

Korowal School

77 Scott Avenue Leura NSW 2780

Phone: 4757 2253 Fax: 4757 2037 E mail: info@korowal.nsw.edu.au

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FORTNIGHTLY NEWSLETTER

5 May, 2008 - Volume 31 Issue 4

Maths Puzzles

Follow this link:

<http://www.austms.org.au/Publ/Gazette/2008/Mar08/PuzzleCorner.pdf>

for some really nice Maths puzzles that the whole family can wrestle with.

No high powered Maths required but guaranteed to get you thinking and discussing. Probably suitable for year 6 to adult.

I would love to hear from anybody who wanted to discuss meanings, solutions or just to have a chat.

Simon O'Brien

The canteen is preparing for a cold winter!

We will be offering hot drinks such as Chai, Hot Chocolate and Milo.

We require two more medium sized saucepans for winter and would greatly appreciate if any Korowal family were able to donate them. Please check your cupboards for any surplus pots you may no longer use!

Martina & Linda

KNITTING WORKSHOPS

We will be running beginners/intermediate knitting workshops in term 2. They will be held at Korowal on three consecutive Saturdays 2-3.30pm, dates to be confirmed.

If you are interested please call or email Tracey so we can see if we have the numbers to run the workshop. fwacy@yahoo.com.au or phone 47829946.

Dates to remember

- 10 May** ACER Scholarship examinations
8.30 to midday
- 13,14, 15 May** Basic Skills Tests
- 14 May** School Photos
- 15 Jun** Korowal School Council Meeting
- 26 May** 3/4/5 Ancient Cultures - Museum
- 28 May** Sustainability Committee Meeting
- 29 May** Science Competition (HS)
- 2 Jun** 3/4/5 Ancient Cultures - Museum
- 5 Jun** Fun Run
- 7 Jun** FUNDRAISING DINNER
Hosts - de Picot family, Wentworth Falls
- 9 Jun** Public Holiday - Queen's Birthday
- 11 Jun** Sustainability Committee Meeting
- 11-13 Jun** Year 10 Camp
- 25 Jun** Sustainability Committee Meeting
- 27 Jun** Last day of term 2

Fundraising Dinner

The de Picot family are hosting yet another fabulous evening at their home in Wenworth Falls.

\$140 per person

Saturday 7th June

Menu to be advised

School Photos

Wednesday 14 May

Please return an envelope for each child to the School office by Monday 12 May.

Korowal AGM 2008

Korowal's 30th AGM was held last Thursday. The meeting was well attended. Minutes of last year's meeting were accepted, as was the Financial report which you will already have received. Our current auditors were re-appointed and we then listened to reports from the Chairperson, School Co-ordinator and Relocation Manager. These reports are reproduced here for you.

Following the AGM, there was a meeting of the KSC, which now consists of: Vittorio Cintio, Mark Thomas, Rosemary Dillon, Kath Veel, Steve Garthwin, Nancy Oosterhoff, Mick Barrett and Debra Keenahan. Vittorio was re-elected as Chairperson and Rosemary was re-elected as Deputy Chairperson.

There is a vacancy for a parent member. Please contact the school office if you are interested. Our next meeting will be held on Thursday 15th May at 7pm. Visitors are welcome.

Nancy

Chairperson's Report

I firstly want to express my personal thanks and the thanks of the entire community to two outgoing Council members, Nick Mansfield and Leanne Kent.

Both of them have those wonderful qualities of commonsense coupled with a deeply ethical perspective. Both are also blessed with an abundance of warmth and generosity.

Nick and I go back a while. I will never forget Nick standing in this room in some years ago at a special general meeting. He was the first speaker in favour of the constitutional change that made our school more democratic and inclusive. As a founding member of that first harmonious and integrated School Council, we all owe him a debt of gratitude.

Leanne in her time with us has brought a sharp intellect and a capacity to quickly grasp the broad shape and underlying detail of complex issues. Both will continue to contribute in other capacities. Leanne in particular will be donating a day a week to us on relocation efforts.

Thank you both.

I want to explore with you today the qualities of being small.

We often refer to ourselves as being an institution on a human scale. We see that as being consistent with, and indeed inseparable from, the way that we practice human centred education.

