



**Forest  
School  
SA**

# INFO PACK



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“The child who lives in an atmosphere of warmth and love and who has around them really good examples for imitation are living in their right element.”  
Dr Rudolf Steiner



# Welcome

We warmly welcome you to Forest School SA and to the idea of an education grounded in nature, relationship, imagination and meaningful experience. We trust that the following information will help support you in determining whether our program is a good fit for your family.

Our Kindy and Primary programs are built around a simple understanding: children learn deeply when they are actively engaged with the world around them. Through movement, play, story, practical work, artistic experiences, exploration and time in nature, children develop not only knowledge and skills, but confidence, curiosity, resilience and a growing sense of themselves as capable members of a community.

In the early years, we provide a warm and predictable rhythm in which children have time to play deeply, move freely and experience the world through their senses and imagination. Natural, open-ended materials invite children to create rather than consume, while stories, songs, seasonal experiences, cooking, gardening, handwork and other purposeful activities become part of the life of the group. Children learn through doing, watching, imitating and participating alongside educators who model care for themselves, one another and the environment. Long periods of self-directed play give children opportunities to initiate ideas, negotiate with others, solve problems, take appropriate risks and follow their own curiosity. Mixed-age groups allow younger children to learn from older companions while older children experience the responsibility and confidence that comes from helping and leading. Within a familiar daily rhythm, children are given both the security of knowing what comes next and the freedom to become deeply absorbed in their work and play.

As children move into the Primary years, this foundation develops into increasingly intentional academic, artistic and practical learning. Children are ready to look more closely at the world, to ask questions, remember, investigate, make connections and develop new skills.

Our Primary program seeks to engage the whole child in this process. Learning is not separated from movement, creativity or experience. A new idea might first be encountered through a story, explored on a bush walk, investigated practically, discussed together and later represented through writing, drawing, measurement, research or project work.

Our Main Lesson provides time to immerse deeply in an area of learning rather than continually moving from one disconnected subject to another. A theme may be explored over several weeks through observation, storytelling, discussion, experiments, nature study, movement, artistic work and practical experiences. Literacy, numeracy and other academic skills are woven through these experiences in ways that allow children to understand not only what they are learning, but why it matters.

Alongside this more structured learning, children continue to have generous time for play, exploration and self-directed activity. Handwork, gardening, cooking, building, woodwork and longer-term projects give children opportunities to turn ideas into something tangible. They learn to plan, persist, cooperate, solve problems, use tools carefully and experience the satisfaction that comes from developing genuine competence.

We recognise that children develop at different rates and bring different strengths, personalities and ways of participating. Learning is scaffolded according to the child, with opportunities for children to be stretched without requiring every child of the same age to experience or demonstrate learning in exactly the same way.

Across both Kindy and Primary, relationships remain at the heart of what we do. Children are known by their educators and supported to find their place within the group. Social development grows through everyday life together: sharing work, resolving disagreements, caring for younger children, asking for help, taking responsibility, contributing to the group and gradually becoming more independent.

Our rhythm is consistent, but not rigid. The weather changes. A creek begins flowing. Mushrooms appear after rain. A child discovers something extraordinary beneath a log. A project takes longer than expected. These moments are not interruptions to learning; very often, they are where some of the richest learning begins.

We hope to create a place where children can experience childhood fully while developing the foundations for what comes next: strong bodies, lively imaginations, curious minds, capable hands, meaningful relationships and the confidence to meet the world with interest and courage.

# Kindy at a Glance

Ages: 2-5  
 Day: Thursday  
 Time: 9:30am-1:00pm  
 Location: 1070 Torrens Valley Road Birdwood SA 5234  
 Term fee: \$570  
 Class size: up to 25  
 Enrolment: Term-based  
 Casual attendance: Available where spaces permit  
 Number of educators: One educator to 9 children

## The Rhythm of Our Kindy Day

Our Kindy day follows a gentle, familiar rhythm that helps children feel secure, settled and confident in knowing what comes next. The exact shape of the day shifts with the seasons, the weather, the needs of the children and what is unfolding in the natural world around us.

