



Kihmma

2022 Annual Report for NSW Education Standards Authority



We are a school chosen for our difference of child-centredness.

**We acknowledge the opportunities given to us from our rich,
natural environment.**

We maintain strong leadership and effective governance.

We are a community built on real and open relationships.

We acknowledge magic happens at Kinma.

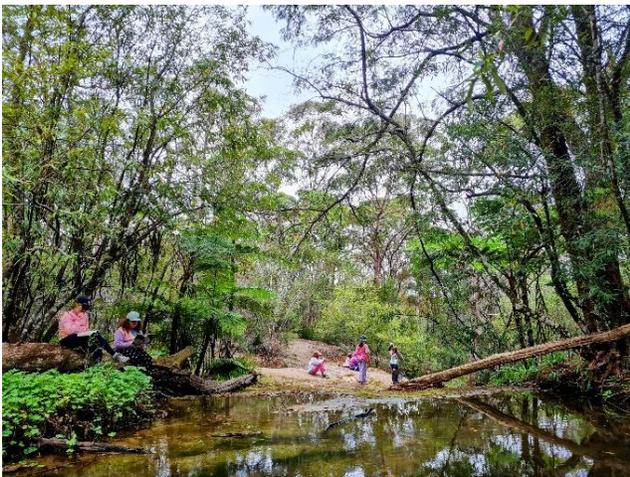


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Theme 1: A message from the School Board

A message from the Chair

I am grateful for the opportunity to serve as Chair of the Kinma board this past year – grateful as a parent for the investment made into the lives of my own children by the Kinma teachers and community over the years, grateful as a board member for the others who sit around the board table, and grateful for the staff who embody who we say we are.

I believe that as a school, we have lived our vision of being a leader in education: nourishing children, strengthening families, building community and influencing approaches to learning and education. For this I am grateful.

As a school we continue to be indebted to the leadership of Julie Carr, the office team, and the education staff for they provided the love, care, and support for the children. Thank you. We farewelled a much loved leader of the Education, Michelle Walker, that in her 15 years as teacher and leader she guided and mentored staff, children and families. We wish her all the best with her move and future roles.

I am grateful for each of our board members, for their ongoing enthusiasm and commitment to seeing our school provide the best possible learning environment for children. Your time and energy have been a blessing to me personally, as well to our school community more broadly.

2022 was a very significant year in terms of celebration for us with our 50th Anniversary. We had a fabulous time reflecting on where we've been as a School and honouring those who have helped to make our Kinma what it is today. Where would we be without the vision and sacrifice of those who have gone before us?

Refurbishments were another significant milestone in 2022 with the updating to two of our classrooms to facilitate enriched learning experience for our students. A debt of gratitude is owed to our long standing head of school, Julie for overseeing this project.

Finally, thank you to each of you as parents for how you engaged with our school over the course of 2022 and for choosing to so with love and grace and kindness.

Steve Dixon

Chair, Kinma Limited

**Do not be dismayed by the brokenness of the
world.**

All things break. And all things can be mended.

Not with time, as they say, but with intention.

So, go.

**Love intentionally, extravagantly,
unconditionally. The broken world waits in
darkness for the light that is you. (Knost)**



Treasurer Report

Kinma remains in good financial health with credit due to the Manager, Admin and Teaching staff for their continued efforts in ensuring we operate within the boundaries of the agreed budget.

I would like to personally thank Julie Carr and Carin Bertmar for their stewardship of the organisation's finances (along with everything else they have done!) in the many years they have both worked at Kinma. It has been a pleasure working with them both in my time as Treasurer so far, and I've appreciated their guidance, attention to detail and the open and transparent nature in which we have worked together.

Reflecting on 2022 - as with other years, our largest operational cost (and of course, Kinma's biggest asset) is staffing. This year there was a substantial saving due to the natural timing of hiring for a replacement Education Leader and the permanent replacement did not commence until January 2023.

Additional expenses vs our original budget related to a range of maintenance and operational needs, our 50th anniversary celebrations, and an increase in the long service leave provision in consultation with our auditor.

Our profit overall of \$85,093 is a good outcome.

Strategically, the Board and Management in general took an approach to 'wait and see' for any significant outgoings for most of 2022, thanks to the ongoing building works tender and selection process for the renovation of the Group 1 and 2 classrooms. We agreed to extend the amount of funding both from the Federal government, and matched by additional debt from Kinma as indicated in our contract.

The tender was issued in the middle of the year. We selected a builder and committed to contracting financing in December, with works commencing in the 2022/2023 holidays. The cost of works in tender responses had increased from our original estimate in line with increases in costs and labour in the broader building market.

Kinma's financial challenges for 2023 and beyond will be to maintain and grow student numbers to reach our target student number of 95 to ensure the ongoing resilience of our finances. We'll also be facing the headwinds of significantly higher interest rates than originally anticipated on the debt we've taken on to finance the building renovations.

Areas of optimism and excitement relate to the physical and human changes that have been brewing throughout 2022. I'm pleased to be working with Nick Callas, our new Finance Administrator, along with our new Head of School, Felicity Brandon. the dedicated Claire Hickson to grow our student numbers. I'm also excited to see the outcome of the physical changes from the renovation and continue to consider and implement an updated strategic plan.

Keith Mason - Treasurer - April 2023

Education Committee

The Education Committee met twice a term in 2022 and worked on many policy updates and worked through some ideas, concepts and issues raised by the community.

In 2022 we have had good staff retention in general which has aided in continuation of relationships. We farewelled our wonderful Education Leader Michelle Walker who had worked at Kinma over 15 years, she continued to support the team with programs, individual children and teacher accreditation as needed throughout the year. We found Sandra Hicks who brings specialty in primary curriculum and teaching and started at the beginning of 2023. As this role of guiding and overseeing our unique education style requires someone with flare and talent and passion for education outside of the square, we knew that we wanted to find the right fit to guide the education of Kinma.

