



**Term Dates:**

Term 3: Wed 1 Aug – Fri 28 Sep

Term 4: Tues 16 Oct – Fri 14 Dec

## Term 3

Date	Time	What's On
<b>This Week</b>		
21/09/18	1.15pm	Group 3 plays – hall
<b>Next week</b>		
24/09/18	AM	Healthy Harold – part 1 (Group 1, Group 3)
25/09/18	AM	Healthy Harold – part 2 (Preschool, Group 2)
27/09/18	9.30 or 2.00pm (tbc)	Group 2 Parent Morning Tea
28/09/18		Term 3 finishes

## Term 4

16/10/18		First day Term 4
19/10/18	2.00-4.00pm	Kinma Bazaar <b>*helpers needed</b>
30/10/18	9.30 – 11.30am	Preschool Open Morning
31/10/18	All day	Friendship Seed Day
05/11/18	9.30am	Tinkering <b>*helpers needed</b>
11/11/18	tba	Kinma Care Day
15/11/18	Morning	Tinkering <b>*helpers needed</b>
01/12/18	4pm	Gratitude Gathering – all welcome
06/12/18	9am-10.30am	Kids Christmas Market
14/12/18		Farewells - Term 4 finishes



## Welcome to Green Umbrella

### After school care is coming to Kinma and we need YOU!

After school care will be a great benefit for many busy families at Kinma, now and into the future. It takes a lot to build an afterschool care service, so we need your help to ensure its success. We need a minimum of 12 students enrolled in every session to make the service viable.

Please follow this [link](#) and fill out the short survey so we know how many people will use the service. Please click the link even if you don't want to use the service – please don't keep us guessing! If you don't need After school care right away, please consider supporting it now so it is there for you (and others) when you really do need it.

#### A bit about the service:

- Green Umbrella is a not for profit enterprise to support Kinma families– all money will go back into the service
- Governed by a volunteer board
- Registered with the NSW Department of Education
- The service will be staffed with two childcare workers at all times
- Programming will be familiar and fun, working within the Kinma ethos
- Initially operating on Tuesdays, Wednesdays and Thursdays, after school (3pm-6pm) term time only.
- Available to Primary aged children (5 and over)
- Children will receive a nutritious and delicious afternoon tea

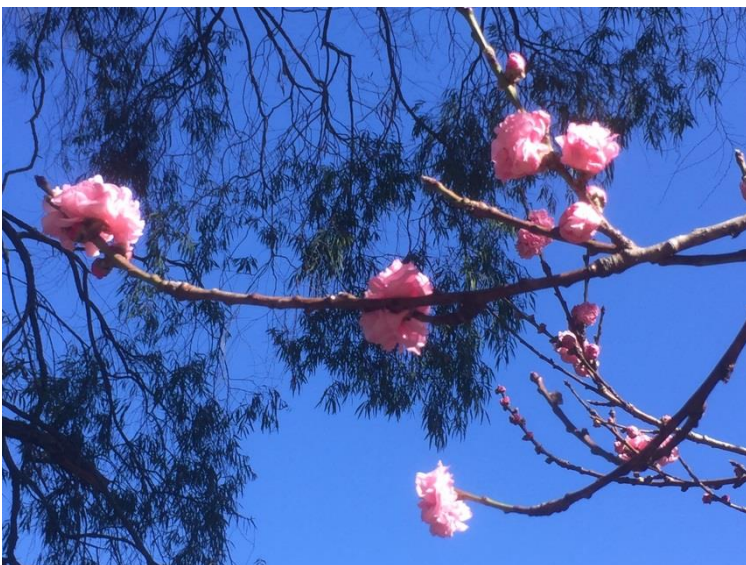
#### Cost

- Cost of the service before any subsidy, is \$35 per session (3-6pm) for permanent bookings (casual users will be at a higher rate)
- You will only pay the gap between your individual subsidy and the fee of \$35
- Most families will be eligible for a subsidy -this will depend on your family's circumstance (financial, work, volunteer and study situation)
- This link will let you know how much rebate you will get depending on your circumstance: <https://www.childcaresubsidycalculator.com.au/>
- You will need to register with Centrelink to be eligible for the subsidy.

A group of parent volunteers (Jemima, Ina, Kathleen, Amy and Sam) along with Julie Carr and Pam Webster are working behind the scenes to make Green Umbrella a reality. If you have any questions please see Amy Webster or Sam Hall.



