

Term Dates 2020

Term 1: Thu 30 Jan – Thu 9 April

Term 2: Wed 29 Apr – Fri 3 July

Term 3: Wed 29 July – Fri 25 Sep

Term 4: Tues 13 Oct – Wed 16 Dec

2020

Term 1

Weds 18, Thu 19, Fri 20 March		Primary Camp – Yurt Farm, Goulburn
Tues 24 March	9.00-10.30am	Education Committee Meeting
Weds 25 March	Morning	Bushlink
Thu 26 March	3.15pm	Alumni Afternoon Tea
Sat 28 March	10-1pm	Kinma Care Day
Mon 30 March	8.30am	Group 3 Excursion - Sydney Living Museum
Fri 3 April	Afternoon	Poetry Festival – all welcome
Thu 9 April		End Term 1

Term 2

Mon 11 May	7pm	Kinma Ltd. Annual General Meeting - all invited
Wed 13 May – Fri 15 May	6am	Group 3 Canberra Excursion
Fri 15 May	6.30am-1.30pm	Warriewood Beaches Market stall – <i>can you help for a couple of hours? Chat with Claire in the office</i>
Sun 17 May	7.30am-1.00pm	Mona Vale Market stall – <i>can you help for a couple of hours? Chat with Claire in the office</i>
Fri 22 May	9.30-11.30am	Open Morning for interested families
Tues 26 May	Pm	Alumni Evening

Friday music



Covid-19 Virus

At Kinma we are generally comfortable with a few runny noses and not always washing hands, and utilising organic. BUT the tide has changed, at least temporarily and we as part of a responsible community need to be very conscious. It is not about being fearful, but it is about reminding and reminding your children to wash hands at home and at school, not to share their food with anyone, how to use tissues and where to place them and when they are sneezing to cover their face. And bring their own labelled drink bottle that they can fill anytime...

Similarly, taking small breaks to travel to see friends or have holidays is generally supported at Kinma as we see the richness of the education tapestry everywhere, BUT it may be good to postpone at the moment and if not possible check your destinations and on your return please stay home from school for a couple days to make sure that all seems well in your world. We would also ask that you let us know of any travel plans and itinerary.

Current Government Advice on COVID-19

- [NSW Health - Information on COVID-19](#)
- [NSW Health – FAQs * **UPDATED 10.03.20** \(re: events and gatherings; returning from overseas\)](#)
- [NSW Health - Advice on close contacts](#)
- [Australian Government Department of Health - Countries and regions considered to pose a risk of transmission * **UPDATED 11.03.20** \(re: Italy\)](#)
- [NSW Department of Education](#)
- [Australian Government Smart Traveller](#)

Board

Community Day ...

Last Saturday we had the pleasure of hosting a wonderful gathering of like-minded community members of the School. As we looked around we could acknowledge there was representation for each decade that Kinma School has been in operation. WOW!

BE connected

BE informed

BE involved

And, that is what we did.

We warmly greeted each other and listened to tales of times gone by.

Did you hear the one about Eight families going guarantor so that we could get a loan to build the Preschool, or about trying to hide the snake when Department of Community Services came to visit!!

We were fortunate to have Helena, Beck and Peter to speak from the heart about what Kinma gave to them.

“Being part of knitting the intimate blanket of Kinma”

“Having a sense of belonging to an extended family”

“Being able to engage and influence my child’s education journey”

“Seeing my child with self-esteem intact as she learned to read (took ages), she still has strong sense of self”

“I have dug, scraped, painted and tiled for this place, and will always feel part of it”

“Kinma has best model for pre-school and primary, why would I take that away for a fear of if they will fit later – no sense”

“I have given 10 years to the School Board over my time, and am unsure that I have paid back the debt of what Kinma has given to my family”

John Broadbent could not come and so wrote us a story to travel along with his family and their journey at the School. (Attached below)

We ate, we drank and we chatted more.

If we had questions we wrote them up and stuck them across the whiteboard.

We took time to group together and share our thoughts through the lenses of - I like, I wish, I wonder, I will – this was such a gentle way for younger and older members of the Community to express themselves.

And yes, we ate again.

Thank you to everyone who came shared and was involved and we missed those who could not make it. We will try and keep everyone connected by sharing this information in the upcoming newsletters.

The Board is collating reflections, inspirations and commitments from the day and will share these over the coming weeks.

We also have a list of questions from the community and we are off sourcing our best answers. These will also be posted in the newsletter. The first question is:

If money wasn't an issue what changes would you like to make to the School?

