

Term Dates:

Term 2: Thu 27 Apr - Fri 30 June

Term 3: Wed 26 July - Fri 22 Sep

Term 4: Tues 10 Oct - Fri 15 Dec

What's going on at Kinma next week (Week 3, 08/05/17 – 14/05/17):

Term 2		
Date	Time	What's On
08/05/17	Monday 3.15pm	Parent Enrichment Group and Group Overviews (for all Primary and Preschool parents)
09/05/17	Tuesday	Violin begins
10/05/17	Wednesday	Snack Attack begins *Help needed
16/05/17	Tuesday	Tinkering in Preschool and Primary – email julig@kinma.nsw.edu.au to help *Help needed
19/05/17	Friday, 9.30-11.30am in School hall	Open Morning for interested families
23/05/17	Tuesday 9.15 – 11.15am	Preschool Morning Tea
24/05/17	Wednesday in Primary	Friendship Seed Day Snack Attack – *extra help needed please
26/05/17	Friday in Primary 9.30am – 1.30pm	Bushlink – parents welcome to join in
28/05/17	Sunday 10am-1pm	Kinma Care Day
04/06/17	Sunday, 10am-2pm	Open Day, School on Sunday (Primary students attend)
05/06/17	Monday	No Primary, Preschool open
12/06/17	Monday	Public Holiday – no Preschool or Primary
14/06/17	Wednesday in Primary 9.30am – 1.30pm	Bushlink – parents welcome to join in
20/06/17	Tuesday	Tinkering in Preschool and Primary – email julig@kinma.nsw.edu.au to help *Help needed
30/06/17	Friday @ 3pm	Last Day Term 2

Keep reading to find out what has been happening





Admin

Community Day

We are supposed to be writing to remind you all to come along to the community day on Saturday 6th – but I am just sitting down to write my piece on Monday night !! The Community day was attended well by families and we included our AGM in the middle of it all.

There was discussion around the positive move forward for our small school and the initiatives that are being undertaken. Some of the discussions included (but not limited) to:

- 2016 finances and coming in with a small profit for 2016. Plus the importance on continuing to grow solidly financially and reduce all debt.
- Fund raising possibilities - the things that we have achieved and what we can look towards. One of the bigger initiative will require support will be the refurbishment of primary classes.
- The role and work of the education committee and the changes to Juli G's attendance. Juli is now working 1 week in 4 for terms one and two.
- The new classroom building that will be commencing in the latter half of this year – what will it be used for – when will it be finished – will it be helpful to start a high school? We are hoping to have some general pictures of the building shortly so will send them out with some more explanation. There has not been a concrete answer on how it will be used in 2018 – we are still looking at our options.
- Marketing – are looking at the school brochures and messaging and would love any ideas from parents to help with the committee's thinking.

We thanked Lisa and Nick for their time on the Board and were pleased to welcome Anne de Silva (mum to Mika and Ash) and Tom Steyer (dad to Ewan and Holly) who are stepping in to fill the vacancies. Steve Dixon also has generously offered to re-appoint for a further 2 years on the Board.

Parent Enrichment Forum

Wow! What a wonderful vibe in the hall this afternoon. Thank to everyone who came along and joined with the staff to see what your kids are doing in class. As we mentioned we are looking at offering this year snapshots of curriculum areas within the 4 groups of Kinma, and showing how we support children's learning.

We also amalgamated the parent meetings for each term with the Learning Forums plus the AGM with the Community day. We are looking at ways to continue to keep the information flowing well but not eating into too much of everyone's time.



Education Co-ordinator

Some of the PD we have been exploring – Grace looked at one of the Schools Core principles and opened some amazing discussion and a little aeroplane making !

Core principle 6 - stress co-operation rather than competition.

But competition is innate, inevitable?
 'Cooperation is at least as integral to human life as competition.
 We are socialised to be competitive. It is self-perpetuating.'

But we perform better when we are trying to beat others?
 'Almost never! Competitive games (in class) have been found to show that neither performance nor retention was noticeably improved. They can spark interest ... mostly among the winners.' (p42)

But to compete is to strive for goals, to learn competence, to reach for success?

'Success and Competition are not at all the same thing, one can set and reach goals, or prove one's own and others' satisfaction that one is competent without ever competing.' (p46)

But...
 According to Alfie Kohn

'Competition is one approach to getting something done (and preventing others from reaching their goals) but it need never enter the picture in order for skills to be mastered, goals set and met.'

Competition Vs Cooperative learning
 Trying to beat others Vs trying to do well

= Self esteem Contingent on winning means it will always be in doubt (the more we compete, the more we need to).

(p105)

= Individual + group productivity
 Improved social relations
 Self esteem
 task attributes
 Sense of responsibility to others.

