

# Kinma

Kinma Newsletter T3 Week 7, Friday 4th September, 2015

## Congratulations to our wonderful Suz

On Saturday evening Suzanne and Adam became the proud parents of Kai Donald Collins!

Everyone is besotted and healthy!

On behalf of the community we sent flowers and the children made a wonderful card from group 3 to attach as well.

We are sure that Suz will come in and visit when she is ready!

## WHAT'S ON

07.09.15	Learning Forum (6.30-8.30pm)
15.09.15	Tinkering Day
15.09.15	Education Committee Meeting,
15.09.15	Board Meeting, 7pm
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

## LEARNING FORUM – this Monday, 7th September – 6.30–8.30pm

- \* Making my child as strong as I can
- \* Building my children's resilience
- \* Encouraging the wholeness of our children ... their wellbeing

Staff and families are invited to a learning forum which will consider a host of variables which grow our wellbeing:

The food and movement with which we power our bodies

The images, ideas and texts that power our minds | The experiences that power our hands

Bring your ideas. If you have short (2-5 minutes max) clips that you think would be worthwhile to include, send them though to: [julig@kinma.nsw.edu.au](mailto:julig@kinma.nsw.edu.au) and (depending on the number sent) we will aim to include a broad range of input.



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# Administration

Some bits and pieces....

## Friendship Seed Day

Thank you to everyone who kindly donated morning tea for us to share with our visitors on Wednesday. We had fruit, veggie sticks, dips, baked goodies, and many other delicious offerings. There was enough to feed all of Primary as well as our guests. What a generous community we have!

## Lunch boxes

Can you please check your children's lunch boxes for 2 reasons:

1. See that they are eating what you are supplying or eating at all! – If they are not eating let us know and we can have a chat.
2. Are your children bringing home their wrappings? Some students are making disappointing choices by hiding their rubbish or placing it into the paper bin. Can we ask that you have a discussion with your children about it being their responsibility to pack the rubbish away and bring it home.

## Lost property

Again, we see loads of great pieces of clothing left in the lost property containers for primary outside of group 3 (back entrance). Please come and have a look or ask your children to check as we are coming towards the end of term and we will be washing and sending on any clothes that are not labelled to charity.

## School Fees

Any outstanding fees please can you get them paid, or give us a call in the office and let us know when you will be paying.

## Sweeping

Does anyone find sweeping meditative? If you do it would be greatly appreciated if you could pick up a broom in primary and sweep the pavers now and again.

## Parking reminders

Please do not park in the bus stop in the afternoons - it makes it a little more tricky for the students to catch the bus and also for our wonderful driver to navigate close enough to collect them.

REMEMBER, we have a one way system from 8.30-3.30pm at Kinma for cars. We ask that you enter via the bottom end of Coolowie (down near National Park) and make your way up past preschool and home. This way we are lessening the possibility of accidents in our small street.

Claire, Carin and Julie

# Education Co-ordinator

## The Homework Letter I Send to School Each Year by Justin Coulson PhD

Perhaps the no.3 question we get asked at Kinma by incoming families and most families at some point in their children's Kinma experience is

**Why no homework? Is it safe?**

**We've written a variety of pieces but when I found Justin's version, I thought , here it is .... Read away, juli g**

It seems that homework is a never-ending drama for children AND parents. If you're like most parents of primary school-aged kids, homework creates tears and tantrums (sometimes the kids get worked up about it too!) and it takes far too much time!

Homework for primary school-aged children is consistently in the news ([here](#), and [here](#) for example). But research shows that if the kids are in primary school, it actually has a negative impact on their learning outcomes. As a result, I've banned my children from doing homework before high school.

A few years ago, I wrote the letter below to my children's teachers. I've used it every year since for all of my children in primary school.

Have a read and tell me what you think:

Dear Teacher

We are delighted to have our child in your classroom. She seems to be extremely happy with her class and is thrilled to have you as her teacher. Our child is a diligent and conscientious student with an amazing attitude. We trust that you are enjoying having her in your class, and that she is making a great contribution.

We are writing to share with you a (hopefully minor) conflict our family has with school policy. The issue is homework. As you will probably see, we have put a lot of effort into this letter, and we hope that you will take it seriously, and also recognise that we wish to make things better for all parties, and not more challenging. We also recognise and appreciate that you are a teacher who has our child's best interests at heart, and hope that this will be the first of many constructive conversations we have around her learning this year.

Barring two exceptions which we'll mention in a moment, we do not encourage homework in our home. The reasons for this are as follows:

1. Scientific: For young children (under around age 14-15 years) there is absolutely no scientific research which supports the inclusion of homework in their extra-curricular activities.

