



Term Dates:

Term 2: Wed 2 May – Fri 6 July

Term 3: Wed 1 Aug – Fri 28 Sep

Term 4: Tues 16 Oct – Fri 14 Dec

Term 2		
Date	Time	What's On
Week 5		
04/06/18	10.30am	Education Committee Meeting
07/06/18	9-11am	Preschool Morning Tea, all welcome
Week 6 onwards		
12/06/18	6.30pm-8.30pm	Open Evening - 'A Taste of Kinma'
13/06/18	All day	Group 2 Excursion - Sydney Academy
13/06/18	am	Bushlink
16/06/18	3.00 – 6.00pm	Bush Dance *Helpers required
18/06/18		Group 1 Excursion – Maritime Museum
21/06/18		Tinkering *Helpers required
22/06/18	8.00 – 9.30am	Photo Exhibition, Hall
25/06/18	9.30am	Education Committee Meeting
06/07/18		Term 2 finishes
Term 3		
01/08/18		First day Term 3
28/09/18		Term 3 finishes
Term 4		
16/10/18		First day Term 4
14/12/18		Term 4 ends

Parent Enrichment Forum – Social and Emotional Learning – thank you to all the families who came to this talk on Thursday, watch for more information in next week's newsletter.

Kinma Board

EDUCATION COMMITTEE REPORT FOR AGM – 2017 in Review

The year commenced with the community standing hand in hand around the core of the Primary, as it does every year; a ritual, a rhythm, one of many, with which children are familiar, which grounds them in the culture that has grown to be Kinma. Intentions for the year ahead. The circle as we watch has grown strong, and still pliable, but strong. What a delight for our community. Also the joy of Preschool staff and children joining the circle has been strengthening and deepening our connections.

Classrooms were set up and children and staff, or learners and learners, were in and out of the spaces creating a warm buzz throughout. Primary had their rituals with morning flow, book boxes, hoops and balls and many other starters. Preschool days unfolded gently and leisurely with children coming to their place to join their friends, big and small.

Amongst our days of classroom learning in 2017 we added extra spice with:

New chickens	Yurt farm	Bush walking	Swimming
Orienteering	NSW Art Gallery	Basketball	Yoga
Fizzics Science	Life Education	Musica viva	Riverside Theatre
Sculptures by the Sea	Group 3 camp	Martial arts	Visiting the Post office
Wild Life Gardens	New Leaf Nursery	Violin	Tinkering
Dog manners	Gardening	Theatre Sports	Preschool play

This is just a taste of our 2017 at Kinma.

2017 EDUCATIONAL STAFF ROLES AND PROFESSIONAL DEVELOPMENT

Each year the staff and Board prepare a report for the upcoming AGM. We look over the previous year's happenings and then continue the story into the new year. For 2017 it is no different. We welcomed back Beatrice (Bea) who took on a newly created role within Kinma as an Education Specialist, to support students who could do with just that 'little bit extra'. Sadly, we also farewelled the wonderful Grace, gentle Kimberley and the oh so amazing Holly! But we welcomed in Kate, Alley and Deepika who were finding their rhythm, making their own niches and somehow filling the spaces left behind. Children reacted warmly and engaged with our new staff, showing them the ropes. (As we write this report we are also rostering for Grace to return in the latter half of the year!) In Kinma Preschool, staffing remained constant which is such a beautiful bonus for the young children who have been dipping their toes into a world outside their homes!

Kinma Board Members

Ginny Neighbour, Chair
9880 2492

Steve Dixon, Deputy Chair
0412 949 441

Tomas Steyer, Treasurer
9450 0738

Amy Webster 0434 806 014

Anne de Silva 9450 0738

Sona Huberova 0466 482 682

What did staff get up to when you were not here? Professional development is ongoing with the staff at Kinma. In 2017 we did many internal sessions with Juli Gassner, our Education Co-ordinator throughout 2017. Juli made us think and rethink.