# A Taste of Kinma





# Kinma Primary Kitchen

The Kinma Kitchen has tremendous benefits for our school community, but is in need of refurbishment. Like in the family home, the Kinma kitchen is not simply a functional room that enables the preparation of meals, but also a place of connection and memory making.

We know that the Kinma Kitchen is used by students, staff and family members throughout the year in a variety of ways.

It is the location of many conversations throughout the school day, the place where snack attack originates, where you can get a cuppa anytime, as well as a significant part of celebratory events throughout the year, such as the bush dance.

We are in the process of obtaining quotes for the installation of a new kitchen in order to have an accurate picture of the cost. We will be asking for your help in raising funds to undertake this project. And we hope that Kinma families will help us keep the costs down by doing parts of the project like removing the old kitchen as well as aspects of the refurbishment.

## So what are we going to do to start the fundraising for our new kitchen?

Host a child focused afternoon tea, inquire about possible donation from local businesses, hold a family event, as well as asking parents to donate to the (tax deductible) Kinma Building Fund.

We hope that the project will be completed for the beginning of term 2 next year.

If you'd like to be involved in any of these initiatives or have any other ideas that will help to bring the new kitchen dream alive, please contact me directly or touch base with the office.

Steve Dixon  
Kinma Board  
0412 949 441



# Admin

## 2019 STUDENT FEES

The Board at its September meeting approved a 2.5% increase to be applied to Preschool and Primary fees commencing Term 1 2019. An updated fee schedule will be emailed to all families prior to the end of Term 3 for your information.

## FEES

Fees are now overdue, we would really appreciate you paying these as soon as possible.

## HATS AND WATER BOTTLES

As Spring is with us and the warmer weather is here, please pack a water bottle and hat in your child's bag. We've seen a steady trickle of children coming up to office to borrow spare hats.

## SELECTIVE HIGH SCHOOLS

Parents may wish to apply for selective high school placement in Year 7 in 2020.

Information about applying for Year 7 entry to selective high schools in 2020 is available at this link and also in the office. <https://education.nsw.gov.au/public-schools/selective-high-schools-and-opportunity-classes/year-7>

- Applications for Year 7 entry to selective high schools in 2020 must be made online between **9 October 2018 and 12 November 2018**. Late applications will not be accepted.
- Parents must apply online at <https://education.nsw.gov.au/public-schools/selective-high-schools-and-opportunity-classes/year-7>
- All applicants are required to sit the Selective High School Placement Test to be held on Thursday 14 March 2019.

Further information and application forms are available from Admin.

Julie, Claire, Carin, Narelle

# Preschool News

## AN EMERGING THEME – PIRATES

It all started on Tuesday when we had an Emergency Evacuation Practice.



Kay rang the bell, everyone stopped what they were doing and went straight to the gate. Christine, Karthi, Nina and Felicity accompanied the children to the hall, where Christine called a roll. The children answered “I’m here!” when they heard their name. When Kay arrived, we had a discussion about whether there was a real fire, what other possible emergencies there could be, why it was important to answer your name quickly and about some things being funny and other things could be serious.



On the way back, Dylan and Kay were walking together when Dylan said, “You look like a pirate Kay”

Amelia took a photo of the Preschool pirate and we headed into the office to look for the pop up pirate book. We also found a poster of a galleon.

Over the course of the afternoon, several groups of children explored the pop up book including Elsa, Luka, Alexander, Max, Bowie and Elsa. Children shared their knowledge and understanding – particularly about the names of things – masts, sails, deck, skull and cross bones.







On Wednesday Dylan arrived at Preschool in pirate clothes. His mum Vicki said that he found the clothes and dressed himself in them.



And that afternoon, after all the children and families had gone home, a cockatoo parrot came and sat on the deck for a long time.....

The next day, Alexander, River, Ivy, Luka, Tom (who was visiting from Group 1) and Ezra were investigating some broken pieces of the pirate ship book. By enquiring, problem solving and working as a team, they were able to identify which pieces could be fixed back together. Sticky tape and scissors were identified as essential items for the repair. Whilst waiting for these items, everyone had an opportunity to measure, match, compare and assess where each broken piece could be reattached. The end result of the project was a recreated and rescued pirate ship.