### Arrival & Free Play

Children arrive gradually, settle into the space and reconnect with friends and educators. There is time to play, explore and become absorbed in their own ideas.

### Morning Circle

We come together for songs, movement, seasonal verses, finger plays and simple group activities that mark the beginning of our day together.

### Bush Walk & Exploration

We head out to walk, climb, notice, collect, investigate and explore. The children learn to move through the landscape with growing confidence, curiosity and care.

### Shared Morning Tea

We pause to eat together and enjoy the social rhythm of a shared meal.

### Play

Children return to long, uninterrupted play, with time to build, imagine, create, move and follow their own ideas.

### Bread Baking

Bread making forms part of the familiar rhythm of the day. Children are invited to help mix, knead and shape the dough before it is baked for lunch.

### Handwork

Handwork gives children the opportunity to develop fine motor skills, concentration and coordination through meaningful, purposeful work. Rather than completing a new craft each week, children often work on the same project over several weeks, and sometimes across the whole term.

Returning to a project again and again allows children to experience perseverance, patience and the satisfaction that comes from slowly developing a skill and completing something they have worked hard to create.

### Lunch

We gather once more to eat together, rest and reconnect before the final part of our session.

### Story

Traditional stories, fairy tales, seasonal stories and oral storytelling create a quiet moment of imagination and connection within the day.

### Goodbye circle & Home

The day comes gently to a close with a familiar ending, helping children transition from Forest School back into home and family life.

# What are they learning?

At Forest School, we prefer to talk about life-readiness rather than school-readiness.

Of course children are developing many of the foundations that will later support literacy, numeracy and formal learning, but our focus is broader. We want children to become capable, curious, resilient people who can think, communicate, persist, contribute and meet the world with confidence.

At Kindy, this learning is woven through play, movement, stories, practical work and the everyday life of the group.

## Through Play

Children develop imagination, creativity and flexible thinking as they invent games, build worlds and transform simple materials into whatever their play requires.

Playing with others also gives children daily practice in communication, negotiation, cooperation, leadership, compromise and resolving conflict.

## Through Movement & Outdoor Exploration

Walking, climbing, balancing, carrying and moving across uneven ground develop strength, coordination, balance and body awareness.

Children also learn to judge risk, recognise their own limits and grow in confidence as their physical capabilities increase.

## Through Stories, Songs & Circle Time

Songs, rhymes, movement and oral storytelling support language development, memory, listening, sequencing and vocabulary.

They also nourish imagination and help children become comfortable participating as part of a group.

## Through Practical Work

Baking, preparing food, gardening, sweeping, carrying water and helping care for our space allow children to experience real responsibility.

They develop independence, coordination, sequencing and practical problem-solving while learning that their contribution matters to the life of the group.

## Through Handwork

Handwork strengthens fine motor skills, hand-eye coordination, concentration and dexterity.

Because projects are often worked on over many weeks, children also experience perseverance, patience and the deep satisfaction that comes from gradually developing a skill and completing something through their own effort.

## Through Nature

Regular time outdoors gives children the chance to notice seasonal changes, plants, animals, weather and the relationships within the natural world.

Rather than simply being told about nature, children build knowledge through direct observation, curiosity and repeated experience.

## Through Belonging to a Group

Children gradually learn how to take turns, wait, help others, ask for help, care for shared spaces and understand how their actions affect the people around them.

Mixed-age groups also give children opportunities to learn from one another, with younger children observing and imitating older children and older children developing confidence, empathy and responsibility.

## Through Doing Things for Themselves

Throughout the day, children are encouraged to attempt manageable tasks independently before an adult steps in.

Putting on clothing, carrying belongings, pouring water, helping prepare meals, tidying up and solving small problems all contribute to a growing sense of competence.