Other recruitment that took place towards the end of 2022 was for replacing (even though that is impossible) the amazing Julie Carr. Julie has been in the position of Manager of the school for over 25 years, she has guided Kinma for half of the time it has been operating. Her understanding and drive for the “Kinma Way” has supported many, many families and staff over decades. It was announced at the beginning of 2023 that Felicity Brandon, who has worked at Kinma as a teacher in the preschool for 17 years, would take on the role as Head of School in term 2 of 2023.

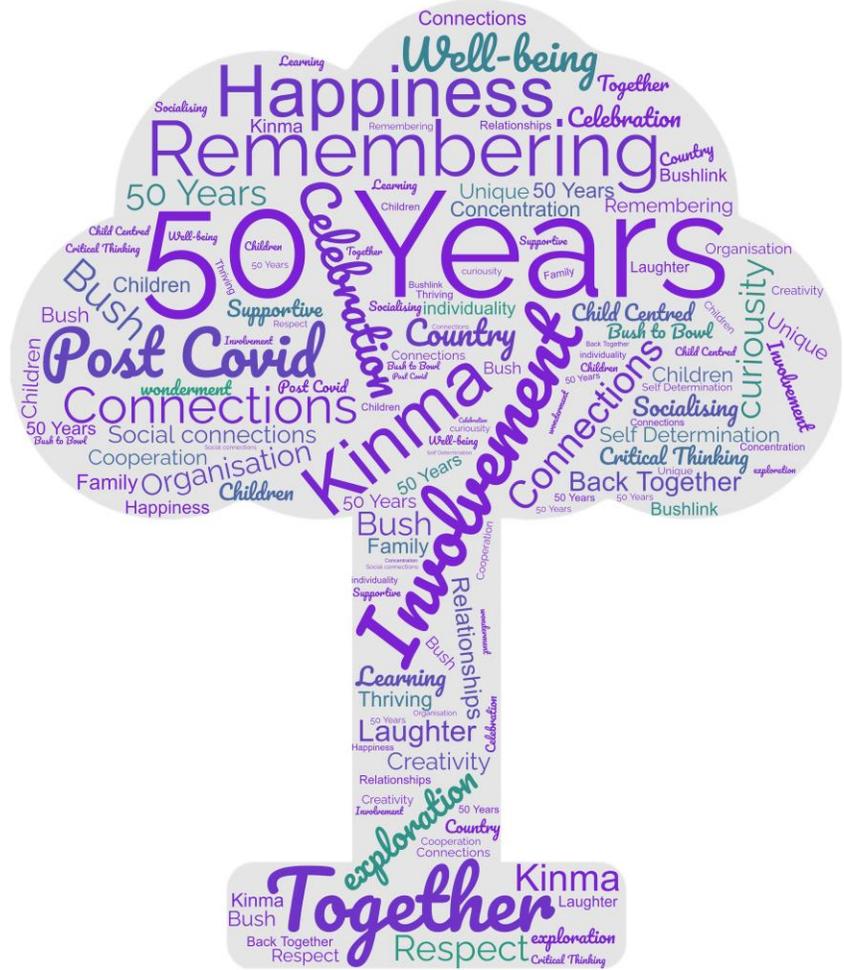
We also welcomed Anthony in term 2 who worked with Group 3 (year 5 and 6). He brought many talents including science investigations and mathematical problem solving.

As part of the change of leadership, many policies were visited and updated during Education Committee meetings to ensure as smooth a transition as possible, that regulatory and compliance requirements continue to be met and that policies are in place to support the new leadership guide Kinma in future years.

Many policies have been updated including:

- Parent Handbook – updated for consistent information sharing
- Complaint management – for clarity of procedures when issues are raised
- Staff Code of Conduct – for ensuring professionalism
- Asthma, anaphylaxis and medical conditions – for the safety of all community members
- Technology – to stay current and up to date with mobile phones and wearable technology.

The Behaviour Management Policy has been one of the ongoing policies looked at over 2022. Open conversations and considerations around the wording and phrasing and how this is interpreted in practice have meant that we have changed the title of the policy to Social and Emotional learning. As children are learning to relate, rather than behave, considerations around behaviour management intertwined with our extensive understanding of social and emotional learning. The types of considerations were around consistent language when talking with children, hearing different perspectives and aiming for all voices to be heard, assisting the children feel supported, considering supervision and how this affects the trust that we have in children, being descriptive around behaviours for clarity and to be aware of not communicating shame or blame. We aim for positive outcomes and working with families and children to work towards self-awareness and responsibility.



Theme 2: Contextual information about the School

Kinma's Vision

Educating students to support their love of learning and to develop their confidence for deep engagement with their communities and the broader world.

Our Mission

Kinma provides a preschool and a primary school that are managed in accordance with the highest standards of teaching, governance and administration.

School Objectives

The objectives of Kinma are to:

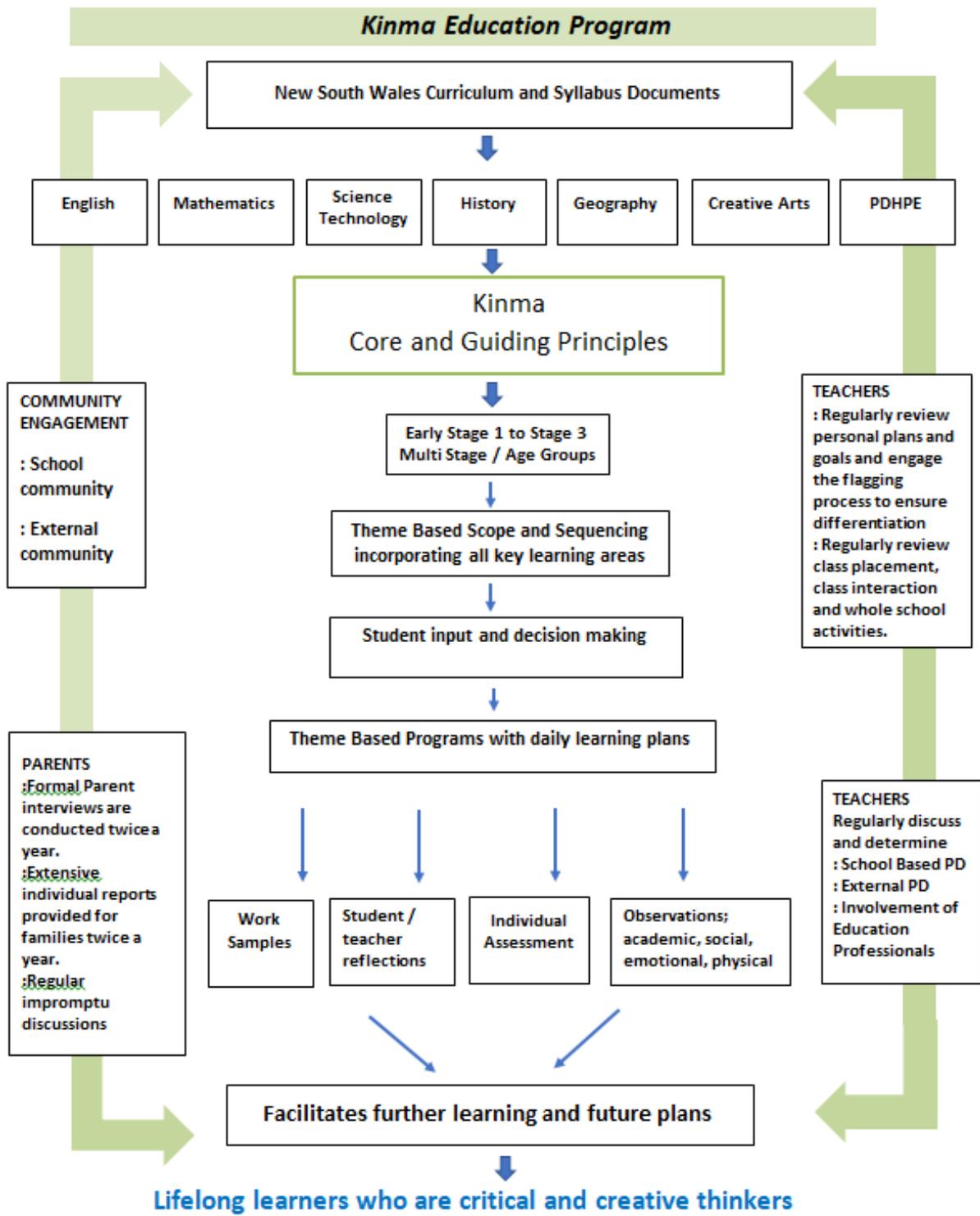
- 1) Provide school and pre-school education whose principles are:
 - a) striving for each child to achieve his or her full academic, physical and social potential in a supportive, stimulating learning environment
 - b) a child-centered, innovative program based on an understanding of child development
 - c) respect for the individuality of the child
 - d) fostering self-determination in the child
 - e) fostering the child's exploration, critical thinking and creative abilities
 - f) cooperation rather than competition
 - g) active involvement in a wide range of learning situations
 - h) maintaining high academic standards.
 - i) supporting the emotional well-being of children and teachers
 - j) learning within the bush environment and the community;

- 2) Provide, consistent with the preceding objectives, that the school:
 - a) is non-denominational
 - b) is co-educational
 - c) operates with small flexible multi age groups
 - d) provides at least one teacher for every 25 pupils
 - e) has no uniform

- f) assesses students individually and not through competitive exams
 - g) does not use corporal punishment or coercive/ manipulative approaches;
- 3) Respect and safeguard the professional status of teachers;
 - 4) Strive for co-operation between teachers, other educators, parents and children and to provide regular educational and social opportunities for close relationships to be formed between teachers, students and parents and to involve parents in aspects of the day-to-day work of the school;
 - 5) Allow for student participation in the affairs of the school and encourage involvement in the community outside the school;
 - 6) Apply the latest findings from education, psychology and related fields to the improvement of learning within the school;
 - 7) Stimulate public interest in education in general, especially modern approaches to learning and through this act as a demonstration centre from which educational practices and innovations may diffuse to other schools; found and endow scholarships, bursaries and exhibitions within the school or at any other educational institution;
 - 8) Provide relief, benevolence and assistance by means of pecuniary or other help to students of the School whether by way of fee concessions or otherwise.

“We can best help children learn
not by deciding what we think they should learn
And thinking of ingenious ways to teach them,
But by making the world,
as far as we can, accessible to them.
Paying serious attention to what they do,
answering their questions – if they have any -- and helping
them explore the things that they are most interested in” –
John Holt





Theme 4: Professional Learning and Teaching Standards

The following educators were employed:

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	7
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR Guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39)	1

“That’s ok” *child* says, in a softer tone than usual, “We’re not perfect ... none of us are.” This in response to another child saying some words that may have been better left unsaid.

