



Kihmma

2020 Annual Report for NSW Board of Studies



We are a school chosen for our difference.

**We acknowledge the opportunities given to us from our rich,
natural environment**

We maintain strong leadership and effective governance

We are a community built on real and open relationships

We acknowledge magic happens at Kinma



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Theme 1: A message from the School Board

A message from the Chair

What a year!!!

So much to consider. So much to navigate . So many new things.

It was with tremendous gratitude that I stepped into the role as Chair in 2020 - gratitude as a parent for the investment made into the lives of my own children by the Kinma teachers and community over the years. Gratitude as a board member for the others who sit around the board table, and gratitude to Ginny Neighbour for her leadership as Chair over the last number of years.

As a school we are indebted to the leadership of Julie Carr, the office team, and the education staff for they provided the love, care, and support for the children in such a stressful and complicated year. And, we thank Michelle Walker for stepping in to the Education Leadership role at such a challenging time. Thank you.

Who could have imagined the year that was?

Who could have imagined all the changes that were forced upon us?

Who could have imagined Kinma would be sending work home for students to undertake?

While we were unable to provide a number of the typical Kinma experiences like having parents being able to walk their kids into classrooms and present on the basketball court at the end of the day, we were still able to enable students to explore and understand the world around them, as well as build healthy connections with adults and peers.

I wonder how young people will reflect on 2020 in years to come?

I wonder how young people will reflect on their schooling during 2020 in years to come?

I know that as a school we were able to provide excellent support not only to children but to families as we journeyed together during 2020. One of the key ways we did this was through regular connections between the board and parents to understand what was happening at home and to answer questions about our approach to learning. This was such a privilege.

I am grateful for each of our board members and for their ongoing enthusiasm and commitment to seeing our school provide the best possible learning environment for children. Your time and energy have been a blessing to me personally, as well to our school community more broadly.

Kinma Preschool and Primary are flourishing. We have 95 primary students, and in excess of 25 preschool students at Kinma each day as we roll into 2021.

Thank you to each of you as parents for how you engaged with our school over 2020 and for choosing to.

Steve Dixon

Chair, Kinma Limited

**“Being a Kinma parent is like
being part of a family -
the glory and the difficulty of being part of a
family.
Absolutely meaningful
a working group of people interested in a
depth of learning for children.”**

A message from the Treasurer

Despite the large amount of uncertainty experienced in 2020, Kinma's finances continued to remain relatively stable and in good general health during CY20.

Our biggest achievement was to make available financial support to a range of community members affected by COVID-19 with an expanded approach to fee relief. With the same mindset, the board also decided against any fee increases during the year.

The organisation, like many others, incurred many incremental costs due to the effect of COVID-19, however none were a serious threat to the financial health of Kinma, and all continue to be short term in nature. Pleasingly, we did not need to increase the amount of debt, leaving options open to Kinma should this line of finance be needed for future works.

School finances were supported by additional COVID-19 related government funding, including a waiver of preschool fees. This is reflected in the reduction of 'School fee' income and increase in 'Government and other grants'.

Ongoing capital works in line, with our strategic plan, continued with commissioning and near-completion of a new waste water management system before the end of 2020.

The overall outcome for CY20 is a small operating profit of \$3k, which given the challenges that were presented to Kinma and our members, and what was achieved during the year, is a positive result.

The financial future of Kinma looks healthy, with increased government funding starting from CY21. Areas of financial focus for CY21 now return to implementing further objectives of our strategic plan, and delivering further detailed plans for building maintenance and renovation over the long term.

Keith Mason

The Impact of COVID-19

Kinma was not immune to the economic and emotional toll that was thrust upon all schools and the wider global community.

As all schools, we have worked tirelessly through 2020 and seen on a small scale the ramifications the pandemic has influenced in family and community. During 2020 we approved revenue in excess of \$65,000 to be allocated as support for families. We have increased counselling services for staff and farewelled four families at the end of 2020 who have chosen to move from Sydney. Kinma is built on respect and relationship and the organisation makes informed decisions to limit student numbers to allow these relationships between, and amongst, children, parents and staff to deepen and thrive.

Before the pandemic, this was successful because our School is one of very few institutions where families are welcome to be in the school at any time during the school day. Now this has changed, and as we move into a new year we look how we can strengthen the School.

We are yet to see what long term affect will be born from this global experience, but we are working with Sydney University and with another smaller school to look at the importance of 'belonging' in these times will prove to be.





“I enjoy learning, that is what Kinma gave me “



Education Committee Report – 2020 in Review

As we do in each New Year we gather to welcome new and old friends back into the community after a summer vacation period. Each year we see the circle growing and we speak about the year ahead.

This was short lived in the 2020 year. Our small community and the greater global world around us is changing. Some snippets from our year :

Impact of COVID-19

On behalf of the board and staff, I am writing to keep you up to date with what is happening at Kinma as a result of COVID-19.

The key points are:

- *Term 1 will finish on Friday 3rd April, 2020*
- *Our new online platform will operate from Monday 30th March for primary students*
- *Only students who HAVE TO BE at Kinma (because parents are essential services workers) may attend week 10, from Monday 30 March.*
- *We will be keeping you informed.*

Early end to Term 1

The Board approved an early conclusion to term 1: Friday 3rd April, 2020 (instead of Friday 10th April, 2020). The vast majority of public and independent schools across NSW are doing the same thing. The Department of Education sees the extra week as pivotal in allowing staff to fully immerse themselves in the new ways of supporting all students with online learning in Term 2. To date, we have no additional information about returning to the school site in term 2. We will keep you informed as we hear any more information.

