

Kinma

Kinma Newsletter T4 Week 8, Friday 27th November, 2015

Thank you thank you thank you

Thank you to everyone who attended the Kinma Trivia Night Fundraiser on Saturday. It was certainly a festival of colour and a super fun night.

While there was only one winning table (after the 3 way tie-breaker), the other win was most certainly the funds raised for our school.

After some discussion we have decided that we will make prizes Available for the two other 'winning teams' and will arrange for this to occur asap.

In addition to trivia, a raffle and games, a new fundraising initiative was launched on the night in the form of small projects as identified by the Board.

Two projects were explained in the form of the redeveloped of the bottom playground and the expansion of our library books.

What took us by complete surprise was an anonymous donation on the night for the playground that completely covers its re- development. What a gift!!!

Based on this generous donation we have decided to bring to people's attention additional tax-deductible projects in the form of the replacement of the swing for e playground and primary school, blinds for the hall and air-conditioning in the preschool .

We are in the process of calculating all the donations on the night before bringing a report but there is still the opportunity for participation in our 2015 major fundraiser:

1. The remaining **prizes will be auctioned on Facebook** this coming Friday (December 4) for our general fundraising needs
2. You can make a donation for the **expansion of our library books** – we are seeking to raise \$7000 (this is a **non-tax-deductible** project)
3. You can make a donation to **replace of the swing for the playgroup and primary school** – estimated at \$2650 (tax-deductible project)

WHAT'S ON

| | |
|-----------------------|---|
| 28.11.15 | 7pm - Trivia Fundraising Night |
| 01.12.15 | Preschool Steps Vision Screening |
| 01.12.15 | Last day Primary Swimming |
| 2.12.15 | Group 3 dinner |
| 06.12.15 | 4.30PM - Gratitude Gathering – <i>Change of date</i> |
| 08.12.15 | 9am - Kids Christmas Market |
| 10.12.15 | Group 3 Play (1pm) |
| 15.12.15 | 7pm - Board meeting |
| 16.12.15 | Farewell Final Year and Last day Term 4 |
| 2016 Dates | |
| 28.01.16 | Term 1 starts |
| 25.03.16 | Good Friday – Public Holiday |
| 28.03.16 | Easter Monday - Public Holiday |
| 08.04.16 | Term 1 ends |
| 27.04.16 | Term 2 starts |
| 01.07.16 | Term 2 ends |
| 27.07.16 | Term 3 starts |
| 23.09.16 | Term 3 ends |
| 11.10.16 | Term 4 starts |
| 16.12.16 | Term 4 ends |

4. You can make a donation for the **installation of blinds in the primary school hall** – estimated at \$7000 (tax-deductible project)
5. You can make a donation for the **installation of air-conditioning in the preschool** – estimated at \$6000 (tax-deductible project)

Donations will be received for these projects until **3pm Friday December 11 by contacting the office** and indicating which of the projects you wish to support.

No matter if you are part of the pre-school or primary school we thank you for your ongoing investment into our school community and the education of our children and invite you.

A big thank you also must go out to all those involved in organising the night – Anoop Rattan, Anthony Colreavy, Sam Follows, Sam Woodcock, and Tan Bright – as well as everyone who pitched in and made it such a wonderful time.

Steve Dixon
Parent and Board Member

Easy way to win a holiday in France!!!



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As a member of Kinma's education committee, I've been asked to write something on a topic that the committee has been engaging with recently.

One issue that came up for discussion just the other week was transition. It was interesting - and gratifying - for me to learn just how much time and effort the Kinma staff put into working out which children should be transitioning and when. I guess it's no wonder, when you consider the (potentially Gordian) knot of educational needs and emotional investments that somehow has to be disentangled (or at least acknowledged) when making those decisions.

First, and most obviously, you have the question of what's going to produce the best learning outcome for the child. Is little Hyacinth really ready for the activities in Group 2? Then you've got her emotional needs to consider. Even if she is ready intellectually, what about that wonderful network of friendships she's built up in Group 1? And what about Georgina? Hyacinth and Georgina have been pretty much inseparable for the last six months...

Then there's a slightly broader question to consider, concerning the social role Hyacinth occupies. Maybe she is ready to transition. But then, if she stays in Group 1 for another six months, she'll get the opportunity to experience what it's like being one of the older kids in the group. And wouldn't that be nice, especially since she's the youngest of three siblings?