Later, Abby, Kay, Mabel and Ivy were cutting out some photos to go in the floorbook.



“Have you heard the story called Pirates?” asked Kay.

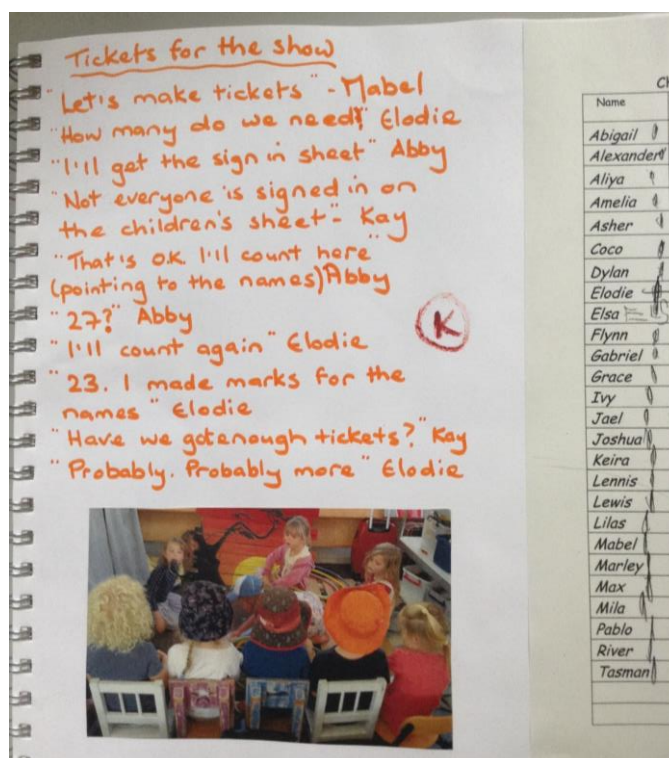
“I’ve got it at home that book. I know that story” answered Abby.

We decided to look in the school library to see if the book was there and if not, Abby would bring the book to Preschool for us to read.



Meanwhile, after having wood fired pizza for Snack Attack, pirate Dylan had made a pizza oven and pizza of his own.

Mabel, Elodie and Abby decided to do a show. They organised the stage area and chairs for the audience. Then they set about making tickets.





They performed the Shark song and the audience joined in the chorus. Then they dictated the song to be written in the floorbook. It was about baby, mummy, daddy, grandma and grandpa sharks. There was lots of repetition and the children were fascinated with all the ditto marks.

“We sing this in the car on the way to school”

Coco was listening and really wanted to sing the song. She pointed to the words and asked for help when she needed it.



On Friday, River pointed out that he was wearing a shark T shirt and Stanley, Coco and River found some sharks and painted them in the garden. Later the sharks were washed in the tubs.



On Wednesday, Pablo and his dad, Santiago, brought a Pirate book to Preschool which Christine read in the afternoon at a group time after everyone had eaten Snack Attack dessert.

Amanda, Abby’s mum, emailed to say that they have some pirate books they will bring to share but not Pirats so a visit to the library is planned.

Where will the theme go next?

This is just one of the many interest threads going on at the Preschool at the moment involving story, song, counting, writing, reading, vocabulary, craft, drama, painting, discussion, projects and role play and to quote Elodie, "Probably more"

Nina has been spending lots of time in the garden with Jael, Keira, Lennis, Coco, Max, Amelia, Holly and Dylan. They have composted and tended the worm farm. Yesterday, Alexander, Ivy, Amelia and Keira set up a shops selling Worm Castings Tea



And on Monday, Felicity extended the interest in bikes and trikes to designing a mountain biking track in the garden. The children discovered how much harder it was to ride on the grass than the concrete deck and helped each other to get to the top of the hill.





## GENDER DISCUSSION

Thank you to everyone who came along and joined in the discussion about gender last week. Looking at the notes, it was difficult to capture the flow of the discussion, which was very lively. Hopefully the following gives a flavour of different ideas and viewpoints.

Why are we talking about this?

The Preschool staff started to reflect on gender when they became aware that the children were referring to the pod with construction materials and equipment as the boy's pod and the other pod with all the dramatic and domestic play resources the girl's pod. We decided to make an intervention at the end of last year – we moved the shelving and large wooden blocks into the dramatic play pod. A general feeling is that this has resulted in more mixing of boys and girls and a broadening of experiences and activities for all.