Indeed, "there is no evidence that any amount of homework improves the academic performance of [primary school] elementary students" (Cooper, 1989, p. 101). Cooper (one of the most respected homework researchers in the world) indicated that while he was personally pro-homework, there appears to be no academic advantage for children to do homework. In many studies the relationship between homework and "learning" (often defined as grades or standardised test scores) is negative.

2. Homework may add to your workload. We have sat through many parent/teacher meetings and heard teachers speak of scheduling challenges you face in terms of dealing with coordinating homework, marking homework, giving homework feedback, and so on.

3. Homework creates stress for our children. It might be tough for teachers, but I believe it's even tougher for children, even when only in small amounts. And research has demonstrated that it "overwhelms struggling kids and removes joy for high achievers." A 2002 study found a direct relationship between time spent on homework and levels of anxiety, depression, anger, and other mood disorders and issues.

4. Homework creates an extra burden on us as parents. With five children, a business, and myriad other priorities, this is one thing we believe is dispensable.

5. Homework creates family conflict.

6. Homework diminishes the time our children have for other activities. With 5 children, you can imagine that homework has the potential to occupy a significant component of our afternoons. We have the children involved in music lessons, sports, church activities, and more. Additionally, the children enjoy being children, by swimming in the pool, playing with friends, having free reading time, going shopping, contributing in our home with chores and cooking, and so on.

7. Homework is not inspiring. We are yet to meet a single child who enjoys homework. We believe that it may be the most reliable extinguisher of the flame of curiosity.

8. There is no evidence to support the belief that homework helps students develop the characteristics it is often suggested will be useful, such as ability to organise time, develop good work habits, think independently, and so on. It doesn't seem to prepare them for "later" either. They can usually adapt pretty well when they turn 14 or 15 without having 8 years of practice under their belt before it all starts. Our eldest daughter is a single case-study testament to that.

9. Our position on homework can essentially be summarised by the following quote from a respected US professor of education: "Most of what homework is doing is driving kids away from learning."

We mentioned two exceptions to our homework rule and these are the following;

1. Reading. We strongly encourage reading in our home. The children are encouraged to read every single day after school and before bed. However we strongly discourage placing minimum time limits on the reading or dictating the number of pages to be read. This removal of autonomy turns reading into a chore, rather than a pleasure. When we simply remind the kids that reading time needs to happen, they immerse themselves in books and often only resurface after our pleas to come to the dinner table reach a crescendo! (Often we get them in trouble for reading too much!)

We have seen that the best way to make students hate reading is to make them prove to us or others that they have read. On a related note, we discourage the use of rewards for behaviour – such as stars, goodies, etc. However, we DO let the children know that when they have completed a book we will gladly buy them another one immediately. This, they find, is highly motivating.

2. Our other form of "acceptable" homework is related to projects from school that interest the children. We actively encourage research, projects, and especially writing speeches. This helps the children in information gathering, critical thinking, logical formatting of content, and presentation skills. Plus it gets them actively "discovering" in their learning, and sinks much deeper than much other "busy" work.

The reality is, despite our feelings about homework, our children seem willing to complete it without our ever asking. However, we want you to be aware that we will not be actively encouraging homework unless it falls into the two categories described above. And this we do regularly anyway, whether you assign it or not. This is in no way meant to undermine you or make your job more difficult. In fact, we believe that it will make things easier for everyone and assist in the well-rounded positive developmental outcomes for our children.

Thanks so much for reading this. We hope that you can be understanding of our position, and are happy to discuss this with you if you have any concerns.

<http://justincoulson.com/homework-letter-send-school-year/>

# Friendship Seed Day



Thank you to all the families who helped out to make the day such a wonderful joy and success!

# PRESCHOOL



## WELCOME

..... to Thomas and his family. Thomas has enjoyed exploring the Preschool garden with Nina.



## FLOWER HUNTS

First day of Spring! Charmaine, Kalila's mother, noticed there was a beautiful purple lily flowering in the bushland below the carpark. Groups of children went out on "Flower Hunts" We discovered several different flowers as we walked carefully through the bush. We talked about native flowers and other flowers. We picked some daisies and jasmine and arranged them in vases when we got back. Max W, Zoe, Harry, Sigrid, George, Bosco, Deco, Astrid, Luki, Olive, Samara, Qiana, Jasmine and Aleena were excited to discover native flowers, garden flowers and weeds on their walks.

Max described a weed as "a cheeky flower growing in the wrong place."

Harry theorised how hakea seeds might work.

It was also noticed that lots of insects liked flowers .





Natalie from Group 2 explained to the Preschool children why they should not pick native flowers and why we need to care for them.



Waiting at the gate, a spontaneous group decision was made to have a rest.

“We are fast, you are last” came the chant.



Lots of drawings of flowers appeared in the floorbook.