Professional Learning

WHOLE STAFF

Professional Development	Number of staff in attendance
Progressive Education – How do we do it?	9
Child Protection - Manager	13
First Aid Training – external supply	16
Trauma in Children – how to support?	14
Walking on Country with Dennis Foley – Wheelers Creek	17
Dennis here	17
Let's Write a Unit	10
Australasian Democratic Education Conference	4
Sociology and the Growing World	17

INDIVIDUAL AND SMALL GROUP

Professional Development	Number of staff in attendance
Learning Difficulties Essentials Online: Understanding And Responding To Reading Difficulties, including Dyslexia	1
SPELD Sounds Write Course	1

Diversity of Autism course	1
Dodgy Play	2
Positive Teaching and Learning Webinar	1
Evidence-based reading in action	1
Student observations with AIS specialist	1
Individual group meetings (2 times per term) Meetings with Education Leader to focus on individual needs of children, programming, group dynamics and any other issues raised by teaching staff.	All educational staff

COMMUNITY

Professional Development	Number of staff in attendance
Board Planning Day	6 Board members, 1 Staff member
Community Day	6 Board members 4 staff 30 parents
Learning Forum – Relationships – Self, Others, Environment	8 staff 50 parents
Family termly meetings 1-4 (individual groups) via Zoom (Only held via Zoom)	10 staff 65% of all families

Theme 5: Workforce Composition

Workforce	Total
Teaching staff	7
Full time equivalent teaching staff	6.4
Teaching support staff	3
Full-time equivalent Teaching support staff	2.4
Number of non-teaching staff	3
Full- time equivalent non-teaching staff	2.2

TEACHER ACCREDITATION

Level of Accreditation	Number of staff
Conditional	2
Proficient – 3 went through Accreditation Process	7

- Staff Retention rate from 2021 was 86%.

Theme 6: Student attendance and management of non-attendance

ATTENDANCE POLICY

OVERALL POLICY

It is a government requirement in NSW (Education Act 1990) for school aged children (6years) to attend school or be formally home-schooled. Any student enrolled at Kinma is required to attend school on a regular basis, in keeping with NSW law. Kinma operates within the guidelines of the NSW Education Standards Authority.

There can be many good reasons for not attending school, including illness, family or religious obligations. Kinma requires parents and guardians to advise the school in advance if a student is to be absent. For unplanned absences, parents and guardians are required to advise the school as soon as possible on the day of each such absence. Absence notifications from parents and guardians may be made by phone, by email or in person at the office.

In certain circumstances, the Manager may grant an exemption from school attendance. The circumstances in which an exemption may be granted include extended illness, opportunities to participate in alternative approaches to education, creative or sporting programs or short-term employment for example in the entertainment industry. Details about such exemptions and how they are administered are in the Student Attendance – Exemptions Policy.

Kinma will contact parents or guardians where there is an unexplained absence.

KINMA CONTEXT

Kinma is a comprehensive, co-educational K-6 school, underpinned by democratic values. Once enrolled, families are expected to support the school's core values and beliefs and comply with the school rules to maintain the enrolment.

Where students miss school, they miss out on individual and group learning and growth at Kinma. Kinma teachers work individually with students as much as possible to ensure that absences from school do not affect their learning and growth.

Kinma will work closely with families where attendance difficulties have arisen, to identify strategies to return to normal attendance. Lengthy unexplained absences from school may indicate children at risk and the Manager may determine that the issue be dealt with under Kinma's child protection policies.

MONITORING ATTENDANCE

Recording attendance (register of daily attendance)

The class teacher must:

- Monitor the daily attendance/absence of the students and record attendance on the class roll. This is done by 9.30 am each day by class teachers
- Administration will review all class rolls by 9.45 am daily to identify any unexplained absences
- Administration will follow up unexplained absences by texting parents directly
- Follow up phone call if no response from family by 10.30am
- Each class teacher retains student data including documentation for reason of absence, archiving it at the end of each year.

Following up unexplained absences

Where there is an unexplained absence:

- Administration will contact family via text on the day of absence
- Where all attempts to contact the family fail, the office must use other means to locate the absent student. Other means include contacting other sources of information about the family's and student's whereabouts. Police should be contacted when all avenues draw a blank. Contacting police is compulsory after attempts to contact the family have failed over a 24-hour period.

Unsatisfactory attendance

Unsatisfactory attendance is where there are frequent unexplained absences from school or where frequent notified absences do not involve illness, medical appointments or reasonable family or religious obligations. Kinma staff must intervene where a student's attendance is unsatisfactory.

When a teacher or other Kinma staff identifies a case of unsatisfactory attendance, he or she will:

- document the unsatisfactory attendance information in the student file
- report the unsatisfactory attendance to the Education Leader and Manager
- use the next staff meeting to consider options for addressing the issue
- Meet with the family of the student to develop strategies to address the issue of unsatisfactory attendance. The Manager or Education Leader will be in attendance at these meetings if required.

The class teacher will seek clarification from the Manager if there is any uncertainty about the actions required.

If the School's attempts to improve attendance fail, they will contact Association of Independent Schools to seek further assistance to manage the issue.

Administration

The Manager must ensure that Kinma keeps a register of daily attendance of Kinma students. This register is known as the Daily Attendance/absentee file. The register contains all telephone and email notifications of student absence notifications. The register of daily attendance retained for a minimum period of seven years preceding the current date. The following details will be recorded for each notification:

- date of notification
- date(s) of absence
- name of the student
- name of the parent/carer making the notification
- Reason for absence.
- Administration will notate on the roll (coloured purple) if they receive any notifications of absence as soon as received

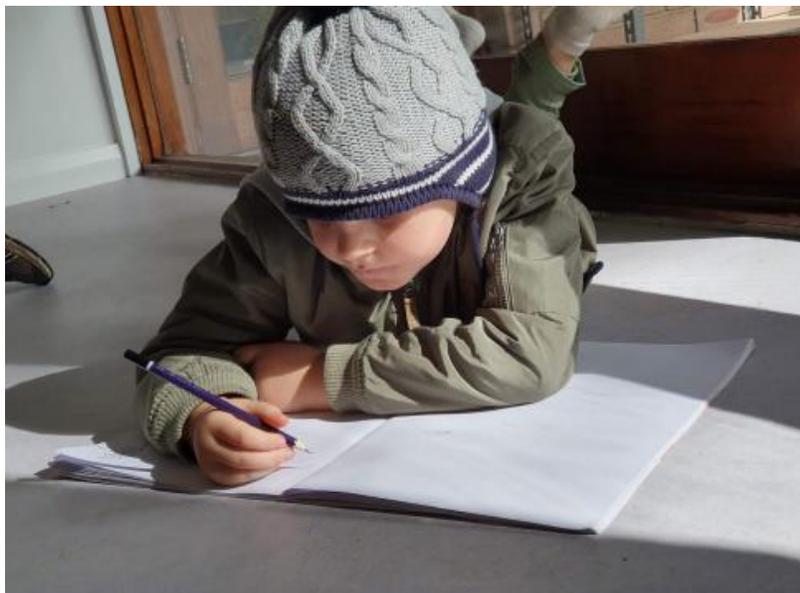
The Manager must ensure that Kinma keeps a register of enrolments. The register of enrolments must be retained for a minimum period of five years preceding the current date. This register includes the following information for each student:

- name, age and address
- name and contact telephone number of parent(s)/carer(s)
- date of enrolment
- for students older than six (6) years, previous school or pre-enrolment situation
- The date of leaving the school and the student's destination.

Where the destination of a departing student is unknown, the office will attempt to find out the information by:

- sending a certified letter to the last known address
- trying to make phone contact
- contacting a DET Officer with the Home/School Liaison Team and notifying them of the student's name, age and last known address

If the Manager or other staff are concerned for the student's safety, the Manager will contact Family and Community Services.



Attendance data

All students

Grade	Attendance rate	Count of students with attendance rates < 90%	Count of students with attendance rates ≥ 90%	Number of students
Year 1	88.98%	7	10	17
Year 2	89.78%	5	8	13
Year 3	90.69%	3	14	17
Year 4	93.76%	2	8	10
Year 5	93.65%	3	8	11
Year 6	93.16%	2	5	7

Indigenous students - nil

Overall attendance	Non indigenous attendance %	Indigenous attendance %	Overall proportion of students attending at least 90% of the time	Non-indigenous proportion of students attending at least 90% of the time	Indigenous proportion of students attending at least 90% of the time
91.23%	91.23%	0.00%	70.39%	70.39%	0.00%

Theme 7: Enrolment policies and characteristics of the student body

The Enrolment Process and the Enrolment contract

CONTENT

Background information – Kinma History

Background information – Kinma Philosophy and Ethos

Characteristics of the Student and Community Body

The application form

Enrolment procedures

Guidelines for applications for enrolment of students with disabilities

Conditions of entry

Exclusion from the School

Medical treatment

Amendment of terms and conditions

Enrolment Contract - fees

Penalty clauses

School fees

Notice of withdrawal

Kinma History

Kinma Limited is a non-profit company limited by guarantee. The school was founded in 1972 by a small group of parents who wanted a more progressive and innovative education for their children. Kinma Limited is still governed by its members. The parent body holds a majority of positions on the Kinma Board. The Board consists of six parents elected by the parent body and two community representatives. Two additional Directors may be appointed annually where particular expertise is required.

KINMA PHILOSOPHY AND ETHOS

Kinma is a leader in progressive education, supporting other educators to develop learning values and programs that are effective for all students.

Kinma's philosophy underpins a program that supports each student to reach their best in a nurturing and stimulating environment. Our philosophy ensures that we:

- respect the individuality of the student

- embrace difference
- foster self-determination in the student
- develop creative and critical abilities
- replace competition with co-operation
- stress active involvement of students in a wide range of educational situations
- support students to become flexible thinkers and independent, self-directed learners
- utilise the resources of the environment and the community.

Kinma learning focuses simultaneously on each individual student, and on building a healthy dynamic community; providing informal, innovative and individualised learning opportunities. The Kinma program builds from detailed understanding of child development and close observation of each student.

Kinma students learn in an atmosphere of equality. There are no uniforms and students are on first name terms with all staff. This equality supports students in becoming active “citizens” of Kinma, who understand and take responsibility for their conduct on many levels. Kinma students develop maturity and insight that support them throughout life.

Competition and testing are not supported at Kinma. They are not seen as the best ways to monitor student progress and needs. Kinma educators are expert at identifying and working with individual learning needs without recourse to competitive assessment.

CHARACTERISTICS OF THE STUDENT AND COMMUNITY BODY

Kinma offers pre-school education for children from 3 to 5 years of age and primary education for children up to the age of 13. Kinma supports a weekly playgroup for children under 5 years of age.

Kinma has currently 125 students of whom 86 are in Primary and 39 in Preschool. There are approximately equal number of girls and boys throughout the school.

It is fundamental to Kinma’s philosophy and day to day operation that the home and school environments are compatible and that parents are aware of, and involved in their child’s education. Families vary in the amount of knowledge they possess concerning Kinma, but all families require some orientation to this unique program. Some form of continual involvement is helpful in order to maintain awareness, because Kinma is an evolving environment.

Attachment 1: Preschool and Primary Family Handbook

APPLICATION FORM

The first step in applying to enroll at Pre-school and / or Primary is to complete the Application Form and return to Administration.

The completion of this application does not guarantee a placement at the Preschool or Primary School.

The information that is collected is required for the following purpose:

- to enable key contact information in relation to duty of care
- to best understand the learning requirements of your child

- to collect statistical data for the NSW Department of Education, NSW Department of Family and Community Services, and the Federal Department of Education Employment and Work Place Relations

A letter of offer and confirmation will be forwarded with appropriate fee charges when an offer of placement is made. All offers of placement need to be accepted within a fourteen day period.

PROCEDURES

Preschool

All applications will be processed in accordance with this policy.

Subject to availability, offers of a place will be made in the following order:

- whether there are siblings of the applicant already enrolled at Kinma,
- date of application; and
- suitability of the applicants.

Primary

All applicants will be processed in accordance with this policy.

