

## Term Dates 2020

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

## Term Dates 2021

Term 1: Thu 28 Jan – Thu 1 April  
 Term 2: Wed 21 Apr – Fri 25 June  
 Term 3: Wed 21 July – Fri 17 Sep  
 Term 4: Tues 5 Oct – Wed 15 Dec

### 2020

#### Term 2

Wednesdays	9-11am	Basketball with Jerome
Fridays	9-11am	Basketball with Jerome
Tues 8 Sep	AM	In-house Tinkering
Weds 23 Sep		Snack Attack (organised & served by Kinma Staff)
Fri 25 Sep		End Term 3



# Admin

**To knit or not to knit .... That is the question (or crochet)**



Please give it a go. Knitting or crocheting squares over the next two weeks so that we have at least 160 squares would be **A M A Z I N G !**

So the count is on. We currently have 11 of the squares required.

If you knit or crochet, please jump on board and find a quiet 30 minutes to make a square. Making the time to do something for others and allowing you that meditative time to just focus on one thing is also really important. Everyone talks about not having enough time. This coming week, just visualise enough time. I have some more wool and needles will be on the basketball court Monday between 8.30 – 9am. If anyone needs/like I can call a ZOOM call next week and knit on ZOOM with you. Let us know in the office.

## **Dropping off and Collecting children – Primary**

Drop off in the morning 8.30 – 9am at the basketball court. Please make an extra effort to be on **time as we need to place extra resources to manage at this time. If coming after 9am let us know** and drive to the staff car park, dropping your child at the office. This way we can change the roll, sanitise / wash hands and take the little ones to class.

This is a time of lessening our personal liberties and working together as one big family and supporting the needs of everyone. Each little disruption has a ripple effect all the way ... to families, to staff and the land.

## **Dropping and Collecting children - Preschool**

Please drop off from 9am onwards and collect from 2.30 – 3pm in the afternoon. We are restricting the number of adults in and around the Preschool for the safety of your precious ones and my (Julie C) precious staff.



## Snack Attack this week

What a delight for Claire and I to make lunch for the children. We had boundless numbers of beef and vegan sausages and vegan patties. And for dessert, Smoozes.

### Can anyone tell me the difference between bribery and consequence?

I spoke with the children at snack attack about how staff would lovingly buy them Smoozes next week as a treat because we are not having our usual family snack attacks each week at present. **But** if we were to see any of the packets left lying in the garden for the lizards or wallabies to lick and possibly ingest that this would not be possible. Staff at Kinma are not prepared to add to the damage that is happening to our flora and fauna just to allow a child to enjoy an ice lolly. Well, I walked around the school at the end of the day and I had a small tear in my eye as no-where could I see any wrappers. It is such an important reminder of our responsibility as adults to keep informing our children and modelling for them about all the little things that matter in this world. Some things for children seem so daunting, but to take responsibility for their waste so (and to understand why) as to not harm an animal is important.

### Hence my question, did I bribe them or explain cause and effect??

Whatever was done did not take away from a wonderful and enjoyable snack attack with children who were very appreciative of the effort that was made. I will finish with making your children lunch this week was an absolute delight.

## Kinma Annual Survey

We are just completing the draft survey for this year to be sent to all families. 2020 is a tricky time with the effect of COVID-19 on all of us. So for this year we have shortened the survey and left some questions open ended. Please know that the survey can be anonymous if this makes you comfortable, we just require to know which group/preschool each child is in to make sense of the data and to be able to make changes accordingly. We really appreciate you taking the time to complete it. The survey is sent to each parent/guardian email address with a link to survey monkey.

After the data is collated it is forwarded to the Education Committee to see the responses. From here one of the members takes on the task of contacting any families who requested to give further feedback. A report is created for the Board. Any relevant information and feedback is shared with staff to look at future classroom management and programming. No individual family is mentioned throughout any of this reporting.