One simple consequence of this is that whenever I walk into this place I feel contained and cared for. There are very few institutions one can say that about- family hopefully being one of them.

A few weeks ago I attended a meeting with the teachers of my youngest son. The care and concern for him as a whole person was palpable. This care (dare I say love?) and their professional dedication is not only a lifelong investment in my son, it also enriches my family and will have a generational effects in my son's adult life.

These effects are all the more powerful because we are small.

Small in our context means, organic, human scaled, and nurturing a sense of community and mutual care.

If this is all so self evidently beneficial why is there such a headlong rush in our culture away from the small?

Larger communities offer anonymity and individual freedoms - including many more opportunities to be selfish and greedy or simply atrophy unnoticed- all packaged under the mantra of choice.

The riches on offer tempt us all, as we turn a blind eye to the exploitation of labor or environmental degradation implicit in our consumption. Some of you will remember the old Redgum song “I’ve been to Bali too”. Well, we’ve all been to Bali in our own communities.

Small communities offer the opportunity to be known, cared for and understood.

Larger communities mask interdependencies behind dollar transactions.

By contrast, in small communities it is obvious and apparent that breadwinners and bread makers need each other.

Large communities can shut the door on neighbours and turn a blind eye to need.

Small communities leave no one behind.

But let us not glorify small communities. Small communities have to work hard at- and be eternally vigilant in -continuing to learn, as well as valuing diversity and flexibility. Otherwise beliefs rust and principles harden, turning into dogma.

Small communities must grapple more painfully and directly with the consequences of those who are not (for whatever reason) pulling their weight or honouring the conduct codes of the group.

How much can we carry someone who is not performing at their best when so much might rely on them?

How much can we tolerate bad behaviour?

How much can we work through these issues in accordance with our principles before we say-‘enough!’

Consider too, the costs of asking too much of each other or the costs too few people to carry a load.

A small institution with our principles will always be economically vulnerable. Consider the package – independent governance beholden to no religion or sect, small classes and a modest fee structure. Surely an impossible dream! But we have the audacity to live it every day.

Our relocation presents the most fearsome challenge of our institutional lives.

We have been able to turn this threat into opportunity through the fierce dedication and determination of our leadership group and the commitment and generosity of our community.

Beyond the relocation there are further challenges ahead.

We must network and build relationships with like-minded organisations and their communities- no school is an island.

We must find ways of sustaining and renewing our leadership and teaching staff.

In a world of a shrinking teacher workforce we must recruit younger teachers who share our vision and we must nurture those teachers so that they will grow -and learn with us as part of a better-connected network of similar schools.

Being small is not an end but a means, - a journey not a destination.

TS Eliot expressed it far better than I ever could when he wrote

*We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time*

Vittorio Cintio
Chairperson

Coordinators Report Annual General Meeting 2007

Thursday 1st May 2008

This time last year we announced to the community that we had to relocate our school for the beginning of 2009.

At the time the news was very fresh and the scale of the activity barely imagined. We were able to talk of our intentions, and from that time until now, those of us tasked to put the intentions into reality have found ourselves immersed in an event requiring the highest level of coordination, imagination and above all patience, not to mention perseverance.

Outside of my home, I am approached with the same simple question, "How is it going?" The "it" being the relocation process. This happens in cafés, supermarkets, on the side line at soccer, with professional colleagues at conferences (our story is known across the country), at the cinema, on social occasions of all descriptions. Another variant of the question is "What will happen next year?". From my colleagues the question is more likely to be "How are you going?"

Whilst I am not the only person involved, it is a reasonable assumption that I am in possession of the most reliable and up to date information.

My response to these enquiries has always been much the same, that is, things are progressing to plan. We know exactly what has to be achieved to realise our intentions. We have also discovered that very few parts of the process are achievable without an enormous amount of mental, emotional, intellectual and at times physical effort.

There have to date been numerous roadblocks and hurdles, however we have yet to experience anything insurmountable, not just in relation to the event itself, but in relation to the extremely tight time frame available to us.

Much of what we are trying to achieve is concurrent, for example approval of the DA, together with finance and capital funding approval. There is a term that resonates constantly in my head, that is 'in principle!' or its near cousin "subject to!"

Many decisions are of course interdependent, but if our plan and endeavours work out we will have all the information we need by July.