New online learning

Primary staff are working on a new platform for Kinma learning, called Kinma Basecamp. It will be available to all primary families commencing Monday 30th March 2020 for our last week of term 1.

Our preschool team has not forgotten our wonderful families, and is creating a couple of love letters to connect with your little ones.

Over the next couple of days we will be sending a few more messages to families; if you need to talk with someone about any information, please do not hesitate to contact the office by phone (9450 0738) or via email (admin@kinma.nsw.edu.au), or by any contact attached to our messages.

As we say to all the Kinma kids, there are no stupid questions!!

There is a multitude of helpful advice online, so I do not wish to add a platitude, other than to say the staff and the board are here at any time to help a member of the Kinma community.

Staff set up on line learning, they also had all the learning in take away hands on packs that could be collected from the driveway of the school each week. We had cards, dice, paddle pop sticks, glue, and paper to make sure that all learning types were being catered.

We created our annual poetry festival as a vimeo where everyone could curl up at home and watch the beautiful poets of Kinma come alive.

"Ahhh, back in my natural habitat!" Mia, on arriving back to school T2 and putting her bag on a hook



Mid term 2 and we saw the gradual and cautious opening of students back on to the campus. We were missing the parents and guardians of our community as they waved from beyond the courts.

The children, washed hands, washed hands and washed hands. The children sanitised and sanitised and sanitised.

Michelle Walker took the lead as Education Leader in 2020 – and we all walked forward (did not run) together and journeyed safely for our students and families.

We have had much laughter and many excited wonderings in the last two weeks as children have adapted to our temporary groupings. For some children it has been understandably difficult as they might have been with less familiar friendship groups. This has created opportunities for relationships to develop and flourish, whilst at the other end of the spectrum some friendships haven't quite reached the same flow that they enjoyed prior to home schooling. Some children are getting back into the rhythm of whole group, small group and independent learning, whilst others are finding it's taking a little longer to find their groove. Our temporary groupings have also provided us with more time to reconnect, listen to each other's experiences and explore feelings that have arisen over this time frame.

As you aware all Kinma children will be united (metaphorically speaking!) again on Monday 25th May. This will enable time for further reaching connections and a regular routine that will give us our 'normal' once more. Of course, Kinma 'normal' can vary greatly and from to day to day and that is the beauty of Kinma. However, a constant for us at Kinma is our focus on the whole child, and this is perhaps more prevalent for us during this time where our intent is to reconnect and create a safe environment through strong relationships, play, learning and listening.

To quote Alfie Kohn,

"If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings, and grow."

The media at the moment is reporting the importance of student assessment returning to school from home learning. As mentioned above, we come from a place of relationship, understanding and knowing the child, and then we build upon our 'picture' with both formal and informal assessments and collegial discussions to more fully understand the child's learning and identify areas of growth. Assessment at Kinma takes many forms and occurs at a variety of times so as to gather more comprehensive data. There are two main types of assessment – formative and summative. Formative assessment, as the name suggests, takes place during the learning journey. Some examples include – observations, questioning, discussion, journal, projects, running records, mathematical skills, conferencing and so on. Teachers use this to guide their programming and help inform preferred learning styles and areas requiring development or extension.

Reports, which are generally considered to be a form of summative assessment, will be available from Week 10. These will include observations about your child's social and emotional development. In addition to this, and as advised by the Education Department, we will focus on literacy and numeracy skills, attitudes and experiences.

Group 3 children will receive a standardised report as mentioned by Julie Carr in Term 1. This standardised report is referenced against the NSW curriculum stage outcomes and is a report that parents often share with their child's prospective high school.

Term 3 saw students well engaged. There was an awareness that some children required additional support in some of the learning areas. We introduced additional staff and resources to support all.

On the Northern Beaches our year came to a surprising stop. Again, we ventured into lock down.

Thank you to the Kinma Community for all holding the space during 2020.

Education Co mmittee

Theme 2: Contextual information about the School

Kinma's Vision

Educating students to support their love of learning and to develop their confidence for deepengagement with their communities and the broader world.

Our Mission

Kinma provides a preschool and a primary school that are managed in accordance with the highest standards of teaching, governance and administration.