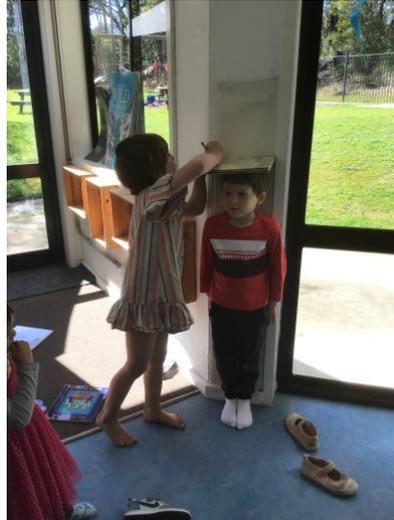
*Julie, Claire, Carin and Narelle*

# Preschool

## MEASURING

David found rulers and said: 'Can you measure me?'

Christine suggested setting up a measuring station in a room where everybody could have a turn. They found a roll of paper.



Issy said: 'Let's go to the craft room'. David helped with cutting the paper to the right length.

David was the first one to be measured. He took off his shoes and made sure he was touching the wall with his heel. Issy knew how to measure people's heights and was sharing her knowledge with others. With the help of a book she drew a line with a pencil. David wrote his initial near his line. Amelie was measured next. Issy didn't need any help. If a child couldn't write their initial Issy was able to do it with Christine's help.

Kaelan, Ivy, Finn, Zara and Eva all had turns. Later Ivy helped with measuring the actual height of each child with a tape measure. Christine wrote the numbers on a piece of paper with the children's name.

By following the children's interest and intrigue in the rulers many children were involved in considering their height, writing letters, taking turns, listening to their peers, writing numerals and that numbers have meaning.

## WAITING TREE

A while ago for tinkering the primary children and the preschool children had sewn patches to decorate the waiting tree. Now it's time to finish the project.

30.7.20

Issy helped Christine with measuring one piece of fabric to be sewn around the waiting tree. Together they attached one more bit so that it fitted well. Issy is looking forward to do more sewing.

5.8.20



Eva C, Eva G and Camila were in the first group to help with sewing patches around the waiting tree.

Camila: 'You are gonna be warm and cosy.'

The children took turns with sewing the large piece around the trunk.

Finn came outside in the next group. He said: 'I can hold the needle in the middle, mum told me.'



Why is it called the waiting tree? When we visit primary or come back from a bushwalk, we come up the hill at different speeds so those who get up the hill first wait at the 'Waiting Tree'. Its branches have moved on to another cycle of life (as mulch) but we asked to keep the trunk as it is a preschool land mark. We honour it with these beautiful colours, just as we respect all parts of the bush surrounds. So the primary children who sewed the patches back when we were doing Tinkering together, they too would have waited at the waiting tree in their preschool years, so it is truly is a tree that keeps on giving. Thank you Waiting Tree.



## Bushwalk

We were fortunate enough to get out for a bushwalk last week. Here are some photos to enjoy.

## Parent Teacher Discussions

We are making our way through the list of people for parent teacher discussions. We usually try to have these twice a year, but as we know 2020 is a unique year. We will arrange to meet with all parents this year to have a 20 minute discussion about how your child is going at home and preschool. Please email Felicity or Christine if you would like to arrange a time, otherwise we will email you.

We are generally having these discussions on these days and times: Tuesday, Wednesday or Thursday 8:30-9:00 or between 3:30 and 5:00pm.

We have got more things to share with you all, but we will save them for next time.

Keep well and thanks for reading, from

*Christine, Karthi, Pat, Lizzie and Felicity*

## Group 4

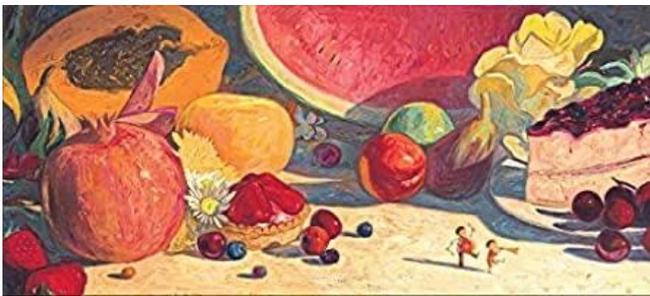
Hi!