- **Individual group meetings** (Regular min 3 times per term)
Meetings with Education Co-ordinator to focus on individual needs of children, programming, group dynamics and any other issues raised by teaching staff.
- **Maths - Barrier Games as a Critical Thinking tool**
Implementing Barrier Games in different Mathematical areas – Ensuring staff comfortable with Language.
- **Progressive Education – Unpacking Kinma’s Core principles**
 - presented by Grace : Cooperation over competition
 - presented by Michelle : Evaluation at Kinma - The place of standardised testing

And also professional development from external providers

- **Zones of Emotional regulation** – All Pre-school staff and Kimberley
- **First Aid-**
Asthma and Anaphylaxis
Cardiopulmonary Resuscitation
- **Autism Spectrum** – external course attended by Tristan and Grace and shared with staff
- **How Sensory Processing can affect children’s behaviour** – Kay, Christine, Lizzie, Pat
- **Music and Movement** – Musica Viva– Part 1 and 2

2017 EDUCATIONAL POLICY REVIEWS

As an independent school and pre-school, Kinma is guided by a set of policies. To remain current, these policies must be periodically reviewed and updated. In 2017, the Education Committee, led by Juli G, embarked on a policy review process. When reviewing policy we look at how does this work in practice; how does it filter through to families and what key messages are we hoping to share. One area that we revisited and clarified a number of times was how do we effectively identify a child who requires academic support? How quickly do we intervene? How can we do it better and what stands in our way? Some other policies that were reviewed 2017 included: Home work Policy, Anti Bias Policy and Nutrition Policy. This review process is continuing into 2018.

Time was also spent reviewing the changes that have come into play with NEA (National Education Standards) as we gear up for our five yearly registration in 2019 from NSW Board of Studies.

The last snippets of term 4 2017 provide a wonderful overview of the educational environment at Kinma... A violin concert features, as does the Kids Christmas Market with children made offerings and pre-loved stuff from homes. BUSHLINK Bushcare group are increasingly building a stronger relationship with our children; bushcare flows into lunch and soccer! Soccer per se flourishes in the school with children from all groups sharing the bottom field. Handball crazes continue at out-times as do all manner of imaginary games, drawing, reading and story writing. Bushwalks feature and foot dips in the creek as the weather heats up. Buddy reading and shared singing further serve to bring the children into a collective.

PARENT SURVEY OUTCOMES 2016-2017 – CHANGE HAPPENS FROM PARENT FEEDBACK

The most recent parent survey content and format was introduced late in 2016, so 2017 was its second year. An amazing 100% of primary parents answered the 2017 survey making it a comprehensive collection of views from throughout the parent community.

The Education Committee spent time reviewing the data of the 2017 survey in comparison to our 2016. It was pleasing to see that views collected from both years continued to show families have a strong sense of belonging within the community, and that they feel as though their voices are heard.

One of the areas that we identified for improvement was the way we support children at times when they are needing extra support academically. Following this, the Kinma Board agreed to employ a part-time teacher to give additional assistance within the primary classrooms. This has been working very well with Bea Heine in this role.

The survey allow us to monitor parents and children's experiences over time, and also enables us to capture views on particular matters - eg assessing interest in Kinma OSHC (after school care).

Another successful implementation from family feedback was to support parents to know a little more of the 'how to' of teaching maths and literacy at Kinma. We held two learning forums in 2017 to take parents into the heart of maths and literacy classes at primary.

Over the next few years the survey will be invaluable to help us identify areas of strength and areas where some improvement is called for so we can keep ensuring Kinma achieves its educational vision. We really appreciate the time that everyone takes to complete the survey and hope this continues in 2018. This year will also see the launch of a pre-school survey designed specifically for pre-school and to meet ACECQA guidelines about feedback from the community.

Education Team

ENVIRONMENT 2017

Wide spread community involvement has kept the grounds well cared for this year. Including all the hard work at the Working Bees, by parents and kids; bush regeneration with help from Bushlink and several Special Projects and working groups. It takes a lot of effort and hard work to keep 2.2 hectares of bushland healthy for all to enjoy.

A new classroom has successfully been built on budget. Construction started at the end term 3 2017 and it was completed by the end term 1 2018, enabling students to utilise the new space from the start of term 2. The building is a real asset for the school providing additional flexibility with growing student numbers. There is plenty of outdoor space for learning and play, with the re-established playground, an amazing new sandpit and the much loved swings are back in action. The wide stairs of the new building provide a link to the existing buildings making a great new space. This building completes the circle, and form the last piece in the prior 10 year master plan. It is hoped this will provide impetus over the next few years to upgrade several of the existing building, infrastructure and grounds.