Over time, children begin to experience themselves as capable people who can meet challenges, persist when something is difficult and contribute meaningfully to the world around them.

# Settling into Kindy

The move from home into Kindy is an important step in a young child's life. For many children, it is one of their first experiences of becoming part of a wider community beyond the immediate family.

We aim to support this transition gently, allowing children time to build trust in the educators, become familiar with the rhythm of the day and gradually find their place within the group. A consistent daily rhythm, familiar songs and stories, meaningful work and repeated experiences help create a sense of security and belonging. Children make this transition in different ways. Some move quickly into play and relationship, while others prefer to watch, remain close to a parent or participate from the edges before they are ready to step more fully into the group. These individual needs are recognised and supported.

We work closely with families so that the connection between home and Kindy remains strong while the child begins to develop increasing confidence and independence within the wider community. Where needed, this may include a parent staying for part of the session, shorter days or additional support from an educator during group experiences.

Over time, children begin to know the people, places, rhythms and expectations of Forest School. They develop relationships beyond the family, learn to contribute to the life of the group and experience themselves as capable members of a community.

In this way, the transition into Kindy is not simply about learning to separate from a parent. It is a gradual widening of the child's world - from the security of home into relationship, belonging and participation in a larger community.



# Primary Class at a Glance

Ages: 5–13  
 Day: Friday  
 Time: 9:00am–3:00pm  
 Location: 1070 Torrens Valley Road Birdwood SA 5234  
 Term fee: \$900  
 Class size: up to 25  
 Enrolment: Term-based  
 Casual attendance: Available where spaces permit  
 Sibling discount: 30% for additional siblings

## The Rhythm of Our Primary Day

### Circle Time

We begin the day together with songs, movement, rhythm, speech, games and activities that help bring the group into focus.

### Bush Walk

We head out together to move through the landscape, observe what is happening in the natural world and begin the day with fresh air, movement and shared exploration.

### Yoga

A short period of stretching, movement and body awareness helps children settle, regulate and prepare for the more focused part of the morning.

### Morning Tea

We pause to eat together and reconnect before returning to the day.

### Playtime

Children have time for uninterrupted play, exploration, climbing, building, imaginative games and social connection.

### Main Lesson

Our Main Lesson is the most focused learning period of the day. A subject or theme is explored over several weeks through story, discussion, observation, practical experiences, movement, artistic work, writing, drawing and investigation. Learning is scaffolded across the mixed-age group so children can engage with the same broad theme at a level suited to their age, readiness and ability.

### Lunch

We gather together to eat and share conversation before the afternoon rhythm begins.

### Playtime

Another generous period of play gives children time to continue their games, explore ideas and enjoy the freedom of the outdoor environment.

### Independent Project

Children work individually or in small groups on longer-term projects with a real purpose. These projects encourage planning, initiative, problem-solving, collaboration and responsibility.

### Handwork & Reading

Children spend time developing practical skills through handwork projects that may continue over many weeks, building concentration, coordination, patience and perseverance. Reading is also woven into this quieter part of the day.

### Goodbye Circle

We finish the day together, reconnecting and bringing the rhythm of the day to a gentle close before heading home.

# What are they learning?

our Primary class, children learn through a balance of intellectual, artistic, practical and physical experience. We want learning to engage the whole child -thinking, feeling and doing- while nurturing curiosity, imagination and a genuine enthusiasm for understanding the world.

Academic skills are important, but they are not developed in isolation. Literacy, numeracy, science, humanities and the arts are woven through stories, discussion, observation, movement, practical experiences and longer-term projects.

## Mixed-Age Learning

Our Primary class brings children aged 5–12 together in one learning community.

Children may share the same story, investigation or Main Lesson while engaging with it at very different levels. Younger children may work through movement, drawing, oral language and concrete experiences, while older children are increasingly expected to read, write, research, calculate, analyse and explain their thinking.

This allows children to progress according to their developmental stage and readiness rather than being limited to a single age-based expectation.