Cut flowers were used to make these creations at the woodwork table

### VIOLIN WITH HOLLY



Violin was very popular again this week. The children are very keen for their go and are really understanding about waiting for their turn. Holly would show them how to hold the bow and how to rest the violin on their shoulder. Kalila was making some lovely sounds



Luki showed Teo how to make the sounds. Teo was feeling reserved and Luki helped him to have a go



Tom Weir was happy to be having his turn. He had watched Holly play her bigger violin and was keen to make his own sounds.



Chris had several turns, using the violin on his lap as well as on his shoulder. He was making some wonderful sounds.



Grace was really understanding how to hold the violin and the bow and making some fabulous sounds as well. We really do enjoy our violin sessions on Mondays.

## HAIR PLAY



During the past week, a number of children have taken part in hairdressing at preschool. The experience began when some children were observed engaging in socio-dramatic play where they were pretending to cut each other's hair. A hairdressing kit was put together which included hair combs, hair clips, elastic bands, towels, an empty shampoo bottle and a number of photographs depicting various hairstyles for everyone. There was a long queue of takers, so we devised a system of writing names down on a piece of paper to help remember who was going to be next. The children took turns doing each other's hair, brushing and then styling it with water. The following day, we needed some beads for the braiding. Some straws were cut and used as beads. We also found beads of various shapes, sizes and colours. The children had the task of finding the perfect sized bead to fit the braids.

To extend the experience, we brought in some hair chalk. The children needed to dip the chalk into a bowl of water before smudging it onto their hair. Some children did their own hair colouring without the aid of a mirror while others chose to paint each other's hair. Most popular for all the children, was rainbow coloured hair. The children recalled the colours of the rainbow, singing a rainbow song to help them remember. The various male and female hairstyle pictures sparked debate about which styles were suitable for boys and girls. It became clear that everyone could have short and long hairstyles. Some of the boys who had previously participated in the hair chalk activity, mixed water-coloured paints to create face paint. They painted various coloured dots and stripes onto their faces using paintbrushes.



## GROOMING YOUKI

Following on from the incursion earlier in the year of the NSW Dog Safety Program, Mia's dog Youki came for a visit on Friday. Youki can do lots of different tricks! Mia showed us how she can roll over, shake her left or her right paw, jump over the hurdle and sit. The children took turns giving Youki treats for the tricks she did.



When Youki had done lots of tricks and eaten all her treats the children gave her a brush.



## AND LASTLY.....

**Wednesday 9<sup>th</sup> September** – Preschool is providing Snack Attack. Can you help with some home preparation? Talk to Christine or Felicity if you can.

Christine, Kay, Nina, Pat, Felicity, Lizzie and Nikki

# From Andy!

Hello Kinma Community!!!



*Despite this being the wrong leg it is a fairly apt depiction of me at the moment.*

I thought I would take the opportunity to first of all say thank you for all your thoughts, prayers, gifts, cards and general inquiries as to my sudden affliction.

I am currently out of hospital though there is still a lot of healing to be done. To give you a brief on my last two months, I had a routine arthroscopy to remove some loose cartilage, during which I contracted a very rare fungal infection. This became evident about a week after the initial surgery, so I checked into hospital and ended up staying 6 weeks. After a further 8 operations to flush out the infection, they determined that while they had made some progress in reducing the infection, it was still prevalent. I am now waiting on a 'super drug' that will hopefully assist in eliminating the fungus completely. This will take just on a month at the end of which I am due for another operation to make sure it has gone and hopefully to repair some of the damage.

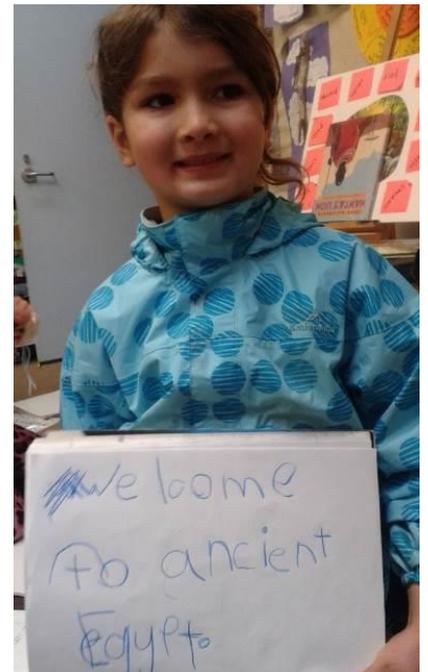
I miss the Kinma community daily and am constantly wondering how the children are getting on. I cannot believe that I have missed out on 7 weeks of their growth. Surely they will seem like teenagers when I next see them!

Thank you all again for your continued support and I hope to be amongst you all again as soon as is possible!