We believe that optimum learning takes place in an environment where...

- All children can do and be anything, they are not limited.
- All experiences and interests are supported and encouraged for girls and boys

Question and encourage children to think critically

So why would we point out the aeroplane to our son and the beautiful flower to our daughter??

We can blur the concept of gender by focusing on similarities, likes, preferences, personalities, temperaments and that every child is unique

We could get away from the gender value – we all have so called masculine and feminine traits

Gender is what you feel you are – there has been a shift from putting so much emphasis on gender

We are not all the same but haven't found another way to talk about it

Where there are issues, label the behaviour and don't link it to a gender

Primary sibling who likes to play with girls at home - "If I play with girls at school, other boys don't want to play"

Support and encourage children at home to play with both girls and boys

Many subliminal messages supporting gender stereotypes in books

Ada Twist, Scientist

Rosie Revere, Engineer

Rebel girl

"Can a girl be a doctor? A boy told me only men can"

"Leave the sewing to the women" – that's not right!

What age is the best to start talking about this?

We can articulate this from a young age

Can talk about what it was like in the olden days – women stayed at home and men went out to work.

More of a socio-economic issue – affluence and poverty

Importance of non- stereotypical images, e.g. female firefighters, doctors

Children can reinforce the stereotypes themselves – “You are the nurse because you are a girl” Important this is challenged

A parent had been to a meeting recently where every time a doctor was referred to, it was a “He”

Importance of using non-biased language – astronaut, firefighter, police officer

SBS program on Iceland. Having groups of girls doing mud play, hammering wood, big physical play, lifting and carrying and groups of boys doing sensory, touch and caring activities

If you separate into girl/boy groups, you make more of a difference between the genders

Would prefer to search for solutions, not split into gender groups

Highlighting the issue can exacerbate it

Because societal pressure, messages and values are everywhere and so strong, we have to be proactive. If we just leave children to freely choose – they generally will split along gender lines in their play/activities/experiences

In UK Preschool, the garden and wheeled equipment was dominated by the boys. Girls only garden experience for a period of time communicated the message to both boys and girls, that this space and equipment was for everyone to use. There was more equity and a different understanding when the children came back together. The girls had a positive experience, were more assertive and boys more respectful

Lego for girls and different lego for boys!!

Never say you can't play with that – it's for girls/boys

My son had dolls when he was 2

But do children miss out – my daughter likes to draw and my son, paint.

My daughter thought that only men could be bus drivers because that was her experience. I told her women could also be bus drivers. The next time we got on a bus it was a female driver!

Books like Rebel girls show girls doing things like piloting planes. My daughter said, “Are there any stories about librarians in there?” The problem is they are not celebrated. I don't want her to know, at this age, that it has been a struggle for women.

Women teachers had to leave their job when they got married



Positive role models - men at home with the kids

It was so good when Ben was at Preschool – a positive role model. Can you get male staff?

There are not many men in Early childhood education – and European research shows that those are, are promoted into positions of management more quickly than women and so are not actually working with the children to provide that positive role model

Very few dads have been involved in Snack Attack

What about single sex education – girls do better? Boys do better in co-ed?

Research – 50% girls, 50% boys in a classroom – 70% of teacher time goes to boys

The World Economic Forum Global Gender Gap Report 2017 ranked Australia 35 in gender equality.



Thank you to Group 3 children for the chair delivery and to Mabel, Coco and Elsa, who set up the room.



The following information was sent in by parents after the discussion

<https://www.sbs.com.au/news/the-worlds-best-place-to-be-a-woman> -

Iceland kindergarten

<https://www.abc.net.au/news/2018-08-22/kids-book-top-100-analysis/10042904>

Male protagonists in children's books

<https://epdf.tips/rethinking-gender-in-early-childhood.html>

Theories into Practice

## Books

Rosie Revere – Engineer

Ada Twist – Scientist

Fight like a girl/ Boys will be boys – Clementine Ford

<https://www.rebelgirls.co>

## From the children.....

“I love my school because you get to wear what you want”

“Mummies go to work, they can work on a jobsite and they knit. Daddy's look after sick people, put power poles in the ground and cut them down. And girls play trains and that's fun”

## And next?

As there was so much interest in this topic, the discussion will be continued, including the forum of the Parents Afternoon next term. Staff will continue to observe at Preschool how gender issues play out and reflect on how this may affect our planning and day to day practice.