Mixed-age learning also creates an important social dynamic. Younger children learn through observing and working alongside older children, while older children experience opportunities to help, lead and take greater responsibility within the group.

## Main Lesson

The Main Lesson is at the heart of our Primary learning.

Rather than touching briefly on many disconnected topics, children immerse themselves in a broad area of study over several weeks. This allows ideas to be encountered, revisited and explored in increasing depth.

A Main Lesson may begin through a story, question or experience and develop through discussion, observation, drawing, writing, reading, movement, experiments, nature study, measurement, research and practical work.

Where possible, children experience something before being asked to abstract it. They may observe a natural phenomenon before explaining it scientifically, measure and build before working with measurement on paper, or hear and discuss a story before writing about its ideas.

Literacy and numeracy are woven naturally through this work. Children may write observations, record information, calculate measurements, create diagrams, research questions or present what they have discovered.

Because our class is mixed-age, the same Main Lesson can contain many layers. Children share a common experience while the expectations, questions and work offered to them are scaffolded according to age, ability and readiness.

Our aim is not simply to cover information, but to allow children enough time to become interested in a subject, form connections and develop a deeper understanding of what they are learning.

## Independent Projects

Independent Projects give children an opportunity to take increasing ownership of their learning and put their developing skills to meaningful use.

Children work individually or in small groups on a project over an extended period of time. Projects arise from real ideas, interests, needs or opportunities within Forest School and the wider community.

Previous projects have included a market stall, Forest Kidz media project, conservation work and improving areas of Forest School.

A project might require children to research, write, design, measure, calculate, budget, communicate, organise materials, divide responsibilities or learn an entirely new practical skill.

Importantly, projects rarely unfold perfectly.

Children encounter ideas that do not work, disagreements within groups, jobs that take longer than expected and problems they did not anticipate. Learning to revise a plan, persist through frustration, ask for help and continue working towards a goal is an important part of the process.

The finished project matters, but so does the experience of being able to say: we had an idea, worked at it, and made it happen.

## Handwork & Practical Skills

Working with the hands has an important place in our Primary program.

Children develop skills through handwork, woodwork and practical activities that increase in complexity as their confidence and ability grow.

Projects are often completed over several weeks rather than within a single session. This gives children experience of repetition, patience, precision and perseverance, as well as the satisfaction of becoming genuinely skilled at something that was once difficult.

Practical work also allows children to experience mathematics, design, problem-solving and creativity in a tangible way.

## Literacy & Language

Language is woven throughout the Primary day.

Children listen to rich stories, participate in discussion, encounter new vocabulary, read independently and use writing for meaningful purposes within Main Lessons and projects.

As children grow, expectations around reading, writing and communicating ideas become increasingly sophisticated, while still being connected to experiences that give the work meaning.

## Play

Play remains an essential part of childhood throughout the Primary years.

Long periods of uninterrupted play allow children to create increasingly complex games, negotiate rules, solve social problems, take appropriate risks, build, imagine and work cooperatively with others.

The older children become, the more sophisticated this play can become- sometimes continuing for weeks as children develop shared worlds, structures, rules and projects of their own.

## Learning Through the Natural World

The natural environment is both our classroom and a source of curriculum.

Children repeatedly encounter the same landscape across different seasons and conditions. They notice changes, observe plants and animals, ask questions and develop an increasingly detailed understanding of the place around them.

Nature study develops careful observation and curiosity, while discoveries made outdoors often become the starting point for further investigation in our Main Lessons.

## Learning to Contribute

Children are expected to take an increasingly active role in the everyday life of Forest School.

They care for equipment and shared spaces, complete helper jobs, contribute to group decisions, support younger children and take responsibility for aspects of projects and activities.

Through these everyday experiences, children learn that education is not only about what they can achieve individually, but also about how they can use their growing skills and capabilities to contribute to the community around them.



# Forest School Community

A child does not grow in isolation. Their sense of self develops through relationship — with family, with educators, with other children, with their environment and with the wider community around them.