As mentioned the ground and buildings require continuous maintenance, this year we have spent just over \$40,000, including a new shed for Preschool; ongoing repair from possums; tick prevention; as well as work on the windows, drains, gutters, gardens and sewer system to name a few.

The beautiful new class room and surrounding vibrant happy space is a testament to the hard work and planning that occurred this year. We look forward to continuing to support the bush environment and school's space within it.

Tom Steyer

FUNDRAISING REPORT 2017

In 2017 we continued to see creative and generous involvement from, in, and through our community in the area of fundraising. While the end-goal was always around seeing greater funds available for Kinma, we always hear stories of people simply loving being involved in making a difference and getting to know others in our community through our different fundraising efforts.

Through the generous investment of our community we were able to install air-conditioning in two of our classrooms - always a favourite in the summer months!!! We also saw the swings installed for the primary school playground which were delayed due to weather.

Many thanks to everyone who participated in the Bazaar's, purchased a cookbook, attended the auction, donated their time and/or talents and made direct contribution to specific and non-specific projects throughout the year.

The School was fortunate to receive a grant for \$360,000 towards our beautiful new classroom. The School's contribution was an additional \$40,000 which is supported by our fund raising efforts.

Your efforts and generosity meant \$29,926 was raised for our community.

These initiatives, and others like them that we are pursuing, provide an even better environment for our kids to flourish in their academic, social, physical, emotional and spiritual wellbeing.

Steve Dixon (Amos' Dad)

MARKETING REPORT

Regular activities

Our usual marketing activities as well as regular termly school tours and school on Sunday yielded a total of 17 enquiries throughout terms 3 and 4 of 2017. This resulted in 2 enrolments in preschool with 2 on the wait list and 6 children on the wait list for Primary.

Marketing Summary 2017				* waitlisted	
	New Enquiries			Conversions to actual enrolments	
2017	Preschool	Primary	Both	Preschool	Primary
Term 1	18	14	12	3 (+8*)	1 (+5*)
Term 2	18	29	10	6 (+3*)	10
Term 3	7	13	1	2	5
Term 4	10	13	1	2 (+2*)	0 (6*)
TOTAL	53	69	24	2	14

When asked about the referral source when enquiring about the school most people said they heard about the school via word of mouth.

It is also important to note that for 2018 we have not had a regular playgroup in session on Mondays due to building work.

Website review

A comprehensive review of the website has been undertaken and a meeting held with Admin staff about their needs and wants for a new platform. The main points to come out of the review were:

- Easily to update and upload content
- Less content
- Better navigation
- Clear messaging

The new website along with our public facebook page will remain a good place for updated content, Blog type entries, explanations about our points of difference and to build curiosity and excitement about Kiama's educational philosophy.

Future directions and a Focus on Preschool Marketing

We now have attained our stated numbers in Primary with a wait list and we have a high conversion rate from preschool to primary. Preschool numbers however have been lower than usual and it has become apparent that a focus on marketing preschool is needed to ensure that the "feeder Model" remains viable. Understanding when and how parents make decisions about preschool education and care are critical to effective marketing in the future. Play group has an important role marketing preschool so a focus on building up play group attendance has an important role in future marketing activity.

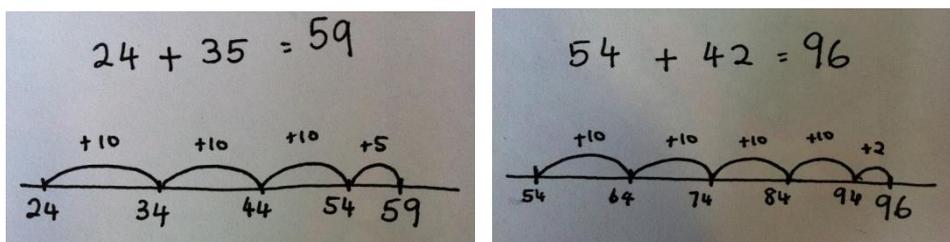
It has been decided at a Board level to hand over the day to day marketing responsibilities to the Kinma Administration team.

