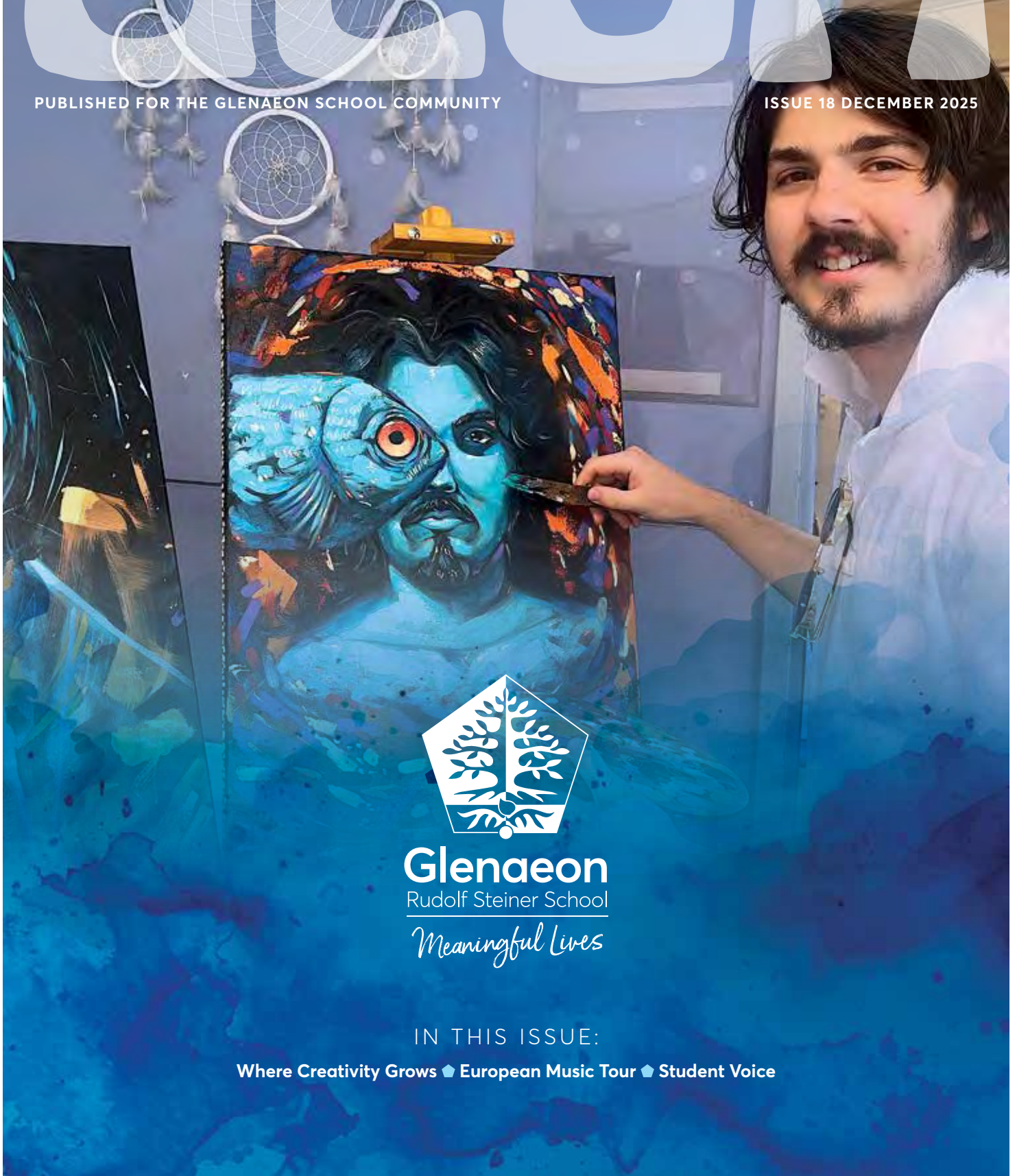


# 2020

PUBLISHED FOR THE GLENAEON SCHOOL COMMUNITY

ISSUE 18 DECEMBER 2025



**Glенаeон**

Rudolf Steiner School

*Meaningful Lives*

IN THIS ISSUE:

Where Creativity Grows ◆ European Music Tour ◆ Student Voice



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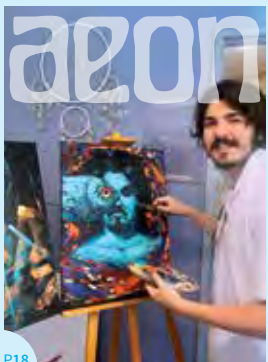


**Glенаeon**  
Rudolf Steiner School  
*Meaningful Lives*

**AEON** gives a glimpse into the rich learning community that is Glенаeon, established as Australia's first school for Rudolf Steiner education. The magazine is a record of school life, featuring people and events that are important in our community.

Glенаeon pioneered the vision of a creative and collaborative education in Sydney, and we celebrate the unique community that has grown around the school.

**AEON** is a voice and forum for the unique learning experience that remains the school's core impulse. Whether currently involved with the school, or one of our many alumni families and friends, we invite you to enjoy in the following pages the incomparable vision of a Glенаeon education.



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**Where Creativity Grows**  
Above: Cezar Bennett, Year 12



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## WELCOME



**Diana Drummond**  
Head of School

### Dear Glенаeon Community,

As we reflect on the year that was, this edition of AEON celebrates the many expressions of creativity that have enlivened our school. Within these pages you'll find glimpses of a school in perpetual motion: of students and teachers working with imagination, intellect and will to shape learning and growing in unique ways. These experiences are the heartbeat of Glенаeon, where education is always a journey of becoming.

Through words and images from across our community, you will find a vibrant expression of our school's story in 2025. Stories that reflect the living breath of Glенаeon: moments where curiosity was sparked and imagination took flight. From the joyful rhythm of play in early childhood to the purposeful craftsmanship and thoughtful inquiry of the senior High School years, our community has continued to cultivate expression of the will as a force for growth, understanding, and connection.

May this year's AEON serve as a window into that journey, a celebration of our students' rich and unfolding capacities, our outstanding teachers' dedication, and the enduring spirit of our community. Indeed, ours is a school that is growing more into the future.

Warm regards,

**Diana Drummond**  
Head of School

### Acknowledgement of Country

We acknowledge our place on First Nations land. The land, creeks and rivers that surround our school have been cared for as a site of learning for generations. We acknowledge our country's complex history and ongoing efforts towards reconciliation. We pay our respects to the Traditional Owners of the land, the Cammeraygal people of the Gu-ring-gai Nation. We honour their Elders, past, present and emerging.

AEON Editor: **Kath Kissell** • Design: **Campbell van Venrooy**

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## MESSAGE FROM OUR CHAIR



**Peter Candotti**  
Chair, Glenaeon  
School Board

As I reflect on the past year at Glenaeon, I am reminded of how much there is to celebrate, and how our school continues to thrive. Guided by our Strategic Plan, Glenaeon has continued to grow, which was highlighted during our Term 3 Primary School Open Day at Castlecrag.

**T**his joyful event was a vibrant showcase of our values and spirit, offering prospective families a genuine insight into life at Glenaeon. We are delighted to be welcoming many of them into our community in the year ahead.

Such vitality does not arise by chance. It is the result of the dedication of teachers, staff, students, and parents, all of whom contribute daily to the life of our school. Together, you create a nurturing environment where young people can grow in knowledge, imagination, and confidence. I extend my sincere gratitude to each of you, and congratulate our Head of School, Diana Drummond, who continues to lead our school with dedication and grace.

This year, I was also delighted to announce Lee Hill's appointment as Chair of the Glenaeon Foundation. Lee is a former Board Chair and a long-term servant of the school. He brings valuable experience and leadership, and under his guidance we will continue to strengthen the philanthropic foundations that will support our long-term aspirations.



Above: Lee Hill, Glenaeon  
Foundation Chair



Left: Glenaeon  
Family Fair 2025

Our students have also enjoyed a year of extraordinary achievement. A highlight was the Music Tour, which allowed our students to share their talents with audiences across Europe while also experiencing the joy of artistic exchange. At home, the renewal of our libraries has provided not only modern facilities but vibrant new spaces for curiosity, reflection, and connection.

The arts are always at the heart of Steiner education, and this year we celebrated a remarkable achievement: Year 11 student Jasmine Lancaster Merton was the winner of the Young Archie award for 16-18 year olds, for her stunning self-portrait titled *My name is Jazz*. We are all extremely proud of Jazz, and her outstanding work is featured in this magazine. This edition of AEON also features a component of Year 12 student Cezar Bennett's HSC major work on its cover, highlighting the richness of our Visual Arts program.

I would also like to acknowledge the work of the GPA and the GPA Steering Committee, whose tireless

efforts continue to enrich our school life in many and varied ways. This year saw a number of changes to office-bearer roles in the Steering Committee, and, on behalf of the Board, I extend my sincere thanks to the outgoing office bearers for their service and warmly welcome the new members who have stepped into this important role.

Finally, we honour all our Year 12 graduates as they come to the end of their Glenaeon journey and step into the next chapter of their lives. They carry within them the fruits of a Glenaeon education — the courage to think independently, the creativity to shape new possibilities, and the humanity to serve the world with compassion. We wish them every success, trusting that they will walk their paths with purpose and integrity.

On behalf of the Board, I thank every member of the Glenaeon community for your continued support and wish you all a wonderful year ahead. ●

**Peter Candotti**  
Chair, Glenaeon School Board

## 100 YEAR ANNIVERSARY OF RUDOLF STEINER'S PASSING



**Katherine Arconati**  
Class 1 Teacher and  
Acting Director of  
Professional Practice



# The Will to Be Human: Why Steiner Education Matters More Than Ever

The education and teaching of the future will have to set particular value on the development of the will and feeling nature. Feeling and will are left more and more to what is called chance, because there is no insight into the real nature of will.

*The Foundations of Human Experience, Rudolf Steiner*

**R**udolf Steiner was asked to develop the first Waldorf school just after World War I, in response to the Industrial Age in which human freedom had been compromised and education was a form of force-feeding that disregarded the human spirit. Since then, humanity has endured countless wars, travelled to the moon, mapped the genome, and plunged headfirst into the Information Age. It has been 100 years since Dr Steiner's passing, and his prescience remains astounding. In a time when we are racing to outsource human endeavour to the work of machines, it is the human will that must be preserved in order to maintain our human-ness. This will, which may be characterised as the application of sustained, conscious effort, should pervade everything we do.

Rudolf Steiner described the human being as three-fold, comprising thinking, feeling, and willing. When these three aspects are working harmoniously with each other, we experience a sense of wholeness. We must avoid education that seeks only to develop thinking beings, and the tendency to learn earlier and faster blunts the incarnating spirit. In Steiner schools, we feel and act in all aspects of learning. We discover, through careful observation and reflection, rather than absorb information. We create useful objects through repeated patterns, problem solving and a cultivated aesthetic. We imagine by listening closely and responding artistically. We understand through authentic encounters with the wonders of the natural world.

Steiner's developmentally-staged curriculum honours the natural unfolding of the growing human being. The young child's task is to build a healthy physical body through imitation of the adult world. The task of middle childhood is to nurture healthy life forces through stimulation of the imagination, wonder at the world, and sensitivity of feeling.



The task of adolescence is to develop a refined soul life through the quest for understanding. All this in the hope that by the time they graduate, our students are ready to enter the world imbued with self-knowledge and empowered to impact the future as free human beings full of integrity, wisdom, courage, and heart.



More than 100 years ago, Rudolf Steiner set out to develop an education towards freedom. Now more than ever, we can see the impact of this approach in our rapidly changing, increasingly chaotic world.

**H**ow do we do this? It begins in early childhood with creative play and purposeful work. Moving into Primary School, we weave a healthy social fabric through Morning Circle and rich, moral stories that speak to the developing inner life of the child. The daily exercise of the will can be seen in the creation of the Main Lesson book which goes from blank to brimming with colour and meticulous handwriting over the course of three weeks.

As the children move into upper Primary School, those healthy will forces are directed towards phenomenological observation in the sciences and engagement with our rich cultural history.

Once they enter High School, the will is directed to critical thinking, reflection and synthesis to deeply explore big ideas such as the impact of the Industrial Revolution or why there are exactly five Platonic solids.