School Objectives

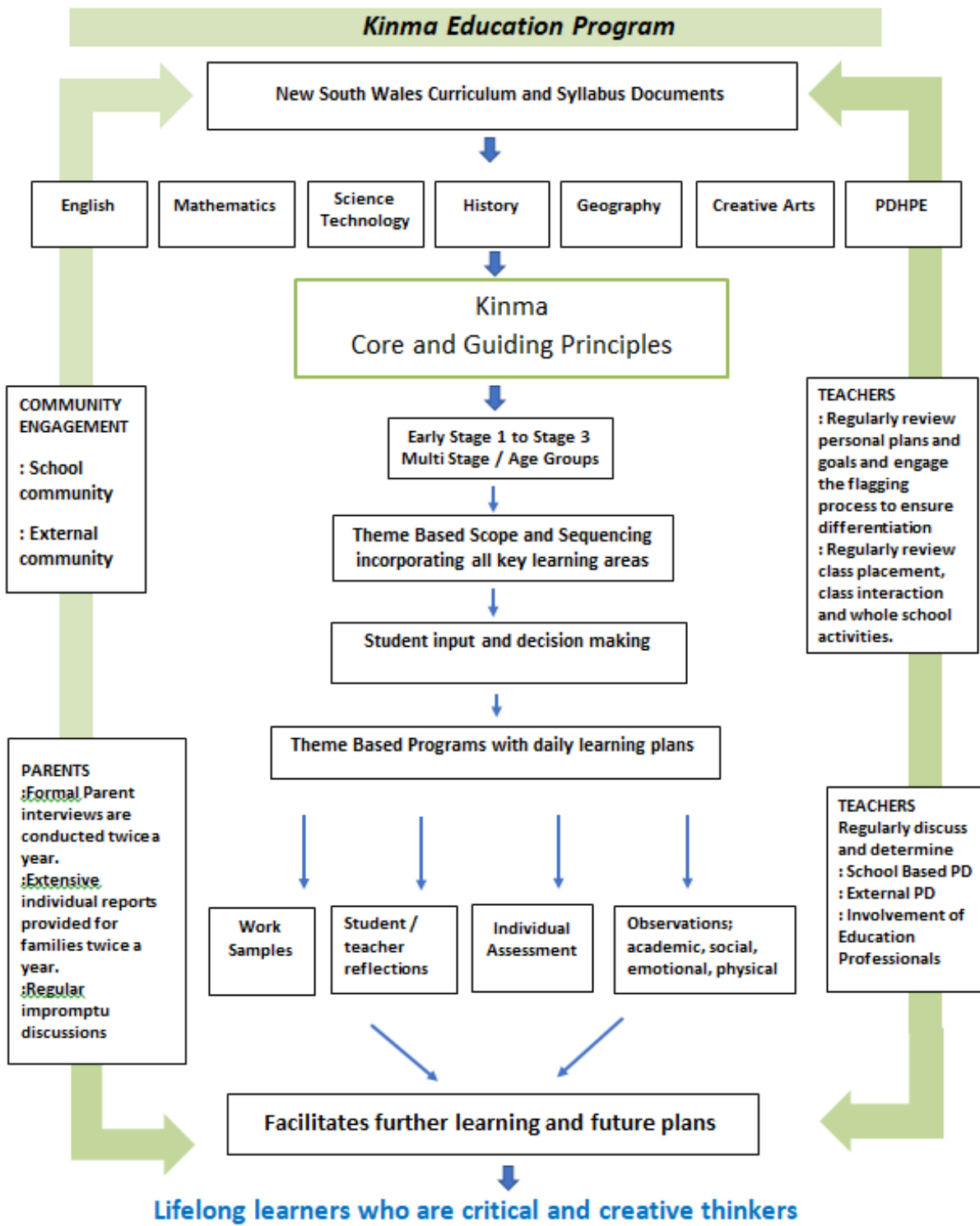
The objectives of Kinma are to:

- 1) Provide school and pre-school education whose principles are:
 - a) striving for each child to achieve his or her full academic, physical and social potential in a supportive, stimulating learning environment
 - b) a child-centred, innovative program based on an understanding of child development
 - c) respect for the individuality of the child
 - d) fostering self-determination in the child
 - e) fostering the child's exploration, critical thinking and creative abilities
 - f) cooperation rather than competition
 - g) active involvement in a wide range of learning situations
 - h) maintaining high academic standards.
 - i) supporting the emotional well-being of children and teachers
 - j) learning within the bush environment and the community;

- 2) Provide, consistent with the preceding objectives, that the school:
 - a) is non-denominational
 - b) is co-educational
 - c) operates with small flexible multi age groups

- d) provides at least one teacher for every 25 pupils
 - e) has no uniform
 - f) assesses students individually and not through competitive exams
 - g) does not use corporal punishment or coercive/ manipulative approaches;
-
- 3) Respect and safeguard the professional status of teachers;
 - 4) Strive for co-operation between teachers, other educators, parents and children and to provide regular educational and social opportunities for close relationships to be formed between teachers, students and parents and to involve parents in aspects of the day-to-day work of the school;
 - 5) Allow for student participation in the affairs of the school and encourage involvement in the community outside the school;
 - 6) Apply the latest findings from education, psychology and related fields to the improvement of learning within the school;
 - 7) Stimulate public interest in education in general, especially modern approaches to learning and through this act as a demonstration centre from which educational practices and innovations may diffuse to other schools; found and endow scholarships, bursaries and exhibitions within the school or at any other educational institution;
 - 8) Provide relief, benevolence and assistance by means of pecuniary or other help to students of the School whether by way of fee concessions or otherwise.

