

Kinma

Kinma Newsletter T2 Week 7, Friday 4th June, 2015



Saturday 24th October

Kinma Trivia Fundraising Night

WHAT'S ON	
08.06.15	Public Holiday
09.06.15	9.30am School Tour
12.06.15	2-5pm - Clothing Sale
20.06.13	Disco Night - CHANGE OF DATE
26.06.15	Last day Term 2
22.07.15	First day Term 3
15.08.15	Kinma Care Day (1.30-4.30pm)
18.09.15	Last day Term 3
07.10.15	First day Term 4
24.10.15	Trivia Fundraising Night
16.12.15	Last day Term 4



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Kinma Limited, Annual General Meeting, 12th May, 2015

Marketing 2014

2014 was quite successful for us in marketing. Strong turn outs to both open events, a full playgroup and increased enrolments in both preschool and primary mean we are in a good place to start a new school year in January!

One of the most effective and important aspects to our marketing are the markets. This year, we have held 8 market stalls at Frenchs Forest organic markets and trialled a new market stall at Warriewood. Next year we plan to have 5 stalls at Frenchs Forest and 4 at Warriewood.

The feedback we get from the markets is that connection and engagement are hugely valuable to prospective families. Having the opportunity to chat with parents, ask questions and find out a bit about Kinma is what ultimately inspires people to come along to an open event.

But how do we talk about Kinma? It's not easy to sum up what our school is about, or how it differs to other schools in a single statement. People often have some idea of what Montessori or Steiner mean (even if their notions are completely misguided) but the majority of people have never heard of Kinma or of progressive education, so they have no framework to inform their opinions around. Inevitably then, the first thing they assume is that we're either Steiner or Montessori-like and want to know in what way we are different to them.

This can be difficult. Our approach at Kinma has always been to not criticise other schools or educational systems, but to rather focus on what we do - and do well - that other schools or systems do not offer. We prefer not to focus on how we're 'better' than other systems but in challenging people's idea of what a 'good' education means and inspiring them with what we do differently and the approach we take to teaching and learning.

At the learning forum this term, a group of parents sat with Juli G and had a fabulous discussion on ways we can talk about Kinma to others. We began by considering three things about Kinma that we absolutely know to be undeniably good. Some of these included immersive, hands-on, flexible, creative, fosters independence in children, freedom, inclusive, genuinely student-led and high academic standards.

The next activity asked us to consider how we get this across to people easily, without upsetting people (some people feel threatened or uncomfortable to hear about something 'great' when it comes to school, especially if their own children are not having a similar experience or their own school experiences were negative). One of the best things to do is to start by asking questions that challenge people's assumptions: What does Steiner/Montessori mean to you? What does a good education look like for your child? How does your child learn and do you think schools are good at meeting his/her learning needs? What skills are going to be important in the workplace of your children's future and do you think schools are teaching these?

One simple statement that is useful in talking about how Kinma differs from other schools is that Kinma actively does what's best for your child; we fit the system to the individual rather than expecting the child to fit the system. A good example of this is the 'inside-out' approach we use (starting with what the child already knows or is interested in and building outwards on this to introduce and explore the unknown), rather than the 'outside-in' approach used by many other schools (starting with the unknown without providing any context or consideration for the individual's own understanding or interests).

When talking with people at the markets (or anywhere else), the best way to engage people is to tell your story and the story of your child(ren). Anecdotes about

- happenings in the classroom/school
- how your child has been supported to learn in their own way
- how meaningful relationships are fostered between children of different ages and between children and adults
- how explorative play is used in learning
- how literacy and maths are explored in creative and unique ways
- what happens when children are given autonomy, self-direction and independent thinking skills
- how critical and creative thinking are encourage across the different age groups
- what happened for your older child when they moved on to high school are all excellent ways of providing prospective families useful insights into what Kinma is all about and how we approach educating.