Preschool

Welcome to Hugh, Eli and their families



Hugh



Eli

STAFF TEAM

You may have seen some new faces around Preschool.....



Zoe is studying a Bachelor of Education at Macquarie University. She is completing some observation days and will then do a 3 week block Practicum starting on Monday 8th May.

Alley is studying the Diploma of Children's Services. She is also doing some observation days over the next few weeks and will then complete a 3 week block Practicum from Monday 29th May.

Interns and students enhance and enrichen our Preschool, bringing new interests into the program we design for the children. At the same time they are learning and benefitting from the Kinma staff, philosophy and practice.

Of course, Christine, Lizzie, Pat, Nina, Felicity, Victoria and Kay are back too.

SUPPORTING OUR ENVIRONMENT

Casper and friends did lots and lots of scooting on Monday. However, they took a bit of time out to help Stanley and Felicity with cutting out and laminating some labels for the crates used for storing the sand toys in the shed.. They worked together to support the laminating sheet as it went into the machine and waited for that magic moment when it came out the other side.



Now we will all find it easier to put things away in the basket storage for Preschool clothes. Alexander sewed an example of what you would find in the drawer on the outside of the drawer! This use of the real object to communicate a message reflects societies where the population are unable to read and is part of the process of learning to read for our children.



Thursday was the day for the monthly check of the First Aid cupboard Lizzie and Marley went through the checklist together – making sure we have enough supplies and that they are in date. Marley counted the saline. “What is this?” she asked. Lizzie explained that it could be used to wash out eyes if they grit in them. Marley then told Lizzie a story of when she got sand in her eyes and another time when her sister Freya got sand in her eyes too.



Cedric – “We want a rainbow boat”

Tim – “I want a rainbow boat too”

Zeon – “I want a spiderman boat”

Louella – “I’d like a rainbow boat”

Marley – “Rainbow boat”

Before talking about painting the boat, Tim, Zeon, Lizzie and Marley shovelled out the sand and water which was very smelly! Zeon remembered we had some dust masks so we made enquiries with Pat and soon we were all masked up. Zeon found other resources such as brooms, brushes and cloths. Mabel and Mia arrived and wanted to help so they brought warm soapy water. Some great collaborating and problem solving.



On Tuesday, Joshua, Harley, Cedric and Zeon were inspecting the garden. Joshua said that we should make a new scarecrow that was a wolf. "At night a thief comes and picks at our garden" he said. Joshie drew a design for the scarecrow. Joshie and Tim practised looking like a wolf.



"Up and down teeth" were a very important part of the design. Materials were decided upon and collected. Zeon went through all the sticks and pieces of dowling to choose something for the arms and legs. Harley used the hacksaw to cut the pieces to size. Victoria helped to shape and sew the scarecrow. And now the new scarecrow is keeping our herb and vegetable garden safe



Harley and his family had a sort out of their home toys and brought some cars to Preschool for us all to share and play with. They have been vvvry popular!



If you are not able to get to Kinma Care Day, we have several things that need repairing or mending – sewing, woodwork, books. Let us know if you can help

UNEXPECTED VISITOR TO PRESCHOOL





A goat was spotted walking around the outside of the Preschool perimeter fence last Thursday! The goat was put on a lead and brought into Preschool until we could take it back to where it lived.. Zeon came up with many theories about how the goat came to be there. Nina told him there was no hole in the fence of the adjacent property where it lived. He hypothesized -it climbed over the fence; burrowed underneath the fence; rammed the tree and used it as a ramp; swung from a tree. Then he said, "I'm going to have lunch and think....."

Lots of other conversations took place while we were caring for the goat.

Mia told us about her Nan's experience with goats and today her nan patted a goat for the first time since she was 10 years old.

Evie told us about caring for her Baby Alive

Elly was nurturing and gentle, speaking to the goat calmly

River H-L spent the morning following the goat, interested in what it liked to eat

Louella was proud after patting the goat

Cedric was interested in what ate goats.

After school the goat went home.

MAKING TEA



It was a cold day on Wednesday. Mia suggested the children have a warm drink, the same as the adults, to keep their hands warm. Nina found some dried mint and honey in the kitchen. Tea was made and drunk.

Lena – It's great – even with a straw

Astrid – I love it and it tastes nice

Mia – It's good and we made it with honey and mint and water and maybe we can make it on another rainy day

Teo – I think it is good and I would like it another time too

Elodie – Mine is OK

Louella – Love it

Leni – I like it

Camille – I don't like it – I love it!

On Thursday, Cedric and Joshie picked some leaves from the lemon tree and made lemon leaf tea. They announced around the Preschool "Tea available!"

BASKETBALL



Lena, Elly, Cedric, Josh, Darcy, Asher, Eloise, Keira, Lucas, Gus and Sanda went down to the Primary School with Christine and Zoe for the first basketball session of the year. Names were put on a list, hats on heads and off they went.

