

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		
Tues 24 March	9.00-10.30am	Education Committee Meeting
Weds 25 March	Morning	Bushlink - <i>postponed</i>
Thu 26 March	3.15pm	Alumni Afternoon Tea- <i>postponed</i>
Sat 28 March	10-1pm	Kinma Care Day – <i>Ad hoc jobs, watch newsletter & Facebook</i>
Mon 30 March	8.30am	Group 3 Excursion - Sydney Living Museum - <i>cancelled</i>
Fri 3 April	Afternoon	Poetry Festival – <i>watch this space!</i>
Thu 9 April		End Term 1
Term 2		
Mon 11 May	7pm	Kinma Ltd. Annual General Meeting - <i>to be advised</i>
Wed 13–Fri 15 May	6am	Group 3 Canberra Excursion – <i>to be advised</i>
Fri 22 May	9.30-11.30am	Open Morning for interested families - <i>postponed</i>
Tues 26 May	Pm	Alumni Evening - <i>postponed</i>

Admin

Dear Families,

On behalf of the Board and staff, I am writing to let you know what the School is doing to try to minimise risks in relation to Covid-19 infections. As you know, the larger community is concerned. A number of measures are being undertaken by governments around the world. While this is not the time to be fearful, it is the time to take collective responsibility.

Key things to note:

1. You are expected to keep children who show any symptoms of a normal cold or flu, at home. Children who are unwell or have symptoms at school will be sent home.
2. Snack Attack will not be available for the rest of Term 1
3. Staff will no longer greet adults with a hug or handshake
4. Please ensure your children have their own drinking bottles. Shared cups have been removed.

What does Kinma expect from you:

- Keep ANY child at home if they feel unwell or out of sorts, and if it persists seek medical attention. Always SMS or email the School for any absence. If child attends school and is unwell, you will be called to collect them.
- All drinking cups have been removed from the kitchen so all students need to bring a refillable drink bottle with their name (there is a labeller at the office)
- If your child or a member of your family has been confirmed positive to Covid-19, or has their work place closed due to this infection, please contact Julie Carr (admin@kinma.nsw.edu.au). All information will be confidential.
- If you are travelling overseas please place your request in writing stating the country of planned visit. On your return, expect to remain at home for fourteen days.
- Increase hygiene habits at home and discuss this regularly with your children.

What is Kinma doing for your children:

- We had all surfaces cleaned last weekend and midweek with disinfectant in the entire school (Preschool, Admin, Primary, library, hall). This will be an additional weekly clean.
- Teaching staff will spray wash basins and door handles three times per day with disinfectant
- We have installed paper towels in all Primary bathrooms
- Removal of all cloths from preschool
- Removal of drinking stations
- Measured withdrawal of play equipment
- We have added anti-bacterial soaps in all primary bathrooms
- Snack Attack will not be available for the remainder of term 1
- Staff will send any child home if they say they feel unwell or look unwell.

It is also worth noting that staffing may alter over the next four weeks, as any staff with signs of ill health will not come to Kinma.

Finally, the Board and staff continue to develop Covid-19 Action Plans for the short and medium term to be able to further support the school community as the situation develops.

With everyone working together, and looking out for each other; along with ramping up the hygiene practices, we are doing our best for Kinma and greater community.

If you have questions, please ask.

Julie

Preschool

WELCOME TO KINMA



Lily and her family

FABRIC FUN



Handel's Firework and Water music was playing. A basket of fabrics and scarves was poured on to the floor. Children came around and selected fabric for themselves. They twirled and danced, ran and skipped, expressing their movements to the music. They explored the properties of the different fabrics and scarves. Some heavy, some light. Some easy to float, some needing more force.





Some wrapped themselves in the fabric. They sat in a group and looked through the fabric. "It's snowing" they giggled. They laid on the floor in a line covered in the 5 metre sari and on their backs staring as the fabric wafted up and down above them. Some children got themselves chairs and watched the others.



USING PAINT 1 - PAINTING THE CUBBY

Daniel said "Let's paint the cubby!"