# Group 1

Group 1's exploration of Africa has moved northwards! Many of the children have shown interest in the mysteries of Ancient Egypt so last week we left the savannahs of Tanzania and pretended to begin a trek north. We donned our desert boots, hats and binoculars and climbed aboard camels, the children's first clue as to where we were going. We trekked for many hours in the blazing sun, moving from jungle to desert. When we had reached our destination, we found a friend who wished for some help...

The friend welcomed us to northern Africa and asked us to accompany her on a journey but first there was a message we needed to read and a code to crack.



What do these symbols mean? Nathanael wondered if it was a message as he thought birds often delivered messages. Some children recognised them as hieroglyphics so we set to work translating the pictures to letters. Detective Poling discovered its meaning.

Once we had solved this first mystery, we wondered how we could use the ancient code. Some children wrote their name, others wrote messages. Angus chose to write 'Andy'.



Andy by Angus

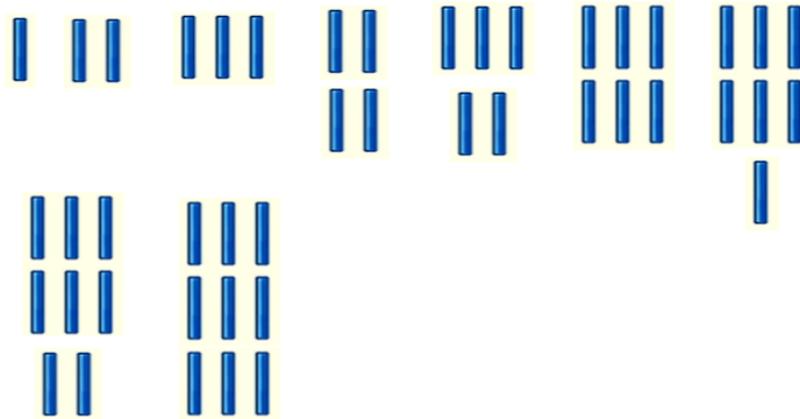


Kayden

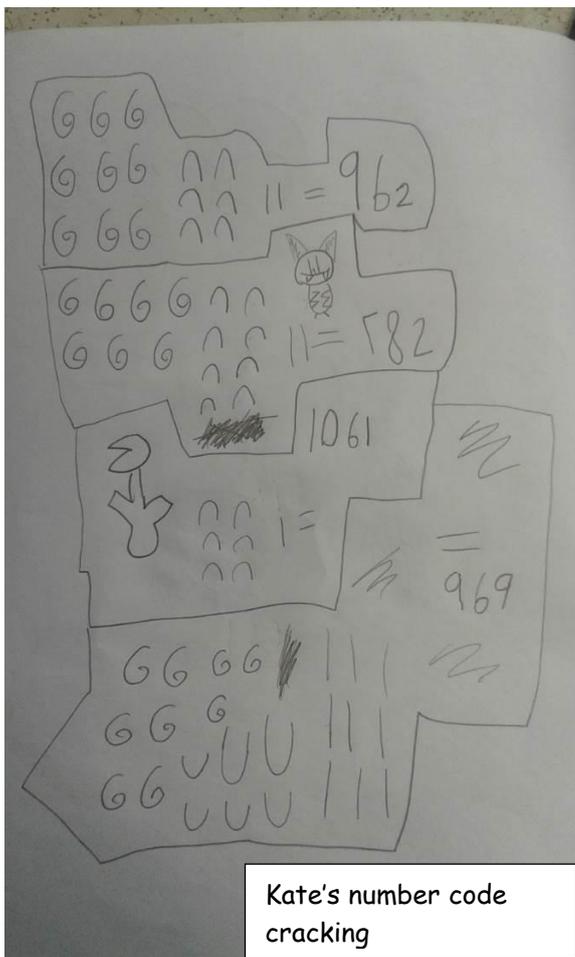


Piper

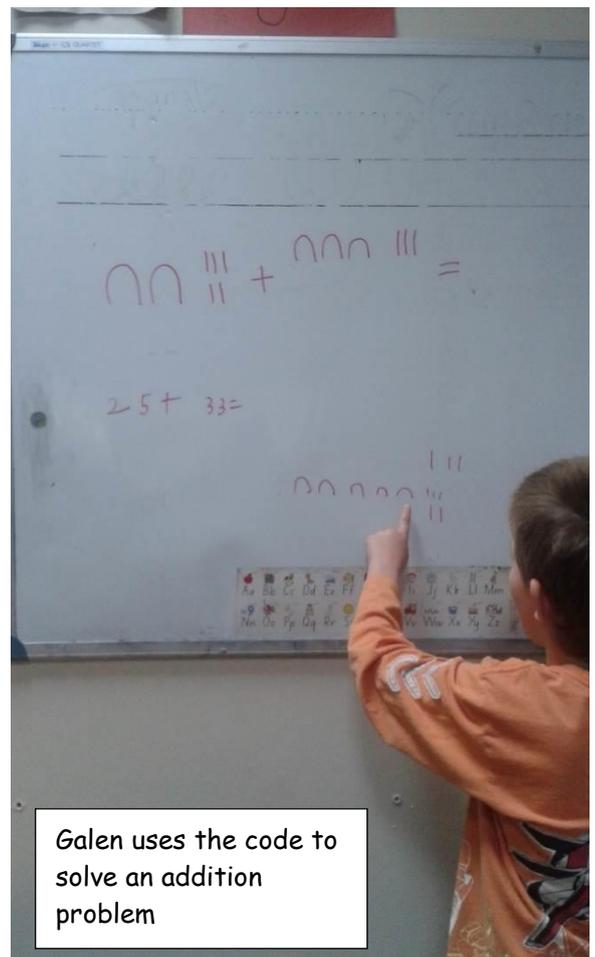
Not only did the Ancient Egyptians have a different way of representing of letters and words, they had another system too- what could it be?



We looked at the patterns and the children wondered if they could be numbers? And if so what would happen after 9? This led to such a rich discussion. Kate noticed that 5 is 3 + 2, Tess noticed that 7 = 3+3+1, Heath noticed that 9=3+3+3. Lots of these symbols were hidden around school for the children to find and again crack their code, translating them to English.



Kate's number code cracking



Galen uses the code to solve an addition problem

Towards the end of the week, the children were asked if they thought Ancient Egyptians were the only culture that used different ways to communicate and represent things. Galen talked about an aboriginal marking that he had seen and Marli has an important aboriginal picture of a whale in his street. We looked at aboriginal art and their meanings and then created some art to represent ourselves or something important to us.



Grace, Kate and Group 1

# Group 2

Hi all,

So, what has been going on in the Group 2 space?

Our “Teranga” theme has given us much scope for exploration.

The concert itself was a grand highlight. In Group 2 we spoke a lot about what “teranga” means. Here are some definitions as interpreted by Group 2 children:

**“Teranga means letting people in and sharing the magic of the music” (Nat)**

**“Teranga means making new friends to me” (Tanika)**

**“I think teranga means caring and sharing” (Ivy)**

**“Teranga means sharing with family, friends and strangers” (Turiee)**

In preparation for the day each child allocated themselves a role to help show “teranga” to our guests, that is, students from the 3 visiting schools and the band members themselves. There were children who created signs for the bathrooms, wrote a thank you note which was delivered on stage on the day, tidied the playground and organised a friendship banding kit to teach interested guests at play time.