Subject to availability, offers of a place will be made in the following order:

- whether there are siblings of the applicant already enrolled at Kinma,
- current Preschool families wishing to transfer to Primary will be placed on waitlist at the date of enrolment to Preschool,
- Length of time at Preschool (minimum 12 months)
- external applications after internal offers have been secured; and
- suitability of the applicants.

Continuing enrolment is subject to the student's and family's adherence to the guidelines and expectations of the School, and payment of all school fees.

Attachment 2: Enrolment Policy

Guidelines for Applications for enrolment on behalf of students with disabilities

The *Disability Standards for Education 2005 (Standards)* apply to a school's dealings with all students with disabilities (i.e. those enrolled at the school even if they have not yet commenced) and also prospective students with disabilities (i.e. those for whom an approach has been made regarding admission). These guidelines provide a structure to help schools comply with the *Standards* in the context of the enrolment process for students with a disability as defined under the Disability Discrimination Act (DDA).

These guidelines are intended to be flexibly applied to suit the circumstances of each application.

When considering any application for enrolment, a determination should be made regarding the school's capacity to address the student's individual needs. This can be achieved by working through the individual

planning process to identify the reasonable adjustments that would be required to facilitate the student's access to and participation in the educational opportunities provided by the school. This process requires lateral thought to identify solutions.

CONDITIONS OF ENTRY

Being Informed

At Kinma we utilise a number of methods to disseminate information. It is an expectation that families make themselves available to these sources so they can be kept up to date with any changes to School policy or practice. We offer a weekly newsletter, face book, website, Instagram and direct email correspondence.

School Absence

It is a requirement that any student who is not in attendance on a day that they are enrolled the School administration is notified by email (office@kinma.nsw.edu.au), telephone (94500738) or in person at the office. This is not only a legislated government requirement but also imperative that we know that all students are safe and in the times of emergency drills our information is current and accurate.

If you are planning an extended period of leave you are required to seek permission from the Manager in accordance with NSW Government 'Keep them Safe' Legislation. Your earliest possible request is appreciated.

Attachment 4: Attendance guidelines

Behaviour – Changed to Social and Emotional Learning Guidelines

Behaviour management at Kinma is applied to achieve a well-functioning school that allows all students, staff and families to be treated fairly and with dignity. We do so in an environment that supports cohesion and inclusion; free from disruption, intimidation, harassment, victimisation and discrimination.

The School supports the emotional wellbeing of students and teachers and abstains from corporal punishment and other coercive and manipulative approaches. The school does not support the administration of corporal punishment by anyone including parents enforcing discipline at school.

Exclusion from School

If the Manager, or any person deputing for the Manager, considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the Manager or deputy may exclude the student permanently or temporarily at their absolute discretion.

If the school Board or the Manager believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school, the school board or the Manager may require the parent to remove the child from the school. The school will only exercise its powers under this clause to exclude a pupil permanently if it has provided the pupil and the parents or guardians of the pupil with details of the conduct which may result in a decision to exclude the pupil and provided them with a reasonable opportunity to respond.

Attachment 3: Social and Emotional Learning Guidelines

No remission of fees will apply in relation to any of the above cases.

Medical Treatment

If a student needs urgent hospital or medical treatment of any nature and the school is unable to contact the parent or guardian after making reasonable efforts the parent or guardian authorise the school to give authority for such treatment. The parent or guardian indemnifies the school, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.

Changes to terms and conditions

The School Board may alter these conditions of entry at any time by providing not less than one terms notice, and will generally take effect from the January of the following year.

Contact details

It is the responsibility of parents to advise the school of change of address, contact telephone numbers and email addresses.

ENROLMENT CONTRACT – FEES

Enrolment Fee

The enrolment fee is invoiced once a placement has been offered. The payment of this fee is required before a student can commence. This fee is non-refundable.

Tuition Fees

Fees at Kinma are billed in four equal amounts (term 1, 2, 3 + 4) through the year. These fees are due and payable within the first 4 weeks of the term.

There is a direct debit system that allows a monthly payment option. To enquire about this method talk with Administration.

School Camp Fees

Kinma primary attend an annual camp and there is a fee charged for attendance. This invoice is billed separately from tuition fees.

Notice of Withdrawal

Families at Kinma are required to give one full term's notice (excluding holiday periods) when withdrawing their child. Failure to give sufficient notice will incur an additional cost of one term's fees.

Attachment 5: Fee Policy

ENROLMENT AND ORIENTATION POLICY

PURPOSE

This policy is to guide staff on the policies and practices to enroll and settle in new students at Kinma Preschool and Primary.

POLICY STATEMENT

Kinma's philosophy of education does not suit all students or families. It is important for Kinma to get an understanding of the student's and family's needs and expectations before accepting a request to enroll a student. Kinma is not obliged to enrol every student who seeks enrolment. Kinma reserves the right to decide whether to accept or reject an application for enrolment.

Kinma charges a non-refundable enrolment fee. The level of the fee is set by the Board. Once a student is accepted for enrolment at Kinma, the school has an obligation to that student for their educational and social well-being while at Kinma. Kinma understands that families are part of the Kinma community.

The foundation of a good relationship between families and Kinma begins from their first inquiry. From the point when a decision is made to enrol a new student, Kinma will prepare an individual orientation plan in consultation with the student's family, focusing on language, culture, social and educational strengths and any other relevant considerations.

Where there is no current vacancy at the school or preschool, an enrolment application may be placed on a wait list. Progression of any enrolments from the wait-list are entirely at the discretion of the Manager.

PRACTICE

First contact for new families is with the office. The Manager or her delegate explains a bit about the school at this first contact and offers options for the family learn a bit more about Kinma and our style of education, like:

- Coming on a school tour
- Attending an open day at the school
- Coming to an educational event for Kinma families like "Talk over Tea".

During school tours and open days, families have the opportunity to see the preschool and primary school in operation and to meet the staff. At these events, the Manager (or her representative) provides information about the school's philosophy, as well as about administrative matters such as fees and hours of operation.