We have to be ready to commence our renovations in August in order to be ready for the 2009 school year. To that end we have begun to prepare tenders for the various components of the construction. The master plan will be implemented over a number of years, in accordance with the availability of capital funding programs.

The initial phase will be to prepare the new site to meet the necessary standard to maintain our existing programs. To this end the skills and services of the whole community will need to be drawn upon. You have been asked to identify and offer any skills and labour you can. At this point I must thank those of you who have already engaged in this process, especially those involved in fundraising activities.

As importantly as our future is, I must also comment on the present.

My colleagues, that is the teachers of your children, together with the other people that are employed to carry on the school business continue to fulfil their responsibilities without apparent regard to any uncertainties about the future.

To me this is not only highly professional conduct but also reflects their faith that circumstances are being managed to the best of people's ability.

I observe in my colleagues the understanding that everyone has an important job to do, and that each person's efforts contribute to the welfare of the whole.

As adults we are all aware of the need to look out for each other, and we do so in a planned and coherent matter. We are also aware that in the circumstances it is the manner in which we conduct ourselves that will have the strongest impact on our students.

I must say however, that for some of our senior students, and some families, there is some anxiety. I understand this perfectly well, as I also understand and accept the human response to any stressful experience.

The future of the school is best served by the daily experience of community members. Students programs continue in an unaffected manner, the life of the school continues in its timeless manner, and this, to me, is exactly as I would wish it to be.

Last year I announced that, with the Council's encouragement, I enrolled in a Master's degree in Educational Leadership, which I have discontinued this year, but will recommence next year. Having completed a Science degree in the 1970's and never having written an essay or paper I am proud to announce that based on the quality of my research and essay writing skills I passed my first two subjects. I have, as a consequence renewed, my sympathy for students.

I congratulate our graduating HSC students who achieved excellent results across all subjects particularly in Advanced and Extension English, with one student achieving full marks in Extension 2 English.

We launched a new website, which draws a lot of positive attention to our school for which I thank Mark Carey for his skilled work in the design and functionality of the site.

We upgraded our accounting software in anticipation of the requirements for schools to manage and report on their financial affairs in an increasingly sophisticated and detailed fashion.

We have replaced our computer network, introducing an Apple based network which we believe will better serve our students educational and creative needs. I must thank Joachim Herrmann for all his efforts in implementing the new network with acknowledgement of Rob Smuhar our (mostly invisible) technical person.

Since last year we welcomed Taruno Larsen as our new canteen manager, and I thank Linda Brisbane for her work in the canteen above and beyond the call of duty. Thankyou also to all the parent volunteers.

Welcome also to new members of staff, Rick Morris as a High School Mathematics teacher, Viv Titterton as an assistant teacher on the Primary School, Vanessa Avery who returned as Primary School teacher and Narelle Chambers as our new Bursar replacing Cindy Babbage who resigned during the year. Narelle is also acting as our Company Secretary.

We also welcomed Barbara Fitzgerald into the Executive role of High School Coordinator, following Kath Veel who stood aside from the position.

As my time has been consumed by relocation matters the Executive teachers in particular have had to accept increased responsibilities in the management and leadership of the school, and I am particularly grateful for their support.

Thankyou also to Hilary, Cathy and Susan in the office who continue to do a wonderful job

During the year ahead we will be undergoing the cyclical BOS Registration and Accreditation review and this requires a considerable amount of forward planning and coordination.

The last 12 months have been the most demanding and testing of my life. I allow myself this experience in the knowledge that I am supported by the whole community and that the passion which I have for our school is a shared one.

Second to last I wish to thank the Korowal School Council, chaired by Vittorio Cintio. In particular I would like to thank Nick Mansfield and Leanne Kent, who are resigning, for sharing the experience with me. Welcome to Mick Barrett who joined the Council during the year.

Finally on behalf of the whole community I acknowledge Annie Carment as the engine of the relocation process, and an excellent person to work with.

Mark Thomas
School Coordinator

1st May 2008

AGM RELOCATION REPORT

Annie Carment

Community Database

We have received many offers – of time, administrative help, submission writing, casual teaching, cooking, child care, general labour, financial advice, construction management, various trades- earth moving, fencing, tiling, stonework, carpentry & joinery, unskilled labour, painting, gardening, OH&S advice, and more.