Our students encounter the natural world in ways that challenge them to be self-reliant, resilient, and cooperative with their peers. They perform regardless of 'talent' because it builds character and strength of will. ●

**Katherine Arconati**  
Class 1 Teacher and  
Acting Director of Professional Practice

Waldorf Education is not nostalgic. It is revolutionary. It is humanity's last stand against the Machine Mind.

*Educating the Soul in the Age of the Machine,*  
Neil Perry Gordon

## HEAD OF SCHOOL REFLECTIONS



Diana Drummond  
Head of School



Above: European Music Tour 2025, Budapest

# "If we want things to stay as they are, things will have to change."

Giuseppe Tomasi di Lampedusa

Change lies at the heart of all true and worthy creative endeavour. In Steiner education, we recognise that growth – whether in a child, a community, or a work of art – depends upon the courage to transform.

The creative process itself mirrors life's unfolding: beginnings that emerge from endings, and forms that evolve through experiment and renewal. What appears as change on the surface is, in essence, continuity in motion; the same living impulse taking on new shape. If we wish the spirit of our education, our values, and our culture to remain alive, they must continue to grow, deepen, and bear new fruit in response to the world around us.

In 2025, Glenaeon continued to channel creative energy within and beyond the school gates. This was a year that reminded us how the creative

process sustains a community, through thoughtful adaptation, steady renewal, and heartfelt engagement. It was a year of purposeful forward movement, in our *Growing More* strategic journey.

Our parent and carers community once again played an essential role, offering their time and talent across many areas of school life, supporting in classrooms, festivals, and year-group events. The 2025 Glenaeon Family Fair stood as a shining expression of our community's warmth, energy, and commitment to the values we hold dear as a contemporary Steiner school. A new GPA Steering Committee was formed following the generous and dedicated service of several outgoing office bearers, many of whom have supported the school with great purpose and diligence over many years. We are very, very grateful.

Across our campuses, renewal was visible in tangible form too, with refurbished library spaces becoming inviting hubs where students gather to read, study, and connect. Within the student body, creative energy flourished with initiatives that aim to cultivate a vibrant and positive school culture, grounded in our shared values.

The Student Representative Council thrived, leading projects that gave voice to student perspectives, passions, and aspirations. A significant highlight of the year was the European Music Tour, during which 22 High School students and three staff members shared their musical artistry across Salzburg, Vienna, Budapest, and Prague, performing in remarkable venues and connecting with audiences in powerful ways.

Amid an ever-evolving and complex global landscape, the guiding strength of Steiner's educational philosophy continued to steady and inspire us, anchoring our community in creativity, balance, and discernment. In closing, I extend my heartfelt gratitude to the Glenaeon teaching and professional services staff and to the Directors of the School Board, whose dedication and passion for our school are truly second to none. ●

Diana Drummond  
Head of School

Below: Lute Drummond Building, Senior Library, refurbished in 2025



## PLAYGROUPS



**Sandra Frain**  
Playgroup Manager



## Rhythm, Routine and Ritual

At Glenaeon, our Playgroups flow with a steady rhythm that helps little ones, and their grown-ups, feel confident, grounded, and connected. The familiar routine of songs, stories, baking, eating, games, play, and shared moments gives everyone a sense of comfort and belonging. Cognitive and emotional intelligence grow naturally through this bodily support.

As the participants become familiar with the Playgroup routines they become confident. Now they can lead the group to make transitions, which is an important social dynamic. This helps families to create the same foundations to 'happy healthy living' that is a signature of our Glenaeon Playgroups.

Parents and caregivers report on the children singing the songs in the car and at home. The children re-enact the stories at home within their play and this becomes the 'embodiment of the story'. The story lives in them.

The Playgroup educators choose stories that reflect the changing seasons and engage the children's observations of change. What is going on around them? Perhaps it is a story that highlights growth phases and resilience building such as *The Three Little Pigs* or *The Three Billy Goats Gruff*.

The children may become excited anticipating the story characters' next moves. They too develop imagination for play. They too are inspired to create. They too learn to respect their very own intuition, their 'inner teacher' that is a life-long companion.

The educator is embodying, personifying the inanimate objects and making them real by moving them and speaking for them. This we experience as a kind of 'magic'.

Entranced, enchanted, entertained, educated: the children learn language and social skills too. They learn the cues for laughter and express joy collectively when funny things happen in the stories.

Alliteration helps create a consideration for the poetry unfolding as words are almost seen.

*The fluttering golden leaf floats this way and that way as it descends from its mother tree to its mother earth to rest.*

The larger events such as birthdays and 'moving on' are a reminder of the larger rhythm of our lives: everyone feels special. At Glenaeon, the beautiful ever-changing gardens are a constant reminder of nature's fluctuating gifts to us.

Our team of dedicated educators continues to support families with warmth and integrity, especially during times of change. After the success of our bilingual Japanese Playgroups,

we also trialled a Mandarin Playgroup which was wonderfully received throughout 2025.

As our community evolves, we have adjusted the number of Playgroups offered to better meet current demand. We appreciate the moments shared, the growth we've seen, and the new chapter ahead. Change can bring a mix of feelings, but together we honour what has been and welcome what's next. Thank you to all involved for supporting Playgroups in 2025. ●

**Sandra Frain**  
Playgroup Manager

*The school wishes to acknowledge Sandra's transition this year as she steps away from Playgroup as a teacher and manager. We recognise her long-serving Playgroup contribution and leadership over many years. Her impact remains a valued part of the Glenaeon story.*

## PRESCHOOL



Above: Daiana and Eva share a puppet play with the Preschool children

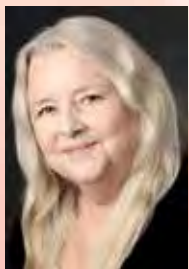


Above (left to right):  
Eva, Reny and Monica



## Learning, Growing and Exceeding

This year was one of great focus on our deep connection to our ethos, community relationships, and staff development as well as meeting the high standards of organisational quality improvement and compliance expected of an Early Childhood Centre.



**Peggy Day**  
Preschool Director

Our Assessment and Rating result saw us remain Overall Exceeding in relation to the Quality Standards and it is a tribute to our educators that they maintained high levels of engagement in imaginative play, creative activities and paperwork related to their programs and assessment, as well as critical reflections on their teaching.

Our staff choose this educational philosophy and continue to deepen their learning as educators. This year, educators Eva and Monica finished the two-year Steiner Early Childhood Certificate course that all staff complete in addition to government qualifications. In October, they presented the stories they had created with their own props, their imaginative Morning Circles and their puppet plays to their lecturers, tutors and visitors.

Reny and Mia, two newer staff members doing their first-year Steiner training, have also given their all to the new roles they have chosen in Steiner education.

Our community depth of connection among staff and families was evident in our festivals, such as the Mid-Winter Lantern Festival.

After shared soup and bread, all the families watched a Mother Earth story play out in the garden and joined a lantern walk around the park with all families singing. As the magical evening ended, each family stopped to visit the crystal cave, where their child received a gem from the gnome.

The Spring Festival with its silk marionette story in the classroom, flower garlands made by parents adorning the children's heads, and singing at the park was also a joyful event.

The support shown for families carrying illness, a new baby, or the need to move house includes meals cooked for them, through a blanket that was crocheted, or a book of remembrance photos created. The warm wishes are heartfelt.

As one of our parents wrote: *People often ask why we are at our Steiner Preschool. This week the way the community rallied together to support a family in need and the whole Preschool had a festival of support, created gifts and donated resources, showed what is different. It is a warmth and generosity of heart.*

This was echoed by a staff member: *Glenaeon has been my home for years and would always be very close to my heart. The wonderful community of teachers and families is a dream many people wish for.*

Our Centre Philosophy is one we strive to uphold each day as it says: *The teacher's earnestness about their work and their serious striving must be balanced with humour and a demeanour that radiates happiness. There must be moments of humour and delight in the Preschool every day. The children need many moments of laughter and joy while they sing, play, dance and share food at Preschool and run at the park.* ●

**Peggy Day**  
Preschool Director

## KINDERGARTEN



Above (left to right): Kindergarten team Catherine Pilko, Ming-Yu Chen, Melanie Harper, and Sarah David, Spring Festival 2025



## Honouring Creative Play in the Kindergarten

Free play is an opportunity to stretch the child's imagination, explore the boundaries of social experience, to process what they've seen, heard or thought in a healthful, full-body way. It is where the foundations of creativity are built.

In the Kindergarten, the children have had another busy year developing and growing themselves through the unfolding of their unique capacities to learn through imitation and child-initiated free play. In our part-time mixed-age programs, led by teachers Catherine Pilko and Melanie Harper, the gifts and talents of each age group enrich and enliven the children's play. Our extension program for the older children, led by Sarah David, promotes more adventurous play along with the development of many new skills and capacities.

So, how do we as educators support the Kindergarten children in their learning? We work hard to create an environment that provides a rich and rhythmic experience of daily life that the children can soak up, imitate and play out.

The daily life of the Kindergarten with its seasonal festivals, puppet plays, stories, songs, movement, circle time, and artistic activities, along with the varied domestic and purposeful human activity engaged in by the teachers and assistants, nourishes and supports the children's learning through play

and imitation. Just as we adults, in our more creative moments, digest and recreate the world through our daydreaming, imagination and creative thinking, so does the child digest and recreate the world through their play.

It is always a wonder to watch the Kindergarten children enter into play each day with such vigour, vitality and creativity, and to witness the world being transformed through their play.

For the younger children whose play is triggered by the environment, the open-ended toys of the Kindergarten provide a wonderful stimulus for rich fantasy play. We watch in awe as the stick is transformed into a variety of different objects to support a very fluid and ever-changing play narrative. It might be a fishing rod one moment, a walking stick the next, and then perhaps a wand or the mast of a sailing boat.

As the play of the older six-year-old children develops, the stimulus for play comes not so much from the outside environment but from within. The child suddenly has an idea or mental picture of what they want to play. The child's

imagination takes flight and the inner world of ideas lights up their world. For example, we might hear an older child exclaim, "I've got an idea! Let's build a ship, this stick can be the mast and this cog can be the hoist. I can be the captain and you can be the chef."

The narrative is played back and forth between the children as they plan and work out their play and create the rules of their game. Sometimes the whole class is brought into the rich narrative of these games and the learning is manifold.

As another rich and full year of work and play with the children draws to a close, the reality of Sarah David's retirement is slowly dawning on all of us who work in the Kindergarten. It is hard to believe that after so many years, Sarah will no longer be with us next year. We will miss her gentle kind ways, her generosity, her reliability, her incredible commitment and, most of all, her dedication and love for the children. Go well Sarah! ●

**Catherine Pilko**  
Senior Kindergarten Teacher

## PRIMARY SCHOOL



**Dani Finch**  
Deputy Head of School  
K–Class 6

# Fostering True Creativity through Holistic Learning

Much has been made in academia and the media about schools ‘killing’ creativity. At the same time, we know that for children being educated today, creativity and the capacity to solve problems will be the single most important factor in their successful futures.

**S**o how does a Gleneaon primary education prepare our students for that future, ensuring that children achieve vital skills in literacy and numeracy, the sciences, and the arts but that this is done in ways that enhance their capacity to think, feel, and act in ways that are unique, heart centred, and, well, creative?

The answer is complex and lies in the environments we create, the communities we nurture, and the curriculum we deliver.

Our days begin with Morning Circle. Children come together to sing, move, recite, and play with rhythm and number in a way that awakens both body and mind. A Class 1 child might be chanting the times tables while skipping in rhythm; by Class 5, students are standing tall to recite long passages of poetry, their voices carrying strength and confidence. These practices, repeated daily, weave memory, concentration, and joy into the fabric of the classroom.

From there, we enter the Main Lesson, the heart of the day in any Steiner school. For three to four weeks, the class lives inside a subject whether it be Ancient India, fractions, botany or geography; these are not isolated facts but stories that unfold through art, writing, and imagination. A Class 3 student may be building a model of a home while learning measurement, or a Class 6 student sketching the Roman aqueducts they’ve just studied in history. Every Main Lesson is an invitation to

connect literacy, numeracy, science, and the arts into a whole.

At Gleneaon, creativity is not reserved for the art room once a week. It flows through everything: the way we teach mathematics, the way we explore language, the way we ask children to wonder about the world around them. Creativity is not a ‘nice to have’, it is in the air we breathe and the very pathway through which rigour and depth of understanding are reached.

