

## Term Dates 2020

Term 1: Thu 30 Jan – Fri 3 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

Sat 28 March	10-1pm	<b>Kinma Care Day - <i>Cancelled</i></b> <i>Ad hoc jobs, please watch newsletter &amp; Facebook</i>
Mon 30 March	8.30am	Group 3 Excursion - Sydney Living Museum - <i>cancelled</i>
<b>Fri 3 April</b>	Afternoon	Poetry Festival – <i>watch this space!</i> <b>End Term 1</b>

### Term 2

Mon 11 May	7pm	Kinma Ltd. Annual General Meeting - <i>to be advised</i>
Wed 13–Fri 15 May	6am	Group 3 Canberra Excursion – <i>cancelled</i>
Fri 22 May	9.30-11.30am	Open Morning for interested families - <i>postponed</i>
Tues 26 May	Pm	Alumni Evening – <i>postponed</i>
Sunday 21 June		Preschool on Sunday – Open Day - <i>postponed</i>



**In such difficult times, we are reminded how much all of us staff are grateful for the Kinma Community.**

# Board

**You asked at Community Day what is involved in being a Board member: what skills do you need? What time commitment is involved? What sort of work do you have to do?**

Boards work best when their members have varied skills. It is a great boon when members bring skills and knowledge about running an organisation. Next best thing is top-notch common sense and willingness to listen. Board members might have worked with marketing, or finance, or IT, or psychology, the environment or other fields. What matters most is being prepared to translate your skills and expertise into the Kinma context.

The Board meets for a couple of hours one evening a month during term time. You need to read the agenda papers before the meetings. Sometimes you might be asked to work with a small board team to prepare an agenda paper on a particular topic, or to research an issue and report back to the board. Occasionally there will be extra Board meetings to consider an urgent issue. You may be appointed to the Education Committee and attend its monthly meeting.

Board members' work consists largely of reading documents, and contributing expertise and good sense at board meetings. School parents may seek advice or support from Board members, so the members need to understand where to refer issues - is it a matter for Julie? for a teacher? for the Board?

It is a privilege to serve as a Board member, but also a serious commitment. You are responsible for the good governance of the school, so you need to take your "parent hat" off when you walk in Board shoes. At Board level you are no longer advocating for your child's needs, but for what the school and preschool need.

Ginny Neighbour  
Kinma Chair

# Admin

Dear Members,

Please find below :

- The notice of the 2020 Annual General Meeting of Kinma Limited
- Nomination Forms for the vacant Parent Director positions

Please note you need to be a Member of the Company to apply for a position on the Board.

If you have any questions or enquiries please contact [admin@kinma.nsw.edu.au](mailto:admin@kinma.nsw.edu.au).

## NOTICE OF 2020 ANNUAL GENERAL MEETING

Notice is hereby given that the Annual General Meeting of the members of Kinma Limited ABN 12 000 964 081 ("the Company") will be held at 127 Coolowie Road, Terrey Hills NSW 2084 on Tuesday 11th May, 2020 at 7pm. This may change due to physical distancing requirements currently in place and be via an online platform.

## CALL FOR NOMINATIONS

On behalf of the Company it is my pleasure to invite members to submit nomination forms for four vacant Parent Director positions on the Board of Kinma Limited.

Additional information regarding the responsibilities and duty of a Parent Director can be obtained at the office.

## ELECTION SCHEDULE

- Date set for the 2020 Annual General Meeting - 11th May, 2020
- Call for nominations - 23rd March, 2020
- Closing of nominations - 8th April, 2020
- Formal notice of meeting with list of nominees will be sent to all members on 10th April, 2020

## INFORMATION FOR MEMBERS

All Members are entitled to attend the Annual General Meeting. 'Members' are defined in rule 7 of the Constitution.

By Order of the Board



Julie Carr

SECRETARY Sydney, Friday 20th March, 2020



**Kinma Limited  
Nomination Form**

ABN 12 000 964 081

**Nomination form for General Board member (parent)  
of Kinma Limited.  
Period of office 12.05.20 - 12.05.21**

I, ..... hereby nominate for the position of Kinma Board member.  
Name (please print)

Dated this ..... Day of ..... 2020

.....  
Signature

.....  
Nominated by (signature) Name (please print)

.....  
Nominated by (signature) Name (please print)

Please note:

1. The Annual General Meeting is to be held on 11<sup>th</sup> May 2020 on the grounds of Kinma School. Or via an online platform due to physical distancing requirements.
2. Nomination of a parent member must be in writing and signed by the nominee and two nominating members. (8.5 d)
3. All nominations are to be forwarded to the registered office of Kinma Limited (school office) by 8<sup>th</sup> April, 2020 (8.5 e).

127 Coolowie Road, Terrey Hills 2084 \* PO Box 147, Terrey Hills 2084  
Primary: 9450 0738 \* Preschool: 9486 3018 \* Fax: 9450 0748  
Email: [enquiries@kinma.nsw.edu.au](mailto:enquiries@kinma.nsw.edu.au) \* Web: [www.kinma.nsw.edu.au](http://www.kinma.nsw.edu.au)  
A.B.N. 12000964081

Email from Thursday 26<sup>th</sup> March

Dear Families

On behalf of the board and staff, I am writing to keep you up to date with what is happening at Kinma as a result of COVID-19.