In addition to the markets, we are planning to continue advertising on Facebook, in the Manly Daily and Sydney's Child, create some new marketing materials including the long-awaited 40th anniversary photo book and some new banners for preschool, and updating the website. If anyone has any ideas for marketing or promotion, please get in touch!

Continuing to grow our wonderful school and strengthen our community is critical in ensuring the long-term survival of Kinma. My mission is to ensure that it's still here when my children's children are ready to start school - and their children too!

Bea Pierce

Administration

Fees

Please anyone who has outstanding fees for this term can you please contact the office next week and let us know when they can be expected. We are about to head off for a three week vacation period so the Kinma cash flow will be interesting !

Student Numbers

Yes the rumours are true. The Preschool and Primary school look to be full for 2016 ! What a great thing to be happening so early in the school year. It allows the staff time to look at the best groupings possible for the coming year. We are expecting 73 students in term 1 of primary with another dozen in the mid year intake.

The main feeder is our Preschool, which has always been our wish that the Kinma education is a 9 year process – 2 years at preschool and another 7 at primary.

Over the term break Juli G and I will review the numbers for the next few years. Keep up the good word ! 'Word of mouth' is our biggest draw card, so whatever you're saying is working a treat !

Maternity Leave Locum

A quick update on the replacement for Suz. Applications close on Monday and interviews will occur later in that week or early the following. We have been fortunate to have some teachers already come and spend time in group 3 and the primary to see if they are a fit with our amazing School. We have a couple of other teachers joining us to look at the School. As soon as we have selected the applicant we will let all group 3 families know. It is our intention to have the replacement (if external) to commence early in term 3 to work alongside Suz. Families as you would know it takes a special kind of educator to work at Kinma and it is a tall order to fill Suz's shoes or any of our staffs for that matter.

Bath towels / tea towels

Does anyone have any spare clean in reasonable condition that you would like to donate to the school? There are a few questionable pieces of washing that Claire and I would love to move onto the rag bag recycling. Drop to the office or Preschool please.

Immunisation Records

Are your immunization records up to date at Preschool? Have you recently taken a member of your family for a vaccination? If so please can you forward a copy to the office. This is a requirement of the federal Government.

Claire, Carin and Julie C

Education Co-ordinator

Questions and Observations

Let's start with you ... and your questions. Just as we do with the children in our classes at Kinma. Record questions you have at this time about life at Kinma. They may be about practice at the school, they may revolve around a facet of the philosophy that is unclear? Rather than just writing questions, it may be helpful to draw your inquiry, give it a colour or a shape (a weird one perhaps?), to symbolise, diagram or, of course if you like, write ...in dot points or as you are comfortable. I'd love to hear the questions as we are preparing a frame for the next learning forum and your thoughts can feed into the process.

It was heartening to hear Noam Chomsky's most recent piece on education. He echoes the wisdom of his teachers that the core principle in a true education involves two arms; that of inquiry and that of creative construction. Both, he states, must be done without external controls, allowing rich personal questioning and independent engagement with ideas. He extends the idea by noting that for deep questioning, including that of the assumptions by which one lives and those upholding the society one oft assumes to be 'just so', it is necessary to avail oneself (and our children) of a plethora of resources; to come to appreciate them, to come to comprehend their possibilities.

'Know how to look, know where to look' he implores us, 'Know how to deal with your challenges'.

He gives specific guidance...

'Know how to formulate serious questions; learn to shape questions that are worth pursuing and learn how to develop a path' (for yourself and guide your children to such a possibility) to pursue them.

Teachers at Kinma start with your children and questions. They take two forms. Firstly, your child's actual questions- both those they verbally ask and those that their body seems to ask without words. Secondly the questions about your children with which the staff sit. Some are shared at family interviews and together staff and families come to a better understanding of each child. Others are shared among staff but these would come more closely under the banner of observations.