Logan, Bodhi and Archie crowded round to have a look at the house and a discussion about what to do. First all of the furniture was carried out of the cubby. Some things were very heavy and needed two or even three people to help. Then because the floor had lots of sand on it, Logan and Bodhi went to the deck to find a broom. They then swept the cubby floor.



We then went to choose paint colours. All the pots and some of the brushes were used so we had to do some washing first. Then everyone chose their paint. Some wanted two colours to mix together making purple, green, brown and pink.



Then we were ready to paint. Archie decided he wanted to paint the roof.



When the painting was finished, Lionel, Bodhi, Chilli and Logan helped to clean up all the tools.

USING PAINT 2 - DECORATING THE CONCRETE



Raphaella, Kai, Juliette, Finn, Edie, Amelie and Archie were all involved in this impromptu activity. It started by using a puddle of water from yesterday's rain to paint some water pictures on the ground. Lots of worms were painted as there were three kookaburras on the fence looking for food. Tadpoles were also painted as children had been observing some swimming in a bowl. The water started to run out so some paint, a variety of brushes and a bucket of water later, more children joined in. Paint colours were mixed and there was a lot of sensory play – painting hands and feet and making prints on the concrete or just twisting around in the paint. Children shared the equipment and the space. Kai, Edie, Bodhi and Finn washed the brushes and paint pots after the activity, placing them on a towel to drain. We didn't want to waste the washing water so Archie and Bodhi watered the plants with it, looking carefully for which plants looked thirsty.



USING PAINT 3 - ON PAPER

At the easels, on the table, alone or in groups, listening to music, using poster paint or watercolours, different size brushes and other implements are just some of the variety of ways in which children can put paint to paper.

**Express creativity/Explore property of materials/ Work together/Care for resources/
Make choices/Develop focus**



Sustainability footnote – we now use “enviro” paint which has organic pigments and bio-degradable thickeners. We often use recycled paper and cardboard.

From Kay, Felicity, Pat, Lizzie, Karthi and Christine

Group 4

What an adventurous term it has been for Group 4! We have continued our self-exploration, and along with being authors, poets, and illustrators we have found that we are all Architects!

With the guidance of *Iggy Peck Architect*, we have embarked on some design/build challenges. With a set of specifications for each challenge, each architect was required to consider either the weight capacity or the height of their construction.

We have been so proud of our nature investigators, as we have now notched up numerous bushwalks under our Group 4 belt this term. These bushwalks have been beautiful opportunities for us to, of course, enjoy all things bush, but to also get to know our bushwalking friends (so far we've invited Group 1 & 2 along!). Together, as a group, we are building a strong understanding of what it means to look out for each other and operate as a respectful and loving pack of small humans. We will continue to venture into the bush whenever we can, as we are strong advocates of building the awareness of the interconnectedness of this world we live in.

Group 4 loves to incorporate the natural elements wherever possible. Whether it be explorations of animal architecture and attempting to recreate, putting ourselves into the shoes of that animal to investigate what we would need. Or perhaps using leaves and bark to reveal secret messages and express ourselves creatively.





Group 4 continues to love getting to know our Kinma kid community as we spread ourselves around during 'out' times and invite/accept invitations to team up for various activities. Recently, we had our introduction into 'buddy reading' - a Kinma tradition here during our whole school times. The energy throughout the school during this time is beautiful as the older readers share stories with the younger readers, and at times read together.



Recently, as a group we have been having frequent open discussions around social problem solving opportunities - these may be real life scenarios that have occurred here at school, or fictional scenarios involving characters from stories we have read. We like to refer to these moments as 'opportunities' as that is indeed what they are. They are opportunities for each of us to build up our toolkit of knowing what to do or say or how to respond in different social scenarios.

It may be moments during a group game where we are continually gaining an awareness of others' perspectives, or our interactions around mealtimes as we become more aware of how our discussions and comments can be helpful and supportive to others. These moments are often referred to as the little moments, but for us these really are the big moments.

Let the learning journey continue!