Some people's time/ skills have already been called on. If you have made an offer and we haven't yet contacted you, please be assured that the details are recorded on our community database and we will contact you when the time and the right job arrives.

There will be much work to do in the final stages, particularly over the summer holidays.

If we could quantify the dollar value of these offers they might amount to a saving in the end of well over \$200,000

If our little school had approached this huge task in a linear fashion, with an accountant's world-view, we would have given up before we had begun. But it's not a linear process, it's a complex, encompassing one that depends every step of the way on the good will and energy of this community and on our capacity to imagine our new school. This is only possible because we really ARE a community.

Timing

When I look over the time line that Mark presented at the community meeting in March, we are pretty much on track.

June is the big month - the DA will be approved; we'll know exactly what our agreement with the bank is; we will have an "in principle" amount from the black grant authority (BGA) towards the renovations.

We're expecting all of those "big three" cards to fall our way, and then we plan to begin building in August/ September and be finished by December.

We are working on all these operations concurrently – we now have detailed plans of every room specifying the work that is required. We have engineer's reports and will soon have detailed engineer's plans for builders to work from.

Much consultation and creative thinking has gone into finalising the plans for converting this most unusual series of spaces into a school.

Development Application

Today we submitted our amended traffic report to Council (amended as a result of meetings with Council engineers). This was, we hope, the final piece in the puzzle. There appear to be no problems with educational establishment zoning, heritage, bushfire – and we now hope we have satisfied all traffic requirements. The planner's report is almost finished so we hope that our application will come before the Council at its meeting on June 3rd.

While we don't expect any significant problems, this might be a useful time for you to speak or write to your local councillor in support of the school's application and the school's move to Hazelbrook. You are welcome to come to the Council meeting. Watch the newsletter for details.

Funding

Funds for the purchase will come from the bank loan, the STEA grant and our reserves.

Funds for the renovations will come from block grant funding and from our building fund. (The building funds contains money from donations and from community fundraising)

We met with the block grant committee during the holidays. They seem to understand the unique and urgent situation in which we find ourselves.

Other avenues of funding include:

Scholarships. Leanne Kent has been working on establishing a tax deductible "equity scholarship" fund to receive donations with which we would fund fees for students with economic or other needs. This fund will be established by July.

Sustainability. Leanne has also been working through all of the avenues of funding for sustainability projects. She will work in conjunction with our sustainability committee in applying for grants to cover solar panels, integrated water management etc.

Heritage grants: A group has begun work on heritage funding.

Block of land: there is one house - block sized block of land adjoining the site at Oaklands which we could sell (to a Korowal family??) once we own the property.

Correction

In the previous edition of our "On The Move" newsletter, we referred to "the strength and unity in the Korowal community and amongst the leadership group (council and executive) which has arisen from the challenge of our eviction"

Korowal is relocating because we were informed in April 2007 by our landlords, The Gavemer Foundation, that it requires vacant possession of the school by the end of 2008.

We have been advised that the use of the term "eviction" in these circumstances is inaccurate.

General News

Staff Development Days

The last two days of Term 1 were busy days for the staff. On the Thursday we met as a whole staff and reviewed the term and procedures we had been implementing to maintain staff and student wellbeing this year.

Following this Michael Farrell Whelan, an ex-parent and psychologist, was our guest speaker and led a session on 'Change'. To enable us to continue to work at the highest level and guide the students through the term to come, we explored the typical feelings and behaviours one may experience at times of change and relocation. For example, Michael highlighted that at such times, there are four main areas to be held as equally important. These are our emotional, physical, intellectual and spiritual needs. Attending to each assists in maintaining a balance. All components of the quadrant are of equal importance. When one is missing it is easier for us to slip into anxiety and fear behaviours. This was an insightful and refreshing session and we thank Michael for giving us his time.

From here we split into Primary and High School groups and focused on teaching programs. Next year we not only relocate, but have our (5-6 yearly) Board of Studies Registration and Accreditation Inspection. We are busy reviewing teaching practice and documenting processes.

This consultation and documentation continued throughout Friday as well.

Barbara Fitzgerald

Easter 2008 was a once in a lifetime experience!