Everyone’s goal on the day was to make a connection, some did this with a smile, a wave, a chat or an invitation to play. Some of these may sound like small gestures, though for some of our gang, even this was testing the boundaries of their confidence in a new social setting. Upon reflection children could see the value of their “connection points”.

And what about the music you say?!

“Wow, Teranga” brought the house down with their dynamic and humorous performance. They were touched that the audience knew so many of their songs and were particularly impressed that it was our youngest group that had learnt (and taught the rest of the school) “Wa deukabile” which is sung entirely in Wolof. Three cheers for Group 1!

When “Goumbe” came on, the song group 2 had learnt and taught to the school, our troupe did us proud, cheering and singing along with gusto.

Some thoughts from the children:

**“The music was really loud!!!! It made me think of sunshine. It made me feel happy.” (Hunter)**

**“The music vibrated me. It made me think of taikoz.” (Will)**

**“It made me think of the jungle, especially the drums and the beat.” (Felix)**

**“The music was exciting. The music made me think of exciting stuff like fairs and parties. The music made me feel happy and completely the opposite of relaxed. I particularly liked it when they did Goumbe and Pico the Polar Bear because those are my favourite songs that they played” (Isabella)**

**“The music was really good. It made me think of spinning. It made me feel free.” (Sol)**

The concept of “Teranga” was built on in the lead up to Friendship Seed Day yesterday – another joyful event with another group of guests to host. Having “warmed up” through the Teranga concert day, Group 2ers were highly excited for Friendship Seed Day and truly embraced the spirit of Teranga. Thank you to all who helped provide tasty snacks for morning tea, the children were very proud to deliver their goods on the day and share in the feast with our guests. When the moment came to teach our visitors how to make a band, connection points were sparking off around the room as children from Kinma and visiting schools paired off in the name of creation, friendship and sharing.



In other news, we have been moving inside and out throughout the days to enjoy some of the early spring weather. Here we are creating graphs comparing data relating to the geography of the continents of Africa and Australia:



Just a reminder, there are a few families we have not yet had a chance to connect with this term. Please come and see us to arrange a parent meeting or contact us by email.