Tom and Sal :)

Group 1



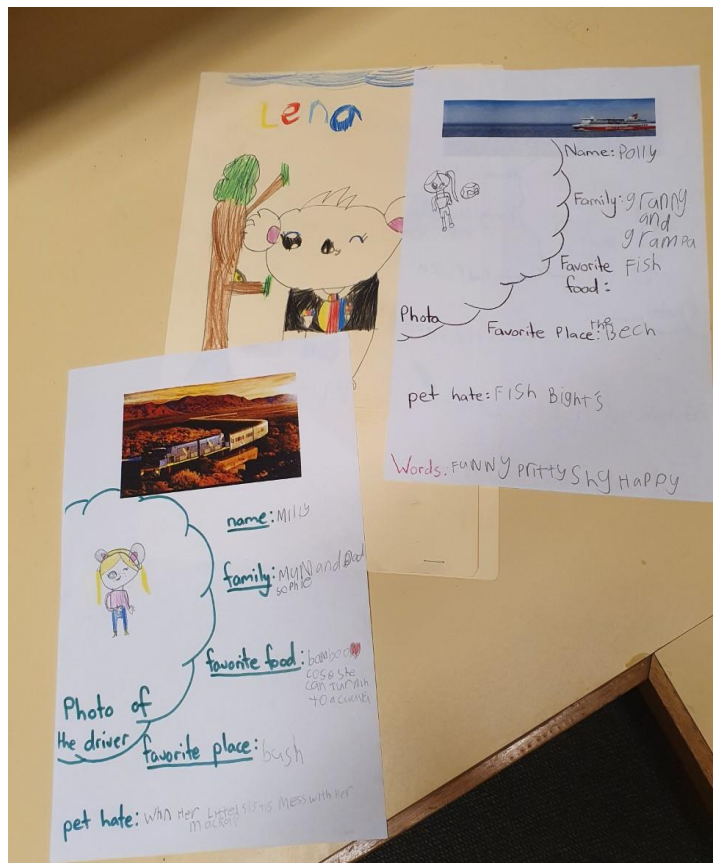
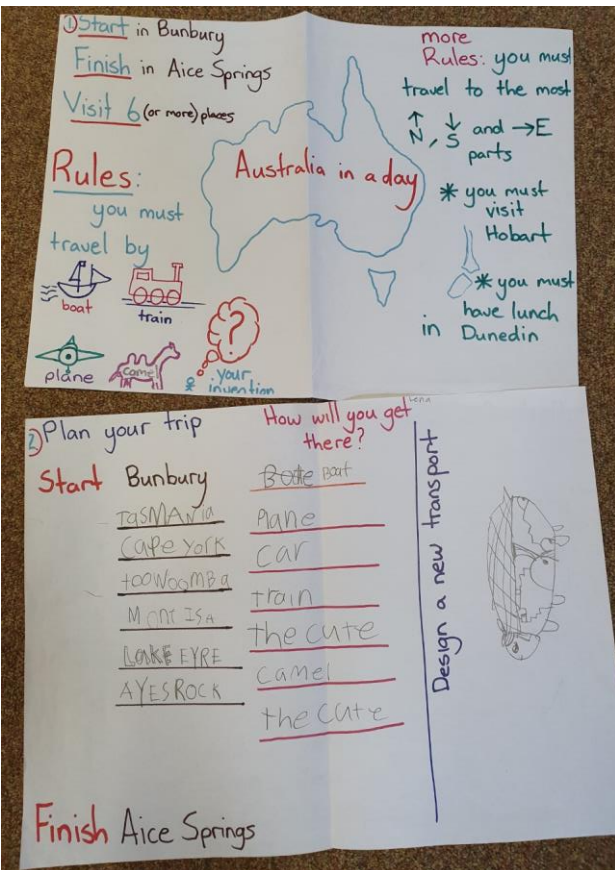
In addition to our weekly Math groups we have a couple of Math Toolbox sessions. The children are able to choose from the games and activities that we provide. For some it is a chance to kick back with an old favourite whilst others relish in the challenge of new games. We take this opportunity to work one to one and with small groups where necessary. It is also a great time to guide the children in to taking bigger risks as they build upon their knowledge and skills.

Games range through many skills from consolidating counting and patterning through addition and subtraction, to multiplication.