## HEALTHY HAROLD

**Don't forget HEALTHY HAROLD next week, a presentation for the children on having a healthy body and lifestyle – Tuesday 25<sup>th</sup> September – ALL WELCOME**

**Performances are at 9.30am and 1.30pm.**

*From Christine, Kay, Lizzie, Karthi, Nina and Felicity*



# Group 1



**Introducing...**

## **KINMINI COMMUNITY!**

As you all know, our theme for this term has been inventions. This week we thought back to a time of nothing and chatted about how we progressed to the inventions and resources utilised in modern day. Andy brought forward the topic of using natural resources to create renewable energy sources.

*This is where the challenge begun...*

The area near the woodwork deck became a mini land, containing farms, cities and forests.

The pond was a man-made dam that was built to store water in case of drought, titled Fordemman (an old word meaning 'to store water'). Far away at the top playground was Aquaplenty, a land where it rains frequently.

We became architects, engineers and builders as we began to construct our miniature community. Roads, houses, farms, paths, pots and pans, trees, animals, people, birds, cars, planes - we have been busy bees developing our world. We have used clay, wood, pebbles, turf, sand, stone and sticks.



### *So where to next?*

We are going to continue developing our urban infrastructure and rural landscape. We have also begun creating Kinmini National Park, an area abundant with trees and interesting flora. THEN comes the real challenge for our community; to redirect water from Aquaplenty down to Fordemman.













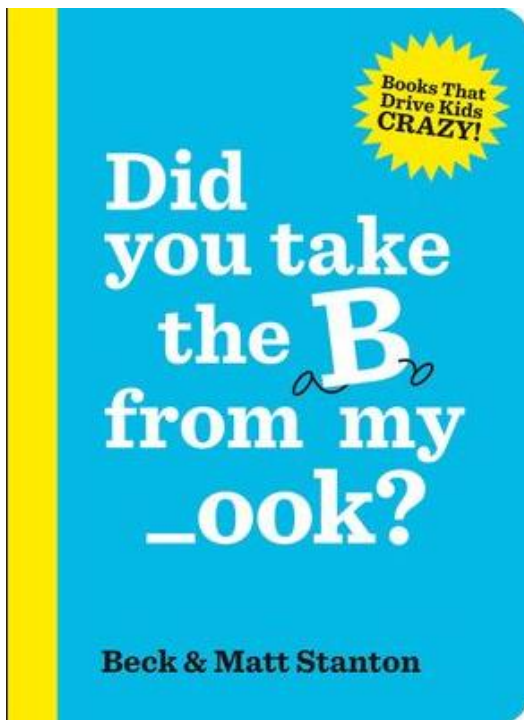


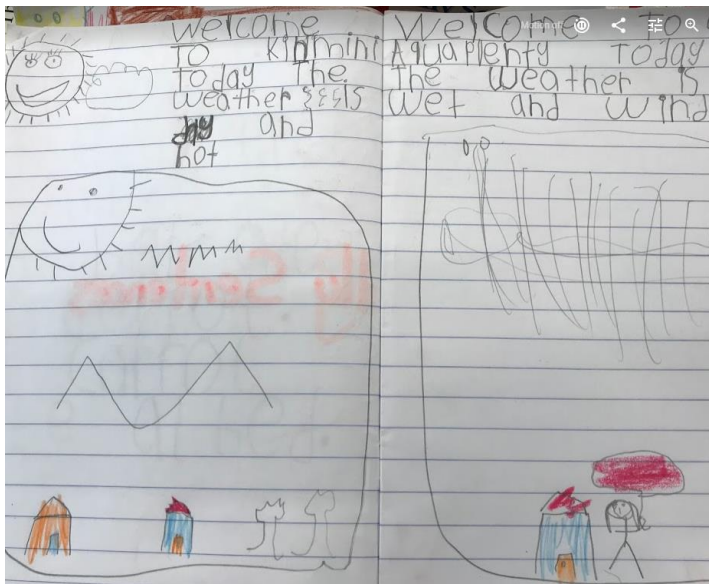
## Literacy in group 1

It was lovely to have our student teacher Tom in our literacy group, who introduced the children to this hilarious book. Tom declared that all the children's names be pronounced without the initial sound which make for some very funny greetings. The children went to make their own versions of the book, busily decoding and reproducing words with the first sound missing.