And of course, last but by no means least, we need to consider what Hyacinth wants. What are her hopes or ambitions (or fears) around the topic of transition? How can we (as gently and compassionately as possible) enable her to deal with those hopes or ambitions (or fears)?

Phew! That's just when we think about Hyacinth. We haven't even begun to think about her parents yet. What do they want? What sort of emotional investments do they have in Hyacinth's transition? As parents, we'd probably all like to believe that we want whatever is best for our children. But if we're honest with ourselves, I think most of us would admit that sometimes it's hard to disentangle our child's true best interests from our own projections.

Remember that Gordian knot?

But if transition can be a weighty, fraught decision, it's also a good opportunity to make the children involved feel empowered.

One of the things the school asks us to do is to refrain from talking with our children about transition decisions until the teachers have spoken with them first. As parents, we might struggle to comply with this request. Particularly if a decision has been made which we think will leave our child feeling disappointed, there can be a very strong temptation to step in and try to manage the situation. Because if I break the news to my child - surely that's better? Surely it's better if I, the mum or the dad, can be there, acting as intermediary (or buffer) between my child and the world's disappointments?

The thing is, one of the key ways we can help children feel empowered is to let their relationships be THEIR relationships. Transition offers empowerment because it's an opportunity for children to have their own relationship with the school. And this is so, regardless of whether or not the decision is one that the child is going to welcome.

There could be all sorts of reasons why Hyacinth ought not to go up to Group 2 just yet, even though she says she wants to - and you can't manage away the disappointment she's likely to feel.

But if Hyacinth discusses the decision first and foremost with her teachers, there is a sense of empowerment, a sense of autonomy, allowing her to claim that space as her world (as opposed to just another portion of the world that is mediated by her parents).

Jonathan Kelt
Board – Education Committee
(Dad to Hannah and Galen)

Administration

Clothing

Lost property clothing will be collected at end of next week and sent to charity, please come and have a look at what is here in case you would like it back in your child's wardrobe.

FEES

All outstanding fees are due. Can we ask that they be paid by end of the week.

GRATITUDE CELEBRATIONS

We would like to suggest a small entry fee per family to this year's gratitude celebrations in the form of canned produce or biscuits, puddings etc.

As we sit around and celebrate with our community about our blessings it would be lovely to gather a hamper to gift to the Burdekin Group (homeless youth on Northern Beaches). If you do not have anything in your kitchen pantry, you could have a look in your bathroom as many of these young teenagers would love deodorants, soaps, toothpaste etc.

BUSH REGENERATION

Do you have a spare 30 minutes this week to help pull some plants from the bush regen area? We are hoping to have all the small castor oil plants out at the end of week.

A little each day would be a big help. Let Julie C know or drop into office anytime and we can show you.

Carin, Claire and Julie C

Education Co-ordinator

Is everyone a specialist? Or are there some people whose strength is their multiple flavoured expertise?

Emilie Wapnick is a powerhouse of a human. She is a musician. She is an IT creator. She understands people and works to support them to explore the rich tapestry of their talents

She is curious beyond belief. Above all she is curious about curiosity.

She can be thanked for the term multi-potentiality. Which means? The sort of person who does not have one specific honed passion but rather an array of areas in which they like to play; a palette of experiences which they fuse to move through life. Multi-potentiality, according to Wapnick, is more popular than people realise. Specific honed passions may be much rarer. She asks the question ...

How terrible do we all feel moving through life barraged by – What do you want to be when you grow up?... Implying that there is one something that we all need to be aiming for, one work life.

At Kinma you would have often heard the encouragement of children exploring passions. Tinkering days are one avenue for such discovery. Choice times are another. In essence, many of the new experiences children encounter in-class, at out-times, with other children, are possible new avenues. We never know which avenue will ring rich for one child, hence the offering of many, in assorted ways.

As I listened to Emilie Wapnick's work on multipotentialities, I wondered if I have inadvertently contributed to the notion of a singular passion. It made me stop and think how careful we need to be as teachers not to plant seeds that may be unachievable, that may be pushing children into an unlivable expectation. Perhaps I had offered the vast range in some sense of a child finding one.

If your core is not about a single passion, one area, a sole direction, we are setting children up for failure by speaking of such as the general expectation. I found Wapnick's languaging around the concept quite enabling and recommend her work to you.