It's been a full and fabulous few weeks.

### Tinkering day

Group 4 embraced tinkering day with enthusiasm and joy! There were so many pods to get involved in, from the physical to the crafty. The photos below capture some of group 4s in a parkour pod (passionately run by group 1 students Teo and Tim), bird feeder making (with group 2 teacher Kimberley) and slime creating (with group 2 students Mia Mo and Mia Mc P.)

### ART



Whilst reading Shaun Tan's book "Rules of Summer," group 4 came to the page of a painted still life feast. The picture, so deliciously portrayed, got the children salivating. It seemed at one point that they were going to eat the page (and Sal who was holding the book)! This prompted an art lesson on still life painting. Group 4s created a visual feast of pastel fruit, vegetables and flowers on a textured acrylic backdrop.



We have also had a few sessions based on the surrealist artists' game of automatic drawing where you draw on paper anything that comes to mind with your eyes closed and then interpret and develop this drawing.

We have incorporated a session on a Friday called "Free draw Friday." This has so far begun with an automatic drawing warm up and we wish to explore more drawing techniques in further sessions.

## Drama



Group 4s are natural actors and an enthusiastic audience. Through drama and drama games we explore our own worlds and the worlds of other people and creatures (and in some cases what it is like to be a lamington.) This photo is of a “hot seating” activity based on the Mem Fox’s “Possum Magic.” Group 4 had to imagine that they were a character or inanimate object (some chose to be a lamington) and answer questions from the audience about their character. We had the fabulous modelling of the group 2s Mia Mo and Morgan to deepen our understanding of and enthusiasm for this activity.



We have also used Maurice Sendak’s classic “Where the Wild Things Are,” in conjunction with the movie soundtrack by Karen O, to explore different scenes, emotions, characters, changing dynamics and physical expression. Group 4s embraced this wild and wonderful drama adventure!

### Story cover

The strong desire to be authors and illustrators is always present in group 4. In this activity students were tasked with creating a story cover about themselves and another subject/ object. For example, “The Skateboard and I,” “The Turkey and I,” “The Tasman and I,” “The

Snake and I” ...

This week we also launched our “storybook time” which is a fusion of writer’s notebook and journal. This gives group 4s the opportunity to independently explore ideas of both author and illustrator.



## Movement mornings

Group 4 do Movement mornings 3 times a week (alternating with book boxes). This is a half hour session where we do obstacle courses (designed by both teachers and students), skipping, hula -hooping acrobatics, ball skills and impromptu activities such as; tug -a- war (with a runaway skipping rope!) This builds our confidence and resilience, expands on and improves our gross motor skills and builds positive relationships with each other in a fun and non-competitive environment. With some background tunes blaring, Group 4s energy is supercharged!



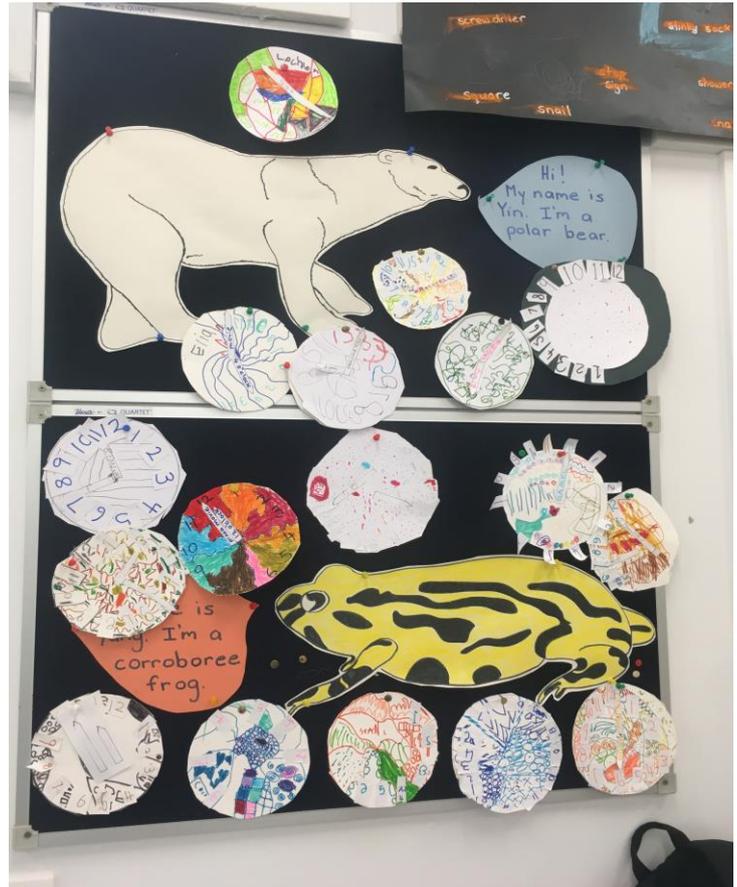
## What's the Time?

