

Term Dates 2020

Term 1: Thu 30 Jan – Thu 9 April

Term 2: Wed 29 Apr – Fri 3 July

Term 3: Wed 29 July – Fri 25 Sep

Term 4: Tues 13 Oct – Wed 16 Dec

2020

Term 1		
Mon 17 Feb	9.30-11.30am	Play Group with Felicity, hall
Mon 17 Feb	2.00-3.00pm	Groups 4 & 1 Afternoon Tea , hall
Weds 19 Feb	9.30am	Open Morning for interested families
Wed 4 March	9.30 -12.30pm	Tinkering - can you help see Kate and Kimberley grp 2
Sat 7 March	9.15 –1 2.30	Community Day for all families – all invited (stay for lunch)
Mon 9 March	10am	Sydney Uni Students visit
Wed 11 March	9.15 – 11.15am	Preschool Morning Tea
Weds 18, Thu 19, Fri 20 March		Primary Camp – Yurt Farm, Goulburn
Weds 25 March	Morning	Bushlink
Weds 25 March	3.15pm	Alumni Afternoon Tea
Fri 3 April	Afternoon	Poetry Festival
Thu 9 April		End Term 1
Term 2		
Mon 11 May	7pm	Kima Ltd. Annual General Meeting - all invited
Tue 26 May	7-9pm	Alumni evening – come listen to ex students chat about life

ALERT

Dear families we have:

- 2 confirmed cases of Impetigo (school sores) at School. This is a skin infection caused by Staphylococcus bacteria. It appears as flat, yellow, crusty or moist patches or blisters on the skin. It is itchy. It is spread by direct contact. Please have any sores, blisters or scabs checked by medical professionals.
- Head lice – Itchy, bloodsucking very tiny creatures that live. We have one confirmed case. Where there is one there will be more. Please take the time this weekend to check your children's hair – sooner we are onto it the quicker it leaves us alone.

Board



Join us for Kinma Community Day 2020

Saturday 7th March
9.30am – 1.30pm

Be **CONNECTED**

Be **INFORMED**

Be **INVOLVED**

For all Preschool and Primary families

For more information, check out Board Members Steve Dixon and Rakesh Pankhania's video on the Kinma Community Facebook page.



Admin

How does Kinma work

With three new staff in Primary trying to piece together how such a school as Kinma works it can be quite daunting. Add to that children having expectations that they will know just how to speak and how to act and how to be “a Kinma teacher” and we have a lot of expectations to manage. Please chat with your children and if they are sharing their conversations about staff, it would be great for you to let them know “Rome was not built in a day”.

Just last week I was having a discussion with a child who was frustrated with a teacher and thought that they should just “know” how to do it. If only we all just knew how to do it. I suggested going and chatting to Michelle and Andy and ask them how long it took them to know – my guess is that they will say they are still learning.

Primary Interviews

We are looking at scheduling interviews over the next six weeks. We have decided to leave group 3 interviews until Deepika returns in early March. So, we will arrange most probably after the yurt farm.

We will start with Group 4 and group 2. Keep an eye out for invitations to sign up for a time to chat with your child’s teachers.

Storms

Just a gentle reminder for all children in Preschool and Primary to wear shoes while we have this wet weather at the moment. I do think it is still too wet for the spiders to come out, but you never know.

Literacy

A term that I am seeing around the current readings that pass my desk is “orphaned responsibility”. This term is being used where neither parents nor schools take active steps to promote reading – for joy. At Kinma there is a strong emphasis on reading – so just a reminder that we need the equally strong commitment from families at home to read to children, listen to them read, have a whole family novel that you read together. At the start of each term we can see quite clearly children who have done very little reading through the breaks. Please make reading just like cleaning teeth and eating.

*If a child can't learn the way we teach, maybe
we need to change the way we teach.
(Estrado)*

Yurt Farm Camp – Working With Children Checks

As you know (or most of you) it is now law that no adult can attend an overnight camp with a school unless they have a Working with Children Check. This check does not cost, just takes a little bit of time to complete the forms on line and then present to Services NSW for identification and verification (Office of the Children’s Guardian).

If you completed one for last year’s camp and it is still in date then all good, as we have these on file. If you did not attend or are new to the School, as of April 2018 you will need to action and create a WWCC. The School requires your WWCC number and your date of birth to be emailed to office@kinma.nsw.edu.au.

Please get on to this now. I am sure you can understand the amount of work we need to get done (as we have to check all numbers) to make the camp a great experience for all. I am unaware of any school that allows families to attend.

If you do not have a check YOU CANNOT attend the camp.

