

Kinma

Kinma Newsletter T4 Week 4, Friday 30th October, 2015

Sculptures by the Sea. Wednesday 4th November.

Please make sure the kids have :

- drink bottle
- hat
- closed shoes
- morning tea and lunch
- all in a small bag (the kids will need to carry it all)

Please be at school by 9. The children should be back in time for the bus.

WHAT'S ON

01.11.15	8am - Frenchs Forest Market
02.11.15	6.30pm - Learning Forum
03.11.15	Preschool Excursion to Katandra Wildflower Garden
04.11.15	Sculptures by the Sea
06.11..15	8am - Warriewood Market
08.11.15	Whole school working bee 11am – 2pm
10.11.15	Preschool Parent Discussion Afternoon
12.11.15	9.30am - School Tour
13.11.15	Clothing and toy bazaar
17.11.15	5.30pm - Board Meeting
26.11.15	Tinkering Day
28.11.15	7pm - Trivia Fundraising Night
01.12.15	Preschool Steps Vision Screening
01.12.15	Last day Primary Swimming
05.12.15	PM - Gratitude Gathering
08.12.15	9am - Kids Christmas Market
10.12.15	Group 3 Play
15.12.15	7pm - Board meeting
16.12.15	Farewell Final Year and Last day Term 4



Kinma Board

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Treasurer Report

Dear community

Last week the Board approved the budget for 2016. It looks like it's going to be a good year! We're expecting good student numbers in the second half of the year, with a large number of preschoolers moving to the primary school. In the budget, and with the Board's approval, we have chosen to keep the student teacher ratio the same, so our expenses will remain high. Even so, we are expecting to have a little cash left over for some desperately needed maintenance of the school and grounds.

This puts the new Board member responsible for fundraising in a great position. Steve is able to earmark fund raising activities around specific school projects rather than the unglamorous use of paying back debt, as we've had to do in the past. On the assumption that 2016 unfolds as planned, you can be sure that the money we raise will go to identified projects. This is something you the community have been asking for as long as I've been treasurer and we are finally in a position to deliver next year.

It'll really be good for you to support, and create, fundraising initiatives as you will see the direct benefit of your efforts. See you all at the Trivia Night!

Stephen Cole

Treasurer

Kinma Board

Administration

Working Bee - Sunday 8th November 11-2

Last one for this year ! Please can we have some helpers to kick start the bush regen program for the land between Preschool and Primary. We have such a window to help to support this spot of land after the burn. This is the first time it has been cleared in the last 20 years (that I know of). I M A G I N E if we could support healthy growth and possibly build a boardwalk over time to allow a quiet place for contemplation – or a great space to play chasings !!

Other areas that we would love some help with are:

- drain cleaning
- reed bed weeding
- whipper snipping around the edges
- couple of people bringing in their lawn mower and doing a little more in the preschool playground

If you cannot make it please let Claire or I know if you would like a job to do. Any of the above tasks could be done in the afternoon or on another weekend date.

Fees

Now please – cheque, cash eftpos

Am sure that everyone gets tired of hearing me (see me) write this but our cash flow is a fine balance of making ends meet and our financial year ends in December. So all monies in as soon as practical allows us to finalise accounts and see how we will manage our cash flow over the Summer vacation period . We still have to pay the accounts including salaries and wages.

Parking

Slow down please coming up to the school and leaving.

At home time at the primary students need to be accompanied by their family member or caregiver to the car. Students are not allowed to grab the car keys and head off to sit and wait for you.

These are simple rules / processes that lower the risks around at a time where there is insufficient parking close by, too narrow a street and lots of people.

Carin, Claire and Julie

Education Co-ordinator

SELF REGULATION = POWER

"Children who plan their own goals, set weekly schedules and evaluate their own work build up their frontal cortex and take more control over their lives." - Bruce Feiler

Self regulated learning, agency, independent self teaching, are some of the words and phrases that seem to be flying around the media presently, highlighting a strength around a person's ability (not genetic) to learn well from themselves. It is cited as the key element in one's toolbox to be a successful life long learner. Obviously of interest to us, the Kinma staff. Obviously, I would hazard to assume, of interest to Kinma families.

At first glance this may seem bizarre. How can one learn from oneself if one is a closed system? Surely one cannot learn from self alone? The idea refers to one's ability to learn from life without having to be spoon-fed by someone else. In other words it considers the idea that a teacher is a resource that a person collects as a tool on their journey; collects for a reason, namely that the teacher is contributing to the journey in some meaningful fashion. It supposes that teaching is a tool of the learning box, not learning a product of teaching. This may seem subtle but it is key to understanding how Kinma works differently.