Making this possible is the community that surrounds each child. Teachers work with their classes over a number of years, knowing each child deeply and guiding them with continuity and care. Parents see this living curriculum in our plays, class gatherings, and festivals: the poetry of Class 2, the hand-drawn geometry books of Class 5, the harmonies of the Class 6 string ensemble. Each is a visible expression of the creativity that runs through a Gleneaon education.

By the time our students are ready to step into High School, they do so not only with strong foundations in the Key Learning Areas, but with the ability to think independently, to generate ideas, and to work with confidence alongside others. These are the skills the future demands and here at Gleneaon, they are cultivated every day!

**Dani Finch**  
Deputy Head of School  
K–Class 6



Background:  
Class 2 Merchants  
and Sailors  
Main Lesson



Above: Class 1 Gardening



Above: Class 3 Housing Main Lesson



Above: Class 4 Autumn Festival



Above: Class 5 Maypole Dance



Above: Class 6 Play: Alice In Wonderland

## HIGH SCHOOL



**Yura Totsuka**  
Deputy Head of School  
Years 7-12



Above: Year 10 Biodynamic Regenerative Agriculture class in the Biodynamic Garden

# Creative Thinking – Growing Critical Thinking Capacities

Creativity is a way of thinking, and it is the foundation for innovation, problem solving, and adaptability.

Creativity is often associated with arts, music, or performances. But in truth, it extends far beyond those realms and it is as vital in science and mathematics as it is in the arts. It is a way of thinking that allows us to see possibilities, make connections, and approach challenges with originality.

True creative thinking is intertwined with critical thinking. While creativity allows us to generate new ideas, critical thinking helps us evaluate and refine them. Together, they empower learners to navigate complexity with imagination and logic, preparing young people to adapt, innovate, and contribute meaningfully to the world.

Our curriculum lays the foundation for creative thinking by first

cultivating imagination through rich, genuine experiences that inspire curiosity and wonder: stories of individuals and communities overcoming challenges in the Main Lesson curriculum; seeing mathematical patterns in the natural world; exploring places near and far in geography. This inquisitiveness paves the way for complex creative and critical thinking.

In scientific investigations, students use their observations of phenomena to creatively formulate hypotheses, predict outcomes and design experiments before critically analysing data.

The Year 8 Project Presentation held in Term 4, as always, showcased diverse creative expressions from

building a go-cart, writing a novel, and creating an ant enclosure, to stop-motion animation using 3D-printed figures, to name a few.

Biodynamic Regenerative Agriculture was offered as one of the Year 10 elective courses and 17 students developed projects that achieved outstanding creativity of thinking, expression and deed for personal and collective good: biodynamic healing methods; teas and infusions; and a self-serve bird feeder.

Our HSC Design and Technology, Visual Arts, and English Extension 2 projects showcase creativity that is both disciplined and inspired. These culminating works demonstrate years of developing creative and critical capacities simultaneously.

The Aiming High Challenge takes this further. The enrichment program, offered by George Morton-Ramwell, begins with students developing a “big question” which in itself is an exercise in both creative and critical thinking and develops skills in problem solving, research, and presentation.

Some examples of this year’s Big Questions are:

- » How can sound code an LED?
- » How have trophy trucks been engineered to race over different terrains?
- » How and why do we cry emotional tears?
- » How important is access to clean water?

Right: Rose B.  
Year 10, The Aiming High Challenge





Above: Year 10 Biodynamic Regenerative Agriculture class

*Out of the Water*

**Ambultio vermis** *Amphibious Sausage*  
**Name:** Ambultio vermis  
**Common Name:** Amphibious Sausages  
**Era:** Aurum period  
**Biome:** geothermal spring pool within a cave  
**Size:** 10-12 cm long



Ambultio vermis, often referred to as the Amphibious Sausage, is a relative of the flatworms with a similar body shape but with the extra ability to go onto land. The organism is encased in a thin, waxy layer that reduces water loss, allowing it to survive out of direct water contact for 6 to 10 hours depending on ambient humidity. This adaptation enables it to damp cave and get away from the predators living in the water. The Amphibious Sausage moves using six short, flattened muscular appendages arranged laterally along its body. These stub-like limbs lack internal skeletal support, instead relying on hydrostatic pressure and muscular contraction to generate forward crawling motion. Breathing occurs through a series of specialized dermal folds located along the dorsal side of its body. These folds are lined with highly vascularized tissue. The Amphibious Sausage feeds primarily on microbial mats that develop on moist rocks. It uses a single, chisel-like tooth within its mouth cavity to scrape biofilms and detrital matter.

**Subterraneous Vagus** *Worm*  
**Name:** Subterraneous Vagus  
**Common Name:** tau ceti e's worms  
**Era:** Certamen period  
**Biome:** in the top 10 metres of soil  
**Size:** 5 cm long



Subterraneous Vagus is a robust, segmented invertebrate that is basically Tau Ceti e's equivalent to an earth worm. This species plays a foundational ecological role in processing decaying organic matter and facilitating slow nutrient cycling within the subsurface biome. It is commonly found burrowing through the soil at depths reaching up to 10 meters, often in geothermally warmed zones where root systems are most common. The Worm has a thick, segmented body reinforced by a flexible keratin-like exoskeletal layer covering its head and vendible parts of its body. On each of its flanks are two, paddle-like appendages that function as digging limbs. These appendages push and wedge through dense substrates in a slow but persistent undulatory motion. A waxy outer layer coating the worm's skin, reducing water loss in the dry underground environment. This barrier also provides chemical resistance against soil toxins, including fluoride compounds common in Tau Ceti e's geology. S. Vagus features an enlarged hindgut chamber that's specialized for the slow breakdown and fermentation of fibrous organic material. Symbiotic microbes within this chamber aid in extracting nutrients from decaying plant roots and mineral particles, allowing the worm to thrive on a low-energy diet.

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**Absconditum Rapio**  
*Common-cave Mantis*



**Name:** Absconditum Rapio  
**Common Name:** Common Cave Mantis  
**Era:** Certamen period  
**Biome:** underground cave in the mid-cave and entrance zones of the cave.  
**Size:** 10 cm long

Absconditum Rapio also known as the Common Cave Mantis, is a highly specialized predator. Possessing six limbs and a prehensile tail, it uses its tail and two of its limbs that have sticky pads to suspend itself from the cave ceiling. Four of its limbs remain, equipped with sharpened hooks used to impale its prey. A unique rotational socket joint system allows for nearly 280° movement in its hunting limbs. Common Cave Mantis has skin covered in fine, fluoride-resistant scales which support the symbiotic growth of cave moss species. This growth covers its sent from its prey. It hunts using thermal receptors that allow it to detect heat signatures emitted by other organisms, allowing it to hunt in total darkness with pinpoint precision. The Common Cave Mantis exhibits sexual dimorphism. Males are typically smaller and nimbler, hatching earlier than females. And unlike the females the males actively search for their prey, while the females aren't able to move easily from their hunting positions.

**Argentum Testa**  
*Silver-shelled Armadillo*  
**Name:** Argentum Testa  
**Common Name:** Silver-Shellied Armadillos  
**Era:** Certamen period  
**Biome:** underground caves and mountainous regions  
**Size:** 35 cm long  
 15 cm tall



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For research on her Aiming High Challenge “How could life evolve on other planets?”, Louisa D. imagined an alien planet, complete with its own climate, ecology, geography, and evolutionary history, to create otherworldly creatures that were beautifully documented. This project captured the essence of creative thinking: connecting knowledge across disciplines to grasp abstract ideas and venture into territories where no map yet exists.

Around our school, creativity manifests everywhere, in arts, music, and drama performances, certainly,

but equally in mathematics lessons, science laboratories, and discussions of English essays. We witness it when students propose unconventional approaches to problems, when they make unexpected connections between disciplines, and when they approach challenges with imagination and insight. ●

**Yura Totsuka**  
 Deputy Head of School  
 Years 7–12

Above: Louisa D. Year 9, The Aiming High Challenge

## FAREWELL YEAR 12

# Farewell to the Graduating Class of 2025

The final weeks of Term 3 were filled with collective celebration, capturing the spirit and togetherness that has defined this remarkable Year 12 cohort.

It began with the newly-established tradition of tie-dying shirts for the campus walk around, which was a process that tied the group together creatively and collaboratively. Once wearing the shirts, our senior students brought warmth, laughter, and delight to the younger students at Castlecrag and Middle Cove, leaving behind smiles and treasured memories. The junior students really melted the hearts of the seniors, offering them finger-knitted bracelets and a beautiful reminder of the cycle of growth within our school.



The Farewell Lunch, generously prepared by Year 11, was shared on the back balcony of the Sylvia Brose Hall, marking a reverent moment that reminds us why our school community is so unique. This meal and moment filled the Year 12 students with fuel for their Project Presentations, which all students delivered thoughtfully. The Head of School Breakfast offered another special moment with staff and students reflecting on the long journey shared together.

On the Mystery Tour, students were blindfolded and taken on a bus to a boat. Their sense of direction was incredible – many had mind-mapped their way perfectly to King Street Wharf, where they embarked on a relaxing cruise around Sydney Harbour, allowing them time to unwind, rest and reflect on their friendships. Their connections were full of laughter that comes at the close of a long journey together. Finishing at Clifton Gardens with a fantastic lunch was a beautiful way to tie off their time together.

The Farewell Tunnel, with faces from across our whole Middle Cove community, was a powerful gesture of unity and love on the final Friday of Term 3. In Term 4, the group came together once more for a very special Graduation Assembly and Formal Dinner.

We want to pass on our congratulations to this extraordinary group of young adults. As they step into new horizons, they will carry with them the enduring values, friendships, and experiences of Glenaeon. We trust they will continue to meet the world with courage, creativity, and care, leaving a positive mark wherever their journey takes them. Farewell, Year 12.

**You rocked our world, now go rock the rest of the world! 🎯**

**Dave Gleeson and Ella Pooley**  
Year 12 Guardians



Above: Year 12 Formal Dinner 2025

## GLENAEON CLASS OF 2025



Lia Abrahams



Hayden Agnew



Sappho Appel



Cezar Bennett



Louis Blanch



Jasmine Brien



Riley Brown



Ciara Cohen



Jessica Coren



Iluka Ehemann



Alexander Filipopoulos



Rafi Isaacs



Luka Kappelle



Ella Lester



Charlotte Mann



Andrew McAnulty



Ruby McCormick



Leo McDowell



Ava Milman



Max Nalewabau



Joey O'Sullivan



Archer Pethard



Katiya Petkovich



Simara Razzaghipour



Zoë Roberts



Eli Robins



Mathilda Rush



Liam Ryan



Evie Sims



Luka Stevanovic



Sam Street



Beau Thompson



Hanako Tomishima



Lincoln Urbina

## YEAR 10 MUSICAL



**Dave Gleeson**  
Head of Drama,  
Director and  
Year 12 Guardian



# Golden Tickets and Magic Memories

Glenaeon's 2025 musical production of *Charlie and the Chocolate Factory* was a collaborative triumph – an explosion of colour, creativity and pure imagination brought to life by our exceptional Year 10 cohort.

**U**nder the musical direction of Ian Munns, with production management by Evan Sanders and vibrant design by Raphaela Mazzone, Roald Dahl's timeless tale found fresh resonance on our stage, not only entertaining audiences but also offering a reflection of the values that underpin our approach to creative education here at Glenaeon.

In a world often obsessed with technology, instant gratification, and individual gain, *Charlie and the Chocolate Factory* reminds us of the virtues of humility, wonder, kindness and abstract thinking – qualities we nurture daily in our rhythm. This story celebrates the child who sees magic in the everyday, who remains true to themselves despite temptation. Watching our students embody these ideals on stage – working not for individual spotlight, but as a cohesive ensemble – was deeply affective personally and highly effective theatrically.

Each student brought their character to life with authenticity and joy, regardless of the size of the role, contributing to a performance that was ultimately an act of shared creation.

The spirit of collaboration, play, and transformation that permeated rehearsals and performances alike reflects the ethos that art is a vessel for growth, connection, and self discovery.

Our heartfelt thanks go to our wonderful parent community for their support, encouragement, and behind-the-scenes contributions. Likewise, this production simply would not have been possible without the generous time, care, and expertise of numerous staff members who stepped in quietly and capably to help bring the production to life – thank you.

The experience has affirmed what a unique and vibrant community we are – one that values storytelling, artistic courage, and the joy of collaborative creation. It's a privilege to be part of a school where such a legacy exists, and one I look forward to contributing to for many years to come.