At Forest School SA, we see community as an important part of education. Children are supported not only to develop their own capacities, but also to recognise that they belong to something larger than themselves. Through shared work, celebrations, traditions and everyday relationships, children gradually experience what it means to contribute, to care for others and to be cared for in return.

We also value a strong connection between home and Forest School. When families and educators know one another, share experiences and work in partnership, children experience greater continuity and security between the different parts of their world.

## Belonging

Belonging is built through familiarity, relationship and shared experience.

Children return to the same people, places, rhythms and traditions each week. They come to know the paths we walk, the songs we sing, the jobs that need doing and the people who make up their group.

Within this familiar community, children are encouraged to develop their own individuality while also learning how to live and work alongside others. They experience that they are known, that their contribution matters and that they have a place within the group.

## Celebrating the Rhythm of the Year

Seasonal festivals are an important part of the rhythm of Forest School life. Across the year we gather for a Summer Festival, Autumn Festival, Winter Lantern Walk and Spring Festival, creating a familiar cycle that helps children experience the changing seasons in a meaningful and memorable way.

In the weeks leading up to each festival, the season is already beginning to live within the program. Children learn songs connected to that time of year, take part in seasonal activities and prepare things that will become part of the celebration. At the festivals, they have the opportunity to share and perform the songs they have been learning with their families and the wider Forest School community.

Our festivals are simple and communal. Families gather around shared food, children take part in seasonal activities, and we often include second-hand clothing stalls and small market stalls that bring a sense of making, sharing and exchange into the day.

Our Winter Lantern Walk is a particularly special part of the year. Throughout the winter term, the children make their own lanterns and learn the songs that will accompany the walk. When the festival arrives, families gather as the light fades and walk together by lantern light, sharing the songs the children have prepared before coming together over warm soup and bread.

The Summer, Autumn and Spring Festivals each have their own seasonal character, shaped by what is happening in the natural world and by the work the children have been doing during the term. Together, these celebrations create a strong sense of continuity across the year and give children experiences they can return to, anticipate and remember as part of belonging to Forest School.

o does the experience of being able to say: we had an idea, worked at it, and made it happen.



## Celebrating the Individual Child

From 2027, birthdays will become another part of the rhythm of our Forest School community.

Around each child's birthday, we will share a special birthday story that acknowledges their journey and celebrates the unique person they are becoming. Families will also be invited to join us for lunch as part of their child's celebration.

In the life of a busy group, these small traditions create an important moment in which one child is especially seen, known and celebrated by their community.

## Caring for our Families

Community extends beyond the children.

When a Forest School family welcomes a new baby, or moves through a time when some additional support would be helpful, our families may be invited to contribute to a meal train.

Participation is always voluntary. The intention is simply to create an easy and practical way for families to care for one another during significant moments of family life.

## Connecting Home and Forest School

We value a close and respectful relationship between families and educators. When home and Forest School are connected, children experience a greater sense of trust, continuity and security.

Our private Forest School SA Parent Facebook Group provides one simple way for families to remain connected beyond the weekly session. It is a place to share information, ask practical questions, organise social connections and support one another.

Over time, we hope that the relationships formed through Forest School become relationships not only between children, but between families.



# Meet the Educators

## Teacher Bell



Bell is the founder of Forest School SA. She is a Masters-educated teacher who spent a number of years working in educational research.

It was during this time that she became increasingly interested in the gap between what research tells us children need in order to thrive and the way childhood and education can sometimes look in practice.

## Teacher Gemma



Gemma is a primary school teacher with a strong knowledge of Steiner education. She brings experience in classroom teaching alongside an understanding of child development, rhythm and imaginative approaches to learning.

She particularly enjoys supporting children to engage deeply with learning while growing in confidence, independence and connection with others.

## Teacher Madeleine



Madeleine is an emergency paediatrician, homeschool mother and lover of nature. Originally from England, she also brings first-hand experience of Forest School from there, along with a deep understanding of children, development and wellbeing.