At educational events for parents, families can learn more about our approach to learning, and talk to families about their experience of Kinma.

When a family indicates the wish to enroll a child, Kinma office staff provide them with an enrolment package. The package includes information about the school and enrolment forms that the family must complete before the enrolment can be accepted. The enrolment forms collect the information that is required to comply with government requirements.

Once the enrolment fee is paid and all relevant documentation completed, Kinma office staff place the application on the wait list.

When a new student's enrolment is accepted, the orientation process begins. The Manager or her nominee will consult further with the family regarding specific information such as allergies, language and cultural needs of the family, the start date, orientation visits. Fees and other costs are discussed.

Teaching staff help the new student find other students to socialise with, and formally orient them in regard to the physical space at preschool or primary. They support the student with close attention until the student appears settled. During the orientation period Preschool staff will endeavor to give feedback to new families on a weekly basis. Primary staff are available before and after school (by appointment) to

provide feedback.

Theme 8: Other School Policies

Policy	Changes in 2022	Access to full Text
Behaviour Management	Education Committee reviewing Whole staff reflection on the policy Consultation with Education Experts	School website, School Handbook and available from Administration
Child Protection	Reviewed with Child Safe Standards	School website, School Handbook and available from Administration
Parent Handbook	Reviewed and updated	Available from Administration
Staff Code of Conduct	Reviewed and updated and signed again by all staff with updates	Available from Administration
Excursion Policy	Reviewed and updated to reflect adults attending requiring a WWCC	Administration
Technology Policy	Updated to include wearable technology, mobile phones use by children and staff.	Administration
Evacuation Policy	Updated and plans revised	Administration
Complaints Management Policy	Reviewed and updated	Administration
Sun Protection Policy	Reviewed and updated	Administration
Medical Conditions Policy	Reviewed and updated policy and procedures	Administration
Hygiene Policy	Included Pandemic situation and updated	Administration

Policy Review

Review of all policies is undertaken by our Education Committee. Policies are generally on a 2 year cycle. However some policies are reviewed annually. This Education Committee consists of one staff member from the Preschool group and one staff member representing the Primary group. There are two Kinma Board members that attend and the School Manager.

At times students and families raise issue that may require staff to review a practice, which in turn can lead to policy changes.

Policies are reviewed and changed in line with any legislative changes as appropriate.

Once policies have been reviewed and amended as required a copy is distributed to the whole school community via the newsletter which is sent weekly to individual email addresses.

Final draft policies are submitted to the School Board for ratification. The School Board consists of six current parents and two community members.

Full copies of all Kinma School policies are available from the Administrative office by contacting 02 94500738 or emailing office@kinma.nsw.edu.au

Theme 9: School Determined Improvement Targets

Kinma's Strategic Plan 2022- 2025 guide the work of the Board, Staff and Students. The Plan holds the School's core values across all areas of the School, and gives us a positive, focused and exciting way forward.

In Education: Maintain Excellence and Extend Influence

Celebration of 50 years of Kinma as a learning community – people from all areas of the past 50 years including past students, teachers and families came and celebrated all the amazing memories with photographs being displayed, speeches from founding members, sharing of food, reconnection of past and current relationships. It was a day of demonstrating the open ended and community driven education from the past 50 years. Many community members were involved in the organization of the day that we celebrated and many conversations about memories and how we have grown in the decades. One thing that continued to run through the discussions was how we continue to be true to the Core and Guiding Principles set up all those years ago, that they continue to guide and help shape our educational decisions and relationships.

Fuse First Nations understandings through every-day learning – staff met with matrilineal elder on multiple occasions to further the understanding of how First Nations people lived and how we respect the current perspectives of local members and their knowledge being shared. Such knowledge sharing included information about the land that Kinma is custodian of, use of ochre and how to use this with the children of Kinma and ways to incorporate First Nations knowledge into all areas of learning.

Understand Behaviour Management as a practice of Relational Learning not isolated from other Key learning areas – this has been reflected on from many perspectives including families, staff, children and experts. The policy is having a name change and further reflections into 2023.

In Governance: Maintain Financial Sustainability and Good Governance

Refurbishment of two classrooms was arranged as there were grants available to cover half the cost of the project. The Board decided that using this opportunity to make these improvements was worth taking on a loan to carry out the work. The Planning Committee considered many concepts and ideas including improving heating and cooling and keeping the architectural features of the buildings such as exposed beams and the lofts that the children love.

Tours of preschool and primary increased in 2022 with post covid times ensuring that marketing strategies for the growth of Preschool to support the growth of primary numbers.

Recruitment of new Education Leader and new Head of School was a main focus of the Board.

In the Environment: Enhance our natural and built environment

Continue our work with Bushlink organization – small groups of Kinma children work with people from Bushlink who are people with a disability and together they weed and plant new plants at Kinma twice a term. The Bushlink people have a passion for bush regeneration and share their knowledge of caring for the natural bush land with the small groups working alongside each other to tend to our wide and varied bushland environment.

Continue our relationship with Bush to Bowl – Group 1 visited each week for a term and gained much knowledge about endemic plants, native plants, care for the environment and other First Nations perspectives through an ongoing relationship and visits.

Continue our Alumni bush regeneration groups bi-termly.

Update Environmental Plan in 2023 - to consider impact of refurbishment work and ongoing management of our bush environment and role it plays in the wider environment.



‘Never doubt that a small group of thoughtful,
Committed citizens can change the world.

Indeed, it is the only thing that ever has.’

- Margaret Meade

Theme 10: Initiatives promoting respect and responsibility

At Kinma we ...

Consider ways of being respectful. This is a core part of who we are and the base for relationships.

These respectful relationships are with ourselves, with who we think are, what we are good at, what we like, how we view ourselves.