- As a not for profit organisation, we would like to reduce the fees.
- We would like to gain expertise in the natural environment and support the National Park bush regeneration further.
- We could convert the cottage into a professional development centre for research and supporting teacher development.
- We need to upgrade the primary buildings.

WHAT WOULD YOU LIKE TO DO?

SEND US AN EMAIL!

Kinma Board

From John Broadbent

Dear Kinma Parents,

I couldn't be at this year's Community Day and with Julie asking me to speak about our Kinma Journey, which this year spans 13 incredible years, I asked if I could at least share some words, so firstly, thank you for listening and to whoever is reading!

Probably most of us remember our first Kinma experience. For us, it was bringing 5yo Benjamin for a school visit at the end of term 3 in 2007. He was at Forest Preschool and it was, I guess, 'ok'.

We weren't sure of what we were looking for, however we did know that joining a primary school in the burbs, and becoming one of a 1,000 other kids, was not our idea of a child-centred education model! As parents, we both felt he would 'disappear' and his passion, self-assuredness and sensitivities might not survive.

We'd taken a look at John Collett, Kamboura, Mimosa and Kameroi, yet none really felt 'right', however, the day we arrived at Kinma and met Julie, that all changed.

I specifically remember Benjamin being taken by the hand by an older Kinma girl as she placed him front of herself, into the basketball hoop-shooting line, with Gerome in fine spirits!

Her care, sense of self and confidence to do that, blew me away and it was a very moving moment, to experience Benjamin being 'adopted' into the fold so easily. Benjamin went on to be junior rep basketball player for Manly, so for me, that experience and introduction to Gerome was certainly a defining moment!

We toured the school, loved the bush, and learned a little about 'child-centered learning' and it ALL made sense. We took Benjamin to preschool (as he still had one term to complete), yet wondering how we could extract him from his current preschool, without too much drama and dislocation?

On the way home after the visit, Benjamin said, "How about I change preschools and do Term 4 at Kinma, so I can make friends before I go to big school?"

Gold!

At the time, I think there were under 40 children at Kinma primary, so a very close-knit parent community, and plenty of activity, including a weekly organic market on a Friday morning, where we could buy amazing produce and contribute financially to the school.

Fast-forward 13 years and here are a few highlights:

- Being part of the father and kids' team that ran all the electrical and data cabling in the Library building shell, under supervision by a qualified sparky of course!
- Being granted money from the BER scheme, which allowed us to build the Hall and join the preschool and primary, via the concrete path
- Seeing the wisdom of the earlier Board who invested in the preschool, via a mortgage, as they believed an active preschool would be a 'feeder' to Primary and help it with growth and numbers. How insightful were they?
- Being on the Kinma Board in various roles for 5 years, from running auction nights at Dee Why RSL, to Treasurer and E&M
- Completing the paved path outside of Group 3 over multiple weekends with my dad, who's since passed away. Every time I walk that path, I remember his involvement and how he loved the school, and that his grandsons could have such an amazing educational experience. He was a very active supporter
- Walking the bush track to 'boat rock' and listening to an indigenous Elder explain the Birthing rock, bush-tucker, rites of passage and more
- Seeing Nathanael after he was born in 2008, become part of the community, so Preschool and transition were so 'normal' that it was like he was already home when he started school. Plus Big Bro Ben was a pre-high when he started Group 1, so I guess that gave him some street cred!
- Excursions and camps and special visits from external people, including politicians
- And of course, the teachers. Wow, the Teachers! So many extraordinary humans being – listening, guiding, supporting, mentoring, observing, encouraging, educating, developing ... and from many different backgrounds and countries, yet all so Committed to what they do. I must be dreaming ... would someone pinch me?

And finally, the amazing staff and Board, who ensure that Kinma continues to go from strength to strength, now with a waiting list and an enviable reputation for quality education!

I once said that Kinma is not a school run by parents, but a parent-managed school, which at the time got me into a tad of hot water! What I meant was that as parents, we can **choose** to be **in** the community as much as we wish, from simply dropping our kids at the basketball court, to being an active and visible member of the Board, and everything in between.

You get to decide your level of engagement, although parent participation has ALWAYS been encouraged. It's an integral part of Kinma and one of its major differentiators.

What I can say though is this: Benjamin and Nathanael might never know how different their early education was, since they've never had an external frame of reference.

That doesn't matter to me, as **I know** what they've received and Kinma as a foundation will support and define them for the rest of their lives. We hear this at each pre-high child's speech and their expression of gratitude for all that they've received and experienced.

I believe it doesn't get better than this, so let's celebrate this remarkable school and its extraordinary child-centered community.