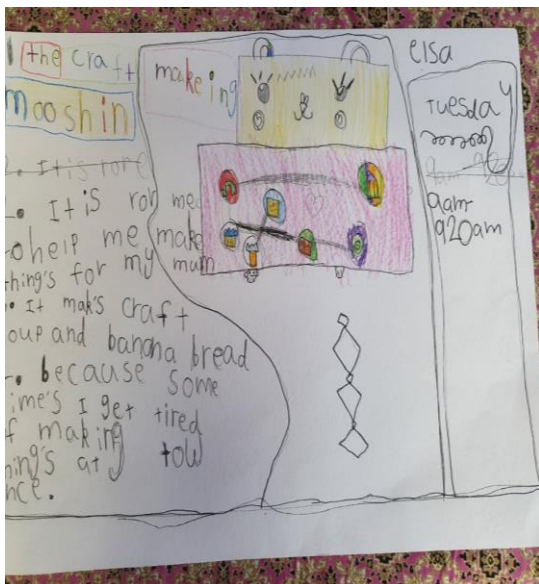




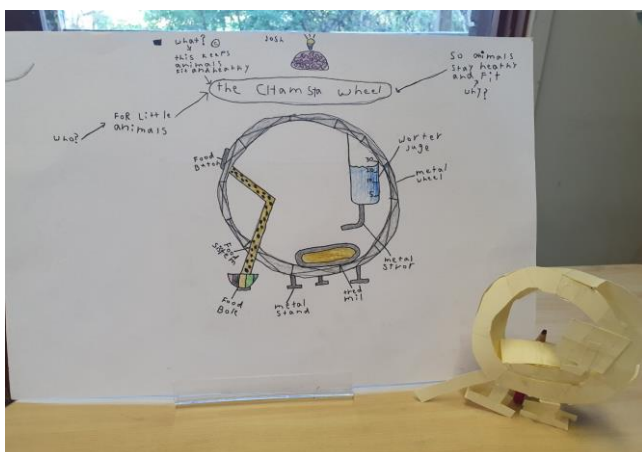
Last week we had Abby present to the class about her Great (Great?) Uncle Frank, a pioneer and geological explorer. We used this talk as a springboard into our very own adventure around Australia. Using a map the children documented their own path around Australia, making sure to visit at least 6 different places. They were required to visit the North, East and South coast and had to take a different form of transport each trip. In addition they are making up characters (the drivers of each transport) which will eventually be used in a story. They had a great time inventing characters, especially coming up with 'pet hates' in their description.



As part of our theme we have enjoyed creating inventions. We looked at young inventors aged 5 to 12 and a very old inventor called Alexander Graham Bell. Feeling inspired we then decided to create our own inventors exhibition. To help us design our invention we had to think of something that would help someone or something, like family, friends, animals or the environment. We then had to name our invention, explain who our invention would help and how it would help them. Some of us made models and others created adverts.



Funky Gym has seen us working out our minds and bodies to energetic music, engaging with activities that are helping us to develop our strength, coordination and friendships. We really enjoyed playing games with the parachute this week and cannot wait to see what other games we will get to learn.



We hope you have all had a great learning week.

Andy and Lisa.

GREEN UMBRELLA



Green
Umbrella
OSHC Inc.

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As part of the program, the children spent a large amount of time interacting with in large group activities, as well as some that were individual. The activities covered a range of learning opportunities and interests and provided the children with opportunities to problem solve, experiment and investigate, as well as interact with one another with respect and fairness. Some of the most popular were as follows:

STEM Spaghetti and Marshmallow Tower Challenge: The majority of children in attendance participated in this activity taking on the challenge of creating the tallest tower they could using 30 mini marshmallows and 20 pieces of raw spaghetti. Some of the children opted to work as individual whilst others chose to work in pairs. Younger children that wanted to participate asked for assistance from the educators.



Bin Ball: This has become one of the new favourite outdoor group games for the children. It's a fast-moving game that enables the children to use and develop their throwing and catching skills, as well as observant and assessing their opposing teams attempts to get them out and/or strike their bin. During their engagement in these games the children have been observed by the team as ensuring that the teams are fair and each member of the group is included.