To the Year 10 students of 2025: thank you for reminding us that the world still holds wonder, and that when we move forward with integrity and imagination, magic truly can happen. ●

**Dave Gleeson**  
Director





# UNLEASHING CREATIVITY



**Alisan Smotlak**  
Head of Visual Arts



## Where Creativity Grows

At Glenaeon, creativity is a way of thinking, learning, and being. In a rapidly changing world, where adaptability and original thought are essential, we nurture creativity as the foundation for lifelong curiosity, confidence, and contribution.

Through the interwoven processes of engagement, imitation, imagination, and intuition, our students mature as inventive, thoughtful individuals who exemplify how to be creative.

By fostering creativity from the earliest years, Glenaeon equips students with the confidence to navigate uncertainty, think flexibly, and approach new challenges with curiosity and courage. Creativity in the contemporary world connects directly to adaptability and innovation, qualities essential for Generation Alpha — our children — who will face rapid technological and societal change. Many of the careers they will one day pursue do not currently exist.

Student success in learning comes through active engagement with the world. Our curriculum from Kindergarten to Year 12 offers opportunities to explore, question, and make meaning through doing. Whether it is working with materials of diversity, experimenting in science, discourse in English literature, experiencing the outdoors and physical challenges, composing music, discovering projective geometry, comparing the

great epochs, debating global affairs, or performing in plays, students experience learning as a hands-on journey of discovery.

Through imitation, students especially in the younger years absorb skills and values from their teachers. They watch and practice techniques that give them a sense of confidence and competence. This teaches skill and discipline, and whereby the concept of creativity becomes naturally nurtured from both inspiration and practice.

As students mature, imagination becomes the bridge between learning and meaning. We encourage them to ask “what if?” to see connections between subjects, and to express their ideas in unique and personal ways. Imagination allows students to see possibilities beyond what already exists — to combine logic and emotion, intellect and intuition.

By the senior years, students begin to trust their own intuition — a quality essential for innovation and leadership. They learn to make informed, imaginative choices in their academic, artistic, and personal pursuits. Through reflective practice, critical inquiry, and the freedom to



explore original ideas, our students become independent thinkers and creative problem solvers.

The Glenaeon student, having been given the opportunity to be connected to a broader understanding of the world through our extensive and immersive curriculum, enters adulthood with the confidence to explore, discover, and continue to be creative thinkers and makers. They carry with them an understanding of belonging and responsibility where creativity links them to the past and empowers them to shape the future. By engaging the hands, the heart, and the mind, we help students find purpose in what they learn and the Glenaeon graduate becomes not only a confident individual, but a valuable participant in the world community. ●

**Alisan Smotlak**  
Head of Visual Arts

## Glenaeon's Artisan Program

"There are moments in our lives, there are moments in a day, when we seem to see beyond the usual. Such are the moments of our greatest happiness. Such are the moments of our greatest wisdom. If one could but recall his vision by some sort of sign. It was in this hope that the arts were invented. Sign-posts on the way to what may be. Sign-posts toward greater knowledge."

*Robert Henri*



**W**ithin Glenaeon's artisan program, we help guide students to discover their potential, to develop capacity to take on a challenge, and to be confident in their creative endeavours.

Students can make their own tools and objects that perform a function, that are useful and also beautiful.

Through these encounters, they learn to problem solve and conceptualize how these new proficiencies can be transferred with confidence and applied to a new set of circumstances.



**Class 1** children sew a bag to store their counters, a felted wool mat to be used in arithmetic lessons, and weave a pouch for their music recorder.

In **Class 2**, children make a sewing kit, stitch a pencil case and knit a soft-toy 'friend'.



**Class 3** sews a library bag, makes a crochet hook, and then crochets a hat, cushion and bunting.

In **Class 4**, students take an exploration in colour, pattern and form, embroider and cross stitch. They make a sewing satchel and a corner bookmark.



**Class 5** students explore knitting in the round with four double pointed needles to make socks and tubes.

**Class 6** students make dolls as a culmination of their years in primary school. They can reflect on those years and draw on a character from a Main Lesson or a novel for inspiration.



Students in **Year 7** explore the properties of a variety of fibres from plants and animals as well as man-made fibres. They learn about the many processes used to transfer these fibres into paper or cloth.

Students make their own paper and bind it with a robust cover and a soft wool felt sleeve that has been printed with eucalypt leaves and other native plant windfalls found in the bush at school. Year 7 also stitches a card wallet and pouch.

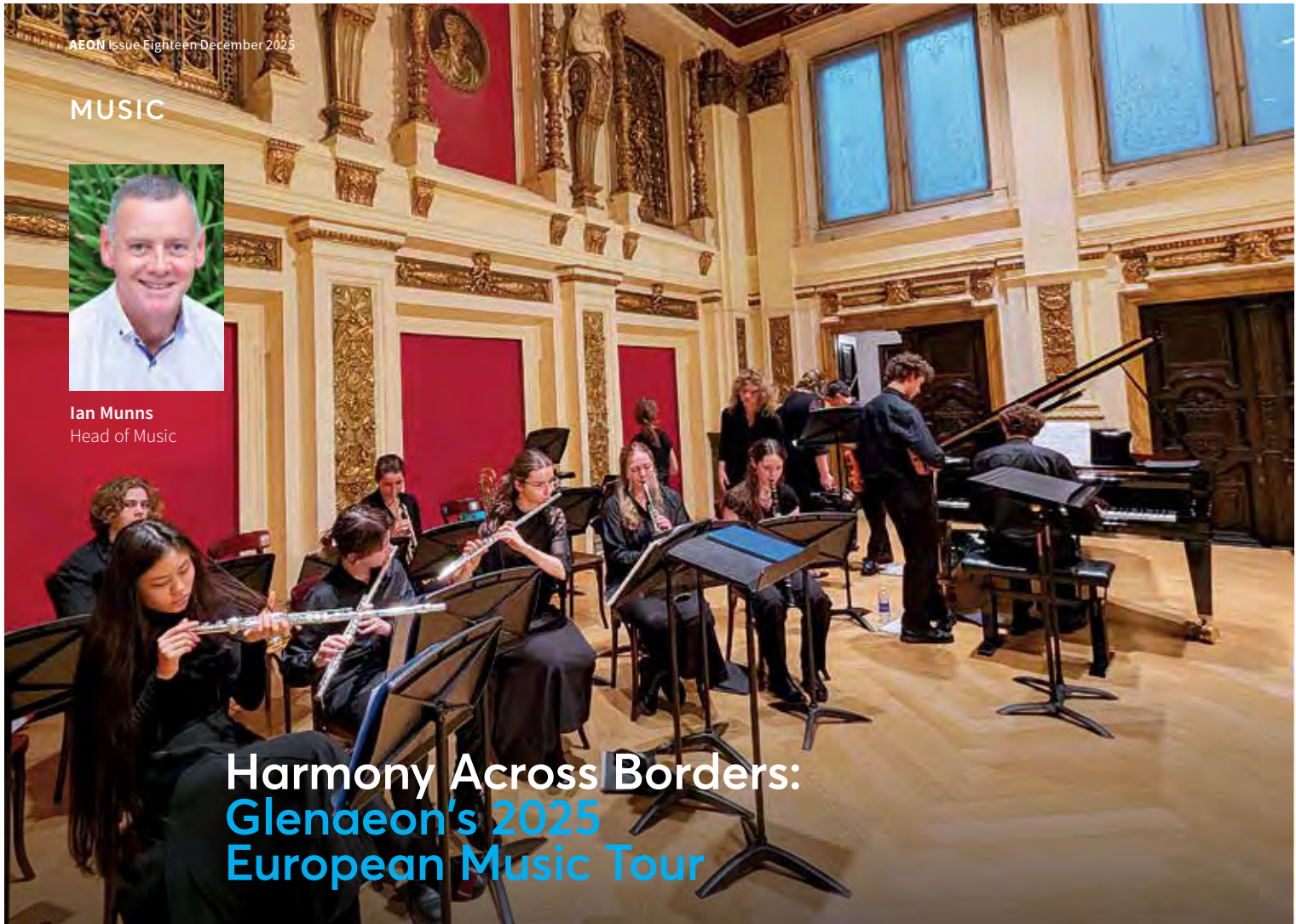
In **Year 8**, the students learn to operate a sewing machine and can investigate how this technology has impacted the textile industry. They make their own boxer shorts, a bag, and a card wallet. ●

**Elizabeth Ellean**  
Handwork Teacher

MUSIC



Ian Munns  
Head of Music



# Harmony Across Borders: Glенаeon's 2025 European Music Tour

In September, 22 Year 9-12 students embarked on a two week musical journey through Central Europe, led by Ian Munns, Alleyne Moss, and Raphaela Mazzone.

Above: Setting up in Ehrbar Saal, Vienna

The Glенаeon European Music Tour allowed our students to experience architectural splendours, the wonder of performing a program of all-Australian works in beautiful churches and concert halls, and the warmth of the worldwide network of Waldorf/Steiner schools.

Starting in Austria, the group explored Salzburg with a visit to Mozart's birthplace, the old town, and the decadent Baroque Mirabell Gardens and Palace.

Vienna was the next stop, home to musical greats including Beethoven, Schubert, Strauss and Schoenberg, where cobblestones, grand architecture, and grey clouds set the

scene. Students explored museums, palaces, and even an amusement park. A highlight was the warm welcome from the Rudolf Steiner Landschule, where our students shared music and conversation with their Austrian peers.

In Budapest, where the destruction of war and weather were visible in the centuries-old architecture, the students were in awe of the beauty of the Danube and its audience of ornate buildings. They explored the streets, visited flea markets, tasted local favourites (chimney cakes!) and learned about the city's remarkable resilience. A visit to the Göllner Mária Regionalis Waldorf School was another wonderful exchange of music and friendship, where we performed some of our choral music, including a joint performance of Ian Munns' *Earth and Sky*.

Our final stop was Prague 'The Heart of Europe'. A city whose ancient streets survived the wars of the 20th Century, allowing our students to soak up its rich history. They also managed to buy all those promised souvenirs for friends and family, and not to get wet or get lost in the maze of cold, damp streets.

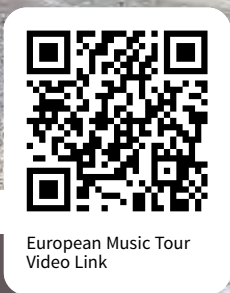
In each of the cities we visited, we were lucky enough to present our program of all-Australian repertoire to appreciative public audiences, with each performance lasting around 75 minutes. With the students who came on tour, we were able to form a full **SATB Choir** (25 voices), **Concert Band**, **String Ensemble** (with piano and guitar) and **Chamber Ensemble** (flutes, clarinets, strings, piano and guitar).

The highlight performance venue for the entire group was the Czech Museum of Music in Prague; an amazing space with the most spectacularly reverberant acoustic.

Other venues were also wonderful in their own right: St. Blasius Parish Church in Abtenau (outside Salzburg), Ehrbar Saal in old town Vienna and the St. Elizabeth Church on the banks of the Danube in Budapest. In each venue we performed for audiences from between 50 and 130 people, and included in our repertoire was choral music by Paul Jarman, Dan Walker and Peter Sculthorpe, as well as a three-movement suite, *Blue Gum Suite*, composed especially by Ian Munns for the students of our tour Chamber Ensemble.

Below: Czech Museum of Music in Prague





Top: Schönbrunn Palace, Vienna  
 Above: Walking through the streets of Vienna  
 Right: Stephansplatz, Vienna

**J**ohn Rutter describes choral singing as “something that goes to the very heart of our humanity, our sense of community, and our souls. You express, when you sing, your soul in song.” And singing together is even more powerful still. Performing in beautiful spaces across Europe was a visceral reminder of this, with not just our own voices reverberating through the space, but the echoes of voices from centuries past, all resonating within buildings crafted by centuries of artists and craftsmen who had painted and sculpted every stunning detail of the spaces in which we performed.

We all came home changed—more confident, more connected, and with a deep experience of the power of music to connect people across borders.