She loves supporting children to grow in confidence, independence and connection with the natural world.

## Teacher Tash



Tash is a yoga teacher, chef and homeschool mum with a strong interest in nutrition and wellbeing.

She brings movement, food and practical learning into the Forest School day, and particularly enjoys creating experiences that help children connect with their bodies, their health and the world around them.

## Teacher Scott



SScott is a homeschool dad with years of experience supporting children's learning outside the classroom.

At Forest School, he brings a practical, hands-on presence and works alongside the children on projects, building and woodwork. He has a natural ability to connect with children and particularly enjoys helping them turn ideas into something real.

## Teacher Justin



Justin is passionate about supporting neurodiverse children and brings lived experience of growing up with ADHD. He is patient, calm and particularly good at connecting with children who need a little more time, movement or hands-on engagement.

With extensive construction experience, Justin also leads building and practical projects, giving children the chance to learn through making, problem-solving and working with real materials.

## Teacher Sam



Sam is a nurse who recently moved from the United States, where she was closely involved with her local Forest School community.

She is our resident craft expert and brings a warm, nurturing presence to the group. Sam loves hiking, nature and creating hands-on experiences that help children feel calm, capable and connected.

## Teacher Elliee



Elliee is a Masters-educated teacher and homeschool mum who brings a strong understanding of children, learning and development.

She also has a love of sport and movement, and enjoys helping children build confidence, coordination and connection through active, hands-on experiences.

# Practical Information

## Fees & Payment Plans

### Kindy

Term fee: \$570

Casual sessions may be available by arrangement where spaces permit.

### Primary

Term fee: \$900

Sibling discount: 30% for additional siblings attending the Primary class.

Casual Primary sessions can be booked through our website where places are available.

### Payment Plans

Payment plans are available for families who prefer to spread the cost of the term. If you are experiencing financial difficulty, please reach out to us so we can discuss what may be possible.

### Joining Mid-Term

Families are welcome to enquire about joining partway through a term. Where a place is available, a modified term fee can be arranged to reflect the remaining weeks.

### Missed Sessions

If your child misses a regular Forest School session, that session may be made up during one of our school holiday programs, subject to availability.

### Withdrawals & Cancellations

Term enrolments reserve your child's place for the term. Fees are not refunded if a family chooses to withdraw after enrolment.

## Food

Food is an important part of the rhythm of our day in both Kindy and Primary. Each week we prepare, cook and serve nourishing food, with the children invited to take part in the preparation wherever possible.

A light morning tea is served mid-morning, followed by a wholesome shared lunch between 12pm and 12.30pm. Bread baking forms part of our weekly rhythm, with children helping to mix, knead and prepare the bread they later share together.

Where possible, we use organic and biodynamic produce and provide filtered drinking water. During the colder months, children are also offered warm herbal tea.

We are allergen aware and will inform families if there is a known allergen within the class so appropriate care can be taken.

Some families choose to send a lunchbox if their child is more comfortable with familiar foods or has particular preferences. Children are still offered the shared Forest School food alongside their own lunch so they can participate in the experience of eating together without pressure.

Shared meals are an important part of Forest School life, giving children opportunities to contribute, slow down and gather together as a group.

We are an allergen aware program and families will be notified if there are any children with allergies in the class.

# Toileting

Toilet facilities are available on site.

Younger children are supported where needed, and accidents are always handled calmly, respectfully and without embarrassment.

We ask families of younger children to pack a complete change of clothes, including underwear and socks, as wet and muddy play can be just as likely to require a change as a toileting accident.

Children do not need to be fully independent with toileting to attend Forest School, but we ask families to let us know if their child has particular routines or needs so educators can support them appropriately.

# Arrival & Collection

Families enter through the main entrance of the hall, where the sign-in book is located.

For our Kindy class, you will also find the story table displaying props from the story we will hear that day. Children are encouraged to have a look and guess what the story might be before heading outside.