Amy Webster

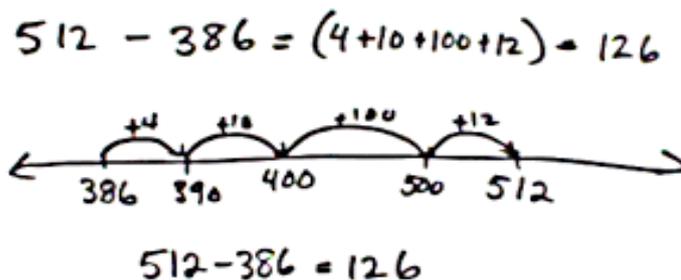
Group 2 Newsletter

Group 2 have been continuing with their addition and subtraction work recently, reminding themselves that there are different strategies that are good to use in different situations.

The empty number line is great for training our minds to work with progressively larger jumps depending on what how familiar we are with how numbers work. Below are two examples of this method on addition problems

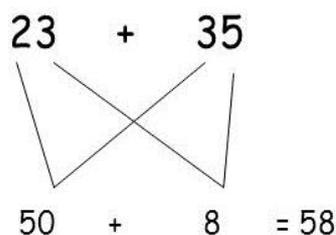


...but it is just as good with subtraction, working from the larger number backwards.



A common favourite is the Split Strategy. Some children find this strategy a quick and easy method for addition, that they are soon able to do mentally. Initially it is important to give calculations where the ones digits do not total more than 10.

To add 23 and 35,
 First add the number of tens,
 so $20 + 30 = 50$
 Then add the number of ones,
 so $3 + 5 = 8$
 Finally combine the answers to give the total,
 so $50 + 8 = 58$



The strategy we call “Bridging to Decade” involves working in stages, using multiples of ten eg (30, 50, 110 etc) as easy markers to help us calculate mentally. For example, one way to work out $233 - 68$ mentally, using bridge to decade, is to work out ...

$$\begin{aligned}
 &233 - 3 = 230 \\
 &\text{then do } 230 - 5 = 225 \\
 &\text{then do } 225 - 20 = 205 \\
 &\text{Then do } 205 \text{ minus the remaining } 40 \\
 &\quad = \mathbf{165}
 \end{aligned}$$

An alternative way to use the “Bridge to Decade” method with this same problem is to ...

$$\begin{aligned}
 &\text{think of } 233 - 68 \text{ as} \\
 &\quad 233 - 70 \\
 &\text{Then do } 233 - 30 = 203 \\
 &\text{Then do } 203 - 40 = 163
 \end{aligned}$$

Then add the extra 2 that has been subtracted at the beginning turn 68 into 70

$$\text{So } 163 + 2 = \mathbf{165}$$

It would be normal, if you haven't seen this method before, to feel a little confused or to be wondering why we don't just use the vertical algorithm. In other words, the method most of us learnt in school that looks like this:-

$$\begin{array}{r}
 \overset{6}{7}28 \\
 - 51 \\
 \hline
 677
 \end{array}$$

Some of us in Group 2 have been learning this method too. However, the current educational thinking around the other methods above, is that they support a better understanding of the place value of digits (Is it a hundred, a ten or a one?) and how numbers work, particularly in the early years of schooling. They also allow, eventually, for many 3 and 4 digit calculations to be done mentally, which are very hard if you have only learnt the vertical algorithm.

We have also been practising estimating and measuring length in millimetres, centimetres and metres.





Little things learnt along the way include:-

- ❖ Asking respectfully for someone to move to allow an accurate, straight-line, measurement.
- ❖ How to draw a table that has columns of a regular width
- ❖ How to use a ruler so that you end up with a straight line
- ❖ As well as harder things like converting between metres and millimetres.

Some questions asked in these lessons:-

"How many lengths of a child equal the length of the classroom?"

"I don't know what centimetres are."

"How many centimetres are in a metre?"

"Does twelve and a half metres equal 12500 cm?"

"How many millimetres in a centimetre?"

Excursion!