Students in Class 6 to Year 8 can start saving now for the next tour that will run in 2028. ●

**Ian Munns**  
 Head of Music  
 and  
**Raphaella Mazzone**  
 Year 8 Teacher and Guardian

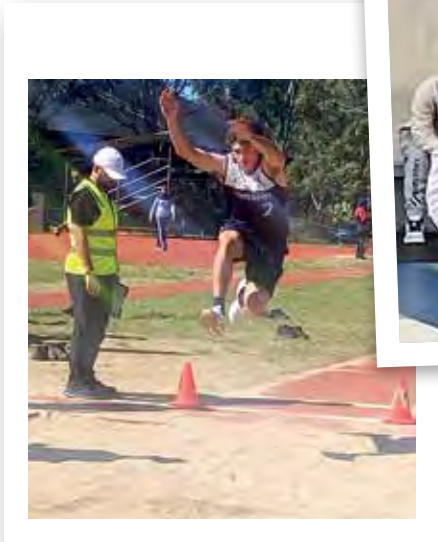


“ONE’S DESTINATION IS NEVER A PLACE,  
 BUT A NEW WAY OF SEEING THINGS.”  
 HENRY MILLER

## SPORT AND CO-CURRICULAR



**Adrian Carter**  
Head of PDHPE



Above: Fencing  
Left: Athletics  
Below: Swimming

## Growing with our Students

Glenaeon has a sporting culture that richly reflects who we are as a school.

The willingness of our students to step beyond their normal sporting experiences and try new challenges began early in Term 1, when three teams of students attended the **NSW All Schools** teams triathlon, our school's first foray into triathlon. The students' success and thorough enjoyment of the competition should see it become an ongoing addition to our sporting calendar and another great opportunity for a team-based endurance event.

By popular student demand, Term 1 also saw our surfers participate in the inaugural Glenaeon surf competition. Twelve keen surfers took part in a surf tag relay, displaying excellent surfing skill and a healthy competitive spirit.

Glenaeon's fencers performed admirably in the **NSW Schools Fencing League**, winning through to the semifinals. More importantly, our fencers are so passionate about their sport that they initiated and performed a fencing demonstration for primary-aged students, which has resulted in a highly-energised new group of young fencers.

Glenaeon's sporting spirit is very much alive as our sports teams once again proudly represented the school at various **Independent Schools Sydney and District Sports (ISD) Association** events. Our students' love of team sports and interest in representing the school at these carnivals is high, and across the year we fielded the maximum number of teams in **Football, Touch Football, Basketball and Volleyball**. We were able to field additional teams in a number of these carnivals to afford our developing athletes a chance

to gain valuable experience in competition.

Our students have also been heavily involved in individual sports across the year. **Noeleen P.** competed in swimming and won her way through to the **AICES, NSWCIS and NSW All Schools** carnivals, a massive achievement.

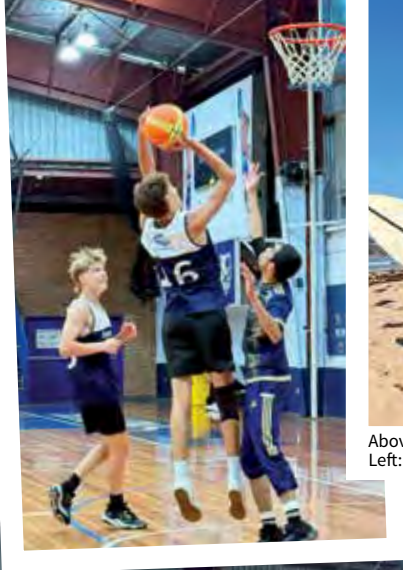
For the second year running, our cross country runners combined exceptional individual performances to win the team score and the **Jonas Stoebe Shield** as Champion school at ISD, many of them winning through to compete at the AICES carnival.

Even with so many great performances on the fields and courts, the biggest wins in Glenaeon sport are not necessarily athletic ones. The number and quality of student-driven initiatives around sport and physical activity are the true highlights. The continued opportunity for growth in our programs fostered by our student voice means we are growing with our students, not just in their capacity to play, but to stretch their interests. ●

**Adrian Carter**  
Head of PDHPE



Above: Surfing



Above: Surfing  
Left: Basketball



Above: Volleyball Below: Cross Country



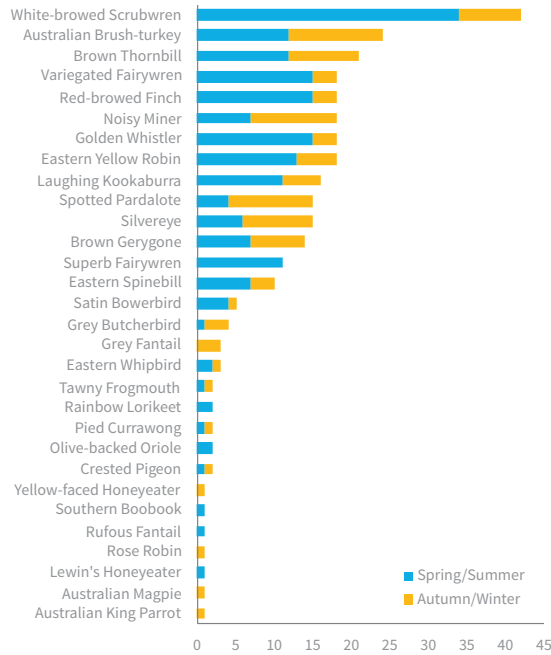
Above: Basketball Below: Touch Football



## SCIENCE IN THE OUTDOORS



**Stanley Tang**  
 Director of Studies,  
 Head of Science and  
 Year 9 Guardian



Above: The number of individual birds banded for each species at Glenaeon's Middle Cove campus and the surrounding North Arm Reserve from 2020 to 2025



## Science in Nature: the Glenaeon Bird Project

Bird banding is a scientific method where tiny, uniquely numbered bands are gently fitted to birds' legs, allowing researchers to track their movements and to collect important information of their life history.

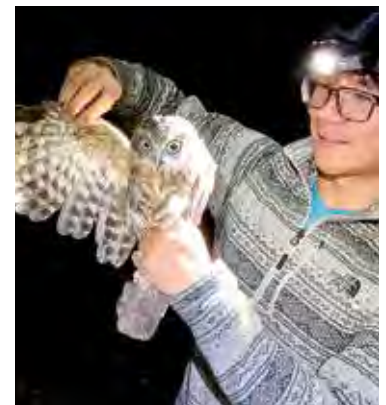
At Glenaeon, this process has become much more than just data collection. It is a living classroom where science and creativity meet in nature.

Since 2020, our Bird Banding Project has been running on our Middle Cove campus and in its nearby North Arm Reserve, giving students a chance to step into the shoes of real field scientists. Early mornings with mist nets and field notebooks have offered moments of awe, responsibility, and curiosity. In 2025, the project took a bold new step, expanding inland to the woodlands of Rio Park near the Warrumbungle National Park.



The results have been inspiring. Across both sites, we now hold more than 660 capture records from 60 species. At Rio Park alone, our April pilot study recorded 186 birds of 37 species in just four days, revealing striking differences between cool gullies rich in insect-eating birds and ridges alive with nectar-seeking honeyeaters. Meanwhile, at North Arm Reserve, long-term recaptures demonstrate the resilience of our local birdlife. For example, a male Golden Whistler that was first banded in 2020 and is at least three years old was recaptured in 2024. This makes him the oldest bird in the reserve. Another first-year Grey Fantail was banded in 2020 and recaptured five years later in 2025. White-browed Scrubwren and Variiegated Fairywren are also among the most frequently recaptured birds in the reserve.

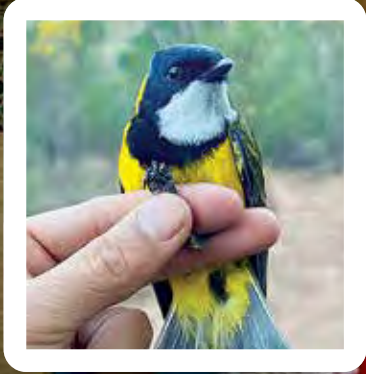
For students, every band placed is a lesson in patience, observation, and care. Beyond numbers and graphs, the project sparks creativity. Students sketch feathers, design infographics, and imagine the journeys of each bird as it takes flight again.



It shows how science in nature invites holistic learning, blending multiple disciplines such as biology, mathematics, art and ethical reflection.

As we celebrate the project's progress, we are reminded that true creativity flourishes when learning escapes the classroom walls. In the whisper of wings at dawn, science and imagination soar side by side. ●

**Stanley Tang**  
 Director of Studies, Head of Science  
 and Year 9 Guardian



## STUDENT VOICE

We are delighted to showcase just a taste of the words, thoughts, artistic works, and imagination of the people who represent the beating heart of our school, our students.

### Captain's Corner: Reflection



Above: Michaela C. Year 11 Captain

One of my favourite aspects of the Gleneaon culture is that it has encouraged me to grow not only academically, but creatively. Indeed, I do have a strong interest in mathematics and science, and the teachers have encouraged these academic pursuits, but with a more holistic approach; the diverse Main Lessons are interdisciplinary and allow a well-rounded understanding of the connection between typically separated topics. Key Main Lessons that stand out are: Maths in Nature, where we find patterns and mathematical reasoning for the seemingly organic forms of plants; Geometry, when we learn how to create beautiful shapes and geometric patterns using a compass and ruler; and Surveying, which explores practical applications of trigonometry and contextualises it in the real world. A seemingly logical and straightforward subject such as mathematics now encompasses a mindset which thinks outside of the box, solves difficult problems, and which earns a sense of achievement through hard work and perseverance.

The stability and resilience created through these maths- and science-focused subjects have built a framework from which I can flourish artistically. With a balanced range of interests to choose from, I can now pursue art and music with more freedom and playfulness, as my mind is no longer bound within rules of calculus and trigonometry, but strengthened by them; I look for patterns, for approaches to solve dilemmas of colour and shape, for conceptual understanding which reinvigorates the perception of the canvas. I am allowed again a new platform of self-expression and child-like experimentation.

I have realised that learning any subject – traditionally perceived as ‘academic’ or ‘creative’ – is a powerful way to reconnect with the imaginative mind, so long as it is approached with curiosity. As being human is to be innately creative, it is through true creativity and exploration that we rediscover ourselves. ●

Michaela C.  
Year 11 Captain

### Young Archie 2025

Gleneaon Year 11 student Jasmine Lancaster Merton has been named a winner in the prestigious Young Archie 2025 competition. Her self-portrait, “My name is Jazz” oil on paper, captivated judges with its emotional depth and artistic finesse, earning her a spot among the top young artists in the nation.

Diana Drummond, Head of School, expressed her admiration:

Jasmine’s achievement is a testament to her dedication to the arts, and the nurturing environment at Gleneaon. Her piece reveals a lot about her level of self-awareness, emotional depth, and creative confidence. Her ability to convey such profound emotion through her art is truly inspiring and the whole school community is very proud of her incredible efforts and talent.

Jasmine’s achievement is proof, not only of her incredible skill and sensitivity as an artist, but also to the environment that nurtures her, both at home and at school. At Gleneaon, we deeply value the development of the whole person and Jasmine’s work embodies that philosophy and our school’s values: integrity, wisdom, courage and heart. We are incredibly proud of Jazz and thrilled that her talent has been recognised on such a prestigious platform.

Jasmine Lancaster Merton said:

When they told me I was a winner, I really didn’t believe it at first. I was truly elated and very overwhelmed. I am very happy to have my art recognised.

What this experience has shown me is that I can make art and that one day my dream to make art and make a living from it could be very real. It is reassuring that people do like my work, and yes, while art is risky and in our society, under appreciated, I have hope for the future, that I can make a living from what I love doing.

It is fair to say that Gleneaon is a wonderful school and I feel very much supported here. It is a school where in my art, I really get to let loose. The teachers at Gleneaon really care, more than any other school would – they know my likes and my dislikes, they allow me to be a creative person. The staff spend more time really getting to know me and understand me. Not just my art teachers, but all my teachers. I am grateful to our close knit school community for supporting me every step. ●

Below: Charlotte B. Year 7  
Main Lesson Age of Discovery





Above: Jasmine Lancaster Merton Year 11 Self-portrait, "My name is Jazz" oil on paper  
Photo courtesy and © Art Gallery of New South Wales, Mim Stirling

## STUDENT VOICE



Above: Senior Drama Poster Design

### Design Takes Centre Stage in Senior Drama

Senior drama at Glenaeon is not only a space for actors to shine – it is also a creative haven for designers, visual artists, and storytellers. The Year 11 and HSC Drama courses offer a range of project options that celebrate artistic expression in all its forms. From **Costume Design** and **Promotional Material** to **Scriptwriting**, **Set Design**, and **Video Drama**, students are encouraged to explore the visual and conceptual worlds that bring performance to life.