There is a special element of a Kinma teacher's skill set- observation. Teachers start with as open a mind as it is possible to have given that one carries on board x years of life experience which undoubtedly colours the way one moves in the world. We are forever reminding ourselves to be cognizant of the assumptions that sit inside and those that can so easily creep into simple observations.

In the first instance staff aim to notice; to collect 'noticeables', including the above noted questions, to watch, to listen, and to sense the 'inbetween'. With our staff-room being the children's playground, we are collecting all day. Interacting with the children on an ongoing basis, as we learn together with them, we observe.

- co editing a text – noticing that a child is speedier in pace than usual, the breadth of ideas are growing but the colour (style/ mood/ tone) of the writing has not its usual richness
- 'an always leader on the basketball court' seems to be directing less and responding more, particularly with those in group 1, who seem to flock to her. Her language has shifted; the tone is still pacy but less stern, more inviting.

And so the staff simply notice and record. We then share and dialogue; before school, during morning tea and lunch and after school. Teachers share in pairs, small groups and as a whole staff; ever richening our perspective on growing observations, always taking care not to jump into inference and judgement too quickly. We sit with our own constant inquiry about each one of your children and the group dynamics among them as a class, with their assorted peer cohorts and as a school. Ever observing, ever questioning.

May we help each other as teacher and parent to put aside the traditional response of overfocus, even nervousness, regarding immediacy of answers to our children's musings. Let us instead learn to listen with care to our children's questions and to support them in the explorations thereof.

Group 1



Group 1 have lift off!

Apologies!

Andy may have been responsible for the lateness of the last newsletter. So here is two in one!

Group 1 have blasted into their new theme of Space! We began by taking stock of where we already are by brainstorming what we think we already know. This naturally led into questions being asked... Is a rocket the same as a space ship? What is a black hole? Why is it cold in space if you're nearer the sun? Why can it feel cold on earth even when the sun is shining? Can you breakdance on the moon?!

During the coming weeks we will be looking at ways that we can research these thoughts. For now they are collected on our 'Wonder Wall.'



Come into Group 1 for a closer look!



When we came in after the weekend we found all the furniture stripped from its usual resting place, and piled in the middle of the room (after the carpets were cleaned). We took this opportunity to set our group space up outside and invest in the theory that we were going to be traveling to another planet whereby we had to make do with the 'strange' supplies in the middle of the room. Complete with the story that they were all space cadets who had answered an ad in the paper, along with Grace in uggsboots and a helmet, we took off around the school and landed in the classroom. Some were instantly enthralled, looking for aliens and finding creators. Others build cubby houses out of our furniture to hide from the aliens!



Some children turned the tunnel into a space ship in their imaginative play. Here is Angus reacting to a lack of gravity in space!



Tamzin and Zadie took a deck to try out some chalk effects whilst Noah and Archie opted to stay inside.



Our Wednesday research session started with a question from our wonder wall that we investigated using books, the internet and by writing a group letter to Callum's Grandfather (Satellite engineer). Our questions are what is a window of a Satellite made out of and why doesn't it melt. We found some answers using google and backed it up with pictures from our books, being that the windows are located in the cooler part of the rocket at the back. In the process we found out some information about Jupiter's gravity that answered another question we had.

During weeks 6 and 7 we have been looking at short clips from the international space station and what life is like as an astronaut. We take our mini clip boards up to the library and record information we receive. We have taken a tour of the international space station, watched how curiosity (the mars rover robot) was able to land on Mars, learnt about the different planets in our solar system and finally how the suns gamma rays create the Arora Borealis.