We have an excursion coming up on Wednesday the 13th of June at the Academy of Sport. A note will be sent with the full details in the next couple of days so please keep an eye out for that. If you are available to help on this day please let us know.

Until next time...

Tristan and Deepika xxoo

Group 3 Canberra Excursion

Here are some of the recounts from our fun-filled, action-packed excursion to Canberra:

Last week we went to Canberra, and on the last day of the excursion we went to Questacon. The first thing we did was go to the gift shop where I bought a gooey mesh ball, and some glow in the dark slime. We put all of the things we bought into a big box so we didn't have to carry them around.

The second thing we did was go to show about liquid nitrogen, which is -200 degrees. At one point the guy (Henry) tipped a whole can of it onto the floor, but it dried almost instantly. Then he made a huge volcano by putting liquid nitrogen into a bin and then poured boiling water into it. It made a huge explosion.

Finally, we went to the free fall, which is a slide with a two metre drop. At first I didn't want to do it, but Katie said that she would only do it if Ivy and I did it, so I had to! After I went on it once, I decided it was really fun so I ended up doing it another 5 times!

I really enjoyed going to Questacon, because it was really interesting and enjoyable, especially the free fall and the liquid nitrogen show.

By Tiahna



Last week we went to Canberra and we went to the Mint to learn about coins for our theme this term, *Blast to the Past*.

The first thing we did when we walked in was see the big dome filled with dollar coins. Jeremy our guide told us that there was meant to be \$2500 but just after they put the dome on they realised there was \$1 on the floor. So there was actually only \$2499 in the dome. I was amazed!

Secondly, we watched a video on how coins were made and we saw the Holey dollar and dump. It was a really great experience because we already knew how old and cool they were from lessons in class.

Finally, we went to the gift shop and made coins with a small machine that pressed them into a case. We just pushed a button and it just turned on!

I liked this experience at the Mint because we got to see the first Australian coins.

By Seb



Last week, Group 3 went on a 3 day excursion to Canberra, as part of our theme, *Blast to the Past*.

It was a long bus drive and annoyingly Katie and Andy couldn't fix the music system. Our bus drivers name was Steve. He used to be a P.E. teacher and he has been driving a bus for 3 years now.

When we got to Canberra, we stopped for lunch at a place that grew oak trees. I enjoyed cracking the acorns open and picking out the good ones to grow.

The first place we visited was the Mint. I found out that the average amount of coins made per minute is 650!

The next stop was Parliament House where we ventured through the *House of Representatives* and *The Senate*. My favourite thing was being an Indy (independent) with Turiee in the role play activity. We had to look serious and vote either for the government or the opposition. Turiee and I were trying not to laugh!

Finally, at the end of day 1, we got to our room which had 3 bunk beds. I went on the top one. We watched Mr. Bean's Holiday (it was hilarious) while we were eating Pizza.

What a day we had! So much fun!

By Tanika



Kinma

Inspiring a passion for learning, for life

PRIMARY • PRESCHOOL • PLAYGROUP

PRESCHOOL MORNING TEA

**THURSDAY 7TH JUNE 2018
9.15 - 11.00AM**

**PLEASE BRING A
HEALTHY PLATE
TO SHARE**

ALL WELCOME



Have you bought your tickets yet?

\$50 per family, \$15 per adult, \$10 per child

Can you help – Serving food? Fire pit duty?

Can you make a healthy dessert to bring on the night?

Let the office know or see these parents if you can help, or reply below:

Stephany Lees: Preschool (Elodie and Jonah's mum)
Georgie Hannon: Group 1 (Darcy and Rafferty's mum)
Sam Hall: Group 2 (Joe and Eloise's mum)
Nic Woodcock: Group 3 (Ivy, Isobel and Astrid's mum)

PITTWATER ARTISTS *Trail*

WINTER EXHIBITION

Featuring 19 artists and a wide variety
of works at the Newport Community Centre
11-13 The Boulevard, Newport



Saturday to Monday · 9 -11 June, 10am-4pm
Opening night · Saturday 9 June, 6-8pm

Also includes a silent auction of selected artworks
proudly supporting a future free of youth suicide
with One Eighty. www.oneeighty.org.au



www.pittwaterartiststrail.com.au

