

Term Dates 2020

Term 2: Wed 29 Apr – Fri 3 July
 Term 3: Wed 22 July – Fri 25 Sep
 Term 4: Tues 13 Oct – Wed 16 Dec

2020

Term 2

Mon 8 June

Public Holiday – No Preschool or Primary

Fri 3 July

End Term 2



Board Update

What a year!!!

If you're anything like me it's been a mix of frustration and joy. Frustrations around not being able to do the usual things - the time with people, getting along to the usual places. Joy in not living at the same pace and the chance to reflect on values, priorities, and life itself.

It has caused our family to spend time reflecting on what we are grateful for - and Kinma is certainly one of those things. The people. The care. The approach to education. The tireless efforts of teachers and management.

In amongst the raft of changes we've all experienced at Kinma, the board has been working closely with management to ensure both students and parents had what they needed to be able to continue to engage with academic and social components of their schools. I must admit, it was a fair bit to get our heads around and we've certainly had to adjust numerous times along the way.

That being said, as a board we have loved having greater contact with families over the last couple of months and hearing about how our kids have been navigating these unprecedented times. And what great stories we have heard - stories of creativity, of laughter, diligence, and connection.

The board has also navigated some personnel changes with Helena Mooney's appointment and Ginny Neighbour concluding in her role as Chair. We want to thank both of these women for their willingness to serve our school and to give of themselves to the community in their way.

In amongst this, I was also elected as the new Chair, and Amy Webster as Vice-Chair for the coming years. With that, I thought it would be worth providing a bit of background - especially for those who are new to the Kinma community....

We have been around the school for the last 8 years. I am married to Renee and we are the parents of Amos (Group 3) and Sage (now in High School). We have been well and truly blessed by the school and the community. I have been part of the board for the last 4 years and seen tremendous advancements in our governance during this time.

Amy is an ex-student of Kinma and daughter of Pam, who founded the school in 1972. Amy has been back at Kinma as a parent since the end of 2012, and on the board since 2016. Amy and Adam are parents to Ella in Group 3, and Joshua in Group 2.

Helena and Evan have been parents at Kinma since 2011, with Emily in Group 3, and George in Group 4. Helena is very passionate about what Kinma has to offer and about joining the board, and is looking forward to supporting families in Kinma's unique and nurturing way.

Along with my other board colleagues – Keith Mason, Rakesh Pankhania, Lesley Milbourne and Susan Coleman, we bring together a strong and diverse team.

As a board it is our role to look at what the school needs, and to support teachers and management in their roles. It is an opportunity to listen, assess, dream, and create.

Over the coming years we are wanting to ensure we continue to provide an exceptional educational experience where children are the focus, develop our natural and physical environment, and begin to speak more widely about our approach and its benefits.

I personally look forward to seeing how our community continues to grow and develop - especially in light of the events of this year.

Can I ask this you please make sure you take the time to encourage and thank our teachers, management, and support staff in the incredible ways they invest in our kids.

Steve Dixon
Board Chair

Admin

Making sense of the world

In 2001 we had the September 11 attacks in the USA. The visual media was horrifying and it did not go away. It was a sight that we kept reliving each time we opened a paper or turned on the television. The level of anxiety and fear that arose in adults across the world was almost palpable. The effect on our children, well we never really know. On return to Kinma there was a lot of discussion.



At our time we watched the most amazing unfolding in the sand pit. Just like a larger sand therapy box we had children from all groups in the sandpit. They were making and doing. Building and rebuilding, shouting and whispering. One of the staff suggested that we let the children stay out for the afternoon as the interaction was very harmonious. Did I say harmonious? They were re-enacting a war. They had shelters and bunkers and red berries as ammunition.

We allowed this sand play to continue for just short of a week, with extended out times. There was also one young person Jordan who sat to the side of the play each day quietly. I could not understand why he was investing time there - he was gentle and quiet. After a couple of days I went to ask why he would want to be in this play. Gently he undid his jacket and showed me the collection of berries. He said "I am hiding the bullets".



Move forward to 2020 and I sit in amazement of a group of young students who have moved into a sand pit and created a world that has houses, hospitals and something quite unwell. They are negotiating, making, sometimes sharing, other times not. The work and intensity is palpable just like 2009. Your children, our children, are making sense of their world as they see it and COVID-19. A little further down the hill there is another group making forts and shelters and camouflage areas.