Our mini clipboards



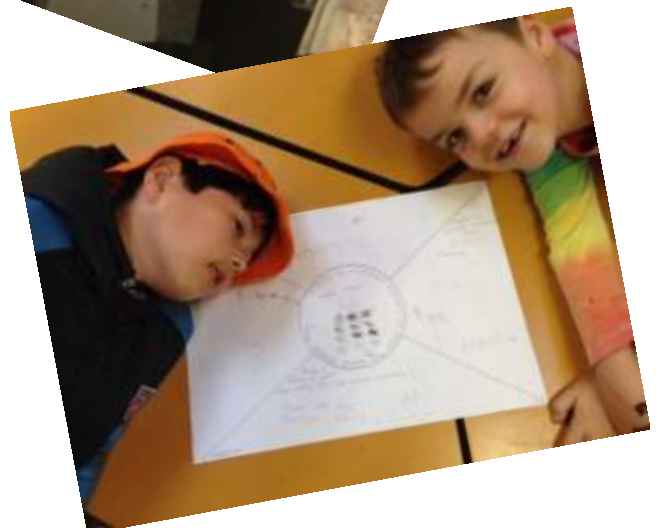
Our whole class Math sessions are such a beautiful time for the children to explore problems together and offer the chance to work with different people. This week we introduced 'Think Boards' whereby a problem is explored in 4 different ways. In order to get into the International Space Station the children had to punch in a code. The code is 4 numbers that add up to 22 using the numbers zero to nine. They cannot use the same number twice.



The children all start in different places on their boards but they all must complete the 4 sections.

1. Writing the problem as a number sentence ($9+7+4+2=22$)
2. Drawing out the 4 groups (9 bananas, 7 watermelons etc.)
3. Representing the number sentence using concrete materials (rocks, counters, gum nuts etc.)
4. Writing out the problem in a story.

These sessions are so valuable as they explore a problem with multiple answers using trial and error and cater to the different learning styles. It also offers the chance to recognise other people's strategies whilst demonstrating their own.



Group 3

We have had so much fun with all of our watery Science experiments in the Kinma Laboratory over the last couple of weeks! After the polluted water story and looking at turbidity ratings of different jars of water we moved on to testing our own sample of creek water. We had a variety of tests to conduct, each with their own very specific instructions. These were chlorine, copper, iron, PH level and nitrates. The results were varied, unpredictable and REAL! We were being REAL scientists so there was no way of knowing what the results would hold for us! It was our job to try and determine reasons why the results were just 'so'! We wrote a scientific report on our findings using background information to help us justify our results – or state our surprise.



Creek water results 2/16/15

Kate and I collected our water from a natural rock cove, the water was still.

When we brought it back we tested for nitrates, copper, iron, chlorine and pH levels. We found our water was quite turbid and surprisedly our water had no copper which is odd because it naturally occurs in rocks and water, our water was also a little bit yellow and water smell like salt and a bit sticky from the yellow algae we found. Our water didn't have any chlorine so it just like the top water in the water we collected we noticed that we did not have any nitrates which confused me because there are farms very close to the creek. normally a sign of nitrates is algae blooms and we had lots of algae in our water.

#1 our iron test found a 2 which is not very much which doesn't affect bad health.

#2 because we are very far away from the chrome plant



Here are Sage and Giacomo's creek analysis reports for you to enjoy:



Creek water analysis By Giacomo de Manincor

Mia, Autumn and I got our creek water sample from a stagnant pool of orangey brown water under a boulder. The thick orangey water was full of dirt and I gave it a turbidity rating of 10 out of 10. Our water was full of algae and that's why it had a strong algae smell.

The stagnant water was located under a boulder therefore it had a high iron level of 5mg. The recommended iron level is 0.3mg. This could be due to the water not flowing and therefore giving the iron, which is naturally found in rocks, time to accumulate.

There was an only small amount of copper, also naturally occurring in rocks, which was surprising since the water had such a high iron rating.

The PH level was a normal 6.5mg which means aquatic organisms can survive there.

We did not detect a nitrate level; considering the creek is surrounded by houses and farmland which use fertilizer for their lawn, this surprised me.

Chlorine was also not present, possibly due to the water having to travel quite far from the water filtration plant.