<https://www.youtube.com/watch?v=cRzky1liSvw>

I'd love to hear what you think.

jg

Group 1

This term Group 1 has delved deeper and deeper into

The Imaginarium!

Kinma was graced with the presence of a familiar face... A bright-eyed friendly giant armed with a big grin and guitar and goes by the name 'Andy' came to visit us in the Imaginarium! He spoiled us with huge cuddles and we sang a song called, "Upsy Down Town." This song linked in well with our Imaginarium theme!



We had a go at rewriting the song using our own lyrics. Here are a few of Group 1's catchy and creative Upsy Down Town lyrics:



In Upsy Down Town the dogs are in the sea where the dolphins should be.

In Upsy Down Town the fish are in the trees where the birds should be.

By Emily A

In Upsy Down Town, the present is the past
Down in Upsy Down Town.
In Upsy Down Town, the imaginary is real
Down in Upsy Down Town.

By Heath



Following our challenge at sculpting an artwork for our very own Sculptures by the Imaginarium exhibition, Group 1 designed and created our own wearable art **Thinking Caps** to help us continue to channel our creative ideas and imaginations this term. Here are some of our interesting ideas and thinking caps:

The pipe cleaners are antennas to help me think. The light bulb is made out of cardboard. The light bulb comes out of the thinking cap when I have an idea and it goes, 'BING!'

Angus



The feathers help me to think!

Amelie



Group 1 has also gone! One morning we discovered images from the picture book *Imagine a Place* scattered in the Imaginarium! Using these images as inspiration we used oil pastels, textas, watercolour paints, chalk and our imaginations to draw a collaborative mural of our imaginary place!



Group 1 invites you to take a closer look at our mural!

Stay tuned for our next installment of news from the Imaginarium!

From,

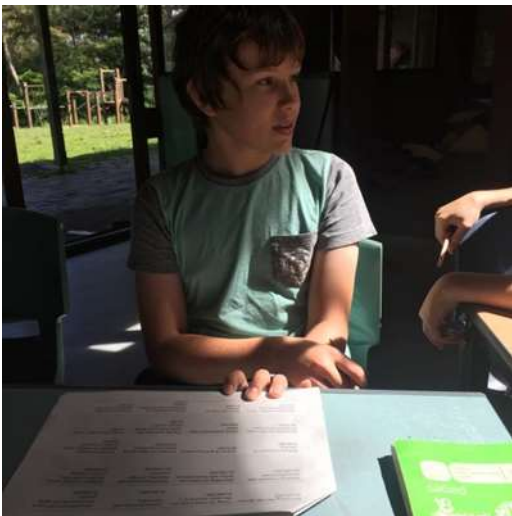
Grace, Anne-Maree, Aimelyn and Group 1

Group 3

Play rehearsals are in full swing now.

The music for the play finally arrived from the UK last week and we have been busy learning the words to all the songs. Props are also starting to take shape in the 'construction zone' – lots of busy, creative designers in this group!

The children are doing a great job learning their lines and we have noticed that they are not so reliant on their scripts anymore during rehearsals.



Group 3 have started on the 'tsunami project'. This body of work commenced with the children analysing the effects of the tsunami on a small Japanese village situated on the east coast of Japan. Using a scaled picture the children were asked to find out the village perimeter and area and then assess and interpret the topographical nature of the land in relation to a tsunami.

The children were then given a budget of 25 million dollars and asked to imagine that they are the mayors of this particular town. They needed to allocate funds to rebuild the infrastructure and livelihood of the village and the villagers. This project has incorporated social sciences with mathematical and literacy learning. It is amazing seeing the different viewpoints in the classroom in regards to the rebuild. Some are spending the money to move the village to higher ground, whereas others are spending a proportion of their funds on a high, strong tsunami wall.

Group 3 have really enjoyed having the transitioning children with us on Tuesdays and Thursdays. They have enjoyed designing Japanese Zen gardens, playing Japanese suduko puzzles and writing the words to Manga comics – a Group 3 Japanese adventure!