Our noticeboard may include important information for families, upcoming events and class rosters. Please check your child's helper job for the day and any family rosters, such as our flower roster, where families take turns bringing fresh flowers for the class.

Children then bring their bags outside. Kindy children find their own painted bag tag before placing their bag in their spot. Lunchboxes and drink bottles can be placed in the baskets provided.

Once children are settled, it is time to say goodbye and allow them to move into the rhythm of their Forest School day.

At collection, children must be signed out by a parent, guardian or authorised adult. Please let us know in advance if someone different will be collecting your child.

If you are running late for arrival or collection, please contact the Forest School team as soon as possible.

# Weather

Forest School operates outdoors in all kinds of weather. Rain, cold, wind, heat and mud are part of experiencing the seasons and learning to be comfortable and capable in the natural world.

We ask families to check the forecast and dress children appropriately for the day. In wet weather this means waterproof layers and suitable footwear; in cold weather, plenty of warm layers; and in warmer months, sun-safe clothing and a hat.

In the colder months, we often have a fire burning under the verandah, giving children a place to warm their bodies, dry wet clothes and gather together before heading back out to play.

In summer, the rhythm changes with the heat. Water play becomes a regular part of the day, alongside plenty of shade, drinking water and quieter activities during the hottest periods.

We may adapt the rhythm of the day to suit the conditions and make use of the hall when children need a warm, cool or dry place to reset.

Sessions will only be cancelled or significantly modified when conditions present a genuine safety concern, such as extreme heat, severe storms, damaging winds or dangerous fire conditions.

## Parents Staying

Parents are welcome to stay while a child is settling into Forest School where this is helpful.

For some children, this may mean a parent staying for part of the session at first. Others may benefit from beginning with a shorter day and gradually increasing their time as they become more familiar with the educators, children and rhythm of the program.

Our longer-term aim is to support children towards independent attendance, as this allows them to build their own relationships within the group and develop confidence in navigating the Forest School day for themselves.

We work with families to find a transition that supports the individual child while gently encouraging increasing independence.

## Safety & Governance

Forest School SA is an incorporated not-for-profit organisation and maintains appropriate public liability insurance.

All educators hold current Working With Children Checks and relevant first aid qualifications. Our programs operate within child-safe practices, documented risk assessments, emergency procedures and clear supervision arrangements.

Children may encounter activities such as climbing, fire, tools, uneven ground, water and adventurous outdoor play.

Rather than removing all risk, we use a risk-benefit approach that allows children to build judgement, confidence and practical competence while being supported within appropriate boundaries and supervision.

Our educator ratio is approximately one educator to nine children.



# Becoming Part of Forest School

The first steps into a new community are important.

We hope that visiting Forest School gives you a sense not only of what the children do here, but of the rhythm, relationships and values that shape the program. We encourage families to take time after a tour to consider whether Forest School feels like a good fit for their child and family.

If you decide to join us, enrolment can be completed through [www.forestschoolsa.com](http://www.forestschoolsa.com). Families who would like to arrange a payment plan, join partway through a term or talk through an individual circumstance are very welcome to contact us directly.

Once enrolled, we will send through the information and forms needed to help prepare for your child's first day.

The transition into Forest School is something we hope to make together. Some children step confidently into the group, while others need more time to become familiar with the people, place and rhythm of the day. We welcome conversation with families and encourage you to share anything that may help us understand and support your child.

Over time, children come to know the paths we walk, the songs we sing, the stories we tell and the people beside them. Families too begin to become part of the life of Forest School through festivals, shared meals, conversations, helping hands and the small repeated experiences that build community.

We hope you will come to know Forest School not simply as a program your child attends, but as a place where your family is welcomed, known and able to contribute.

Email: [sforestschool@gmail.com](mailto:sforestschool@gmail.com)

Website: [www.forestschoolsa.com](http://www.forestschoolsa.com)