For the second part of the investigation, we tried to filter some dirty creek water by building our own filtration units. We watched a couple of videos about this to give us some inspiration if we wanted it and then we got busy! I think it's fair to say that we were astonished by our results! Now, I'm not saying that we would all be happy drinking the filtered water but it certainly was a huge improvement! After we'd built them, we wrote a procedural recount stating how to build one as well as giving the water a 'before and after' turbidity rating in the conclusion.



Here is Autumn's recount and her diagram.

2 Lit. of water
 How to make dirty water
 with glass water
 The things you will need will
 be like this
 1. Sand
 2. Gravel
 3. Plastic bottle
 4. Dirty water
 5. Glass
 6. Plastic bottle with the bottom
 cut off
 Let it sit
 I used two one rubber in the
 plastic bottle upside down
 when we put sand and gravel
 next we put the dirty water
 next we put a jar of water
 then we added the dirty water
 we put a jar of water
 the plastic bottle
 then you wait for the
 water to come down from
 the plastic bottle
 Oh once you have waited
 for the water to come down
 it is clean you have done it
 the end.



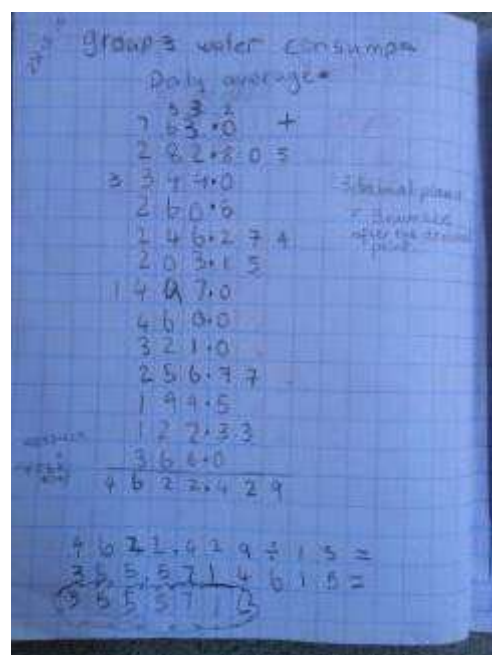
One last Watery challenge we found ourselves engaged with last week was the 'Least Leaky Pipe'. We were set the challenge of seeing how far we could collectively make 1 litre of water travel. We worked in small groups and once the water had been poured into the pipe, we could not touch it until it again. Co-operative team work was imperative and it was very interesting to see how the different groups utilised existing equipment and gravity as well as constructing pipes.



Our maths for the past couple of weeks has been a number focus. We have finally calculated an average for our class water consumption **355.257l** is what we worked out we consume, as a daily average, in Group 3. That's quite considerably more than the 286l per day figure that Judy from OzGreen gave us. There are some anomalies in our data, which had an impact and these have been interesting to deduce. Here is Sky's working out of the final stage:

We have also been working on practising and re-familiarising ourselves with vertical addition and subtraction process and long multiplication and short division – numbers flying everywhere!

'M:EP' stands for 'Mission: Excursion Planning' and has been the cause of great discussions, negotiations, research and finally voting! The children came up with a list of excursions that they would like to go on. From that list, the first round of voting occurred. We narrowed the (very extensive) list down to 8 options. "More information is needed about each option so we can make an informed decision Suz", cries Izzi! So the research began. Questions like the following needed to be found out: How much does it cost, where is it, are there any age or height restrictions, can they offer a small school like ours a discount? Cue, next round of voting and we are down to 3 – bowling, swimming at homebush pool or Skyzone. Once we have finalised



the activity we will put forward our proposal to Julie Carr using some of our persuasive techniques!!

We did some creative writing last week in the form of co-operative writing. It was a big hit with the group. This is an activity whereby the class is split into small groups and they are all given the same story starter – this time it was about a boy who found a box with a magic wand on the outside.....what the inside held for him was up to our creative writers to explore! Everyone in the group writes at the same time and they have about 7 minutes to write the beginning of their version of the story. When the time is up, they pass their books around in a circle where they then read what has been written already and then continue the story from that point. This then continues until everyone in the group has contributed to the story. The results are always unpredictable, sometimes sad, usually unusual and of course, hilarious for all involved!