The key points are:

- Term 1 will finish on Friday 3<sup>rd</sup> April, 2020
- Our new online platform will operate from Monday 30<sup>th</sup> March for primary students
- Only students who **HAVE TO BE** at Kinma (because parents are essential services workers) may attend week 10, from Monday 30 March.
- We will be keeping you informed.

### **Early end to Term 1**

The Board approved an early conclusion to term 1: Friday 3<sup>rd</sup> April, 2020 (instead of Thursday 9th April, 2020). The vast majority of public and independent schools across NSW are doing the same thing. The Department of Education sees the extra week as pivotal in allowing staff to fully immerse themselves in the new ways of supporting all students with online learning in Term 2. To date, we have no additional information about returning to the school site in term 2. We will keep you informed as we hear any more information.

### **New online learning**

Primary staff are working on a new platform for Kinma learning, called *Kinma Basecamp*. It will be available to all primary families commencing Monday 30<sup>th</sup> March 2020 for our last week of term 1.

Our preschool team has not forgotten our wonderful families, and is creating a couple of love letters to connect with your little ones.

Over the next couple of days we will be sending a few more messages to families. If you need to talk with someone about any information we send out, please do not hesitate to contact the office by phone (9450 0738) or via email ([admin@kinma.nsw.edu.au](mailto:admin@kinma.nsw.edu.au)), or by any contact attached to our messages.

Our messages will cover:

- How to join *Kinma Basecamp*
- How to connect with *Zoom*
- How to collect student packs
- How to collect any student personal possessions from school prior to the end of term

As we say to all the Kinma kids, there are no such thing as a stupid question!!

There is a multitude of helpful advice online, so I do not wish to add a platitude, other than to say the staff and the board are here at any time to help a member of the Kinma community.

Regards,

Julie C

Email from Friday 27th March

Dear Families,

The beauty and depth of Kinma is difficult to translate into a 'take home pack', let alone, online learning. The relationships we have with your children underpin the philosophy of Kinma's practice and makes up many parts of the 'whole'. Whilst these relationships are strong, the immediate future offers up challenges. We're aiming to provide an engaging education whilst maintaining the Kinma approach to learning during Term 2.

The take home packs aim to reflect a routine that supports our children through these uncertain times. In your packs you will find a timetable from 9:30am – 2:30pm indicating the learning to take place. Daily activities such as journal, morning flow and reading times are included, keeping in harmony with a typical day. Much like in school times, activities will be completed at different paces. We encourage all children to give it a go and to stick to the weekly timetable as best they can. These packs are also replicated on the new Kinma Basecamp platform that will be available for all Primary children by Monday 30<sup>th</sup> March.

At school, these experiences are usually partnered with many social aspects and your child's learning is facilitated by teacher and child interaction. Through our new platform we aim to provide connection; bringing together those that can for stories, songs and general chit chat. For those unable to connect in real time, we will provide audio to be listened to at your convenience. As is to be expected, this model of learning will have its hiccups. As we familiarise ourselves through trial and error, we hope to streamline and build upon the foundation we are currently creating.

Your help will be required, particularly for our emergent readers. As staff (and parents) we understand the hurdles of facilitating a child through a complete day's work whilst juggling other commitments. We ask that you help with organisation to support this journey. Ideally, set them up to work as independently as is practical. If this proves detrimental to your relationship or causes stress, please stop and breathe. We are just at the end of an email, [edleader@kinma.nsw.edu.au](mailto:edleader@kinma.nsw.edu.au)

We are confident that we can work together to create a warm, caring and educational journey through these differing times.

## How do we start?

Pick up of packs for your child will commence:

Friday 27th 3-5 pm

Saturday 28<sup>th</sup> 7-10am

Sunday 29<sup>th</sup> 10-3pm

You will drive into Kinma staff carpark, **STAY IN CAR**, honk your horn or telephone, and we will do "take away" style to your car. **Remember this is our first Kinma Basecamp – we are all learning !**

If for some reason this is IMPOSSIBLE for you, and other families cannot support, please email [admin@kinma.nsw.edu.au](mailto:admin@kinma.nsw.edu.au), and we will find a solution.

Much love from all the Kinma staff !! xxxxxxxxxxxx

# Group 2

Hello readers! My how things have changed since last we wrote. Kate and Kimberley have been working extra hard behind the scenes to get together some excellent home learning experiences for all our Group 2 members. Lots of fun things are in the works and we look forward to connecting in new ways with each other.



As you know, we've been exploring all things space this term. We've had ongoing planet research projects. We began by reading through the research, recording the data, presenting the information to the class and then construction began! We have been making the planets of our solar system - to scale! Some groups have needed very delicate and detailed handiwork, while others have needed vast amounts of materials to build their planets!