"Cognitively, self-regulated learners plan, set goals, organize, self-monitor, and self-evaluate at various points while building new knowledge or skills. Perhaps most important, self-regulated learners can change based on their assessments of the effectiveness of their learning strategies. "

Toshalis and Nakkula (2012)

Let us provide an example. It's 9.30 at Kinma pre-school. Aisha stands perusing her world. She takes in what's going on in the sandpit, who is in the eastern pod, the sounds in the western pod and notices that a new child has just arrived. She considers what is before her, in her own unique way, that I wouldn't dare to say I know nor understand. She then chooses the sandpit where she sets up life for the coming hour. She has joyful moments, seeking Christine, Pat and assorted children as she chooses. She laughs some, she has fifteen different face expressions that I note, including one of what I would term disappointment. Kay notices this. Aisha approaches and they discuss some options, which Aisha considers. All day, every day Aisha, like all her pre-school buddies is self regulating her learning. She's now 5 but she's been doing from the age of the 3 and will continue to have the option to self-regulate as she moves into Primary. She will not start the process at 18 upon leaving school, having to wipe out a palette of obedience training and competitive strategies which would be such a hindrance.

An unschooling father put it beautifully...

As soon as we liberated ourselves from a concept of what our son's education should look like, we were able to observe how he learned best. And what we saw was that the moment we stopped compelling Fin to sit and draw or paint or write was the moment he began doing these things on his own..... and constructing complex toys from materials on hand.

He also notes just after this comment, (as I can hear you thinking but is it wise to let children decide everything for themselves all day? Is that not license rather than freedom, for everyone has constraints and limitations in life.)

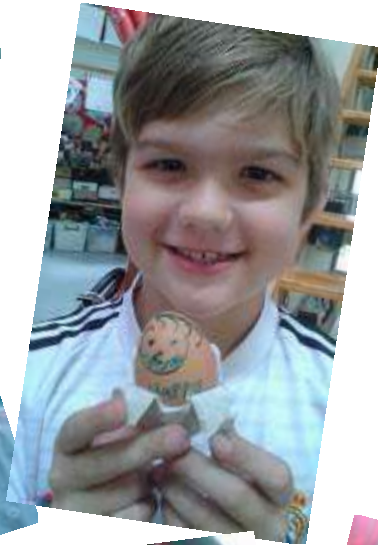
... Our sons are not entirely self-taught; we understand the limits of the young mind and its still-developing capacity for judgment. None of these responsibilities were granted at an arbitrary, age-based marker, but rather as the natural outgrowth of their evolving skills and maturity. We have noticed, however, that the more responsibility we give our sons, the more they assume. The more we trust them, the more trustworthy they become

I cannot say it better for the staff at Kinma. This is exactly what we aim to do; provide what is needed and give, give, give as much trust and responsibility as developmentally it is wise to do. And how much is wise? Ahhhh... surely it depends on each individual, their family situation and host of dynamic factors.....now lets have a learning forum and cogitate!

Happy unravelling, juli

Group 1

Welcome to the...
Imaginarium!



Group 1 have well and truly entered The Imaginarium!

Group 1 kicked off Term four in a very 'egg-citing' way! We all created an imaginary friend and made an 'egg-cellent' representation of it by piercing a hole in the top and bottom of an egg and blowing out the contents!

We had to treat our friend very gently and the challenge was to build something that would protect it long enough to make it to our 'Mad Hatters Tea Party' which we held in the bush. There were lots of 'egg-ventive' ideas about their friends- here are a few:

Kayden " He is a T-Rex called Rex. He likes to trampoline!"

Ella "He is a pretty crazy cat thing. He is a Lima but wants to be a cat...he can change into different animals."

Willow "She is a little girl. She wears a bow on the side of her head."

Amos "This is Jack. He's cute! He's a kid but has a beard. He's also got a flying car."

Kate "He's two. He won't grow up but still has birthdays. He has magical powers, he can go invisible! And can make me invisible."

Marli "He likes to eat plants. He hides from T-Rexs, he's got a lot of friends."



Group 1 entered the classroom one day to find an area which had been cordoned off. It was clear that a mess had been made...but why who or what? We looked at the clues to see if we could figure it out. There were large bones, feathers, claw prints, huge egg shells that were splattered with green goo and soot. What could it all mean?

The children agreed that some sort of creature had been in (interesting that this happened the day after the python appeared in our Lilli Pilly tree) but had different ideas about what the

creature looked like. Shala thought it had been feasting on something but that Grace's arrival to school that morning had disturbed it.