Hats, Shoes, Water Bottles

A reminder to please pack these every day. As Group 2 mention below, we never know when a spontaneous bush walk may happen, and we’ll need all of those to take with us.

Labelling Personal Items

At the end of each term we wash and pack up all lost property left at school, and then we take it to a charity bin. Last holidays we had 2 bags full. Please, we’d love it if you could take some time to label all clothing and personal items so that we can reunite them with their owners when we find them.

Towels

Towel fairies:

Thank you to the fairies who re helping with the washing, it Is such a great support.



If you ever want to be a casual towel fairy, just check if the line needs clearing and towels need folding. You could also run a full basket of clean towels down to the lobby of Group 3 classroom.



Julie, Claire, Carin and Narelle

Hello Kinma collective!

This term, Group 2 will be organising the first tinkering day of 2020.

Do you have a skill to share? A passion to pass on? A talent to teach?

It does not have to be your own, it may be your child's or it may be one the two of you share!

March the 4th is the big day!

If any of these resonate or spark an idea, please send us an email with your tinkering pod ideas!

Or would you like to be here for the day and enjoy the beautiful vibe and just help out, let us know.

Group2@kinma.nsw.edu.au

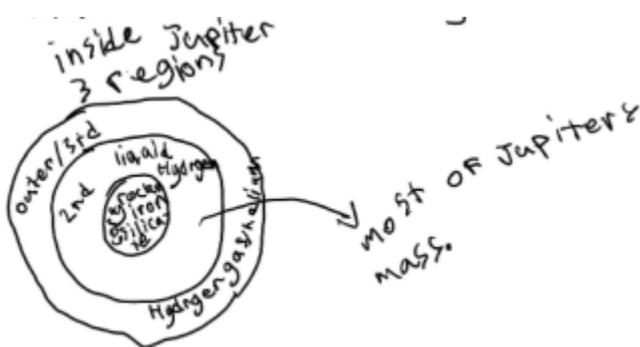
Look forward to hearing from you.

K&K

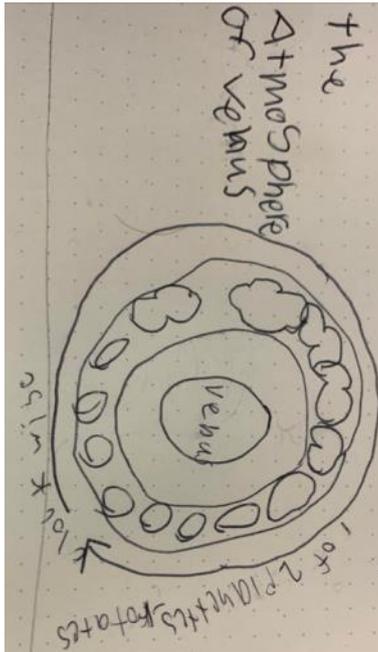
Group 2

To infinity... and beyond!

Everyone has dived into the gravitational pull of our theme, and we have broken into research groups and been assigned a planet to become an expert about! In only ONE SESSION we managed to get through the research, share discussions with Kimberley or Kate to shed light on the unknown (facts and vocabulary), then create an informative planet fact sheet. Lots of fascinating facts were learnt and some even blew our mind! Below are just a few of the marvellous minds of Group 2.



Joe used his discussion time to create a diagram to help him learn the regions of Jupiter.



Diesel, Willow and Samara are researching the hottest planet in our Solar System... VENUS! They drew a diagram to help them understand the atmospheres of Venus, and the fact it is only 1 of 2 planets that rotates clockwise.

After initial giggling over their planet's cheeky name, Nate, Ella and Sigrid came up with MORE wonderings! The two questions these self-driven thinkers and researchers posed were;

1. Why is Uranus so bright?
2. How do asteroids become moons?*

* (A theory that the multitudes of moons are asteroids caught in Uranus' gravitational pull).

Next up, we needed to put our heads together within our groups...



"How can we create an engaging poster that is not only engaging, but filled with our research?"



As you can see, it was a 'heads down, bottoms up' operation, as Group 2 got stuck into writing and drawing!



We have collaborated, analysed, wondered, created... now we excitedly anticipate presenting and sharing our findings!

There is some more fun stuff to do after this, but we refuse to spoil the surprise!

Saturn's, Space Piggies, Flying Uranus's and Space Bananas... aka Literacy and maths

In literacy, we have skyrocketed into our story writing. We spend 20 minutes a few times a week in our own worlds, writing a story. We then meet with two other Group 2 members, to read and advise each other in terms of storyline, spelling or making our stories more interesting.