“We can best help children learn
not by deciding what we think they
should learn
And thinking of ingenious ways to
teach them,
But by making the world,
as far as we can, accessible to them.
Paying serious attention to what they
do,
answering their questions – if they
have any -- and helping them explore
the things that they are most
interested in” – John Holt



Theme 4: Professional Learning and Teaching Standards

The following educators were employed:

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	13
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR Guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39)	0

Professional Learning

WHOLE STAFF

Professional Development	Number of staff in attendance
Supporting struggling readers – external	16
Child Protection - Manager	18
First Aid Training – external supply	21
Running Records – Education Leader & Learning Support	11
Autism Spectrum Disorder and Learning - external	12
Google Docs and Edumate – Education Leader and Principal	12
Talk 4 writing – Learning Support	12
Cooperative games - all primary staff	12
Knowing our children – Education Leader	15

INDIVIDUAL AND SMALL GROUP

Professional Development	Number of staff in attendance
Teaching kindergarten is Child's play – external	2
Sounds Write - external	3
Spelling - morphology	1
Creating and engaging intentional learning environments	1
Spellinar 2 – Morphological Word Families	1
Risky, Dodgy and Dangerous play	3
War, Weapons and Superhero play	3
Ben Q interactive whiteboard training	3
Phonology phundamentals for teachers	1
Individual group meetings (Regular min 3 times per term) Meetings with Education Leader to focus on individual needs of children, programming, group dynamics and any other issues raised by teaching staff.	All educational staff

COMMUNITY

Professional Development	Number of staff in attendance
Board Planning Day	6 Board members 2 staff members
Community Day	6 Board members 4 staff 38 parents
Learning Forum - Reading	8 staff 30 parents
Board connection in COVID – 4 weekly check in with families T2 and 3	6 Board members 120 adults
Learning Forum – All things High School	2 staff 12 parents
Family termly meetings 1-4 (individual groups) via Zoom	10 staff 75% of all families

Theme 5: Workforce Composition

Workforce	Total
Teaching staff	13
Full time equivalent teaching staff	8.7
Teaching support staff	1
Full-time equivalent Teaching support staff	0.8
Number of non teaching staff	3
Full- time equivalent non teaching staff	2.2

TEACHER ACCREDITATION

Level of Accreditation	Number of staff
Provisional	6
Proficient	7

- In 2020 the average daily staff attendance rate was 82%
- Retention rate from 2020 was 90% .

Theme 6: Student attendance and management of non-attendance

ATTENDANCE POLICY

OVERALL POLICY

It is a government requirement in NSW (Education Act 1990) for school aged children (6years) to attend school or be formally home-schooled. Any student enrolled at Kinma is required to attend school on a regular basis, in keeping with NSW law. Kinma operates within the guidelines of the NSW Education Standards Authority.

There can be many good reasons for not attending school, including illness, family or religious obligations. Kinma requires parents and guardians to advise the school in advance if a student is to be absent. For unplanned absences, parents and guardians are required to advise the school as soon as possible on the day of each such absence. Absence notifications from parents and guardians may be made by phone, by email or in person at the office.

In certain circumstances, the Manager may grant an exemption from school attendance. The circumstances in which an exemption may be granted include extended illness, opportunities to participate in alternative approaches to education, creative or sporting programs or short term employment for example in the entertainment industry. Details about such exemptions and how they are administered are in the Student Attendance – Exemptions Policy.

Kinma will contact parents or guardians where there is an unexplained absence.

KINMA CONTEXT

Kinma is a comprehensive, co-educational K-6 school, underpinned by democratic values. Once enrolled, families are expected to support the school's core values and beliefs and comply with the school rules to maintain the enrolment.

Where students miss school they miss out on individual and group learning and growth at Kinma. Kinma teachers work individually with students as much as possible to ensure that absences from school do not affect their learning and growth.

Kinma will work closely with families where attendance difficulties have arisen, to identify strategies to return to normal attendance. Lengthy unexplained absences from school may indicate children at risk and the Manager may determine that the issue be dealt with under Kinma's child protection policies.

MONITORING ATTENDANCE

Recording attendance (register of daily attendance)

The class teacher must:

- Monitor the daily attendance/absence of the students and record attendance on the class roll. This is done by 9.30 am each day by class teachers
- Administration will review all class rolls by 9.45 am daily to identify any unexplained absences
- Administration will follow up unexplained absences by texting parents directly
- Follow up phones call if no response from family by 10.30am
- Each class teacher retains student data including documentation for reason of absence, archiving it at the end of each year.

Following up unexplained absences

Where there is an unexplained absence:

- Administration will contact family via text on the day of absence
- Where all attempts to contact the family fail, the office must use other means to locate the absent student. Other means include contacting other sources of information about the family's and student's whereabouts. Police should be contacted when all avenues draw a blank. Contacting police is compulsory after attempts to contact the family have failed over a 24-hour period.

Unsatisfactory attendance

Unsatisfactory attendance is where there are frequent unexplained absences from school or where frequent notified absences do not involve illness, medical appointments or reasonable family or religious obligations. Kinma staff must intervene where a student's attendance is unsatisfactory.

When a teacher or other Kinma staff identifies a case of unsatisfactory attendance, he or she will:

- document the unsatisfactory attendance information in the student file
- report the unsatisfactory attendance to the Education Leader and Manager
- use the next staff meeting to consider options for addressing the issue
- Meet with the family of the student to develop strategies to address the issue of unsatisfactory attendance. The Manager or Education Leader will be in attendance at these meetings if required.

The class teacher will seek clarification from the Manager if there is any uncertainty about the actions required.

If the School's attempts to improve attendance fail they will contact Association of Independent Schools to seek further assistance to manage the issue.