Smiles and sunshine, B, T and G2


**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 3, 2015**

July 22	No SNACK ATTACK
July 29	Lisa G, Sally A, and Gemma
Aug 5	NO SNACK ATTACK
Aug 12	Gemma, Nic, and Liz
Aug 19	Helena, Joe & Tania
Aug 26	Rachelle, Scott, and Claire
Sep 2	Amanda, Rachel, and Karen
Sep 9	Preschool: Amy and co
Sep 18	Renee B, Katerina, and Sam F

*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](mailto:hayleyjl@tpg.com.au) or call 0435 145 486.

Thanks,

*Hayley Lewis (Turiee's mum)*

# Extras

## Pittwater Children's Orchestra



Started by Holly Doyle especially for Kinma children and children from other small schools.

All children welcome who have lessons in:  
violin, viola, cello, double bass,  
or acoustic guitar  
(Kinma lessons are counted :)

Please save the time! Mondays 3:45-5:00pm  
@ Mona Vale Community Hall

This will consist for practice, games and more practice.

Children welcome for afternoon tea from 3:30.

Website: [www.pittwaterstrings.com.au](http://www.pittwaterstrings.com.au)

Hi there, I am Kai and Yuka's mother at preschool, Mizue.

I am running a Japanese whole food cooking classes from home. Since I started eating whole food, I feel much better both physically and emotionally. So I would like to share my experience with as many people as possible. Hope to see a lot of Kinma friends in my class.

# School Holiday program Parents & kids

## Hand-made Udon noodles workshop

There is:

- No refined sugar
- No refined or bleached flour
- No cow's milk
- No butter

You and your kids will learn to make Japanese Udon noodles from scratch. Kneading, rolling, and cutting....It's not only tasty, but fun! Also we will make quick and easy vegetable spring rolls.

This class is suitable for kids aged between 4 and 12 (if you think your kids can do it under 4 is also welcome!)

If the weather is nice, we can have a picnic in the backyard, so please bring a picnic mat if you have one.

The class is in an intimate small –group atmosphere (6 families max. )

◆ **Date:** Thurs 24th Sep 10:30-13:30

◆ **Fee:** \$ 63 for both parent and 1 child (includes tuition, ingredients, dessert, and a copy of the udon recipe)  
 2<sup>nd</sup> child will cost additional \$5 (only if they participate in the lesson or join in the meal)



**Dessert**  
 Japanese  
 Taiyaki  
 Hot Cakes



All ingredients are organic or chemical free, with as few food additives as possible.

◆ **Location:** Frenchs Forest (10 mins from Kinma)  
 (Details provided after payments are made, as the class is in a private house).

**0407-474-403**

Call or SMS Mizue

<http://simplelifeomusubi.jimdo.com/>

[facebook.com/JapaneseWholeFoodcookingOmusubi](https://www.facebook.com/JapaneseWholeFoodcookingOmusubi)

◆ **Profile**

Mizue (Nickname Jo)  
 Trained macrobiotic cooking instructor  
 Nutritionist ( in Japan)  
 Certified chef ( in Japan)  
 BS Consumer Science at RMIT Uni



## Glenaeon OOSH – Holiday Care Program

121 Edinburgh Road, Castlecrag, & 5a Glenroy Ave, Middle Cove, NSW 2068

Monday 21<sup>st</sup> Sept to Friday 2<sup>nd</sup> Oct 2015

	Mon 21 <sup>st</sup> Sept	Tue 22 <sup>nd</sup> Sept	Wed 23 <sup>rd</sup> Sept	Thurs 24 <sup>th</sup> Sept	Fri 25 <sup>th</sup> Sept
<b>C A S T L E C R A G</b>	<b>Fabric Art Day</b> Choose tie-dye, fabric painting, and decoration.  Seniors: develop own design & use various media to create unique clothing. (T-shirt provided) <b>\$10 extra charge</b>	<b>Fun of the Fair</b> Side-show alley! Fairground games, challenges and delicious treats!  Senior Program: Take on the target challenge with paint ball! <b>\$5 extra charge</b>	<b>Pottery Workshop</b> Seniors: Learn to 'throw' clay & use a Potter's Wheel to make your own creation.  Juniors: Learn hand modeling techniques. (May be an opportunity to use potter's wheel) <b>\$10 extra charge</b>	<b>Beach &amp; Bush Day</b> Travel by bus for a day of adventure by the water. Explore the bush & discover old forts. Learn about life on the reef  Senior Program: Learn or practice snorkel skills, and cook the BBQ! (Fully Supervised) <b>\$20 extra charge</b>	<b>Pizza &amp; Wheels day</b> Bring your wheels, rip sticks, skate boards, scooters and join us in our wheeltastic day. Make delicious GIANT pizza!  <b>Must bring helmets</b>
	Mon 28 <sup>th</sup> Sept	Tue 29 <sup>th</sup> Sept	Wed 30 <sup>th</sup> Sept	Thurs 1 <sup>st</sup> Oct	Fri 2 <sup>nd</sup> Oct
<b>C H E C K E A C H D A Y</b>	<b>Lotions &amp; Potions</b> Make natural and delicious smelling recipes & beautiful concoctions to take home!  <b>\$5 extra charge</b> <b>CASTLECRAG</b>	<b>Rock Climbing</b> Learn or improve your rock-climbing skills on rock wall. Fully supervised/belayed. Senior & Junior Program.  <b>\$20 Extra charge</b> <b>MIDDLE COVE</b>	<b>Sydney Harbour Mystery Hunt</b> Travel by bus to the city. Uncover the clues in historical sites and find the key to the treasure! Picnic amongst the giant trees and build swing!  <b>\$10 Extra charge</b> <b>CASTLECRAG</b> (Departs 9:30am returns 4pm)	<b>Bush Skills &amp; Campfire</b> Lots of fun learning bush craft skills and build cubbies & teepee.  Senior Program: Make a GIANT POTATO ROCKET!! <b>CASTLECRAG</b>	<b>Awesome Craft</b>  A super creative day of painting, clay, sculpture, felting and more! Seniors: May use pottery wheel <b>CASTLECRAG</b>