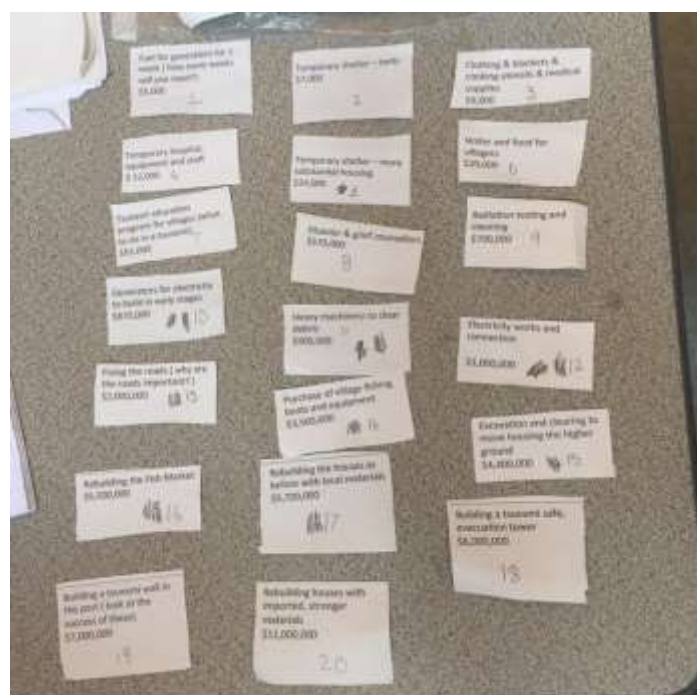
It was so lovely to have Suz and baby Kai at school on Tuesday. Everyone was really excited to see Suz and meet Kai. Kai sat contentedly, (for the most part), in circle space, very Kinma!

There were many questions for Suz "Does he sleep at night?" "Can he talk?" "Why did you call him Kai?" Questions were closely followed by comments from children. These comments included observations- Suz's reduced tummy size, the length of Kai's fingers; and sharing. The children shared stories from when they were a baby and related to stories shared by others.

Date for the Diary: Prehigh dinner – Wednesday 2nd December

Until next time.

Michelle & Katie x





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 attack |
| Nov 11 | Sona, Liz B, & Karen |
| Nov 18 | Beck & Renee D & Lesley |
| Nov 25 | Gemma & Nic & Anne |
| Dec 2 | Trudy and Sally A |
| Dec 9 | Anne, Lisa, Jacinta, Renee B |
| 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)

Extras



Terrey Hills Swim School

Intensive January Holiday Programs

Help your child improve their swimming skills with an intensive holiday swim programs.

Week 1 4th - 8th January

Week 2 11th - 15th January

Week 3 18th - 22nd January

\$100 for 5 classes

Don't miss out!

Register now by calling 9486 3941 or visit Reception

Public Swimming



Available to everyone during the School Holidays. All 3 pools will be open:

11:30am - 2:30pm
Monday - Friday

See Reception to purchase passes

Log Runner Fun



The Log Runner will be up and running in the Middle Pool for all kids 11 years & under

12:00am- 2:00pm
Monday - Friday

All children need in-water supervision.



SUMMER SESSIONS


SIT. RELAX. ENJOY.

- 
Bluegrass Thurs 3 Dec - 5.30 - 7.30pm
Bert Payne Reserve, Newport
- 
Jazz Fri 4 Dec - 5.30 - 7.30pm
Dunbar Park, Avalon
- 
Classical Fri 11 Dec - 12.00 - 2.00pm
Library Lane, Mona Vale
- 
Bluegrass Thurs 17 Dec - 5.30 - 7.30pm
Bert Payne Reserve, Newport
- 
Classical Fri 15 Jan - 12.00 - 2.00pm
Library Lane, Mona Vale
- 
Jazz Fri 15 Jan - 5.30 - 7.30pm
Dunbar Park, Avalon

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FOR THE FULL
SUMMER SESSIONS
PROGRAM



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Fun Craft


Holding a Harmony

Directed Listening

Let the experts look after the budding musician in your family!



GONDWANA SYDNEY
CHILDREN'S CHOIR





Song Learning

A Family Concert to Celebrate the End


WEEK 1
ages 7 - 10

WEEK 2
ages 10 - 12





KID'S CHORAL ACADEMY


11 - 22 January 2016
Monday - Friday 9am - 3.30pm



Week 1
CAPT'N JACK & HIS PIRATE CREW
Music, Mayhem & Misfits!



Week 2
THERE & BACK AGAIN
Tales of Discovery from Near & Far



The Wharf, Pier 4 Hickson Road, Millers Point
For more information, pricing & enrolments:
GONDWANA.ORG.AU