Administration

The Manager must ensure that Kinma keeps a register of daily attendance of Kinma students. This register is known as the Daily Attendance/absentee file. The register contains all telephone and email notifications of student absence notifications. The register of daily attendance retained for a minimum period of seven years preceding the current date. The following details will be recorded for each notification:

- date of notification
- date(s) of absence
- name of the student
- name of the parent/carer making the notification
- Reason for absence.
- Administration will notate on the roll (coloured purple) if they receive any notifications of absence as soon as received

The Manager must ensure that Kinma keeps a register of enrolments. The register of enrolments must be retained for a minimum period of five years preceding the current date. This register includes the following information for each student:

- name, age and address
- name and contact telephone number of parent(s)/carer(s)
- date of enrolment
- for students older than six (6) years, previous school or pre-enrolment situation
- The date of leaving the school and the student's destination.

Where the destination of a departing student is unknown, the office will attempt to find out the information by:

- sending a certified letter to the last known address
- trying to make phone contact
- contacting a DET Officer with the Home/School Liaison Team and notifying them of the student's name, age and last known address

If the Manager or other staffs is concerned for the student's safety, the Manager will contact Family and Community Services.

Attendance data

PLEASE NOTE: Students studying from home during the pandemic are considered to be in attendance. These statistics may vary from previous year's data.

All students

Grade	Attendance rate	Count of students with attendance rates < 90%	Count of students with attendance rates ≥ 90%	Number of students
Year 1	96.69%	1	12	13
Year 2	96.71%	2	15	17
Year 3	95.04%	1	12	13
Year 4	96.06%	1	9	10
Year 5	96.48%	0	11	11
Year 6	97.40%	0	12	12

Indigenous students nil

Overall attendance	Non indigenous attendance %	Indigenous attendance %	Overall proportion of students attending at least 90% of the time	Non-indigenous proportion of students attending at least 90% of the time	Indigenous proportion of students attending at least 90% of the time
96.42%	96.42%	0.00%	94.67%	94.67%	0.00%

Theme 7: Enrolment policies and characteristics of the student body

The Enrolment Process and the Enrolment contract

CONTENT

Background information – Kinma History

Background information – Kinma Philosophy and Ethos

Characteristics of the Student and Community Body

The application form

Enrolment procedures

Guidelines for applications for enrolment of students with disabilities

Conditions of entry

Exclusion from the School

Medical treatment

Amendment of terms and conditions

Enrolment Contract - fees

Penalty clauses

School fees

Notice of withdrawal

Kinma History

Kinma Limited is a non-profit company limited by guarantee. The school was founded in 1971 by a small group of parents who wanted a more progressive and stimulating education for their children. Kinma Limited is still governed by its members. The parent body holds a majority of positions on the Kinma Board. The Board consists of six parents elected by the parent body and two community representatives. Two additional Directors may be appointed annually where particular expertise is required.

KINMA PHILOSOPHY AND ETHOS

Kinma is a leader in progressive education, supporting other educators to develop learning values and programs that are effective for all students.

Kinma's philosophy underpins a program that supports each student to reach their best in a nurturing and stimulating environment. Our philosophy ensures that we:

- respect the individuality of the student
- embrace difference
- foster self-determination in the student
- develop creative and critical abilities
- replace competition with co-operation
- stress active involvement of students in a wide range of educational situations
- support students to become flexible thinkers and independent, self-directed learners
- utilise the resources of the environment and the community.

Kinma learning focuses simultaneously on each individual student, and on building a healthy dynamic community; providing informal, innovative and individualised learning opportunities. The Kinma program builds from detailed understanding of child development and close observation of each student.

Kinma students learn in an atmosphere of equality. There are no uniforms and students are on first name terms with all staff. This equality supports students in becoming active “citizens” of Kinma, who understand and take responsibility for their conduct on many levels. Kinma students develop maturity and insight that support them throughout life.

Competition and testing are not supported at Kinma. They are not seen as the best ways to monitor student progress and needs. Kinma educators are expert at identifying and working with individual learning needs without recourse to competitive assessment.

Attachment 1: Kinma Core and Guiding Principles (page 5-Preschool and Primary Parent Handbook)

CHARACTERISTICS OF THE STUDENT AND COMMUNITY BODY

Kinma offers pre-school education for children from 3 to 5 years of age and primary education for children up to the age of 13. Kinma supports a weekly playgroup for children under 5 years of age.

Kinma has currently 125 students of whom 75 are in Primary and 50 in Preschool. There are approximately equal number of girls and boys throughout the school.

It is fundamental to Kinma’s philosophy and day to day operation that the home and school environments are compatible and that parents are aware of, and involved in their child’s education. Families vary in the amount of knowledge they possess concerning Kinma, but all families require some orientation to this unique program. Some form of continual involvement is helpful in order to maintain awareness, because Kinma is an evolving environment.

Attachment 2: Preschool and Primary Family Handbook

APPLICATION FORM

The first step in applying to enrol at Pre-school and / or Primary is to complete the Application Form and return to Administration.

The completion of this application does not guarantee a placement at the Preschool or Primary School.

The information that is collected is required for the following purpose:

- to enable key contact information in relation to duty of care
- to best understand the learning requirements of your child
- to collect statistical data for the NSW Department of Education, NSW Department of Family and Community Services, and the Federal Department of Education Employment and Work Place Relations

A letter of offer and confirmation will be forwarded with appropriate fee charges when an offer of placement is made. All offers of placement need to be accepted within a fourteen day period.