Friends: – PLEASE DO invite your friends from other schools. All are welcome!! Cost: from \$65 /day Hours: 8:30am to 5.30pm

More Details & Enrolment at: [www.glenaeonoosh.com.au](http://www.glenaeonoosh.com.au)

Email Forms to: [childcareservice@hotmail.com](mailto:childcareservice@hotmail.com)

Glenaeon VAC Flyer Sept15

## Glenaeon OOSH Care Sept 2015 Booking Form

121 Edinburgh Road, Castlecrag, & 5a Glenroy Ave, Middle Cove, NSW 2068  
www.glenaeonoosh.com.au

**Step 1:** If you are NOT already enrolled at Glenaeon OOSH Service please go <https://glenaeonooshservices.hubworks.com.au/> and enrol. You will be sent a login to Hubworks and you will need to complete your full details online. Please be sure to enter your CRN details if you wish to claim rebates.

If you have previously enrolled with us please **DO NOT** enrol again. Just complete steps 2 to 4.

**Step 2:** Please complete the booking form below.

No need to check availability as bookings are made on a first come, first served basis as we receive your booking form / confirmed dates. You will receive a confirmation email of a place.

**Step 3:** Please make payment in advance by Netbank Transfer to secure your child's booking (*Refund will be made if NO space available*) (Laivoi Pty Ltd BSB: 062 295 A/C: 1037 2248 (Use child's FULL name as ref)

**Step 4:** Email this booking form to [childcareservice@hotmail.com](mailto:childcareservice@hotmail.com)

*(If you are unable to email form, please ensure you are enrolled in Hubworks and email your booking dates giving child's FULL Name and your contact number. Then bring this SIGNED form with you on the first day of care.)*

**Please Write CLEARLY**

Family Name: \_\_\_\_\_ Email: \_\_\_\_\_

Child Name	DOB	School	Class/Year	Sex
1.				
2.				
3.				

Parent Name	Mobile	Email / Other Contact Details
1.		
2.		

**Days to Attend Care (circle)**

Mon 21 <sup>st</sup> Sept \$65 Plus \$10 activity fee	Tue 22 <sup>nd</sup> Sept \$65 Plus \$5 activity fee	Wed 23 <sup>rd</sup> Sept \$65 Plus \$10 activity fee	Thur 24 <sup>th</sup> Sept \$65 Plus \$20 activity fee	Fri 25 <sup>th</sup> Sept \$65
Mon 28 <sup>th</sup> Sept \$65 Plus \$5 activity fee	Tue 29 <sup>th</sup> Sept \$65 Plus \$20 activity fee	Wed 30 <sup>th</sup> Sept \$65 Plus \$10 activity fee	Thur 1 <sup>st</sup> Oct \$65	Fri 2 <sup>nd</sup> Oct \$65

Please book and pay by 8<sup>th</sup> Sept TOTAL \$ \_\_\_\_\_ **NON REFUNDABLE** payment required to secure booking

Payments by Netbank Transfer ONLY to: Laivoi Pty Ltd BSB: 062 295 A/C: 1037 2248 (Use child's FULL name as ref)

Special Requirements / Allergies ..... Separate details attached Y/N

**Emergency Contact/** Authorised to collect the child (OTHER than parents)

Name \_\_\_\_\_ Relationship to child \_\_\_\_\_ Contact Mobile \_\_\_\_\_

- I give permission for my child/ren to be taken on public or hired transport for excursions. Yes / No
- I give permission for my child/ren to use SUP /kayaks / raft on water wearing a life-jacket Yes / No
- I give permission for my child/ren to be on the Glenaeon Middle Cove Campus as an excursion Yes / No
- I give permission for my child/ren to be taken on local walks to nearby parks & playgrounds. Yes / No
- I give permission for my child/ren to be photographed for promotional purposes Yes / No

Further Details: \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

For Enrolment & further details: [www.glenaeonoosh.com.au](http://www.glenaeonoosh.com.au) Email completed form to: [childcareservice@hotmail.com](mailto:childcareservice@hotmail.com)

Children need to bring HAT, water bottle, morning tea, lunch, and afternoon tea - NO NUTS please!! Wear enclosed shoes.