Think that's about all from Group 3 for now. Winter has definitely hit our bushland this week – please make sure that your child wears sufficient clothing for our chillier (understatement!) weeks.

Hugs to you all,

Suz xx



Snack Attack:

Main Course	\$3.00
Dessert	\$1.50
Drink	50¢ (usually juice)

Snack Attack has been a part of Kinma for a very long time...and how wonderful for the children to have their parents come in and fill the air with a good home-cooked meal. There have been some amazing foods and traditional goodies that parents have become loved and famous for.

There are 68 children in the Primary and 19 in Preschool on Wednesdays.

We have 17 gluten-free, 10 dairy-free children, and 3 vegetarians. If your child is any or all of these 3, please let me know.

Usually we have 2-3 parents that come in on a Wednesday and one makes the Main and the other Dessert and drinks ...or you do it all together on the day. It is a great way to meet and get to know the parents of Kinma and spend the day with the children.

Like everything at Kinma it is a very relaxed easy day. There are not many rules, all we ask is for it not to be too junky and offer vegetarian, dairy-free and gluten-free options.

The kids really enjoy Snack attack, and it's great when we can make Snack Attack happen every week. Below are the dates for Term 1 Snack Attack.

SNACK ATTACK TERM 2, 2015

Calling for helpers!

May 6	Amanda, Lisa and Claire
May 13	Gemma, Nic, Rachelle
May 20	No Snack Attack – Wheels Day
May 27	Helena, Anne and Guy
June 3	Beck, Trud and Gloria
June 10	Rachel and Mel (help needed)
June 17	Preschool (help needed, plus help needed to serve in Primary)
June 24	Katerina, Renee and Kathleen

Some examples of successful meals have included Chicken wings/ drumsticks and salad, tacos, nachos, pasta dishes, pizza, sushi, quiche, fruit and yoghurt, baked apples with cream/yoghurt, natural ice blocks... and much more.

All expenses for ingredients are reimbursable.

If you have any questions or want to contribute please email me at hayleyjl@tpg.com.au or call 0435 145 486.

Thanks,
Hayley Lewis (Turiee's mum)

Tinkering Day – 23 June

BOOMERANG BAGS will be running a workshop at Kinma - 23rd June. We welcome any parents who are curious or want to be part of this initiative.

BB was set up by SURFRIDER, to eliminate the use of plastics bags in shopping centres by sewing bags from recycled fabric and having these available at various stations in the street for borrow and bring back usage. It is community action. It is happening in Avalon right now. We are a core of people concerned about the state of the environment, and specifically about the state of the oceans and the accumulation of plastics which is contaminating and killing sea birds and creatures We are aiming to sew 4,000 bags to enable a good launch.

We are coming to Kinma on the next Tinkering Day to help any students (and parents) to reaffirm their love of the ocean and create their own distinctive cloth bags for inclusion in the Avalon Boomerang Bags' initiative.

It is important to us that we are empowered, by our action from the heart.

Anyone wanting to be part of this environmental ground swell, is most gratefully welcomed. There is a working bee at Avalon Community Centre every Tuesday 11am - 5pm and we have take-home packages of 1 - 4 bags precut for sewing/assemblage if this is an issue that you feel you want to support.

Phone Annabelle Kristevic - 9918 0070 / 0416 620 298.

Looking forward to our Tinkering workshop.

Annabelle Kristevic and Laural Wood.



Clothing & Toy Bazaar



Women's fashion

Toys

Baby Gear

Children's clothes

Accessories

Designer labels

PLUS

Afternoon tea

Cake stall

Lucky dip

Raffle

And more!