PROCEDURES

Preschool

All applications will be processed in accordance with this policy.

Subject to availability, offers of a place will be made in the following order:

- whether there are siblings of the applicant already enrolled at Kinma,
- date of application; and
- suitability of the applicants.

Primary

All applicants will be processed in accordance with this policy.

Subject to availability, offers of a place will be made in the following order:

- whether there are siblings of the applicant already enrolled at Kinma,
- current Preschool families wishing to transfer to Primary will be placed on waitlist at the date of enrolment to Preschool,
- Length of time at Preschool (minimum 12 months)
- external applications after internal offers have been secured; and
- suitability of the applicants.

Continuing enrolment is subject to the student's and family's adherence to the guidelines and expectations of the School, and payment of all school fees.

Attachment 2: Behaviour Management Policy

Guidelines for Applications for enrolment on behalf of students with disabilities

The *Disability Standards for Education 2005 (Standards)* apply to a school's dealings with all students with disabilities (i.e. those enrolled at the school even if they have not yet commenced) and also prospective students with disabilities (i.e. those for whom an approach has been made regarding admission). These guidelines provide a structure to help schools comply with the *Standards* in the context of the enrolment process for students with a disability as defined under the Disability

Discrimination Act (DDA).

These guidelines are intended to be flexibly applied to suit the circumstances of each application.

When considering any application for enrolment, a determination should be made regarding the school's capacity to address the student's individual needs. This can be achieved by working through the individual planning process to identify the reasonable adjustments that would be required to facilitate the student's access to and participation in the educational opportunities provided by the school. This process requires lateral thought to identify solutions.

CONDITIONS OF ENTRY

Being Informed

At Kinma we utilise a number of methods to disseminate information. It is an expectation that families make themselves available to these sources so they can be kept up to date with any changes to School policy or practice. We offer a weekly newsletter, face book and direct email correspondence.

School Absence

It is a requirement that any student who is not in attendance on a day that they are enrolled the School administration is notified by email (enquiries@kinma.nsw.edu.au), telephone (94500738) or in person at the office. This is not only a legislated government requirement but also imperative that we know that all students are safe and in the times of emergency drills our information is current and accurate.

If you are planning an extended period of leave you are required to seek permission from the Manager in accordance with NSW Government 'Keep them Safe' Legislation. Your earliest possible request is appreciated.

Attachment 4: Attendance guidelines

Behaviour

Behaviour management at Kinma is applied to achieve a well-functioning school that allows all students, staff and families to be treated fairly and with dignity. We do so in an environment that supports cohesion and inclusion; free from disruption, intimidation, harassment, victimisation and discrimination.

The School supports the emotional wellbeing of students and teachers and abstains from corporal punishment and other coercive and manipulative approaches. The school does not support the administration of corporal punishment by anyone including parents enforcing discipline at school.

Exclusion from School

If the Manager, or any person deputing for the Manager, considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the Manager or deputy may exclude the student permanently or temporarily at their absolute discretion.

If the school Board or the Manager believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school, the school board or the Manager may require the parent to remove the child from the school. The school will only exercise its powers under this clause to exclude a pupil permanently if it has provided the pupil and the parents or guardians of the pupil with details of the conduct which may result in a decision to exclude the pupil and provided them with a reasonable opportunity to respond.

Attachment 2: Behaviour Management

No remission of fees will apply in relation to any of the above cases.

Medical Treatment

If a student needs urgent hospital or medical treatment of any nature and the school is unable to contact the parent or guardian after making reasonable efforts the parent or guardian authorise the school to give authority for such treatment. The parent or guardian indemnifies the school, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.

Changes to terms and conditions

The School Board may alter these conditions of entry at any time by providing not less than one terms notice, and will generally take effect from the January of the following year.

Contact details

It is the responsibility of parents to advise the school of change of address, contact telephone numbers and email addresses.

ENROLMENT CONTRACT – FEES

Enrolment Fee

The enrolment fee is invoiced once a placement has been offered. The payment of this fee is required before a student can commence. This fee is non-refundable.

Tuition Fees

Fees at Kinma are billed in four equal amounts (term 1, 2, 3 + 4) through the year. These fees are due and payable within the first 4 weeks of the term.

There is a direct debit system that allows a monthly payment option. To enquire about this method talk with Administration.

School Camp Fees

Kinma primary attend an annual camp and there is a fee charged for attendance. This invoice is billed separately from tuition fees.

Notice of Withdrawal

Families at Kinma are required to give one full term's notice (excluding holiday periods) when withdrawing their child. Failure to give sufficient notice will incur an additional cost of one term's fees.

Attachment 5: Fee Policy

ENROLMENT AND ORIENTATION POLICY

PURPOSE

This policy is to guide staff on the policies and practices to enroll and settle in new students at Kinma Preschool and Primary.

POLICY STATEMENT

Kinma's philosophy of education does not suit all students or families. It is important for Kinma to get an understanding of the student's and family's needs and expectations before accepting a request to enroll a student. Kinma is not obliged to enrol every student who seeks enrolment. Kinma reserves the right to decide whether to accept or reject an application for enrolment.

Kinma charges a non-refundable enrolment fee. The level of the fee is set by the Board.

Once a student is accepted for enrolment at Kinma, the school has an obligation to that student for their educational and social well-being while at Kinma. Kinma understands that families are part of the Kinma community.