PLEASE NOTE:

Service closes at 5:30pm sharp. Please arrive by 5:20pm latest for pickup. Late fees will apply for children leaving after 5:30pm.



# BUSKERS WANTED

SEEKING MUSICIANS / SINGERS TO ENTERTAIN AT MONA VALE MARKET DAY

SUNDAY 1 NOVEMBER, 10AM TO 4PM

- Can you play for a one or two hour timeslot?
- Can you provide your own equipment (no power)
- Do you want to earn some cash?

## **INTERESTED? REGISTER NOW!**

**ONLINE** Complete an application at [www.pittwater.nsw.gov.au/markets](http://www.pittwater.nsw.gov.au/markets)

**PHONE** Call Nikki Griffith - 9970 1165

[WWW.PITTWATER.NSW.GOV.AU](http://WWW.PITTWATER.NSW.GOV.AU)



# SPRING SCHOOL HOLIDAY CAMPS!



## Wyatt Park Tennis Centre, Belrose

[www.evolvetennisacademy.com](http://www.evolvetennisacademy.com)

Crn Wyatt Avenue & Cotentin Road - Belrose

- Ages 4 to 12 years welcome.
- Multisports include: Futsal, ping pong, cricket, base soccer.
- **Qualified coaches** able to develop & grow your child's skills in a safe and beautiful facility.
- **Action packed days of fun** – learn, participate and make new friends.

Camp runs rain, hail or shine

**FREE PIZZA LUNCH FRIDAYS!**

### 'SPRING' INTO OUR BEFORE & AFTER CAMP CARE!!!

- ✓ Morning Supervision – 7.30am to 9am
- ✓ Afternoon Supervision – 3pm to 5pm

**SUPERVISION IS FREE!**



## BUY 1 DAY, GET 1 FREE!

That equals just \$25 per FULL DAY of Care – WOW!

### DATES

Week 1 – Monday, 21 September to Friday, 25 September

Week 2 – Monday, 28 September to Friday 2 October

### PRICING

Full Week, Full Days	\$165
Full Week, Half Days	\$135
Single Day, Full	\$50
Single Day, Half	\$35

### OPTIONS

Full Week, Full Days	9am to 3pm
Full Week, Half Days	9am to 12pm
Single Day	Full 9 to 3 or ½ 9 to 12

Come and check out our FREE Open Day Sunday, 13 September – Jumping Castle, Prizes, Face Painting, Sausage Sizzle – ALL FREE!

### HOW TO BOOK

- Email us at [evolvetennis@evolvetennisacademy.com.au](mailto:evolvetennis@evolvetennisacademy.com.au);
- OR
- Call us on 9971 0644

### What to Bring

- A racket, if they have one (if not we have spares)
- A hat & suncream + A water/drink bottle
- Morning Tea (1/2 day) Morning Tea + Lunch (full day)



## SPRING HOLIDAY CAMPS DON'T MISS OUT

- ✔ **New friendships**
- ✔ **Great value**
- ✔ **Fun**
- ✔ **Safe**

Our popular Spring Kids' and Family Holiday Camps are filling fast. Find out what's on including our popular Cooking 4 Kids, Adventurer, Kids' Club and Duke of Edinburgh camps plus lots more.

Led by qualified instructors, you can rest easy knowing your kids are in safe hands. Our Kids' Camps are suitable for kids aged 7 and over and range from 1 to 5 days.



Residential Kids' Camps include:

- 24 hour supervision
- Instructor led activities
- Accommodation
- Meals
- Supervised transport

Family Camps include:

- Instructor led activities
- Meals
- Accommodation
- Use of all facilities i.e. BBQ area, pool, tennis courts etc.

[sportandrecreation.nsw.gov.au/familycamps](http://sportandrecreation.nsw.gov.au/familycamps)  
[sportandrecreation.nsw.gov.au/kidscamps](http://sportandrecreation.nsw.gov.au/kidscamps)  
[fb.com/nswsportandrecreation](https://www.facebook.com/nswsportandrecreation) 13 13 02



**Office  
of Sport**  
Sport & Recreation