Our recent maths exploration has been about time. We started by brainstorming what we know about time. Group 4 then chose some 1 minute challenges (with a timer projected on the wall for a crowd pleasing visual countdown) such as; how many pulses, how many star jumps, how many breaths, how many trips around group 4 perimeter...





We then explored analogue time - focusing on telling time on the hour. We created clocks using zentangle art (pattern design of repetitive lines and shapes) for our clock face. Then we added numbers and the hour and minute hands. Group 4s chose an activity they enjoyed within a 24 hour day and displayed this on their clock. Some examples are "drawing and lego at 3pm," "Movie at 4 o'clock," "Finding creatures at 7am," "games at 7," "pizza/movie 12 o'clock"...



## Hellooooooooooooo preschool!!!

We have been chatting to preschool about how we can connect with each other in these COVID times.

Group 4 brainstormed and designed ways in which we can communicate with preschool without physically going up there. Ziplines, pulley ropes, tunnels, cup and string telephones, canons with paper message balls, paper aeroplanes and tree log ramps were some of the designs - an explosion of possibilities!

Keen to make the connection, group 4s constructed a rope pulley system to send messages between preschool and group 4 classroom. What an awesome team effort this was!

We are currently in the testing design phase - still more problem solving needed on how our system will function best. As scientists we are always imagining, hypothesising, testing and problem solving.



## Bushwalk

Latest bushwalk: On the move with pit stops at some of our favourite landmarks.

First stop: creek crossing (feel the water, race some leaves,)

Second stop: Flatrock (parkour style rock jumping, dirt extraction from old fallen tree root, drawing rocks, mini loop trails,)

Third stop: Jump rock (jump, slide or just take a breather,)

Destination: Boat Rock (discuss local indigenous historical/cultural significance of boat rock, find giant centipede, examine properties of rocks and hypothesise over their identification and rarity, get artistic with drawing

rocks,)

Return home to Kinma (meander, run, skip, sing, discover, chat.)

## Sharing

Our second round of sharing has started this week with a focus on storytelling. Group 4s can choose to bring in photos, pictures or drawings they have created as a visual for this experience if they wish.



## **Cubbyhouses**

There has been a massive cubby building enterprise going on at Kinma lately - construction is endless. Just thought we'd share a photograph of group 4s enjoying one of the recent Kinma- kids created cubby houses on a sunny winter's day. This cubby was also a popular perch for our buddy reading program (where older Kinma students connect and read with the younger ones.)

So many good times!!!

Tom and Sal :)

# Group 1

Spring has already sprung in some of our wonderful bushland around Kinma. On some of our recent walks we have started to notice many of the plants growing the most beautiful blooms.

Have you seen any of your favourite buds and flowers starting to appear?