The foundation of a good relationship between families and Kinma begins from their first inquiry. From the point when a decision is made to enrol a new student, Kinma will prepare an individual orientation plan in consultation with the student's family, focusing on language, culture, social and educational strengths and any other relevant considerations.

Where there is no current vacancy at the school or preschool, an enrolment application may be placed on a wait list. Progression of any enrolments from the wait-list are entirely at the discretion of the Manager.

PRACTICE

First contact for new families is with the office. The Manager or her delegate explains a bit about the school at this first contact and offers options for the family learn a bit more about Kinma and our style of education, like:

- Coming on a school tour
- Attending an open day at the school
- Coming to an educational event for Kinma families like "Talk over Tea".

During school tours and open days, families have the opportunity to see the preschool and primary school in operation and to meet the staff. At these events, the Manager (or her representative) provides information about the school's philosophy, as well as about administrative matters such as fees and hours of operation.

At educational events for parents, families can learn more about our approach to learning, and talk to families about their experience of Kinma.

When a family indicates the wish to enroll a child, Kinma office staff provide them with an enrolment package. The package includes information about the school and enrolment forms that the family must complete before the enrolment can be accepted. The enrolment forms collect the information that is required to comply with government requirements.

Once the enrolment fee is paid and all relevant documentation completed, Kinma office staff place the application on the wait list.

When a new student's enrolment is accepted, the orientation process begins. The Manager or her nominee will consult further with the family regarding specific information such as allergies, language and cultural needs of the family, the start date, orientation visits. Fees and other costs are discussed.

Teaching staff help the new student find other students to socialise with, and formally orient them in regard to the physical space at preschool or primary. They support the student with close attention until the student appears settled. During the orientation period Preschool staff will endeavor to give feedback to new families on a weekly basis. Primary staff are available before and after school (by appointment) to provide feedback.

Theme 8: Other School Policies

Policy	Changes in 2020	Access to full Text
Behaviour Management	This policy is reviewed annually to reflect any current legislative action and trends	School website, School Handbook and available from Administration
Child Protection	This policy is currently under review due to changes within the Office of the Children's Guardian	School website, School Handbook and available from Administration
Risk Management	This policy was reviewed Term 4 2020 and is not yet finalised at end of 2020.	School website, School Handbook and available from Administration
Learning	This policy is reviewed annually to reflect the changes to the School teaching and learning	Handbook and from Administration
Student Attendance	No change sin 2020 To be reviewed 2021	Handbook and from Administration
Technology and Purpose	Technology Policy updated 2020	Available from Administration

Policy Review

Review of all policies is undertaken by our Education Committee. Policies are generally on a 2 year cycle. However some policies are reviewed annually. This Committee consists of one staff member from the Preschool group and one staff member representing the Primary group. There are two current parents on the Committee and the School Manager.

At times students raise issue that may require staff to review a practice, which in turn can lead to policy changes.

Policies are reviewed and changed in line with any legislative changes as appropriate.

Once policies have been reviewed and amended as required a copy is distributed to the whole school community via the newsletter which is sent weekly to individual email addresses.

Final draft policies are submitted to the School Board for ratification. The School Board consists of six current parents and two community members.

Full copies of all Kinma School policies are available from the Administrative office by contacting 02 94500738 or emailing office@kinma.nsw.edu.au

Theme 9: School Determined Improvement Targets

Kinma's Strategic Plan 2018-2022 guide the work of the Board, Staff and Students. The Plan holds the School's core values across all areas of the School, and gives us a positive, focused and exciting way forward.

In Education: Maintain Excellence and Extend Influence

2020 was a difficult year to inform parents about Kinma's learning model as our focus was on academic and social emotional learning of our children and mental health of our community. With the employment of new staff, we did provide Professional Development and immersion of Kinma's model.

Increase in technology in Group 3. This was achieved partially through the introduction of a Smartboard. Alongside this 22 laptops were purchased for individual use to explore and investigate technology, Example: Google classroom, graphing, and increase overall digital literacy.

2021

- Introduce 'Sounds- Write' Synthetic Phonics program throughout Primary.
- Reconnect with families through increased small group learning forums
- Complete accreditation for Kinma to be TAA in align with registration
- Provide Professional Development on teaching mathematics through rich tasks with a focus on Problem Solving and Working Mathematically across all years

In Governance: Maintain Financial Sustainability and Good Governance

Due to the challenges faced within the 2020 year review of optimum numbers will re-commence in 2021 - 2022.

2021

- Identify and maintain optimum preschool and primary student numbers. Generate next 5 year financial plans.

In the Environment: Enhance our natural and built environment

Waste water System - completed T4 2020

Environment Plan – not completed, still work in progress

2021

- Update Environmental Plan
- Application for Capital funding to undertake refurbishment of primary buildings

'Never doubt that a small group of thoughtful,
Committed citizens can change the world.

Indeed, it is the only thing that ever has.'

- Margaret Meade

Theme 10: Initiatives promoting respect and responsibility

STUDENT AND COMMUNITY WELFARE

Kinma community believes that education is a process of growth which continues throughout life. Therefore Kinma is not preparation for life, but the opportunity for children to discover life and the world within a safe and secure environment. Education is not the transmission of facts, but the development of understanding and thinking skills. Education at Kinma must reflect life, where learning is undertaken through the integration of specific disciplines, the use of concrete materials and real life experiences.