In these projects, students apply years of cultivated artistic skill developed through the Steiner curriculum - translating their understanding of colour, texture, symbolism, and composition into theatrical design. Whether sketching intricate costumes or crafting the atmosphere of a production through

imagery and layout, design students play a vital role in shaping the dramatic experience.

The accompanying photos showcase costume designs inspired by Sophocles' *Oedipus Rex* and Beckett's *Waiting for Godot*, alongside striking poster designs for *Oedipus Rex* and Arthur Miller's *Death of a Salesman*. Together, these works highlight the imagination and precision that define Glenaeon's senior drama students, where art and theatre intertwine to form powerful creative statements.

Senior drama proves that the stage belongs not only to those who perform upon it, but also to those who design, write, and dream it into being. ●

**Dave Gleeson**  
Head of Drama

### The Black Cockatoo

Once upon a time there were no black cockatoos, instead they were all white. They all lived together in big flocks in Australia. In Sydney, there was one family who gave birth to a black cockatoo. The mother of the black cockatoo named her Ruby because of her red-tipped wings and tail. All the other cockatoos jeered at her and were very mean.

One day, when Ruby was sitting in a nearby gumtree, a white cockatoo came crashing down the tree and landed on the branch next to Ruby.

"Hi. I'm Wattle," said the white cockatoo. "Sorry about the landing. I'm not very good at landing." She smiled apologetically at Ruby. And Ruby? Ruby just stared back.

"So," Wattle smiled at Ruby. "Do ... you want to be my friend?"

They smiled at each other and Ruby decided to tell Wattle everything. The way everyone was unkind to her, the way she was treated like she wasn't a proper cockatoo. To all this Wattle listened and nodded and gasped in exactly the right places.

So Ruby and Wattle turned into the best friends you can imagine. They shared all their secrets, dreams and worries with each other. And to this day, they are still best friends, no matter what colour feather.

**Matilda S.**  
Class 4

Winner of the Junior Tier in the 2025 Creative Writing Competition

Below: Senior Drama Costume Design



Below: Ondine F. Year 7 Main Lesson Age of Discovery



## The Moonlight Garden

“Ah, so you’ve come seeking the secrets of the Moonlight Garden? Very well... let me tell you... Long ago, when moonbeams danced on the earth, a secret garden bloomed between the realms of spirit and mortal.”

The Moonlight Garden is a place that appears once a year, on a cloudless night. The full moon shines over the streets. If you look close enough you’ll see the doorway, it usually appears behind a lamp post.

At first, you’ll do a double take. Maybe you’ll blink a few times, but it won’t go away.

Then, if you work up the courage, you’ll go to touch it, and find that it’s not merely a shadow cast by the moon, it is a portal hidden in shadow.

This is the portal to the Moonlight Garden. Anyone who sees it can enter, but be warned! Once you enter, you cannot leave: the exit is impossible to find, no matter how hard you look.

But oh, what you’ll see in there! Mermaids with fairy wings, trees gossiping about the latest drama, creatures in the sky that look unlike anything you’ve ever imagined and flowers and grass that sway without wind. You’ll see pixies dancing around small rings of mushrooms, you’ll hear singing fae with voices never heard before and snails riding frogs. You’ll see small children running around waving streamers on a stick, you’ll hear merry laughter and smell scents of all kinds, some lovely, some dreadful.

By night, the folk walk around with small candles – for there are no lamp posts in the Moonlight Garden. One of these folk will extend an invitation for you to stay. You must accept, for the folk here are most welcoming and friendly.

The stars gleam bright and bold, each with a story of their own, but the moon, she shines brightest of all. She is the reason this place is a secret, why it only appears to few.

You might be wondering: how do I know all this? Well, my good friend, the answer is very simple, and it is this.

I went into the Moonlight Garden.

**Rachel H.**

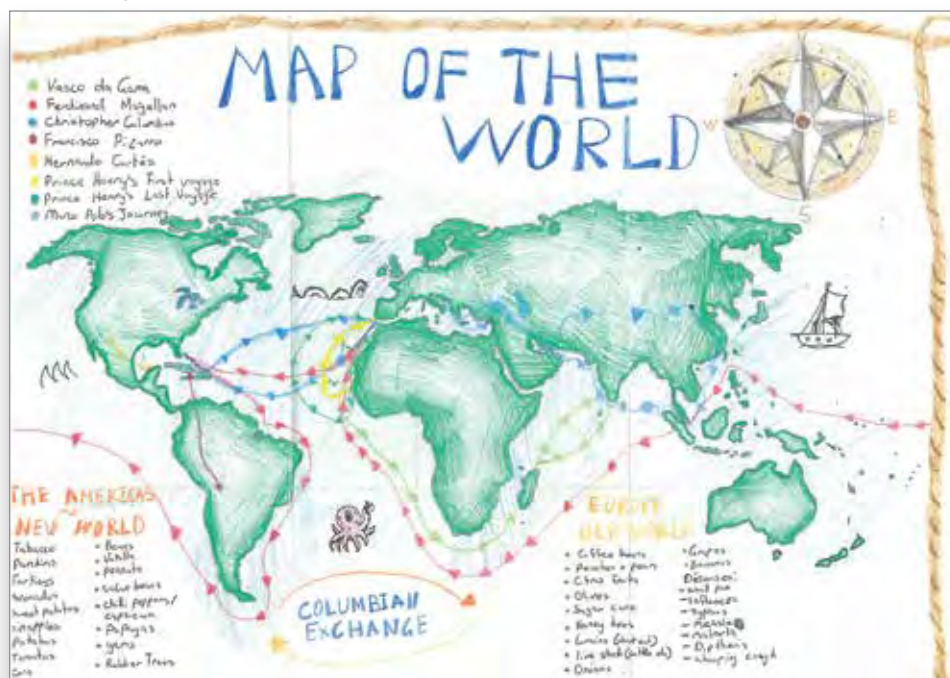
Year 8

Winner of the Senior Tier in the 2025 Creative Writing Competition



Above: Maia M. Year 9  
Future Work

Below: Lottie A. Year 7  
Main Lesson Age of Discovery



## STUDENT VOICE



Above: Sonnet by Noa S. Year 8  
 An extension task for English Term 3



Above: The Duke of Edinburgh's Award

### Small and

I've been a mountain  
 I've been abrupt and in the way  
 I hate mountains  
 You don't really hate much of anything  
 You grew on my side as a tree  
 You were small and I let you be  
 When I allowed myself to erode into a stone  
 I thought I hated stones  
 They're rough and they hurt me  
 I thought they enjoyed it  
 But you stayed as that sapling  
 and I was much larger  
 But I like stones as much as you like trees  
 No matter what I was, you stayed with me

**Benji R.**  
 Year 10

### What is Poetry

poetry is the clouds joining,  
 darkening in plump clusters  
 strips of ordered colour stretching over the sky  
 poetry is the birds singing as the sun rises,  
 smiling at a stranger as you pass them on the street  
 leaving messages in guestbooks at hotels.  
 poetry is the stretch of time,  
 generations coming and going over millions of years.  
 microscopic particles spinning through an eternity of  
 darkness.  
 Everything is poetry.  
 the exploration of romanticising virtually anything  
 the real question is,  
 What isn't poetry?

**Amelie M.**  
 Year 10

### In this photograph I am...

Looking through and past the faded orange edges  
 past the crinkled plastic cover  
 The double image reflected in the lake  
 The past captured in perfect pause.  
 The fish witnessing the last moments.  
 The line snapping taut,  
 ripples through the air  
 The longing tied to the hook covered in despair.  
 The end of the sinner,  
 buried in soil, compressed by gravity.  
 Is it worth it?  
 Like Delilah and Sampson, the ungodly strength  
 taut air captured with gravities help  
 The end of a life.

**Quinnie P.**  
 Year 10



Above: Kindergarten Handwork



Above: Class 2 Handwork



Above: Class 3 Handwork



Above: Class 4 Handwork

Page Background: Class 4 Handwork



## PARENT PERSPECTIVE



Photos supplied by the Street family

For Anna and Arthur Street, choosing Glenaeon to guide their two sons from their very first day in Kindy to the final steps of Year 12 was more than a decision, it was a leap of faith and a gift of belonging. As their youngest, Sam, graduates this year, Anna looks back on a 15-year journey that has shaped not only her sons, but their whole family. It's the closing of one beautiful chapter, and the beginning of countless new ones: a story of growth, gratitude, and being forever *Streets Ahead*.

## Streets Ahead

We didn't plan to send both our children to Glenaeon from Kindy to Year 12, but we did – and we're so grateful. In 2010, I was sitting by the sandpit in the Kindy playground with my three-year-old son, Sam. My older son, Oscar, was due to start school the following year. Arthur and I hadn't yet decided on Glenaeon, so we were taking a school tour.

With some arrogance (and a lot of ignorance) I pointed to Sam's rainbow coloured t-shirt commenting, "Sam will fit into this school well, wearing that!". The woman who was showing us around gave me a patient smile and a gentle rebuttal.

She said a Steiner education really has nothing to do with tie-dyed rainbow shirts. She said you don't have to be a certain type of child to suit the school. She said all children can benefit from the Steiner approach to education. What child doesn't enjoy learning through being deeply engaged in play? What child doesn't benefit from learning in ways that use all their senses and all their intelligences – mind, body, hands, heart? What child doesn't thrive by having a strong inner sense of themselves developed through stories and poetry and nature and art?

Fair point, I thought.

What struck me most though, was what she said next. "You know, I think it's really the parents who the school may not suit." She said coming to Glenaeon requires a small leap of faith. It takes some trust.

She was right. It did take some trust to let my son move at a pace of academic learning that was initially slower than what the local primary school was offering. It did take some trust to stare down loud education policies that champion testing, rankings, comparisons.

This trust has paid off in so many ways. Oscar learned to read at his own slower pace without judgement, and once he 'got it' there was no looking back. A love of stories and language was deeply instilled in him. In Year 12, he took Extension 2 English, and today this passion continues as he studies linguistics at university.

With Sam I had doubts about high school. He showed a strong aptitude for mathematics. Should he be given the opportunity to go to a selective school? Or some bigger school where there may be whole classes of students like him? It was his Dad who really decided this for us.

Arthur never wavered on Glenaeon. Despite being dux of his school and awarded university medals, he remembers feeling constrained by his identity as the "smart kid". There was little encouragement given to creative pursuits. Indeed, he remembers being actively discouraged. "Why would you join the choir?"

Arthur wanted something different for Oscar and Sam. He wanted them to experience a broad, rich education that genuinely valued playing as much as reading, movement as much as maths (hello Eurythmy!), and singing as much as science.

So I trusted again, and Sam stayed. This year he sat Extension 2 Maths, Chemistry and Physics for his HSC. But he also leaves Glenaeon with a love of art, making beautiful hand-painted cards for his girlfriend; with a love of

music, having performed a lead role in the school musical; with a love of gardening, currently growing cypress trees from seed for his terrarium...

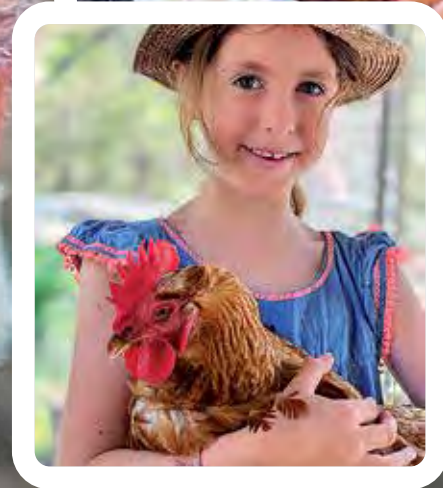
Oscar and Sam knitted, painted, baked, played, sang, bushwalked, gardened, camped, then later experimented, discussed, and contemplated their way through school and grew into the thoughtful, grounded young men they are today. When they walk out the gates a final time, they take with them wonderful friendships, a sense of purpose going forward, a love of learning, their gold Duke of Eds, and most importantly, a solid sense of themselves. What a great foundation.

Glenaeon has profoundly shaped not just our sons but our whole family. We breathe in and breathe out. We have birthday books, one page capturing every year from birth to 18 – priceless. A felt donkey made in some craft group years ago still walks the crystal path counting down to Christmas. We have no phones at the dinner table. And of course, we still have a soft spot for tie-dyed rainbow t-shirts!