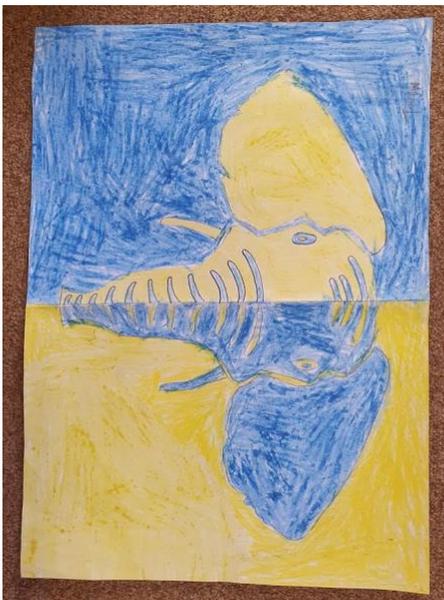
## Roman Aqueducts

The children continued building, testing and redesigning their aqueducts this week. They were able to test their designs and see if they had managed to split the water into the 3 channels for people, fountains and the emperor. Some emperors would be very happy as they seemed to get the most water, however, I am not sure how the townspeople would feel.



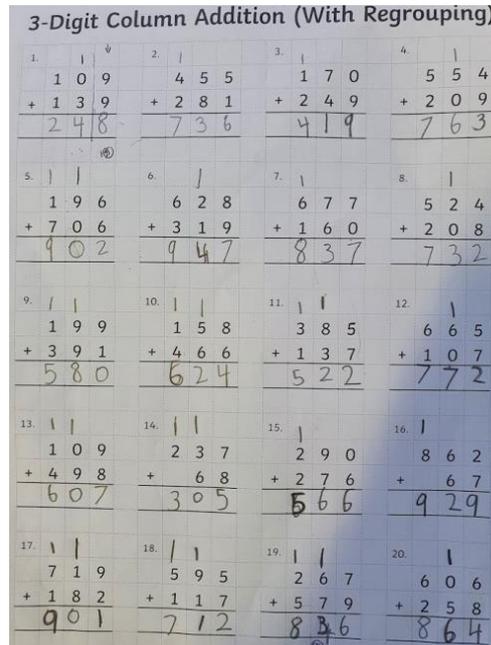
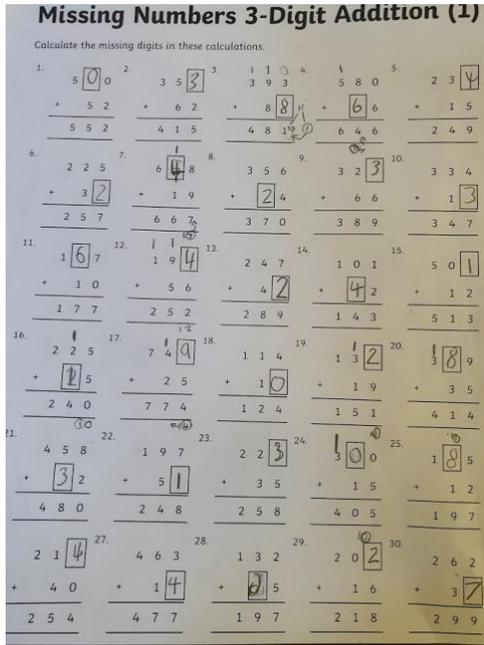


With Ros meeting so many new animals on her island, we decided to create some animal art. We had the choice of elephants, sloths and pandas. We had half of the animal's face and had to use our knowledge on symmetry to create the other half of the picture.



We then chose two colours to colour our art work. We tried to choose colours that were opposite each other on the colour wheel. This was a little tricky at times as the crayons did not always produce the colour we were expecting.

In Mathematics the older children have been refining and developing mastery in their column addition practising their regrouping and solving problems with missing numbers.



The younger children are continuing to create graphs using data generated from within the school. We have moved on from favourite ice-cream to preferred character of Piggie and Gerald (Piggie with resounding preference), and have started documenting the chance related to flipping a coin or spinning a fidget spinner.