Admin

Dear Families,

As you know we are looking at mitigating as much risk as possible in relation to the ongoing Covid-19 issues. As I have chatted with families, this is not a short term issue, it will be longer and so we need your help also to keep supporting as best we all can. The majority of us are all very healthy and fit humans, so the infection will most probably not cause any great alarms. BUT there are some in our community and many in wider that this will be more threatening (immune suppressed).

So can we all:

- Not share food
- Frequent reminders about hand washing and its importance and for 20+ seconds at home and on the way to school each day
- All have water bottles named and to be used from Monday (no cups available)
- Keep an extra eye on your child's health
- Stay home if a child shows any signs of illness or being out of sorts (always let us know)

Also, we would love some volunteers to take home the Leggo and disinfect it for us. It is not a difficult job, just time consuming. In a bath with some Dettol and a scrubber and leave soak for a couple hours. We will then not put back into circulation for the remainder of this term.

Another help would be taking the dress ups home and similar letting them soak in disinfectant. Air drying if possible (rain predicted) and returning and we will leave aside till end term.

I will say again this is not a c=scare tactic or fear gathering, it is a community that needs to take responsibility for what we can.

Any questions, please do not hesitate to contact Claire or I in the office.

Julie Carr

Group 2

Greetings earthlings!



We are getting super stuck into our spacey theme. We have visited Sydney Observatory to tickle our taste buds of constellations, galaxies, how telescopes work, admiring and comparing the path and speed of each planet around our magnificent sun, discovering the weather conditions of our



birthday... Plus a cheeky icy pole to break up the heat of the day! It was a day of walking, wondering and all in all a beautiful experience to share as a whole class.

Special thanks to Pete and Lizzie for coming along with us!



This week was all about satellites... **being** a satellite, **designing** a satellite and **making** a satellite...



First up, was being one! We headed to the basketball court for a super satellite experience! Everyone had a role - transmitting station, receiving station, the satellite and of course... the signal being communicated between the three points.

First up, the transmitting station (Diesel) sent out a signal (Kimberley) to the satellite

(Willow).

Secondly, the satellite (Willow) received the signal, changed and changed the frequency. After that, it sent out multiple signals to multiple receiving stations.



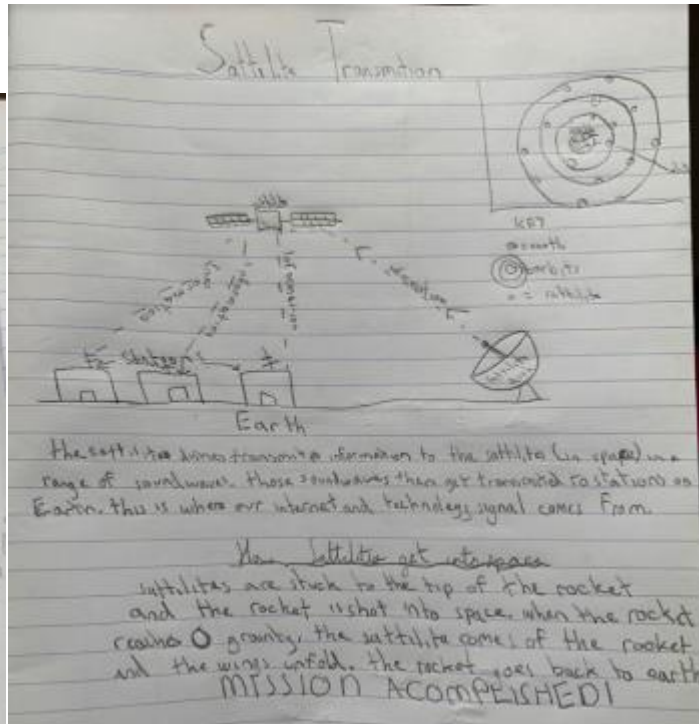
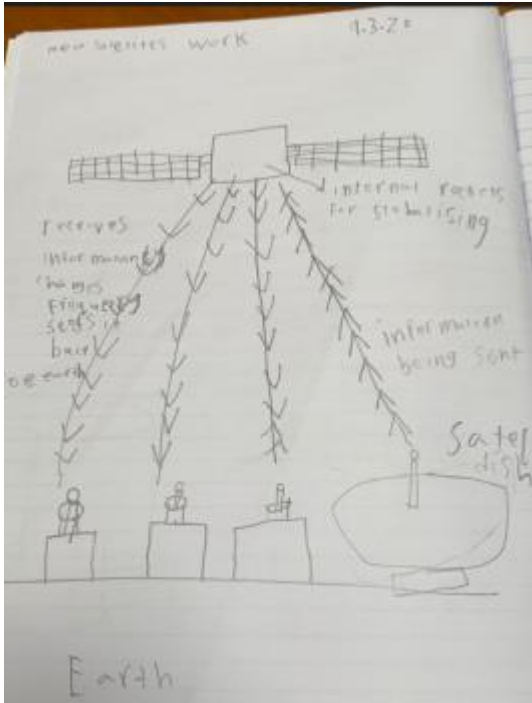
The 'waves' relayed the message to the 'stations' successfully, though there were some compromised transmissions on occasion.