Spelling and handwriting are also focal points for this term. We have particular focus on those tricky digraphs, such as the multitude of spellings for A SINGLE VOWEL SOUND and odd endings to words such as 'sure' and 'tion'.

Amongst the deluge of rain we've been having, we have been exposed to a deluge of different games to explore and extend our number skills. Dice, counters, cards, balls, whiteboards, ring toss, number spinners, bingo, jenga .. even baby Yoda has popped up for added motivation!

We are looking at all the different strategies we can use to help us subtract and add numbers. Bridging, partitioning and jump strategy... you name it, we're looking at it!

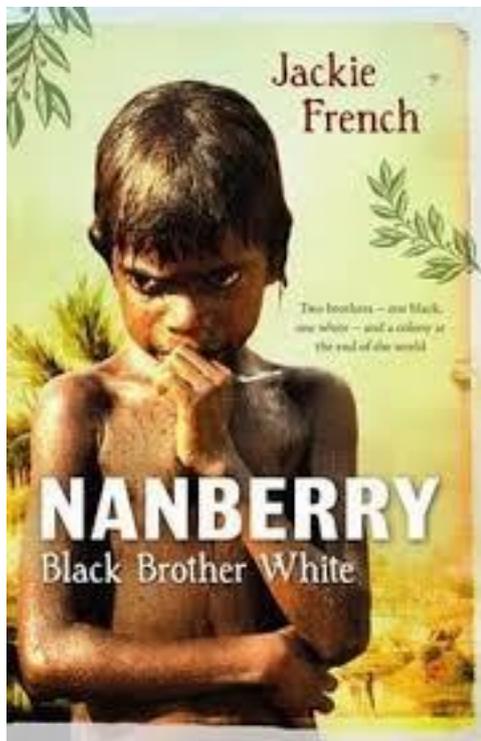
A focus strategy some of us are looking at is vertically organising numbers which we then add or multiply! This is great as it allows us to work with large numbers (up to the millions!!). It also has the added benefit of identifying place value. Soon, we will be going 'backwards' and looking at decimals.

Hope you are all having a wonderful week 3; we are having a particular interesting one due to the classroom changes. Which, we might add, everyone has flexibly and easily enjoyed whilst our classrooms 'natural habitat' is being returned to the great outdoors.

Kimberley and Kate

Group 3 Overview Term 1, 2020

First Peoples, First Contact and of course.... poetry!



Our focal point for our theme 'First Peoples, First Contact' will be the study of the text 'Nanberry Black Brother White' by Jackie French.

Jump back in time to a colony at the end of the world. It's 1789 and, as the new colony in Sydney Cove is established, Surgeon John White defies convention and adopts Nanberry, an Aboriginal boy, to raise as his son. Nanberry uses his unique gifts as an interpreter to bridge the two worlds he lives in. With his white brother, Andrew, he witnesses the struggles of the colonists to keep their precarious grip on a hostile wilderness. And yet he is haunted by the memories of the Cadigal warriors who will one day come to claim him as one of their own.

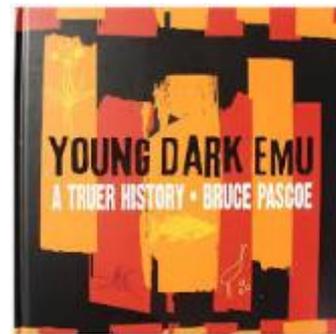
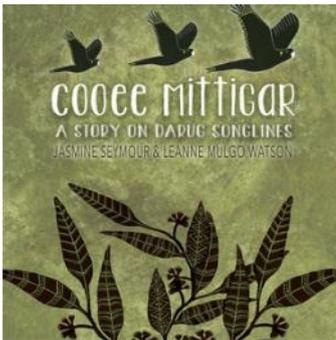
This true story follows the brothers as they make their way in the world - one as a sailor, serving in the Royal Navy, the other a hero of the Battle of Waterloo. No less incredible is the enduring love between the gentleman surgeon and the convict girl who was saved from the death penalty and became a great lady in her own right.