**Friday 12 June
2-5pm**

**Monday 15 June
8.30-11.30am**

Kihma

Inspiring a passion for learning, for life
PRIMARY • PRESCHOOL • PLAYGROUP

**127 Coolowie Rd
Terrey Hills NSW 2084**

Bazaar Update!

Friday 12th June, 2:00-5:00pm (new time!)

**We need coat hangers, and clothing racks,
Pop-up change rooms, mirrors.**

Help needed!

Can you help with any of the following?

Help sort through donations

Ironing clothes before the sale

Help put items on display ready for the sale

Bake cakes/slices to sell on our cake stall and at our Kinma Café

Help out on the day

Donate to our raffle & hampers

Sell raffle tickets

If you can help in any way please contact the Clothing Sale team below.

Big thanks,

Rachel, Renee, Amy and Claire

Extras

We are collecting donations for this in the office. Items can also be dropped off at Mona Vale Library. Izzi in Group 3 has an easy-to-make beanie crochet pattern for anyone who would like to crochet a beanie.

Kindness is catching

WINTER CARE KITS

Kindness Packs for Homeless People

Kindness is Catching is organising an initiative to help make this winter a little more comfortable for some homeless people. We are seeking your donation for items to give to Sydney City's people who are sleeping rough.

When you are next at the supermarket, please consider buying the following items for a Winter Care Kit and pop them in a zip lock bag.

• Facewasher	• Refillable water bottle
• Comb	• Travel sized shampoo & conditioner
• Pair of socks	• Small box of band aids
• Travel sized hand disinfectant	• A small packet of tissues

Kindness is Catching is also seeking donations of beanies and scarves. If you are a knitter or know anyone who loves to knit, please spread the word. Sydney's winters get cold and these new Winter Warmies will be appreciated!

Many thanks for your thoughtfulness and kindness towards those people who are less fortunate than ourselves. Please let your friends and family know about this Homeless project. After all, the more Care Kits we can get the better it will be and you will soon see that *Kindness really is Catching!*

Linda ❤️

For more info email kindnessiscatching@gmail.com
www.facebook.com/icaughtkindness

 proud member of
World Kindness Australia
 Because it's cool to be kind

LOCATIONS

Locations to drop off your Winter Care Kits during weekday business hours

- **Cosmic Smile Dental.**
Suite 212/40 Yeo St, Neutral Bay
- **Eastern Cross Trading.**
11 Birmingham St, Alexandria
- **Forestville Library.**
6 Darley Street, Forestville
- **Kirribilli Neighbourhood Centre.** 16 - 18 Fitzroy Street, Kirribilli
- **Newtown Neighbourhood Centre.** 1 Bedford St, Newtown
- **Manly Community Centre.** 12 Wentworth St., Manly
- **Seaforth Medical Centre.** 6/470 Sydney Rd, Balgowlah

Northern Beaches



Support Group

A problem shared is a problem halved

The Northern Beaches ADHD Support Group is a voluntary, parent-run group offering support for parents of children or teenagers with ADHD via regular meetings. The group aims to provide a supportive environment to discuss and learn more about ADHD in order to best help parents and kids alike.

SPEAKER EVENING: BLACK DOG INSTITUTE "Navigating Teenage Depression"

For Parents, teachers and people working with young people.

A 60-minute presentation delivered by a trained presenter, who has themselves experienced a mood disorder as a young person, or who has cared for a young person with a mood disorder.

The presentation covers:

- The pressures faced by teenagers today
- Signs and symptoms of depression and bipolar disorder in young people
 - Identification of early warning signs
 - When and where to seek help
- Practical strategies for offering support and communicating with a young person you are worried about
 - Strategies for building resilience

Monday 15th June 2015 @ 7.00-9.00pm

The Pittwater RSL, Main Sail Room, 82 Mona Vale Road, Mona Vale

Ticket reservations essential via
<http://www.eventbrite.com.au/org/4222746751>

Register on 



Facebook: <https://www.facebook.com/BeachesADHDSupport>
 Facebook Forum: <https://www.facebook.com/groups/BeachesADHDSupportGroup/>
 Email: nbadhdsupportgroup@hotmail.com
 Website: www.northernbeachesadhdsupportgroup.com.au
 We sell the Entertainment Book online via our website