We also had everyone involved, 1 satellite, 10 stations and 10 waves. Some waves were slow speed, some were light speed. We returned to our classroom to discuss and share our



perspectives of the experience, paired with sharings of prior knowledge about satellites, space junk and orbits.

Here are Zoe and Lenny's



reflections on the experience.

Next up was the fun bit - design and constructing our satellites! We were given a brief by KAKASA (Kate and Kimberley Aeronautics and Space Administration) as to our satellite requirements. These were the following;

Container: Your satellite needs some sort of container to hold all of the gizmos together and keep its instruments safe.

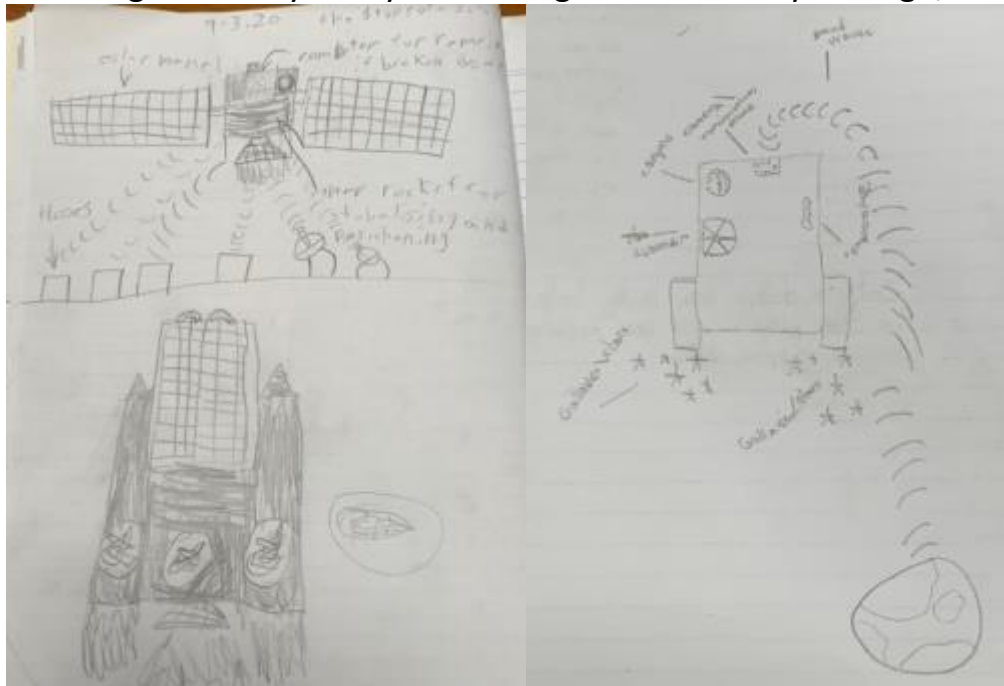
Power source: You will need something to give your satellite electricity so that it can run all of its high-tech gizmos. Solar panels or fancy batteries are two options.

Scientific instruments: This is the why you launched your satellite in the first place! Instruments can take pictures of far away galaxies or planets right here in our Solar System, measure chemicals in Earth's atmosphere, or keep a close eye on our Sun's activity. It's your decision!

Communication device: You will need some way to communicate with Earth. Antennas (shaped like dishes or poles and rods) are a good way to do this.

Orientation finder: Make sure you have something that lets your satellite know where it's pointed and which way is 'up.' Something that looks at the stars (a star tracker) or the sun (a sun tracker) would work.

Taking these into consideration, we sussed out the resources and began drawing out designs. Feast your eyes on Morgan and Rafferty's design, as well as Ella's.



We constructed our satellites, making adjustments and improvements along the way. Everyone loved the different resources available to them and collaborating with their friends.