We decided to draw our creatures using our inferences from the evidence.

Together we looked at examples of wild creatures of what features they have that help them survive in their habitat. One group looked at a Great White Shark. Nate said its fins helped to steer it and allowed it to 'glide through the water'.

With all this in mind, we went back to our drawings and added labels to describe our creatures and their features.



Amos's has tentacles, multi-coloured blood and eyes to see.

Shala's half wolf creature has ears to hear danger and is a shape shifter!



It has been a fun start to the term and we are looking forward to where our imaginations take us next.

Until next time,
Grace, Anne-Maree and Aimleyn

Group 3

Term 4 has certainly started with a bang!

The Group 3 camp was tremendously fun! The children really enjoyed the action packed three days. The bus ride down was very exciting. Children sang and chatted and asked a thousand times, "How much longer till we get there?" Much of the adrenaline inducing activities on this camp were new and daunting, however many of the children (and teachers) overcame their fears by actively participating in all elements of each activity. The intention of the camp experience was time to come together as a unified and cohesive team and it certainly served its purpose. We witnessed many acts of kindness, support and acts of loving friendship each day.





Back at Kinma we have been deeply immersed in our term 4 theme of Japan.

Group 3 have been studying the causes and the environmental, social and emotional impacts of the 2011 Japanese tsunami. Within this sub topic they have been analysing topographical contour maps and their corresponding land features. We have also looked at the composition and design elements of the Japanese woodblock print 'The great wave of Kanagawa'. The children were very enthusiastic about planning and painting their own 'big wave' artwork. This tsunami study will continue throughout the rest of the term and incorporate more mathematics, social and environmental sciences, art and literacy.



After the reading of 'Sadako and the Thousand Paper Cranes' many of the children in the class were moved to tears. In particular, Autumn who said, "Why does she have to die?" It was quite unusual for many of the children to have such a sad ending to a story.

The class have embarked on the task of creating 100 paper cranes for the classroom as a symbol of peace.



'Professor Thyme and the History Mystery' is the group 3 play for this year. Children have been busy today picking their roles. We will launch full steam ahead into learning lines next week. The date for the performance is Thursday, 10th December at 1pm.

Kinma is heading to the seaside next Wednesday, 4th November for 'Sculptures by the sea'. Please pack a picnic lunch, water, hat and wet weather gear (if needed.) Permission slips will follow shortly.

Have a fab fortnight!

Katie, Michelle and Group 3 xxx

LEARNING FORUM

rESiLiEnCe... the newest buzz word

what has it got to do with wellbeing ?

Kinma families, Kinma staff learning together

Monday 2nd November

What does wellbeing of our children look like?

Come and explore in confusion, paradox and hopefully exciting discomfort

6.30-8.30pm

How does what they eat and how they sleep effect their daily functioning and long term wellbeing?

Meet in the library

How does it effect your wellbeing?

rsvp to juli g really helpful!

julig@kinma.nsw.edu.au

Feel free to bring along any articles, sites, images you have collected that will be juicy and controversial but this is not a necessity.


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 64 children in the Primary and 28 in Preschool, approx. 10 adults 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 4, 2015
CALLING FOR HELPERS

Oct 7	No Snack Attack
Oct 14	Karen & Amanda & Liz
Oct 21	Claire & Julie
Oct 28	Preschool, Amy, Sam H, Amelia
Nov 4	No snack atack
Nov 11	Sona & Liz B
Nov 18	Beck & Renee D
Nov 25	Gemma & Nic
Dec 2	Michelle D + help needed
Dec 9	Pre-high mums
Dec 16	No Snack Attack – picnic lunch before Farewells

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)

Fundraising



Clothing and Toy Bazaar

Friday 13th November

3:00-7:00pm

Kinma School Hall

Clothing, Accessories, Toys, Books, DVDs

Kids Activities

Sausage Sizzle * Kinma Café * Homebaked goodies



Win a Christmas Hamper!