Easter is always the 1st Sunday after the 1st full moon after the Spring Equinox (which is March 20). This dating of Easter is based on the lunar calendar that Hebrew people used to identify Passover, which is why it moves around on our Roman calendar.

Here's the interesting info. This year was the earliest Easter any of us will ever see for the rest of our lives! And only the most elderly of our population have ever seen it this early (95 years old or above!). None of us have ever, or will ever, see it a day earlier! Here are the facts:

1. The next time Easter will be this early (March 23) will be the year 2228 (220 years from now). The last time it was this early was 1913.
2. The next time it will be a day earlier, March 22, will be in the year 2285 (277 years from now). The last time it was on March 22 was 1818.

Primary News

Cake Stall

Upon arrival at school on Wednesday, 9th April, there was a definite buzz in the air, which didn't seem to relate to it being the last day of school before holidays. I was then asked if I could open one of the 3,4,5 classroom doors as the students had cakes to put away. Aha!

There followed a stream of children laden with bags, boxes and containers of (mostly) home made cakes. Many children were very proud of the fact that they had made or helped make the cakes, written ingredient labels or simply remembered to bring a contribution. Motivation was at a high!

The cake stall was set up. Children from Kindy to 6 made their purchases. Happy faces abounded.

Recess ended but there were still plenty of cakes to be sold, so the stall opened again at lunch time, to include teachers.

Money was counted – the children had raised \$260!!!! I was then lucky enough to be able to take 3 representatives from the 3,4,5,6 group to KMart to buy some balls, goal keepers' gloves, a pump and spare needles. We soon realized that we had lots of money left which we decided not to spend until we had browsed some catalogues back at school.

We made it back to school just in time to let everyone know that we had equipment to start off the new term.

I felt extremely happy and proud. The students had responded in a fantastically positive and supportive way to our appeal to them to accept responsibility for their play equipment. The atmosphere throughout the day was one of generosity and co-operation.

At our first assembly for this term, the purchases were on display and K,1,2 were given some new tennis balls to use to play handball. Representatives from 3,4,5 and 6 will now go to a High School assembly to share their experience with the older students.

This has been an uplifting experience and we look forward with optimism to having plenty of play equipment for use at recess and lunch!

Staff Development Day - Thursday, 10th April

See report in General section.

Staff Development Day - Friday, 11th April

On Friday teachers from the primary school met together to review our programs in the light of the NSW Primary Curriculum Foundation Statements as published by the Board of Studies. The Foundation Statements list statewide curriculum requirements. It is our responsibility to provide an education based upon these statements.

We looked at each of the six key learning areas (often referred to as KLAs), being:

English

Maths

Human Society and Its Environment (HSIE)

Science and Technology

Personal Development, Health and P.E. (PDHPE)

Creative Arts.

We were able to relate all of our Main Lessons to these KLAs – most of them are integrated across more than 2 KLAs. There are strong connections between our main lesson, morning circle, personal development and art work.

We introduce some technologies later than is the case in state schools, for example we do not use computers until year 3, but know that by the end of year 6 our students have been given adequate experiences relating to both word processing and using the internet as a research tool.

Spending the day together to undertake such a review was truly beneficial. We were able to strengthen our knowledge and understanding of why we do what we do from K – 6. We left feeling that the experiences we offer to our students are meaningful, rich and rewarding! We also feel very lucky to be working in such a wonderful school.

Staff Development Day - 14th April

Having spent Friday deep in discussion about the theory of our practice and checking that we met necessary requirements, on Monday we were able to immerse ourselves in a creative workshop, bringing balance to our end of term/ beginning of holidays.

In our first session Paula showed us a series of techniques and ideas for making and working with felt. Many of these ideas will be incorporated into our craft/ handwork lessons. You may also spot some of us wearing our creations!

In the second session we made clay sculptures which can be put together in a “totem pole” style. We envisage being able to make these types of sculptures with the students and intend to take them to place in the grounds at Oaklands.

We had a wonderful time and feel privileged to have Paula to lead us through such a workshop.

Beginning of term 2

Next week we will be holding interviews with parents of students in years 2 and 5. If you are one of these parents and have not yet had confirmation of your interview time, please contact your class teacher. Interviews for all other parents will begin on June 10th. You will receive letters organising times nearer to that date.