ADHD Guide

Your guide to ADHD information, services & resources in the Northern Sydney region.
www.adhdguide.com.au



Venue kindly sponsored by
 Pittwater RSL Club

Parenting Programs

Child & Adolescent Parenting

WHAT'S ON IN TERM 3 - COURSES/WORKSHOPS FOR PARENTS/CARERS

Tuning in to Kids Course (3-10yrs)

Help your child develop emotional intelligence, manage emotions & deal with conflict.
Chatswood 5wks/2.5hrs (27/7 - 24/8, 7.00-9.30pm)

Triple P (Positive Parenting Program) Seminars (3-8yrs)

Series of 3 seminars on Positive Parenting & Raising Confident, Competent & Resilient Children
Chatswood (5/8, 12/8 & 19/8, 7.00 - 9.00pm)

Communicating with Kids Workshop (based on PET) (4-12 yrs)

Communication skills for building effective long term relationships with your children & family.
Chatswood (31/8, 7.00-9.30pm)

Tuning in to Teens Course

Emotional intelligence & communication skills to understand your adolescents' needs & behaviour.
Chatswood 5 wks (30/7 - 27/8, 7.00-9.30pm)

Toddlers Workshops (1-3yrs)

Series of 3 workshops on Discipline, Tucker & Toilet Training, Speech & Sleep
Chatswood 28/7, 4/8 & 11/8 (3 wks/2.5hrs each, 7.00-9.30pm)

NEW Helping Your 3-6 Year Old Child with Anxiety

Series of 2 workshops for parents to assist with young children showing signs of anxiety
Chatswood 26/8 & 9/9 (2.5hrs each, 7.00-9.30pm)

Resilient Kids Workshop

Strategies to accept & express feelings, develop optimistic thinking & coping skills
Chatswood (18/8, 7.00-9.30pm)

Dealing with Teen's Backchat Workshop

Learn how to restore a respectful & positive relationship between you & your teenager
Chatswood (23/7, 7.00-9.30pm)

WORKSHOPS ON REQUEST - PHONE 9887 5830 (2-2.5 hours)

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| ★ Understanding Your Toddler/Discipline & Tantrums | ★ Transition to School |
| ★ Tucker without Tantrums/Toilet Training | ★ Transition to High School |
| ★ Speech & Language Development/Sleep | ★ Triple P Seminar Series 1-12 yrs & Teens |
| ★ Older Sibling - New Baby | ★ Communicating with Kids |
| ★ Bully Busting | ★ Dealing with Teen's Back Chat |
| ★ Resilient Kids | ★ Grand Parenting |

Enquiries: Child & Adolescent Parenting 9887 5830

www.nslhd.health.nsw.gov.au/services/CAP

Vacation Care – Warringah Council

Our school holiday program for the Winter 2015 holidays is now available for download from Council's website and bookings for this holiday period are open from next Monday morning (1st June 2015).

The brochure and interactive Booking Request Form are available on our webpage:

<http://www.warringah.nsw.gov.au/live/community-support-services/family-and-child-care/vacation-care>



Some of the excursions programmed for these Winter holidays include:

- Flip Out
- Maritime Museum
- Big Blast
- Marian Street Theatre
- Sydney Observatory
- Putt Putt Golf
- Featherdale Wildlife Park
- Berry Island
- Movies
- Disney on Ice

Printed copies of our brochure will be in the office later this term, and will also be available from Warringah Council Civic Centre, Council Libraries and Community Centres.

Should you require any further information please feel free to contact our office on 9942 2312.

Many thanks

NICKY HAYNES

VACATION CARE SUPPORT OFFICER

Warringah Council – Childrens Services

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