Thank you to everyone who looked after the chickens and Preschool garden over the holidays.

From, Christine, Nina, Pat, Felicity, Zoe, Lizzie, Kay and Alley

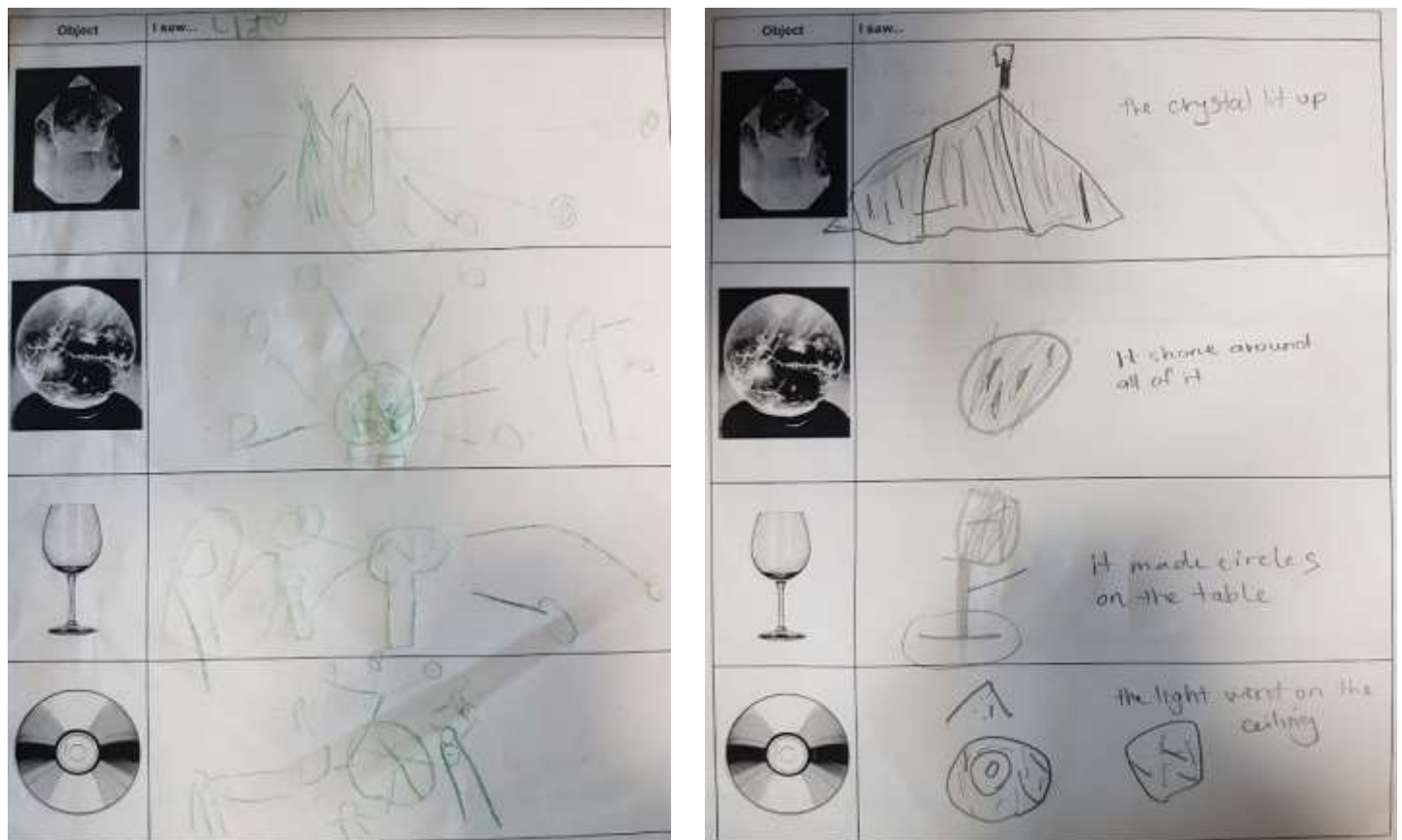
Group 1 News

We have had a fantastic start back to school this term. We got stuck straight into our learning and dove head first into a plethora of Science, Maths and English experiences.



In the spirit of our magic-science theme we did some experiments with light using lasers, crystals, mirrors, water and CDs and observed what happened under different circumstances.

First we hung up sheets in all windows to make it dark, then we made predictions about what might happen with the light and recorded our observations with pictures and words. We noticed that light both reflected and continued through glass. We also observed that light went through water. So when it came to putting light on a sphere, we were able to make informed predictions. We loved watching the light bend as it followed the water from a leak in a plastic bottle!