To work out the size and scale we used a website that tells you the size of our planets in centimetres, depending on the size of the Sun. First we looked at what size the planets would be if the Sun had a diameter of 1m. It would have given Mercury a tiny diameter of 0.3cm. That wasn't going to work! A 2m diameter Sun would still have only given Mercury 0.7cm which still would have been too hard! So we tried again with a 3m diameter Sun - and success! Mercury would be 1cm. So we used that scale to make all our planets, from little Mercury to Jupiter with a diameter of 31cm!



Thus began phase 'paper mache'! We made our own glue, looking at ratios and using various measuring cup sizes to get the correct amount of ingredients and proper glue consistency. We made our internal structures and measured their diameters precisely. Then we got very messy with the glue and newspaper! It was great fun!

Once the planets were dry we designed the surfaces. We had learned in our research what the surface of each planet was like; covered in ice, volcanoes, gas, craters, giant storms, rings etc. And we planned out how we would show that on our planets and what classroom resources we needed. Then we whipped out the paint and cotton balls, glue and wire and got to work.



We've loved working together and bringing elements of art, maths and science into our planet projects. When they are finished, we'll hang them in the Space Loft - with our satellites. It will be a great space to play in!

We had a book launch in the classroom last week. There was so much excitement! We feel proud of the books we created through the process of writing drafts, giving and getting feedback from each other, editing, typing and making the book covers and blurbs. We shared biscuits and slice brought from home and sat together reading each other's stories. People were recommending books to each other and sharing story highlights. It was a wonderful celebration of our efforts.

We've had a lot of creek and bush adventures too in the past couple weeks. We hope you enjoy these snippets into our leafy forays.





Take care everyone,

Kate, Kimberley and all of Group 2

## Group 3

Group 3's Shipwright projects have been sailing along! Many Group 3ers now have drawn a detailed plan and side view of their ship, some including bedrooms, swimming pools, water slides, TV rooms, cinema rooms, lounge rooms, ice rinks and more! Whilst designing, they have considered scale as well as the purpose and functionality of their ship. Maths lessons on angles, area, perimeter, scale and drawing concentric circles have helped students to meet the specifications included in their project booklets.

Children enjoyed making prints of an animal of their choice. They researched their animal, printed a picture of it and drew it in pencil before transferring their image onto foam. Most children chose black paint for their finished print. The prints look great on the wall. We have included some for your enjoyment...



Work on poetry has continued and we have been reading and sharing a variety of poems. We've revised the different types of poems and to inspire creative poetry writing, we have been studying different poetic devices. We searched for similes in books and wrote our own that we displayed on the wall. We studied a poem called 'We Are Going' by Oodgeroo Noonuccal which contains many powerful metaphors. It is written from an Aboriginal perspective, expressing the sadness and anger at the treatment of the Aboriginal people and land by the European settlers. As an alternate perspective, children were asked to write their own poems from the point of view of the first European settlers arriving in Australia, to them a very different and foreign country.

Children have gained a deeper understanding of the plight of the first settlers through the study of *Nanberry*. We discussed at length, viewpoint and opinion and how poetry is a vehicle for sparking emotion which in turn impacts upon the feelings of the reader.

**We Are Here**

*We are home sick,  
We are sailors looking for land,  
We are sailors far from home,  
We are sick and poor with no food,  
We are as dirty as those dog-like animals with pointy ears,  
We are living far from family and  
We have holes in our clothes.  
We are here, wishing we were home.*

By Emily M

Children chose an animal and analysed its appearance, movements and habits before writing some lovely poems. Their aim was to include adjectives, similes and personification. The question came up, "Does poetry have to rhyme?" which led us to a discussion on prose and rap. Here are a couple of the poems:

**Birds**

*Sleek, silky, soft feathers that fall gracefully  
down their spine,  
Black as a winter night, they are absolutely divine,  
Soaring, looking fine and proud, landing on a power  
line.*

**Emu**

*As fast as a car but can not fly,  
He has not experienced being up in the sky.  
He runs with his arms glued to his side,  
Nothing can stop his graceful stride.  
Covered with feathers, all fluffy and cute.  
Can he make a noise? I think he is mute.*

By Nate

During free writing and lunchtime, Seb, Freddie, Gil and Nate found their inner rapper! They wrote their own group rap, put it to music and performed it to the class. It was very entertaining!

Parkour is still a big hit and we are always pumped to attend sessions with Richard and his team! We have been faced with challenges like dive rolling onto or along a narrow padded box or picnic bench. We love the 'Destiny' game which tests our reaction time; we have to jump over or duck under a padded stick which is swung around in a circle.





Recently, we are, understandably, depleting in numbers so our timetable has changed a little. We are staying healthy, spending more time outside, going for bush walks and keeping active. We have been playing Maths games to consolidate knowledge of our times tables and other key facts. We have also been busy editing and publishing some of our work from this term.

Those of you who have been at home, we have missed seeing your happy faces in school this week and hope you are keeping well.

We, the teachers, have been busy making some home learning packs for you! We understand it will be different doing school work at home but hope you enjoy this new experience! Take time to also enjoy time with your family and keep active!

*Katy, Michelle, Katie and Group 3 xx*