The Bazaar will also stay open for a week afterwards in case you miss the date ☺

See Rachel, Renee B or Claire for more info

Kinma
TRIVIA NIGHT
FUNDRAISER

DATE:
 SATURDAY 28TH NOVEMBER 2015

TIME:
 7PM ARRIVAL FOR 8PM START

VENUE:
 TED BLACKWOOD HALL, WARRIEWOOD

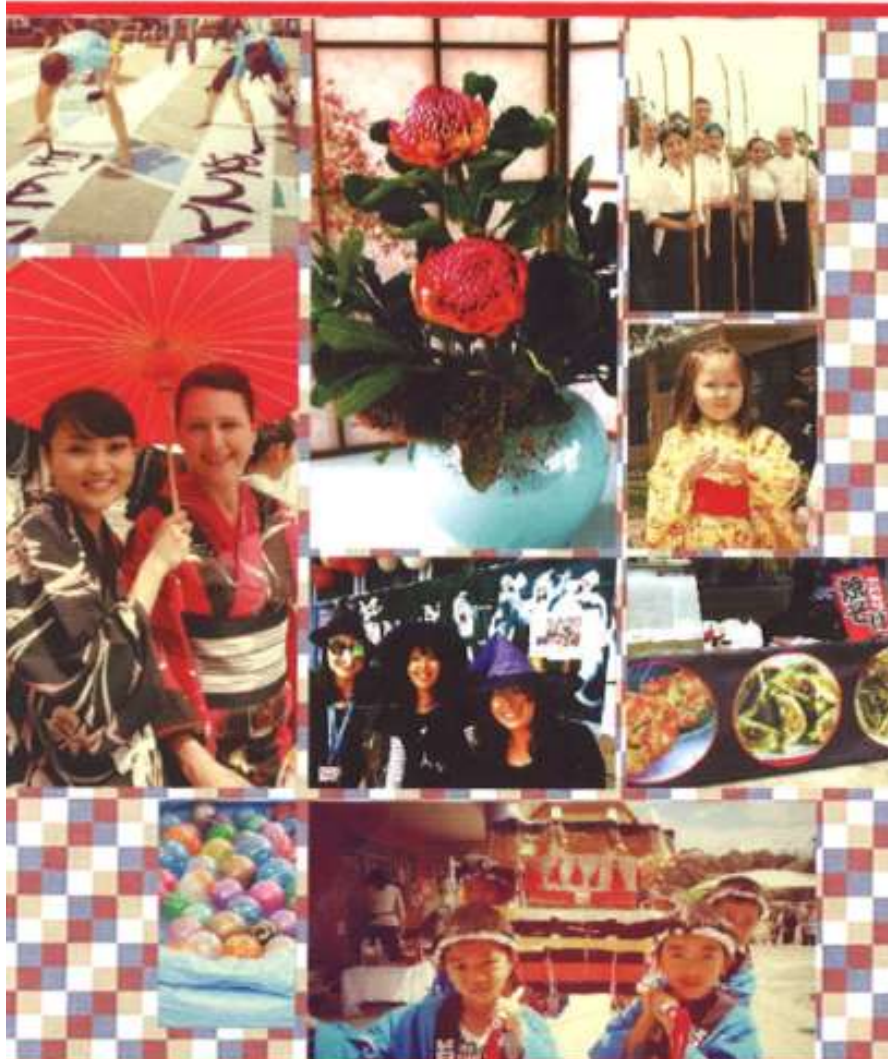
THEME:
 A SPLASH OF COLOUR

DINNER:
 FOOD FIGHTERS SERVING MEXICAN YUMMINESS FROM 7PM

COST: \$50 PER PERSON OR \$400 FOR TABLE OF 8
 TICKETS ON SALE NOW FROM THE OFFICE OR KEEP AN EYE OUT FOR ORGANISERS AT THE SCHOOL GROUNDS

Plenty of great prizes up for grabs so bring your wallet!

JAPANESE FETE 2015



SATURDAY 31ST OCTOBER
11AM-4PM



**Sydney Japanese
International School**
シドニー日本人学校



Sunday 1st November 2015

www.barecreektrailrun.com

Registrations now open for the 6km
or 10km course through the lovely
Garigal National Park for anyone
over 5 years.

Register Here, NOW!

www.barecreektrailrun.com

Online entries open until 26th
October



Hosted By





Davidson

HIGH SCHOOL

Q & A

You are cordially invited to meet the Principal,
Ms Jann Pattinson,

Friday 13 November at 9.15am

in the Jan Jones Room

Mimosa Street
Frenchs Forest
Phone: 9451 0022
www.davidson-h.schools.nsw.edu.au

After a short presentation by the Principal
and a Q&A session, school tours will be run,
concluding with morning tea.

To secure your place at this event,
please go to
www.schoolinterviews.com.au
and enter the code LGTKZ

A community school, Davidson High School is committed to
providing an inclusive educational environment that is
supportive, innovative and engaging.

We believe that by working strategically and collaboratively we
will inspire and develop future-focused students who are active
and connected learners and critical and creative thinkers.

Experiment

Create

Connect

Solve

Interact

Davidson HIGH SCHOOL