To be able to work hard through play is an incredible tool. If you are interested you will find great pieces of research around sand play therapy and the work of many. Just wanted to share what we are so fortunate to see on a daily basis with your children. I share this not for adults to now go question their little people but just so you do not miss out. Most probably you have been hearing their stories for days.

With love,
J



So much building....

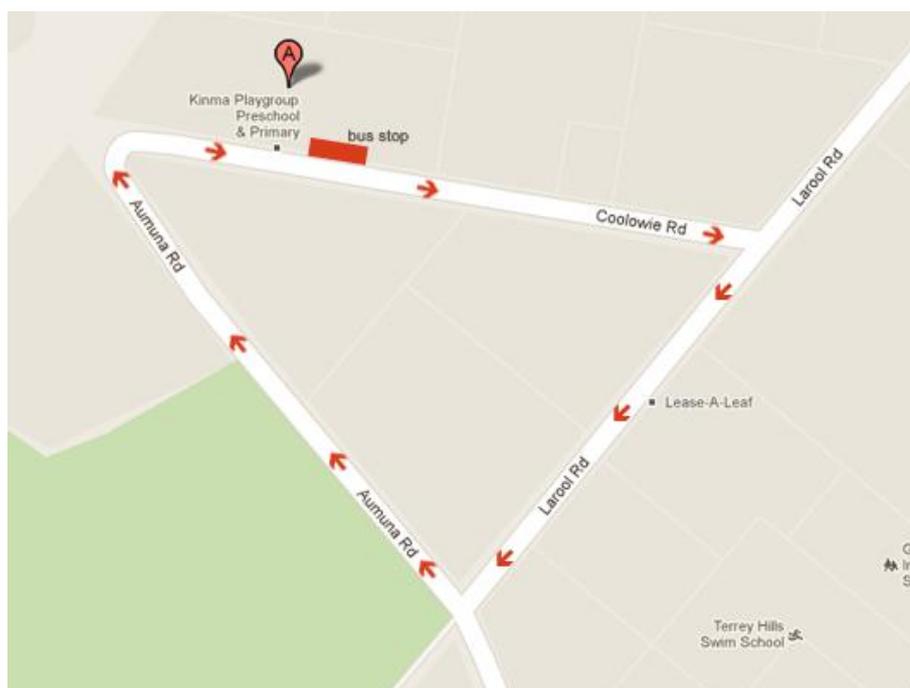


Afternoon Pickup

Yes - at time of writing we have 25 more days of you coming along to school to pick up your children from the basketball court. Another 25 days of Michelle and Julie asking you to collect and go.

We ask because:

- we genuinely love each of your children
- we take great responsibility for them to be safe
- we know only too well the danger of the hair pin bend of Coolowie and Amuna Roads
- it is more congested at the present time with less play dates and less or no bus travel
- we could never come back from a child or member of our community being hurt in this way.



So when you come to collect your beautiful one / ones please be careful and move away to allow a gentle stream of traffic to flow.

To keep everyone safe there is a one way system between the hours of 8.30am - 9.30am and 2.30pm - 3.30pm. Between these times, please enter through the bottom of Coolowie Road and exit up the hill.

Missing Items Lost Property

Now is a great time to label your children's clothes, balls and drink bottles. We can keep them safe and return them if we know who they belong to.

BUT, if you are missing something belonging to your child, you can email Claire (claire@kinma.nsw.edu.au) and we will all go on a clothing hunt for you and bring any pieces out at drop off time in the morning. We understand this is difficult as you cannot meet your child at the classroom and help collect the train of papers, socks, lunch boxes, precious sticks and stones, we are happy to help out.

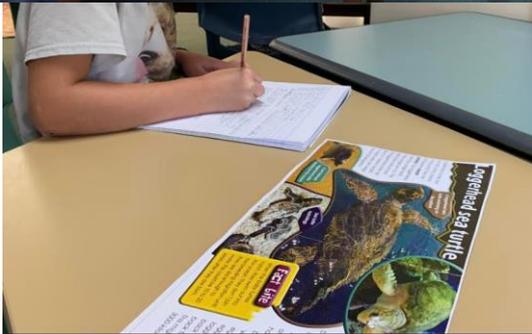
Kinma Team

Group 2

The past two weeks we have been as busy as bees as we analyse the amazing animal kingdom!

Last week's theme focus was on migration. *What is it? Why does it happen?* We answered these questions as we investigated seven different animals.