We had a whole class maths day where they worked in groups to complete 5 different activities:

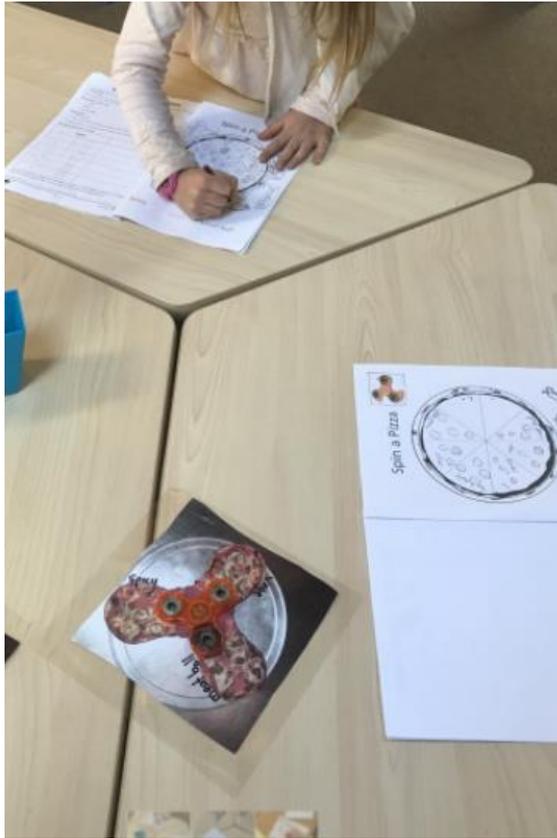
**Spin the Pizza** - using a fidget spinner and a picture of three pizzas, children spin 8 times to find out what each slice of their blank pizza will be.

**Dice prob**- roll the dice 24 times and tally each result. Do it twice to compare results.

**Coin toss prob** - Toss the coin and record heads or tails.

**Paper Scissors Rock** - play with another and record the combination of both players.

**1-9, 10-19 and 20-29 Bingo** - Using our number wheel record (over ten turns) the numbers that come out and categorise into single digit, teen and numbers in the 20's.



We will continue to explore chance and probability through many more fun filled games.

Till next time.

Enjoy!

*Alley, Lisa and Andy*



Email address: [greenoshc@gmail.com](mailto:greenoshc@gmail.com) Mobile: 0468 371 342

At Green Umbrella OSHC we endeavour to extend the children’s learning and knowledge by providing opportunities for new experiences within the program. One of the methods for developing this aspect of the program is enabled by incorporating special or themed days in response to local, national or global events and celebrations. This provides a platform for discussion and development of new understandings and better global citizens.



Recently, we have participated in activities to acknowledge Dental Health Week which included a discussion about tooth care, flossing activity and an experiment on the effects of different drinks on our teeth. We tested soda, juice and Gatorade. Children were really keen to see the effects a week later, making predictions, observations and statements of outcomes. Some comments from children included; “Oh, gross!” and “The coke egg has cracked!”



In acknowledgement of Int’l Day of the World’s Indigenous People we held a discussion about the children’s cultures and what they knew about Indigenous culture. We also programmed an Indigenous weaving activity provided via Secretariat of National Aboriginal and Islander Child Care ([SNAICC](#)). Initially, this activity was programmed and then developed into one of the children teaching a small group including educators how to grass weave.



We would love to hear any suggestions from the family and community about potential ideas for future programs. Please email us with your ideas!

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

# Extras



August 2020

## Mona Vale Road East - Out of hours work

Out of hours work is planned from **8pm to 6am** for the next fortnight on the dates below, weather permitting.

If work is delayed due to wet weather, we will try and work a different night that same week. We will notify highly impacted residents if there is a change of date.

Work along the **western end of the project** will occur on:

- **Tuesday 1, Thursday 3, Friday 4 September**
- **Monday 7, Tuesday 8, Thursday 10 and Friday 11 September**

Our work includes:

- removing rock from the top of the existing rock cutting near the eastern end of Lane Cove Road
- placing concrete barriers and reinstating the guard rail on Mona Vale Road near Manor Road
- replacing the line marking along the length of Mona Vale Road
- reinstating the kerb and median near Manor Road
- ongoing road maintenance including smoothing out the road surface.