Willow, Samara and Mia Mo - Mia really liked the tiny antennas, the little camera and the design of the battery which gets it power from the wind it collects on its journey from earth to space

Jonah, Joe and Nate - Their power source was solar. It communicates through the computer and gathers information using the large camera



Mitch and Jasper designed a small satellite, named Jimmy the alien on space junk. It uses an antenna and camera to communicate and collect information.



Diesel and Etti built the 'ultra bug' that collects information using the antennas and can conduct physical measurements of planets and stuff. They had a rocket so it could get up into space. It has 2 stages. Once the first stage stops (using fuel), it breaks off into the second stage which uses solar panels as its power source.

Sigrig and Olive's satellite had a rocket and a camera. It uses a computer to navigate and the power source are rainbows. The battery is inside the container and it collects photographs.



Raph - contained inside the satellite is the battery pack, super Bluetooth device for navigation and sound recorders. They all run on solar power.

Zoe and Mia McPherson created CCPPS (cotton candy Pluto Pusheen Satellite). The outside is just the solar panel which is the power source.

All the squares of the solar panels double as cameras. Astronauts come inside to check everything.

There is a fridge to keep samples cold and for food for the astronauts. The speaker doubles as a communicator and plays music. There are benches which are very comfortable.



Will and Lenny's 'Yeet spaceship' has a navigation system, the communication system is the antennas. 1 sends the message, 1 receives it. It collects rock samples.

Morgan and Rafferty; 'the awesome dudes' uses the computer as a navigation system and it can also record sounds. It has robot arms to collect bits of space sand or rocks. The symbol is the navigation system. The rocket it breaks apart from stays floating in orbit as a backup energy source. It gets the spare power from it.

Josh designed "the satellite". The key feature is the satellite that goes back to earth. It collects rock samples. It has a GPS and the power source is the solar panels. It has a thermal camera.



Hope you have a great weekend that is outer this world!

From KAKASA and the Group 2 Satellite crew .

Group 3 News

Following our work on the arrival of the First Fleet, and the impact of the settlers on the First Australian Peoples, we have started our 'Shipwright' projects. Group 3 are showing eagerness to work independently and are letting their creative juices flow, designing their own ships, considering the purpose of their ship, researching facilities to include, exploring how it will be powered and mapping the route it will travel. We have been studying world maps and have used atlases to assist us in labelling continents and countries. Lessons on coordinates, scale and direction have enabled Group 3ers to map their ship's passage, circumnavigating the globe. They are drawing up a plan view and cross-section of their ships, incorporating a variety of mathematical concepts like concentric circles, compound and irregular shapes, angles and cardinal directions.

It was great to partner up with younger students and share our love of books this week during Buddy Reading. Group 3 were very supportive, reading some pages to the younger kids and hearing and helping them to read aloud. For us older buddies, it can help in developing improved self-esteem, confidence with reading and increased cognitive awareness. There are also many benefits for the younger students too.



The children have been taste-testing some Indigenous food plants - samphire and saltbush with varying and interesting reactions to their bitterness! Along with this we explored using paperbark as a drink bottle / water carrier; folding and rolling to make their 'containers' watertight.



On Thursday, Group 3 visited the Australian National Maritime Museum in Darling Harbour. We were led on a guided tour of the museum, gaining an overview of the museum's diversity. This excursion linked to our theme 'Australia - First People, First Contacts' as we built on our knowledge of various topics including Indigenous communities, migration, defence and leisure.

We were excited to see the replica of Captain Cook's 'Endeavour' ship. As we explored the Navy destroyer HMAS Vampire and the submarine we gained lots of ideas for our Shipwrights projects.

Hugs from Group 3 xx





Group 3 aboard a navy submarine



GREEN UMBRELLA



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As part of the program and menu this week, we had a sushi making workshop. This was in response to the request from the children to include as a menu item. Children were provided with a number of ingredients including chicken, avocado, cucumber, lettuce, carrot and tuna.

They observed a team member instructing them on how to make a sushi roll and then made their own with their own filling choices

We endeavour to offer a menu that supports healthy lifestyles, with reference to nutritional guidelines, and whilst ensuring responsiveness to children's suggestions for inclusion.



Unfortunately, the weather was not on our side and as a result we had to spend the week mostly indoors. So that the children were able to engage in some active play to burn off energy we played a modified game of hockey suitable for an indoor space using a soft ball and pool noodles.

Other popular indoor activities during the week included craft, drawing, Lego, fluffy slime and board games. Cluedo was most frequently played with children engaging with the team to play and/or learn a new game which develops questioning, problem solving and deductive skills.



Reminder: Please drop off any glass jars with lids to the Centre for the Gift Stall to support the Smith Family.

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

Amanda and Louisa