Birds, arthropods, reptiles and mammals were all put under the migratory microscope! Everyone embraced the challenge reading and extracting key information about each of these animals. It is one thing to read information, but to search for and respond to specific questions is upping the ante of Group Two's reading requirements.



We unanimously rose to the challenge and were all super engaged with this process! As you can see in these photos... They were incredibly studious sessions.

With our newfound knowledge written down, we look forward to applying it on a global scale. Not only will we be mapping the migratory patterns, but develop our geographical skills in identifying continents, countries, oceans and seas!



We are also mid project! We've continued following the dichotomous key of the animal kingdom and have left the branch of invertebrates and delved into the world of back boned vertebrates! Fish, birds, reptiles, amphibians and mammals abound.

We are currently working in small groups to research one of these groups of animals, and we are going to teach the rest of the class about it! We are learning which features classify an animal into which group. We are investigating what covers their bodies, is it dry scales, hair or feathers? If they are warm blooded or cold blooded, if they lay eggs or give birth to live young and if they breathe through lungs or gills. When we present our project to Group 2, everyone will be taking notes and learning about all the features of the groups of vertebrates.

Not only have we been learning about key features and examples of animals in each group, we have also needed to make the measurements real! This means that scales, rulers, trundle wheels, and measuring jugs have been hot property as we try to show, for example, exactly how big a blue whale is and how small the mini chameleon is!



It's been fairly straight forward to research these animals - the more challenging part has been the group project aspect. We have been having class discussions about what works well, and what doesn't work when working collaboratively. Group 2ers discussed how we need to have patience for one another, speak kindly, listen to each other and make decisions as a whole group. We talked about how it should work similarly to our class meetings, with everyone involved, taking turns to speak and agreeing together on what our plan of action will be.

*All the best, Kate, Kimberley
and all of Group 2!*

Group 3



How wonderful to have our gorgeous Group 3 back together again!
We've had a brilliant, busy couple of weeks...

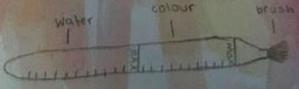
INVENTIONS AND INNOVATIONS!!!

Group 3 have been working creatively to consider current problems or issues and come up with inventions or innovations to help solve them! 'What's the difference between an invention and an innovation?' you may ask. An invention is when someone creates a new product or idea and an innovation involves improving an existing product. To help spark our ideas, we had a Zoom chat with a budding, young entrepreneur who redesigned clothing recycle bins to include a solar-powered computer that informs charity shops of when the bin is getting full. Molly Dixon won a scholarship and was due to take her design to the International Design Awards in the USA!

Once they'd decided on their invention or innovation, Group 3ers got busy creating a detailed diagram of their product and used their knowledge of persuasive writing to design adverts. Here are some to check out...

Are you tired of paint brushes
BREAKING?
 COME GET YOUR
WATER
 colour
PEN

Come get your water colour pen
 for 50% off
TODAY ONLY!
 This is the Best water colour pen
EVER!!!
 Made with the strongest metal
 Voted Best of 2020
 Wonderful world known water colour
 pen
 water colour brush

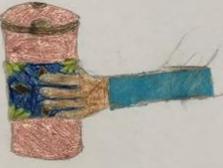


By Ellie

Hot chocolate maker

Are you thirsty when you wake up in the mornings?
Do you just want to make a quick, delicious, warm drink?

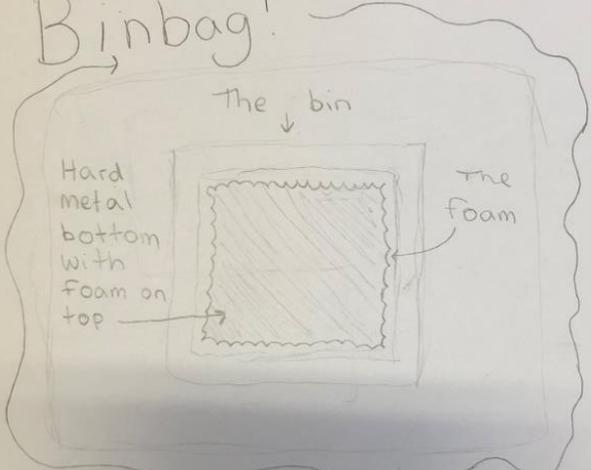
99.9% of people agree this is the best thing they have ever had



Only 20\$

Are you not bothered to walk around the kitchen making your drink?
Do you want your drinks to stay hot or cold?
Get a super fast super easy Super delicious hot chocolate maker!

