When we talk about memorable experiences, there is a need to focus on memory!

What was your very first memory ever?

Most people will include memories that have close connections with emotions and social interaction.

This is the basis of memory association, and we designed Living School to offer these moments as a key part of learning.

Watching children have a water fight - and being IN the water fight, will be long-lasting for many of our children.

This is fun - and this is engaging. Notice how much learning can come from a space with a hose.





"An authentic spirituality of education will address the fear that so often permeates and destroys teaching and learning. It will understand that fear, not ignorance, is the enemy of learning, and that fear is what gives ignorance its power."

"Such a spirituality does not dictate where we must go, but trusts that any path walked with integrity will take us to a place of knowledge."