On Wednesday 14th May, the children will be having their class photos taken. Order forms will be sent home soon.

We are planning a Fun Run on Thursday 5th June. More information later!

Finally, a reminder that children must always have a full-brimmed or legionnaire style hat at school.

Here's to a great term!

Nancy

Years 3,4,5 & 6 fundraiser

On the last day of term 1 years 3,4,5 & 6 hosted a cake stall in the D. & T. room. The reason for this was to raise money for the new sports equipment for 3,4,5 & 6 because the loss of balls was high. Just by holding the stall we raised \$260, more than enough for the new equipment. Thankyou to everybody who helped serve and provide the delicious treats for this cake stall. Also a huge thanks to Nancy our wonderful coordinator for driving some of the students up to Katoomba to buy the supplies at Kmart. Students now enjoy playing with their brand new balls.

Allie and Grace

We had a cake stall to raise money to buy new sports equipment because we didn't have enough before. We kept losing it.

Isabella & Jordan

Isabella: The cakes were yummy.

Tali: Great cakes, never eaten them like that before.

Caleb: We needed more balls and things and the cake stall raised over \$200.

Jack: The cakes were good and they had a good range of gluten and dairy free.

Charlotte: It was very very nice.

Suri: It was a huge success.

Jack: Cakes were cheap and we raised lots of money.

Dan: We got soccer and basketballs and goalie gloves and skipping ropes and tennis balls.

Adam: Year 3,4,5 & 6 are sharing the equipment and we are looking after it.

High school news

Parent / Teacher Evening for Junior Secondary classes (7-10) will be held on *Thursday 22nd May* from 3.30pm.

Reports for Semester 1 will be posted the Friday before this, but in case there is a hold up with the mail, you can book now by calling the office. Remember, the teachers you want to see are those who taught your child *for the last 2 terms*. In some cases teachers may have changed for *this* term.

Friday Afternoons -*something new*.

This term we are trying something new. The last hour of school time on Friday is given to Co-Curricular activities in the High school. There is always a Homework and Silent Reading session which many students sign up for as a Co-curricular. They find it a great way to get homework underway before the weekend.

However, there are some students who have difficulty completing and submitting class work and homework. In support of them, we have decided to run a separate session *every Friday afternoon* to enable them to get it done. So if a student has not submitted work by the due date (and if there are no exceptional circumstances) he/she will be required to attend a supervised work session in Co-curricular time until the work is completed.

Barbara Fitzgerald

Deep Pass - Yr 8 Camp



Year 8 Camp to Deep Pass



On the second night of our camp we walked out into the bush to go caving. When we got there we had to climb into a small crevice which was the entrance

to the cave. While we were inside the first cavern we all turned our headlamps off so that we could see the glow-worms. We then had to crawl over pools of water, over some giant rocks and out the other side. Going through the whole cave took about 15 minutes. This was the highlight of our camp.

Mona & Bel



Layla saw a massive glow worm in Dylan's hair when they found us again after we got lost. She thought she was going crazy, but there actually was a

REAL LIFE glow worm from when they went in the cave! We were very excited. We went in the cave but got freaked out.

Layla and Bee

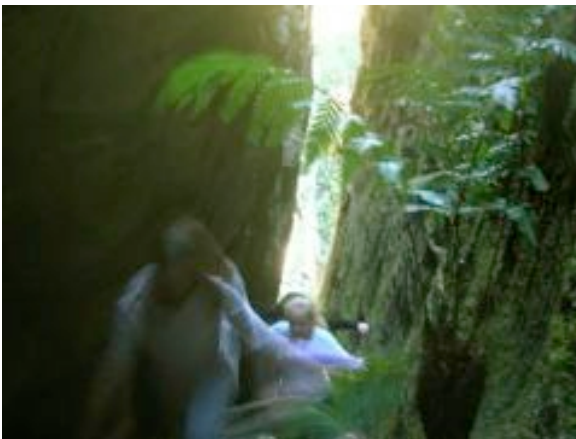


We camped in a clear grassy area, we had 2 large tents to sleep in. We cooked in groups of 4 or 5.

We went abseiling in the morning on the second day. The experience was fun but scary because of going over the edge and trusting the rope.