We have also carried out another investigation this term – we made slime! You may have noticed some green, red and blue hands coming home from the food dye. We used measuring cups and jugs to measure out the quantities of corn flour and water we needed and couldn't believe how "hard but slippery" the slime was! "It's so dribbly and stiff!" We wondered, what can the slime do? What can't it do? We spent some time playing with our slime and testing it out and followed this up with some interesting dialogue about our results and around why some people's slime was more 'liquidy' and some was so 'tough'. We agreed it was because there may have been more or less water or more or less corn flour in different people's slime.



We think there might be penguins at school. We didn't see them, but we heard them squawking, we heard rustling in the bushes and some people think they saw a flash of black and white. We were mid activity one morning when we heard the first sounds of penguins coming from outside Group 1. We rushed outside to investigate.

"Might they be in the trees?"

"No, because they can't climb!" "They can't fly either!"

"Where could they be?"

"Maybe in shelter in the bushes!"

"Do they live in holes or ...?"

"They can't dig! They could be in a nest somewhere." "In stick nests."

"I smell fish, maybe they are this way!"

There was a lot of excitement about the possibility of penguins at school, and we used the opportunity to get down some ideas down in a KWL chart – what we **K**now, what we **W**ant to know, and what we **L**earned.

Group 1 will be organising a fundraiser for the Manly Little Penguins later in the term so keep an eye out and an ear open for further information about our plans.

what we <u>know</u> ...	what we <u>want</u> to know...	what we <u>learned</u> .
<p>They have strong flippers Flippers are needed for swimming Three bones make up the toes They can get injured like us Jump from rock to rock They dive in the water</p> <p>Wild penguins catch fish for food</p> <p>Live in stick nests Lay eggs</p> <p>black and white Waterproof feathers Foxes, dogs, cats are predators</p> <p>Penguins live in the rocks at Coogee They live in Antarctica</p> <p>Chicks can't swim - they'll get too cold</p>	<p>Where do they live? Do they use their flippers for defence or fishing? How many penguins are there? Are they nocturnal? Do they eat mussels or clams? Do they use their beaks?</p>	

While we have been knee deep in theme related activities this term, we have also been switching it up between having our mathematic and literacy hats on. So far in maths, some of us have been puzzling over quite complex word problems. Andy is putting us through our paces as we try to show our working as to how we answer different scenarios. For example, 6 people were snowboarding down a mountain and did 9 turns each. How many turns in total? Or, using a game we know from basketball with Jerome, how many turns will it take for you to reach the back of the line? And if you are 3rd in line, where will you end up after 4 turns?

Some of us have been working on building our core number skills, creating solid associations between the names of numbers, numerals and quantities with a particular focus on those tricky teen numbers!



We have also been practicing our subitising skills, that is, looking at a pattern and immediately knowing how many objects there are without counting them. We have been playing different games with dice, ten frames and dominoes to hone this skill. These games help us to relate numbers to actual items or group of items. We are also starting to see how a number can be made up of different parts, like a 7 is made from a 1 and 6 or a 3 and a 4. This will then feed into our understanding of addition and subtraction.



The dominoes under the chairs in this picture are hard to see, but we worked together to create the longest possible line of dominoes – matched end to end of course. We then chatted about how we could measure this line! Some of our ideas were very creative and we worked out that some of them wouldn't work. We settled on measuring with chairs and our domino line was 14 chairs long!

In our literacy learning Kimberley has had us writing stories, 'unbungling' our writing – this is when we look for any missing capitals letters or full stops and any spelling mistakes, and playing games to help us with our spelling and sounding out of words for reading. For others, Andy has been facilitating our oral storytelling, focusing on story structure, characters and the sequencing of events. We have also been practicing recognising the initial sounds in words, playing games reading high frequency words and writing out our letters as well as longer texts.

While we have been very busy with our learning in Science, Maths and English we have also been enjoying our book box times, balls and hoops, journal, bushwalks, open space and sharing. Andy and Kimberley have devised a 'sharing roster' to give everyone an equal opportunity to share something with the class if they wish. We need to share either a story or something that we have made ourselves – and we certainly don't need to share if we'd prefer not to. Here is the sharing roster which repeats every fortnight.

Sharing roster

Monday	Tuesday	Wednesday	Thursday	Friday
Odd weeks - weeks 1, 3, 5, 7, 9				
Aisha Amos Diesel	Ella Etti Ewan	George Huon India-Rose	Jasper Jonah Joe	Josh Lenny Max
Even weeks - weeks 2, 4, 6, 8, 10				
Maya Mitchum Mia	Nate Olive Piper	Rafferty Rogue Samara	Sigrid Sylvie Willow	William Zoe



We will leave you with some gorgeous photos from some of our bush walks and creek explorations.

Andy and Kimberley