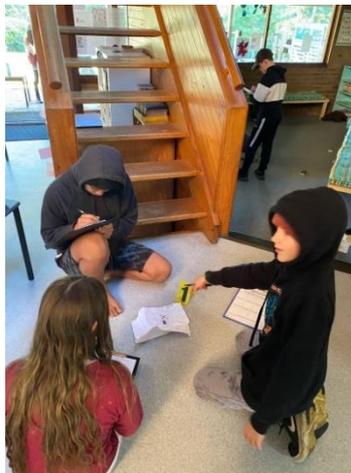
Are you sick of how much plastic goes into the ocean? Well come get your own reusable
Binbag!



It is used out of strong metal and foam so you can put it in the wash!
 Jus think of all the sea animals dying because of stupid plastic. But if you buy this, you will save so many lives. So come get your reusable binbag today!

CRIME SCENE INVESTIGATION!

This Wednesday, Group 3ers arrived at school to find their classroom had been the scene of a crime! They grabbed their Detective clipboards and got straight to work to solve the clues and find out what had happened! We may have inspired the next Sherlock Holmes or Nancy Drew!



MORE MYSTERIES!!!

'Actions speak louder than words' (proverb)

'I'm all ears' (idiom)

Together and alone (antonyms)

Idle and lazy (synonyms)

Group 3 have continued to solve the mystery of the 'Death at the Orchestra'; a fictional mystery involving the murder of an orchestra member. To solve clues and eliminate suspects, we've had to fit together puzzle pieces, matching antonyms, synonyms, proverbs and idioms.

Spelling Etymology

We enjoyed a game of Articulate this week, guessing different words that have the prefix '**para**'. Did you know, para has Greek origins and can mean beside or next to (as in **parallel**), guarding against (as in **parasol** guarding against the sun), to assist (as in **paramedic**) and abnormal (as in **paranormal**)?

BUSH WALKING

We've also enjoyed some beautiful bush walks. Here's some pics of our walk with Group 4...



That's all folks!

Have a wonderful weekend and next couple of weeks!

Deepika & Katy x



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As part of the program, the children spent a large amount of time interacting with in large group activities, as well as some that were individual. The activities covered a range of learning opportunities and interests and provided the children with opportunities to problem solve, experiment and investigate, as well as interact with one another with respect and fairness. Some of the most popular were as follows:

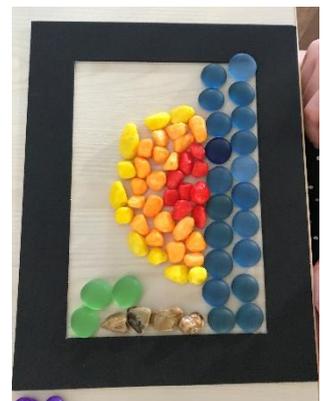


Sewing Machine: Children and staff have been requesting a sewing machine as part of the program for a while and we finally had the opportunity to purchase and include as part of the program. The inclusion of the sewing machine in the program provided the platform for a wealth of interaction, leadership and learning. Older children with the knowledge and skill set were encouraged to set up the sewing machine for all to utilise. Furthermore, it provided those with skills and experience in sewing to share their knowledge and support younger/inexperienced children with guiding their work or making items on their behalf. We are hoping to build and extend on this experience as it is clearly something that the children enjoy, which is evident based on their levels of engagement, whilst making it accessible to all.

Sensory Play: To facilitate this play, educators made lavender scented playdough and provided various materials such as cutters playdough, funny face features and rolling pins, for children to utilise and explore. Children used this opportunity to be creative and converse about various topics. Creations included little men, aliens, food items, names and even a couple of Great Walls of China. Playdough is a truly wonderful play-based learning tool for children. It can be used as a medium for strengthening fine motor skills and supporting colour, letter and number recognition as well as encouraging sensory exploration and investigation.



Loose Parts Play: Utilising flat glass stones, pebbles, shells, large river stones children had the opportunity to create sustainable works of art within frames. Interestingly, the works had a strong nature-based theme, possibly inspired by the materials on hand including flowers, trees and rainbows. Some children also depicted people in their scenes which was clever given that accessible materials. Loose Parts offers many opportunities for children to use natural materials and objects in their environment. This allows them to make meaning of the natural world around them and manipulate materials however way they would like. Loose parts provide many experiences for children to be creative, curious and imaginative.



If you have any questions or comments, please do not hesitate to contact us.