Work along the **eastern end of the project** will occur on:

- **Tuesday 1 and Thursday 3 September**
- **Tuesday 8, Thursday 10 and Friday 11 September**

Our work includes:

- using a vacuum truck, road saw, jack hammers and an excavator to trench and install utilities under the Mona Vale Road, Samuel Street and Ponderosa Parade roundabout and about 40 metres up Samuel Street
- hauling material away from our work zone next to Walana Crescent and Wallaby Circuit
- placing concrete barriers along Mona Vale Road near Foley Street
- delivering concrete poles to our work zones on Mona Vale Road near Wallaby Circuit, Emma Street and the Pittwater RSL
- moving gates on Mona Vale Road near Emma Street and Ponderosa Parade
- ongoing road maintenance.

Across the project we will use excavators with rock hammers, backhoes, tipper trucks, elevated work platforms, a roller, saws, a crane, wacker packer, jack hammers, hammer drills, street sweepers, vacuum trucks, concrete trucks, line marking equipment, light vehicles and lighting towers.



## Map showing location of out of hours work



Note: Shaded areas are approximations for general information and illustrative purposes only

### Use of drone

A drone will be used to take progress photos and assist with survey work. The drone will stay within the project area.

For more information call us on 1800 413 640, email [monavaleroad@georgiou.com.au](mailto:monavaleroad@georgiou.com.au) or visit [rms.work/mvcreast](https://rms.work/mvcreast).

If you need help understanding this information, please contact the Translating and Interpreting Service on 131 450.

[https://drive.google.com/drive/folders/1MAyAeAqMoMP\\_t6\\_Gs0T3hXK\\_NG4DUZj](https://drive.google.com/drive/folders/1MAyAeAqMoMP_t6_Gs0T3hXK_NG4DUZj)



## How meaningful was your school experience?



Have you...

- Spent at least 3 years at a democratic school?
- Completed compulsory schooling?
- Completed 18 years of age?

If yes, we request you to participate in a 50-minute interview about your school experience.

Please click on the link above to know more!

Watterson, B. (2020). I'm killing time while I wait for life to shower me with meaning and happiness. Retrieved March 4, 2020, from <https://imgur.com/gallery/RzH19rt>

Melbourne Graduate School of Education, Department of Educational Psychology  
Kwong Lee Dow Building, 234 Queensberry Street, The University of Melbourne, Victoria 3010 Australia  
W: [education.unimelb.edu.au](http://education.unimelb.edu.au) | [unimelb.edu.au](http://unimelb.edu.au)

Researchers: Dr Terence Bowles, Dr Nicky Dulfer and Ms Neha Singh; Ethics Id. 1955890.1



Dear supporters,

Bushlink are proud to be a designated charity for this year's Manly Fun Run on September 6<sup>th</sup>. We will be walking in both the 2 and 5km events, and you might even catch a few of us running the 10km!

We are fundraising to purchase new tools the team require for their contracts and Schools Inclusion Program. To accomplish this we have created a team called Team Bushlink. If you can, please help by fundraising alongside us in Team Bushlink:

<https://manlyfunrun20.grassrootz.com/bushlink/team-bushlink>

If fundraising is not your thing then you can also help by making a donation through our team's page:

<https://manlyfunrun20.grassrootz.com/bushlink/team-bushlink>

It only takes a minute and any money you can give (no matter how large or small) will go a long way to helping us reach our target.

If your school or organization would like to create their own team and fundraise for Bushlink I am more than happy to get the page set up through Grassrootz so that you can share it within your community.

We are also hoping that our supporters can share these links/attachments, this email or our Facebook event through your databases so we can get the word out about our efforts – only one month to go!

Thank you, we really appreciate your support.

The Bushlink Team

Enjoy your day,

*Diane McLane*  
Manager | Bushlink  
Northside Enterprise Inc.  
Mobile: 0434 629 289  
Ph: (02) 9905 5804

# MANLY

**SCENIC FUN RUN & WALK**

**FUNDRAISE FOR BUSHLINK!**



Join us September 6<sup>th</sup> 2020

2km, 5km or 10km events

Register now, at [manlyfunrun.org](http://manlyfunrun.org)



**Help us out by DONATING TODAY at**  
<https://manlyfunrun20.grassrootz.com/bushlink/team-bushlink>

**Or follow the links on Bushlink's Facebook page**