Respectful relationships with others consider how we are kind and friendly to others, how we solve issues together and are supported to treat others the way we would like to be treated.

Respectful relationships with the environment consider our bushland surrounding, the animals that live here, and the resources that we use. What we take from Country we try to give back.

'Teaching' respect can be challenging as it is a concept to be understood rather than simply spoken about. We role model respectful relationships through our actions as well as our words, tone and body language.

We have spent time in 2022 unpacking as a team, with staff, families and students, what respectful relationships look like. We have done this through professional development, learning forums where we discuss different aspects as a learning community and we have consulted experts in the field of social learning, including Nikki Bruncker, a Sydney University Lecturer.



One of the outcomes of this learning and investigation has been the review of our 'Behaviour Management' Policy. Upon reflection we are striving for kind interactions and supported regulation of children. We feel that we are striving for social and emotional learning, just as students are learning about the Key Learning Areas, in this social situation of school much of their learning is about social and emotional well-being. We as Kinma community are not 'managing behaviour', we are guiding children to make responsible choices, to consider their actions and how these affect themselves and others.

STUDENT AND COMMUNITY WELFARE

Kinma community believes that education is a process of growth which continues throughout life. Therefore Kinma is not preparation for life, but the opportunity for children to discover life and the world within a safe and secure environment. Education is not the transmission of facts, but the development of understanding and thinking skills. Education at Kinma must reflect life, where learning is undertaken through the integration of specific disciplines, the use of concrete materials and real life experiences.

Children take an active role in their learning, while the teacher takes a role as facilitator providing opportunities for students to investigate at their own rate within their own learning style. Children are given the opportunity to bring their pre-existing knowledge, understanding and interests to their learning. In this way education becomes meaningful and purposeful to children. Responsibility for their own learning enables the development of self-discipline as children discover the consequences of their actions and develop their own limits for behaviour.

Kinma provides an environment which respects and nurtures the individuality of its members. It promotes an active, creative and generative movement for all its members, an environment which allows and actively encourages children to reach their potential in all areas. Kinma staff believe that children have an innate desire to learn. Through the recognition and understanding of developmental stages of childhood and individual learning, teachers design the educational program to engage with that idea. Implicit in this program is the belief that play and imagination are central to learning and that a broad curriculum is most appropriate in the primary years. It is basic to Kinma's philosophy and day-to-day operation that home and school environment are compatible and that parents are aware and involved in their child's education.

Parents are valued members of the Kinma community. It is intrinsic to the values of Kinma that staff, parents and children work together in order to further understand and 'know' each other well as to develop a true sense of community. Parents are consulted and counseled before making Kinma their final choice of school as it is vital to the community and child's development that home and the school environment are compatible. Parents are made aware of, and are involved in, their child's day-to-day education.

At times throughout a child's learning journey individuals and small groups need additional support to assist their understanding of feelings and events that they cannot control. Staff take time to support students and can gain the assistance of the Education Co-ordinator and Manager if required. In consultation with the family staff identify behaviours that may benefit from a professional body (e.g. neck specialist, psychologist, natural therapist). At Kinma we have a list of support professionals within the wider community to access. Detailed information is held in the Health Support File in Administration.

At Kinma we hold the belief that human relationships are the fundamental basis of all learning and that we all learn and develop in different ways. Humans are social beings and from a young age we support them to develop their self- concept and abilities. Therefore, it makes sense that we are not bound to any one model of education. We are eclectic in our practice, continually evolving and striving towards better education for all children.

Since 1972 Kinma has seen the importance of social and emotional well- being. This impacts on every aspect of society: work, relationships, parenting, the economy and political structures, even our use of the physical environment.

The School is the location for a large proportion of child socialisation, therefore schools are crucial in social and emotional development either explicitly or implicitly.

Through the following Kinma allows children to develop from within a respect of themselves and others:

<ul style="list-style-type: none">• Building relationship• Really listening• Non judgment• Student autonomy• Self- motivation• Experiential learning	<ul style="list-style-type: none">• Teacher as facilitator• Learner centred• Peer learning• Co-operative group work• Build in small steps• Teacher clarity
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“You just need to turn on
your creative brain and turn off
your destructive brain” 6 years of age discussion with a peer

Theme 11: Student, Parent and Staff Satisfaction

The satisfaction, and even love, of Kinma was fully celebrated during 2022 as we reflected and reminisced on the 50 years of Kinma education, the current and past community members recalled the way they have always appreciated the community feel of Kinma and the magic that this weaves through trusting and believing in the children and working together towards common goals.

Relationship is paramount in our philosophy and practice. We believe that families are the child's first teacher. The family is the most powerful influence on a child's learning and development. Our aim is to build strong connections with each family in order to make the transition into school as smooth as possible for parents and children. We believe that an educational experience is as much about the parents and families as it is about children and teachers. At Kinma parents, children, extended families and staff form a community.

Parents are not only invited to become involved in the operation of the School community through participation, for example, Board, Education Committee or Finance Committee, but parents are recognised as collaborators in the education of their children. In our view parents are 'experts' on their children, we encourage the sharing of this knowledge to enrich children's learning by helping us build a more complete overall picture of each child.

We gathered ideas in 2022 about the satisfaction of the community through many different events and processes including:

- Community Day where the board gather feedback from families about what they want to see more of through small group discussions around open themes such as "I wish, I wonder, I like". Many of the comments were around connections and keeping true to our philosophy of education.
- Informal gatherings like Bush Dance, Gratitude Gathering, Farewelling children going to high school where we hear from the graduating group how much and why they love Kinma.
- Learning Forums to share information and have deep discussions about parenting, education and societal views.
- Formal Parent Teacher Interviews twice a year to share feedback about individual children.
- Annual Family survey where useful data and opinions are gathered. The feedback is consistently positive across all areas and provides an opportunity for feedback with anonymity.

Theme 12: Summary of Financial Information