Thank you for everything Glenaeon. ●

**Anna Street**  
Parent

## BIODYNAMIC GARDENING



# The Heartbeat of the Hen House

Nowhere in Glenaeon does the preciousness of life shine more visibly than in our flock of chickens and ducks, and in the hearts of the young humans who care for them.

In our lovingly community-built chicken run within our biodynamic garden live our flock of feathered friends, cared for on Mondays and Tuesdays by our garden team and their classes of keen students.

But Wednesdays to Fridays, plus weekends, and all through the school holidays, the flock is still dependent on our care, and it is testament to our extraordinary community that we are able to support these sweet creatures through the generous volunteering of students and parents alike.

Some come to check the nesting boxes for eggs, and scour the run for the ducks' favourite nesting places for hiding their eggs (they are partial to the soil behind the scarecrow).

Some come to replenish the ducks' swimming pool, bringing scraps from home and greenery from the garden to feed and water all, and watch their delighted splashing and pecking.

And some come (yes, Year 7, we mean you!) to name and observe the health of individual animals, responding with compassion and care when thorns need extracting from ducks' feet, or ticks trouble their eyes.

But all come to witness and honour the marvel of nature. For in these rituals of care, we are forced to acknowledge the fragility and preciousness of life, keenly feeling the rhythms of death and resilience which shape all our days on Earth.

And feel these rhythms this year, we certainly have.

After a wonderful start to the year with the construction of our new shed in 2024 by dedicated parent and student volunteers and Glenaeon staff, there was great sadness one weekend when a gate was not well-closed and we lost many dear animals to a visiting predator. Lonely days followed for our one remaining drake as we made contact with nearby farmers and sought him company once more, but he amazed us with his resilience, staying healthy in the company of the remaining chickens in the meantime.

Dark days also followed over winter when rodents made their home beneath the chook pen and reached record numbers as they sampled the flock's food. But again, with the responsible problem solving of our community, we managed to get their

numbers in check and there was balance in the hen house once more.

And wondrous days they were when two magnificent Australorps and three sweet-natured Welsh Harlequin ducks arrived in their new home at Glenaeon to re-grow our flock and accompany the brave survivors! All have now settled in beautifully and are safe behind a new auto-locking gate.

And so it is that now as we enter the warmer months, the flock and their garden home are a picture of harmony and abundance, reminding us all that life flows as it ebbs, and that with care and consistency, good returns to all things.

For all who have tended to these dear creatures, feeling pain at their losses and joy at their recovery, experience fully the wonder of life which comes with rituals of care.

A warm thank you to Glenaeon staff and parents' many hearts and hands for your constant guidance in our care of the flock that we count as Glenaeon family! ●

Amelia Gonzalez and  
Sandra Frain



Above: Glenaeon Parent Crafters – thank you Charlotte (back row, second from left)



## Handmade with Heart

Parent Craft is one of the heart-warming traditions within Glenaeon’s community. It’s a creative space where parents, grandparents, friends, nannies, and carers come together to craft, connect and contribute to the life of the school.

“Parent Craft is a creative, wholesome and heartfelt activity on our Castlecrag campus, where we value the ancient tradition of handwork and making things. We share techniques, skills, and knowledge whilst coming together weekly and grounding ourselves in place. We aim to connect ourselves in our surroundings by capturing the powerful owl we see swooping, to the flannel flowers blossoming through our bushland in spring. There is nothing more enjoyable!”

Charlotte Fayle

In Steiner education, handcraft holds a special place: handcraft nurtures creativity, patience, beauty, and a deep appreciation for the handmade. At Glenaeon, Parent Craft grows this impulse and develops this tradition through regular workshops and gatherings where participants learn and share skills such as sewing, felting, embroidery, natural dyeing and toy-making. The beautiful creations made by the group support our classrooms, teachers and students, and are also featured and sold at the annual Glenaeon Family Fair.

This year, we give heartfelt thanks to our wonderful community who have given their time, imagination and heart to Parent Craft. We wish to thank our Parent Craft Coordinator, Charlotte Fayle, whose incredible talent, creativity, generosity and community spirit have inspired two vibrant years of crafting together. Charlotte’s love of native flora and fauna, the Indigenous seasons, embroidery and natural materials has guided a growing circle of makers: some experienced, many complete beginners.



Whether crafting in person, leading workshops or crafting at home using patterns and packs, each contribution adds warmth and artistry to our community. Together, the Parent Craft group continues to weave creativity, care and connection into the fabric of Glenaeon life. ●

**Melony Browell**  
Castlecrag Campus Administrator



## GLENAEON PARENTS ASSOCIATION



Glenaeon Parents Association Inc. has the membership of current school parents, and is led by a Steering Committee of parent volunteers and a school nominee, to connect the Glenaeon family community.



## Community Spirit at its Best!

### Mid-Winter Party

On a crisp June evening, more than a hundred parents and staff gathered for this year's Mid-Winter Party. Themed "Illuminate — Be the Light", the event shone brightly as a celebration of creativity, connection, and community spirit.

Organised by Year 7 parents and supported by Year 9 families who ran the Mid-Winter Auction, the night offered a perfect mix of fun and purpose. Guests embraced the theme with glowing outfits and sparkling energy, filling the intimate Redfern venue with warmth and laughter.

Entertainment was a standout, with a live jazz band led by Nina Klein setting the tone early in the evening, followed by DJ Jason Furnell, who kept the dance floor buzzing until late. Mark Baxter took the mic as MC, steering the night with good humour and flair.

The city-fringe venue, Joys, proved a hit — central, cosy and easy to reach, while the generous catering and relaxed atmosphere made for a truly welcoming night.

Meanwhile, the inaugural digital Mid-Winter Auction broke the



fundraising records and allowed families across the school to bid online, even if they couldn't attend in person.

A huge thank you goes to organisers Annie Laerkesen, Ivan Romero, Chantal Travers, Maja Rose, Tina Malin, Sarah Hope and Erika Hosoyama, along with the many volunteers and performers for bringing the night to life, the staff of Joys, and our generous donors who contributed to the auction.

Though the Mid-Winter Party isn't designed as a fundraiser, it continues to deliver on its real goal — bringing our parent community together, and especially welcoming new families into the Glenaeon fold. ●



### The Family Fair

The Family Fair was reimagined this year aiming to make its hosting more sustainable for all involved, while retaining its magic with the rich offering of joyful children's activities, wholesome foods, popular school and market stalls and a renewed Silent Auction.

We gratefully acknowledge the dedicated work of parent volunteers, and the vital support of school staff and students — with special thanks to Louise Patel, Tian Mao, Syrie Wongkaew, Aimee Taaffe, the stall and activity coordinators, and all of the quiet contributors from class communities across the school. ●

GPA Steering Committee



At Glenaeon, our past students, our **GlenX community**, are woven into the living heartbeat of our school. Whether you journeyed with us all the way to Year 12 or stepped off the path earlier, you're an important part of our tapestry. Our alumni carry forward the Glenaeon spirit in all its colour and purpose, moving through the world with creativity, courage, and care. It's our hope that every student leaves inspired, grounded, and ready to shape a life of meaning and contribution.



Class of 2005



Class of 1985



Class of 1975



Class of 2015



Class of 1995

## GlenX: Where the Journey Continues

### GlenX 2025 Reunion

This year's GlenX Reunion event at our Middle Cove campus was warm, joyful, and beautifully nostalgic. More than 80 GlenXers returned to their old stomping ground, representing the Classes of 1975, 1985, 1995, 2005 and 2015.



Class of 2010

We also celebrated with the Class of 2010, whose decade milestone fell smack-bang in the middle of the global pandemic (yes, we remember...).

Alumni travelled from far and wide: Western Australia, the Northern Territory, Queensland, Victoria, the ACT and even Taiwan. Past and present staff added to the magic, with friendly familiar faces including Yura Totsuka, Keiko Takahashi, Donna Miller, Brigitte Tietge-Rollans (read our story on page 38 about Brigitte who retires this year after 41 years at Glenaeon), Catherine Pilko, Manu Prasad, Scott Henderson, and Andrew Hill. We were also delighted to be joined by our new Glenaeon Foundation Chair, Lee Hill.

Guests loved the archival treasures: photo boards, memorabilia, and snapshots of Glenaeon through the decades. Seeing how the campus has blossomed over the years sparked many "Remember when...?" moments. One of the many highlights was a funny and heartfelt address from Head of School, Diana Drummond, followed by everyone coming together to recite the Morning Verse, that collectively took us all back in time.

Our thanks and gratitude to everyone who came to reconnect, laugh, reminisce, and celebrate. It was a genuinely wholesome afternoon. ●

### GlenX 2026

We can't wait to welcome back the Classes of 1976, 1986, 1996, 2006 and 2016 next year, and for the first time, we're also inviting those marking their five-year milestone. So, Class of 2021, you're officially on the list!

If you'd love to help gather your fellow GlenXers or have any relics, photos, or treasures to contribute, we'd be thrilled to hear from you: email [alumni@glenaeon.nsw.edu.au](mailto:alumni@glenaeon.nsw.edu.au)

#### Save the date:

**Saturday 12 September 2026  
3pm-6pm**

Let's make it another reunion to remember. ●

Join the Glenaeon Alumni Group on Facebook.

## RETIREMENT SARAH DAVID

Since joining the Kindergarten team in 2013, Sarah has been a dedicated and nurturing presence in the classroom.



**H**er kindness, generosity, and unwavering commitment to the children have touched all who have had the pleasure of connecting with her. Beyond her Kindy commitments, Sarah has worked tirelessly to grow Castlecrag’s Parent Library – a precious resource that has truly flourished under her thoughtful stewardship. Thank you, Sarah, for your warmth, dedication, and generosity of spirit. You will be deeply missed. ●

**I**t was not an easy decision to stop teaching, hang up my Kindy apron and retire – and when did that happen, reaching an age to retire! How will it be possible to let go of a place and ideas and people that have filled my life for a long time. The last lap of my teaching life spent at Castlecrag is not something to retire from without some sadness that I will probably only really understand when Term 1, 2026 begins and I don’t.

To look back at my time at Castlecrag is a mighty thing that I will only be able to do small justice to here in this public space. Castlecrag and all it embodies has been for me an essential place of solace, creativity and joy; a truly enriching presence in my life. Of course, there have been times of tears, frustrations, worries and fears, and many sleepless nights. However, the overwhelming gift is one of light-filled warmth, a place where there is such a strong sense of unity of purpose that sustains, particularly during the challenging times.

What a pleasure it has been for me through the years to have met so many parents who have been warm and appreciative of this great responsibility of caring for their children. What an ease it has been to come to a place of work, surrounded by people who share such an enthusiasm for what we do. And my Kindy colleagues, who have so generously shared laughter, comfort and guidance (and plenty of chocolate), and given me a more nuanced reflection of myself, that has at times been challenging, but with hindsight has gifted me with a greater sense of who I am.

And finally, the golden light of everything, the children: gloriously challenging and generously loving, who come to Kindy with unflinching enthusiasm and unwavering trust in us. It has been a wonderful time. Thank you.” ●

**Sarah David**

Below: Sarah and Kindergarten Class creating a leaf picture, 2021



Pamela Laycock

Dani Finch

Chris Tang

## 2025 STAFF MILESTONES

Glenaeon is a great place to learn, but it’s also an inspiring place to work. We thank our staff for their dedicated service and celebrate these important milestones.

### 25 years

» Pamela Laycock

### 20 years

» Dani Finch

### 15 years

» Chris Tang

### 10 years

» Kristen Gardner

» Grace Aloisio

» Georgia Di Laudo

### 5 years

» Raphaella Mazzone

» Therese Hawes

## 2025 FOND FAREWELLS

A heartfelt thank you to the Glenaeon staff concluding their time with us after years of dedicated service. Your care, steadiness, and commitment have deeply supported our students and community, and your contributions will continue to resonate long after your departure.

We offer our warm appreciation and wish our staff with more than five years tenure all the very best, as they step into their next chapter.

- » Sandra Frain – 8 years
- » Hernan Carol Garis – 6 years
- » Therese Hawes – 5 years
- » Zac Stanning – 5 years



Sandra Frain

## 2025 CLASS PARENTS

Our sincere thanks to the wonderful parents and carers who have supported the school this year in the important role of Class Parent.