William Bradley's watercolour Taking of Colbee & Benaion, 25 November 1789. STATE LIBRARY OF NSW

Nanberry encompasses strong themes of identity, belonging, racism, self-determination and individual difference. As a reader we learn about the internal conflicts of each character through their thoughts, actions and words. The children will analyse the strong emotive language and description, developing empathy for the characters and a deeper understanding of life during this time. The children will use French's novel along with historical recounts and artworks as an inspiration for their own narrative writing, exploring the different perspectives pertaining to this time in Australian history. Incorporating Science,

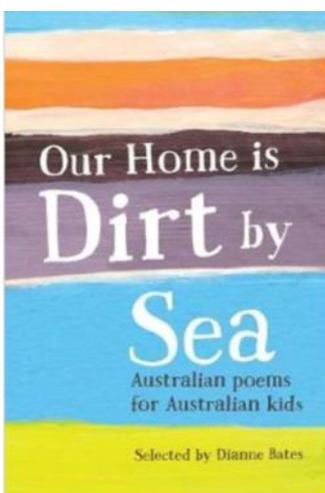
Maths and the Creative Arts into this unit, we will be drawing, designing and building ships that are required to function and carry a certain load.



During the class brainstorm, children showed an eagerness to learn about Aboriginal culture, including languages, animals, plants, songs, instruments, food, medicines, carvings, stories and building. They also expressed an interest in creating artwork by following step-by-step instructions and would like to produce art with a fire theme.

We are also currently looking at some excursions both locally and in the city that tie in with the Nanberry theme along with the children's brainstorm learning goals. Watch this space!

Along with thematic learning this term the children will be involved in 20 minute silent, narrative writing sessions each day. This time provides the children with a space to develop their writing skills, harness their creativity and freely experiment with their narrative voice.



In the latter half of this term we will turn our focus to poetry in the lead up to the annual Kinma Poetry Festival. We will be focusing on a compilation of Australian poetry, some of which can be found in the anthology 'Our Home is Dirt by Sea'; a diverse range of children's poetry selected by Dianne Bates. The *literary value* of poetry in general and the book in particular, will be explored through class discussions of the students' views before and after analysis of poems highlighting the layers of meaning, complexity of ideas and techniques used along with the effects achieved.

We are placing a strong focus on spelling this term, revising high frequency words and various spelling rules.

In Maths this term, we will be focusing on the *Number* strand in various contexts. We are exploring the history of number systems, including Roman Numerals. We are ordering, reading and representing integers of any size and describing properties of numbers. Knowledge of factors and

multiples will be used to solve problems. Activities will range from focused tasks to open-ended enquiry based projects.



We are excited to learn Parkour this term! Parkour is a training discipline using movement that is developed from military obstacle course training. The aim is to get from one point to another in a complex environment, without assistive equipment and in the fastest and most efficient way possible.



With Deepika and Katy both trained to teach yoga, the children in Group 3 will be channelling their inner yogi on Thursday afternoons. Core values are discussed and form the basis of yoga games and pair/ group work. Mindfulness and relaxation will be incorporated to help children feel better equipped to deal with the challenges that life throws at them.

Here are our extra activities for this term:

	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly Activities	Whole school	Parkour	Choice/ wheels Snack Attack	French Yoga	Music

We welcome any suggestions and always look forward to any contributions you might have! Look forward to meeting with you all at parent / teacher meetings later this term.

Hugs from Group 3 xx

Snack Attack

Snack Attack has begun and we are looking for volunteers for Wednesdays from 19th February 'til the end of term.

Total to cater for: 109 (Preschool kids 17, Primary kids here on Weds 78, staff 14)

Can you help? You could:

- Put your name down for a date or get together with other parents/carers and choose a week and a menu.
- And/Or, only buy the food for the meal
- And/Or, just chop the veggies at home or at Kinma
- And/Or, make all or some of the meal at home then drop it off for someone else to serve
- And/Or, bring in your ingredients to make it here
- And/or Help serve and clean up only.

All or some of the above!

**We request healthy food, no artificial colours, not too sugary, no nuts.
Offer a Vegetarian, gluten-free, dairy-free option.**

Some menu suggestions, but not limited to:

Mains suggestions:

Tacos
Nachos
Wraps with chicken/salad/hummus
Quiches with veggie sticks & hummus
Curry & rice
Butter chicken & rice
Jacket potatoes and toppings
Chicken drummies with sweet corn & veggie sticks
Fried rice with chicken/veg
Chicken nuggets and veggie sticks/hummus
Shepherd's pie or Cottage pie
Sausage sizzle (or falafels/veg burgers)
with veggie sticks and hummus

Dessert suggestions:

Frozen bananas on sticks with drizzled g-f/d-f chocolate
Fresh sliced fruit
Cake
Smoozes
Home-made ice-blocks
Blissballs
Choc topped strawberries
'Choc' crackles
Sorbet or ice-cream in cones or cups
Choc beetroot cupcakes.

There is a recipe folder in the kitchen with suggestions and ingredient quantities.

Please contact Tan Bright or Amelia Pankhania if you can help.

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