We also went exploring in the afternoon on the second day. We were looking for aboriginal hand prints. While we were looking we climbed into split rock. We found the hand prints on a cliff wall.

Aliah & Sophie



The class camp was interesting I guess! We went caving and bush walking, abseiling - was SCARY BUT SPECY. The Food was Awesome coz Josh (the master chef) cooked it. Then IN ORDER Liam, Josh, Karl, Julz and after much persuasion Bee jumped in the Freeeeeezzzzziing!!!!!! water.

OH yeah, on the way Yeshe missed the turn off, (but only by 2 km's) so Josh & Ciaran had to help him reverse the two kilometres. On the way we hit: one tree, four potholes; seven branches and a couple of near hits which was fun.

by Josh And a tiny bit by Julz.



The highlight of our camp to Deep Pass was the abseiling. We were belayed down a 5m drop for practice, then walked to a 30m cliff nearby. From there, two people abseiled down only attached to the tree, whilst being belayed by Garry and Yeshe from the top. Once they were down, they then proceeded to belay the next two people down the face of the cliff. It was a lot of fun!!

By Anna and Emma.

Abseiling was fun. The first practice abseil was not that fun but the 15m was fun but the 40m was full of thrill and excitement.

Caving was fun but scary the caves were wet in some places because it used to be an underwater creek. That's how the caves were made. the widest bit of the cave was about 150cm high.

Clive & Joe



bus there
Yeshi drove
awful ...
went the wrong way.
Hike in
set up tents
cook our own dinner
sleep squashed together.
Wake up in the morning
freezing
go walking
exploring
boring ...
swimming freezing water
sleep squashed
frost evrywhere.
Pack up
carry pack 10 man tent
up huge hill.

Liam



Horses for courses!



On Wednesday 17th March Year 7 visited Centennial Glen Stables for the day, accompanied by Andrew, Sharon, Joachim, Satneeta and I. We shared an amazing day in the beautiful Kanimbla Valley.

As a part of our PD lesson I offered to share with the class and teachers the work I do with horses and people. In class as preparation for the day at Centennial Glen Stables, we discussed horse language, communication, behaviour, and the similarities between a horse herd and our “herds” - being our class, our social groups/friends, our families, our sporting teams etc. We also discussed fears associated with horses, and setting a positive intention and individual challenge/goal for the day in the valley.

The class was divided into two groups according to confidence and experience. The first group went out for a ride lead by Jim and his guides, together with Sharon and Satneeta, whilst the second group did some ground work with Casper a Welsh pony – getting to know him, pat, brush and sit on him bareback. The second group were then confident in going out on a ride. Some chose to stay and continue working with Casper and Tallis. The horses enjoyed all the hugs and attention! Andrew came along on the second ride.

Both rides went well and were enjoyed by everyone. For me it was wonderful to experience the not-so-sure students gaining self-confidence and feeling comfortable around these amazing creatures. Observing how horses behave and interact gave us a better understanding of their language and how they socialise, and the similarities to our own.

We also got to interact with the many other animals – which belong to Jim & Judith's family – cats, dogs, sheep, goats, pigs, miniature horses, donkeys, chickens and of course so many horses!

A big thank you to all of Year 7 for a wonderful day – your presence, interaction and co-operation contributed to a safe, enjoyable and successful day. And everyone, including Andrew managed to stay on for the whole ride! Such a wonderful place to have a living lesson, and an outdoor office for Joachim!

Monica

Teachers Aide, Yr 7.

Korowal Konnections

This section promotes activities and events involving members of the community and the broader Blue Mountains community. Korowal School does not specifically recommend any of these activities, nor does it guarantee their quality or the qualifications of their sponsors.

Katoomba Work Wear

Discounts for Korowal families
clothing, camping gear

Christine & Glen Davidson 4782 6611
174 Katoomba St, Katoomba



Harmonising your Natural State of Wellbeing.

Rest the Body

Relax the Mind

Replenish the Spirit

Reiki Master

Bodywork - Pruss Technique

Body Alignment

Life Coach/ Guide /Mentor

Tel: (61) 2 4784 1323

Email: monica.morris@bigpond.com

Looking for a sea change?

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For further information or bookings contact:

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Tel: 0406205309 or 4784.1323

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