- » Adija Issa
- » Alex Howell
- » Amelia Lobaczewski
- » Angela Lakkis
- » Annie Laerkesen
- » Annika Lees
- » Bill Arconati
- » Chantal Travers
- » David Schmidt-Lindner
- » Dawid Augustynowicz
- » Emma Kidman
- » Eva Dellow
- » Guchi García Guevara
- » Holly Gibbons
- » Ivan Romero
- » Jayne Hughes
- » Julia Baerlocher
- » Julie Oh
- » Justus Wilde
- » Kathy Wong
- » Lisa Zhou
- » Lucine Setian
- » Maja Rose
- » Matthew Taylor
- » Meltem Amphlett-Lewis
- » Patricia Lee
- » Paula Saunders
- » Shivani Nerkar
- » Syrie Wongkaew
- » Tara Wallace-Hor
- » Tina Malin
- » Tira Pasong
- » Veronica Tennock

## RETIREMENT BRIGITTE TIETGE-ROLLANS



Above: Glenaeon staff 1986,  
(Brigitte front row, second from right)

## Farewell Brigitte

After 41 years of service, most recently in a mentoring role for our HSC German students, Brigitte will retire from Glenaeon. Her deep connection to the school will not be lost, as she has generously offered to remain on our casual teaching list. As Brigitte steps back, we extend our deepest gratitude, for her dedication, warmth, and unwavering commitment.

**H**ere, we share Brigitte's reflections on her time at Glenaeon in an interview she recently recorded with Elena Rowan, Head of Languages, Year 7 Teacher and Guardian.

.....  
**What first brought you to Glenaeon and when did you begin?**

My sister Heide, who is a retired Curative Eurythmist, gave me the address of the school. I was living in Australia for about ten months or so and I missed something for the soul. She said, "Maybe you should look for a Steiner school, maybe you'll find something for the soul, like festivals." I felt that life here was quite materialistic and festivals were not really celebrated the way I knew from Germany. I was looking for something for the soul. Steiner schools celebrate festivals differently—Christmas, Easter—it's not just about buying things, it's about something deeper.

I still remember the day I came. The school was still on holidays—it was January. I walked down the drive and saw the nature around. It was quite awesome. I hadn't been to a school so deeply placed in the bush. I had a very good reception from the secretary who was here.

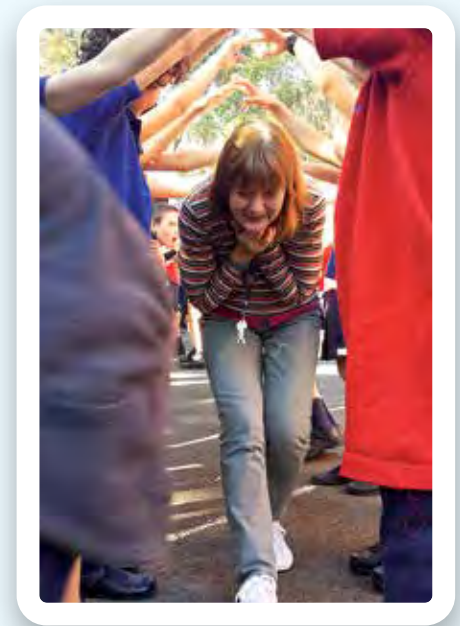
.....  
**Was that Mrs Files?**

Yes. She told me they were looking for a German teacher and had just filled the position. I wasn't even coming to look for a job, but the teacher who had been employed (only three days a week) decided not to come because she was offered a full-time job. As the term began, she said she wasn't going to take the job, and they had to start looking again. To cut a long story short, they started interviewing again. I only knew the teacher wasn't starting. I was happy to teach. When I finally got the position, I was called by Neville Harrison in the evening—I was still in front of the classroom.

It wasn't an easy year, I have to say. Having taught at a selective high school in Germany, I did feel there was more soul in this school. It was not just focused on the academic side, but had a more wholesome approach to teaching. That is so important—that's why I'm still here after 41 years.

.....  
**What have been some of your most memorable moments at Glenaeon?**

Taking a few groups of German students to Germany, Austria, and Switzerland was very special. I was able to show them where I came from and I always liked them to meet my family. It was wonderful that the school allowed me to do that. You get to know students in a totally different way. One year, in Year 12, we even went to Dornach.



All the Steiner students from around the world came and shared their major projects, even though my students didn't have one. For them to see that we are not just a little school somewhere in Sydney, but part of a whole world movement, was inspiring. Some of the students who went with me have since said how much they enjoyed it.

.....  
**Any other memorable moments?**

I return to excursions—like camps. I've been on over 35 camps. When you're a Year 9 Guardian, you go on weekends. One year, Yura and I walked through the Blue Mountains carrying 20 kilo packs. The student leading the trip made a 20 kilometre detour with those packs—on the hottest day recorded in a century. That was quite an experience, but it was great to do that with the students.



Above: Brigitte Tietge-Rollans with Gleneaon Language teachers Emily Collett (German), Amelia Gonzalez (Spanish), Elena Rowan (German), and Keiko Takahashi (Japanese) at Brigitte's Farewell Afternoon Tea September 2025

.....  
**Who have been the biggest influences or sources of inspiration for you here?**

I was fortunate to meet Miss Brose and see how she led the College of Teachers. She had such passion for the education and offered strong guidance. She always said, "Look for the angel in each child." That was brilliant advice and something I always tried to live by. The love for learning and for the students has always guided me, and I am very grateful for that.

.....  
**How do you think Steiner education has shaped your teaching?**

When you teach, you look at the child as a whole human being. It's not just about imparting knowledge but also the spiritual relationship you have with the child. When you build a personal relationship, they respond much better. There is a little bit of destiny involved. Miss Brose also said that when you've had a bad morning, you must leave it behind when you step into the classroom and be there for the children. It's not always easy, but we have the responsibility to do the best for the students.

.....  
**What will you miss most about your colleagues, students, or families?**

The laughter. Speaking German daily. The support—knowing you can go to people when you need someone. I've always felt I could work with anyone here. There is no competition; people genuinely want to do the right thing by the students and teach out of passion. Teaching is also learning—you give something, but you get something back. It keeps your mind active. I will miss that sense of purpose.

.....  
**What are your plans and hopes for the next stage in life?**

I think it's destiny that my work has always involved people. I couldn't just sit doing admin without interaction. I've thought about roles like nursing or volunteering in aged care—something with people, where I can give enjoyment. I still want to exchange ideas and create something helpful.

Travel is also in the plan. I travelled previously, and next year we hope to go around Australia again, as we did in 2006—it will be a totally different experience, and we don't want to wait until we are too old.

.....  
**If you could give advice to your younger self or a new teacher at Gleneaon, what would it be?**

Be more adventurous. Don't expect to be given all the answers—try to find your own. Try things, be daring, and if something goes wrong, it doesn't matter—you learn from it. I failed in Germany and here as well, but I wasn't afraid to try. Sometimes things worked, sometimes they didn't—but you must learn, carry on, and try again. Be creative, be adventurous, and read about Steiner's work, even if it isn't always easy.

I was part of John Blackwood's study group—it was educational, fulfilling, inspirational. With Linda, we've also had study sessions. I think it would be wonderful to reintroduce free periods for shared study. When I started, Wednesday afternoons included half an hour of study. It was so beneficial. I'd love to see that return.

.....  
**In a few words, how would you describe your Gleneaon journey?**

Gratefulness, fulfilment, enjoyment. I'm grateful I had this experience and that I was able to stay here so long and learn so much. ●

*Interview edited for brevity.*

# 2026 COMING EVENTS

- Welcome Soiree 30 Jan
- Harvest Festival Primary 19 Mar
- Year 10 Musical 25-28 Mar
- Autumn Festival High School 1 Apr
- Community Mid-Winter Labyrinth 17 Jun
- School Concert 21 Aug
- GlenX Alumni Reunion 12 Sep
- Spring Festival 22 Sep
- Family Fair 14 Nov
- Carol Service 30 Nov

2026 TERM DATES: ○ START ○ END    TERM 1: 29 JAN – 01 APR    TERM 2: 22 APR – 01 JUL    TERM 3: 22 JUL – 23 SEP    TERM 4: 14 OCT – 09 DEC

JANUARY 2026							FEBRUARY 2026							MARCH 2026							APRIL 2026											
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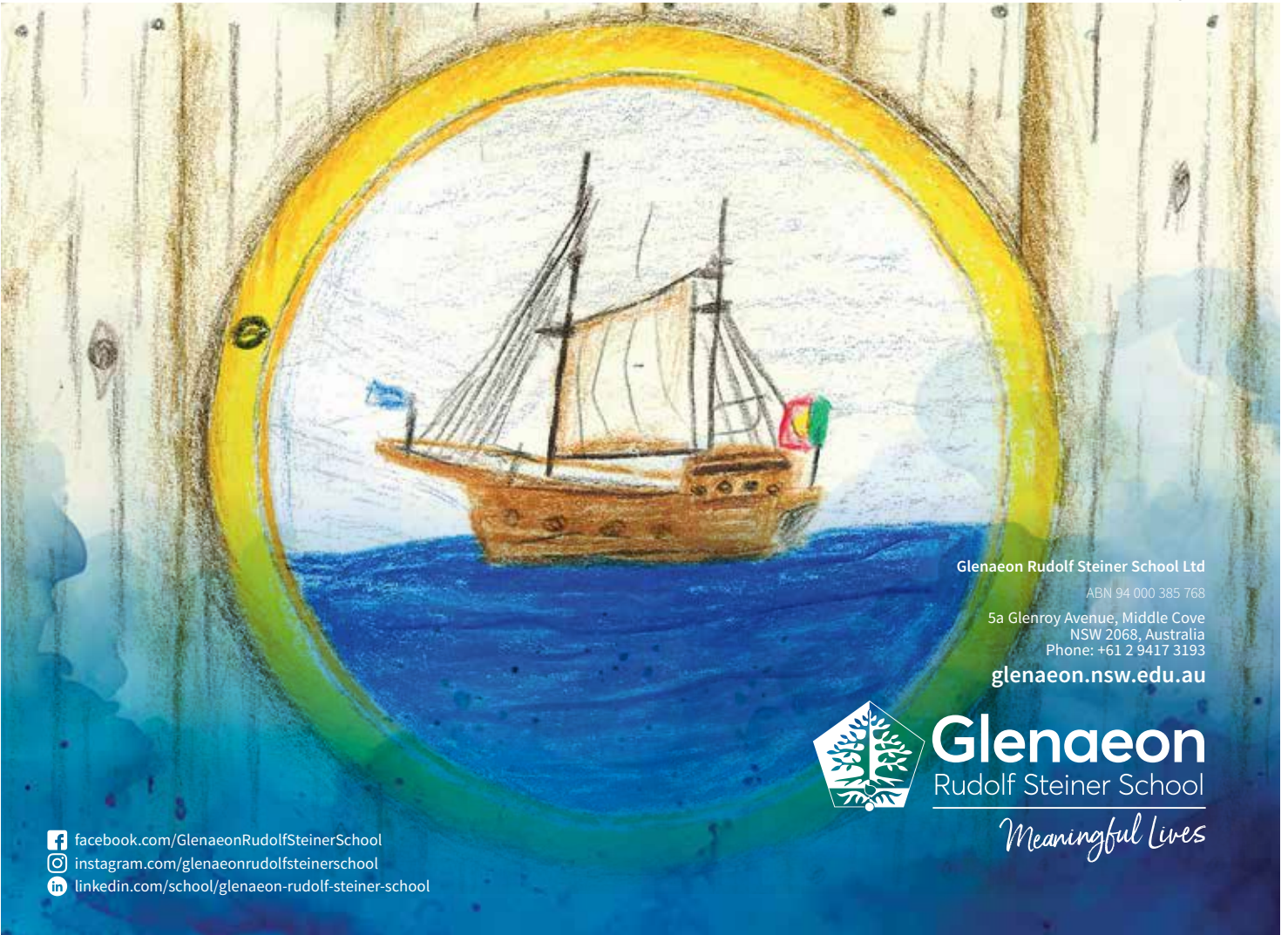
  

MAY 2026							JUNE 2026							JULY 2026							AUGUST 2026							
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SEPTEMBER 2026							OCTOBER 2026							NOVEMBER 2026							DECEMBER 2026							
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28	29	30					26	27	28	29	30	31	23	24	25	26	27	28	29	28	29	30	31					

Below: Andre L. Year 7 Main Lesson Age of Discovery



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**Glenaeon**  
 Rudolf Steiner School

*Meaningful Lives*

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