Children take an active role in their learning, while the teacher takes a role as facilitator providing opportunities for students to investigate at their own rate within their own learning style. Children are given the opportunity to bring their pre-existing knowledge, understanding and interests to their learning. In this way education becomes meaningful and purposeful to children. Responsibility for their own learning enables the development of self-discipline as children discover the consequences of their actions and develop their own limits for behaviour.

Kinma provides an environment which respects and nurtures the individuality of its members. It promotes an active, creative and generative movement for all its members, an environment which allows and actively encourages children to reach their potential in all areas. Kinma staff believe that children have an innate desire to learn. Through the recognition and understanding of developmental stages of childhood and individual learning, teachers design the educational program to engage with that idea. Implicit in this program is the belief that play and imagination are central to learning and that a broad curriculum is most appropriate in the primary years. It is basic to Kinma's philosophy and day-to day operation that home and school environment are compatible and that parents are aware and involved in their child's education.

Parents are valued members of the Kinma community. It is intrinsic to the values of Kinma that staff, parents and children work together in order to further understand and 'know' each other well as to develop a true sense of community. Parents are consulted and counseled before making Kinma their final choice of school as it is vital to the community and child's development that home and the school environment are compatible. Parents are made aware of, and are involved in, their child's day-to day education.

At times throughout a child’s learning journey individuals and small groups need additional support to assist their understanding of feelings and events that they cannot control. Staff take time to support students and can gain the assistance of the Education Co-ordinator and Manager if required. In consultation with the family staff identify behaviours that may benefit from a professional body (e.g. neck specialist, psychologist, natural therapist). At Kinma we have a list of support professionals within the wider community to access. Detailed information is held in the Health Support File in Administration.

At Kinma we hold the belief that human relationships are the fundamental basis of all learning and that we all learn and develop in different ways. Humans are social beings and from a young age we support them to develop their self- concept and abilities. Therefore, it makes sense that we are not bound to any one model of education. We are eclectic in our practice, continually evolving and striving towards better education for all children.

Since 1972 Kinma has seen the importance of social and emotional well- being. This impacts on every aspect of society: work, relationships, parenting, the economy and political structures, even our use of the physical environment.

The School is the location for a large proportion of child socialisation, therefore schools are crucial in social and emotional development either explicitly or implicitly.

Through the following Kinma allows children to develop from within a respect of themselves and others:

<ul style="list-style-type: none">• Building relationship• Really listening• Non judgment• Student autonomy• Self- motivation• Experiential learning	<ul style="list-style-type: none">• Teacher as facilitator• Learner centred• Peer learning• Co-operative group work• Build in small steps• Teacher clarity
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Theme 11: Student, Parent and Staff Satisfaction

Relationship is paramount in our philosophy and practice. We believe that families are the child's first teacher. The family is the most powerful influence on a child's learning and development. Our aim is to build strong connections with each family in order to make the transition into school as smooth as possible for parents and children. We believe that an educational experience is as much about the parents and families as it is about children and teachers. At Kinma parents, children, extended families and staff form a community.

Parents are not only invited to become involved in the operation of the School community through participation, for example, Board, Education Committee or Finance Committee, but parents are recognised as collaborators in the education of their children. In our view parents are 'experts' on their children, we encourage the sharing of this knowledge to enrich children's learning by helping us build a more complete overall picture of each child.

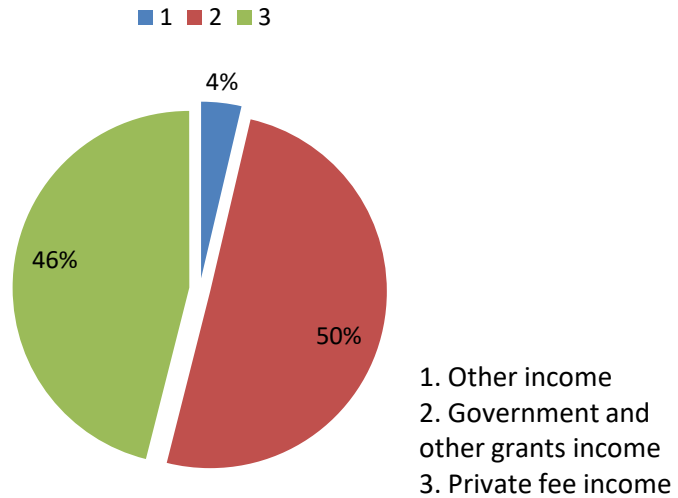
That being said 2020 year created a difficult time for our community. The adults who are normally free to mingle and be part of the classroom environment felt displaced and separated from a normally strong community.

Involvement is welcomed and encouraged. All meetings are open to Kinma families and we conduct the following to review our practice:

- We hold an annual community gathering day at the beginning of each year;
- Two formal interviews with parents each year (30 minutes each) – numerous informal throughout the year;
- One parent Information evening held each term, (this did not occur in terms 1 + 2
- One Learning Forums held this year
- The Board introduced fortnightly SMS to families during term 1 and term 2 with the increasing pressure of COVID-19
- A reduced survey was distributed in 2020 to Preschool and Primary families.

Theme 12: Summary of Financial Information

Kinma recurrent income 2020



Kinma recurrent expense 2020