In addition, the children have been writing weather reports for Kinmini and Aquaplenty. In an effort to sound out and syllabify words, we give the children a structure for a sentence with key sounds and words missing. As they attempt to fill them in, they recall sight words, sound out unfamiliar blends (decoding what sounds they may be) and practice letter formation.

These all happen in little pods as we rotate through or head to the pod of choice. The other pods include playing games around sight words, making silly sentences and reading.





**ON**-omatopoeia!

on-**O**-matopoeia!

ono-**MAT**-opoeia!

onomat-**O**-poeia!

onomato-**POEI**-a!

onomatopoei-**A**!

On Monday Kate and Alley ventured to the creek with the meanderers. We sat for a moment, soaking in the sounds of the bush... the trickle of water, the rustling of leaves and the calls of birds and insects. After sharing our sound findings, we began to write an onomatopoeia poem. We then concluded our poems by writing what the creek meant to us and how it made us feel. We are so lucky to have access to such a beautiful place and this unanimous sense of gratitude was ever present in everyone's poems.





Below are some of our poems that we wrote...



Cicadas are quivering behind the leaves.  
Leaves are rustling in front of the cicadas.  
Cute, little and green frogs croak in the bushes.

I feel calm and safe and where I belong.

*Willow*

Rustle, go the leaves in the big trees.

Tweet tweet, go the happy birds.

Ribbit ribbit, go the happy little frogs.

Plip plop, goes the fun creek.

At the creek I feel happy because it is fun.

*Rafferty*



A tweet, a croak, a swish.  
These are the sounds I hear at the creek.

The wind rustles.  
I feel alone in nature.

*Lenny*

The frogs croaking on lily pads.

Someone falls in the sea, blob.

The place I am in makes me happy and calm.

*Mia Morrison*



I like the water flowing and the bushes rustling.  
I like the wind blowing.  
I feel like I'm free.  
*Mitch*



*Andy, Kate, Grace, Alley, Tom and Group 1*



**GET READY WEEKEND**  
PREPARE FOR BUSH FIRE

Terrey Hills  
Rural Fire Brigade

**OPEN DAY**

Cnr Yulong & Booralie Roads, Terrey Hills  
██████████, 22 September 2018  
*Saturday* 10am—2pm

All Welcome

-  Kids Entertainment
-  Free Sausage Sizzle
-  Live Fire Demonstrations
-  Bushfire Information Displays

Find out if you are bush fire ready.  
Speak to your local brigade and  
help fight the fire.

 **PREPARE. ACT. SURVIVE.**  
[www.rfs.nsw.gov.au](http://www.rfs.nsw.gov.au)



# TERREY Hills Public School

**4TH SUNDAY of EACH MONTH**  
**8.30AM TO 1.00PM**

With the growing need for healthier options  
 Total Wellness Market came to life

- |                  |                      |                            |
|------------------|----------------------|----------------------------|
| Organic Meat     | Organic Eggs         | Organic Fruit & Vegetables |
| Organic Muesli   | Raw Honey            | Speciality Bread           |
| Heath Treats     | Refreshments         | Coffee and Roaster         |
| Gozleme's        | Chemical Free Living | Coaching                   |
| Acupuncture      | Meditation           | Declutter                  |
| Bees Wax Wraps   | Body Balance         | Dried Fruit and Nuts       |
| Birth Support    | Homeopath            | Naturopath                 |
| Home Healing     | Spices               | Home-made Butters          |
| Speciality Water | Art Therapy          | Thermomix                  |
| Equine Therapy   | Crystal Healing      | and more                   |
| Yoga             | Equine               |                            |

\*Stalls may vary each month



Enquiries welcome:  
[admin@totalwellnessmarket.com.au](mailto:admin@totalwellnessmarket.com.au)



# MANLY WARRINGAH BASKETBALL SMALL PRIMARY SCHOOLS GALADAY Monday 29<sup>th</sup> OCTOBER 2018



## AGE GROUPS

YEAR5/6 **GIRLS** & YEAR5/6 **BOYS**

- TIME: 10am - 3pm (students not allowed on courts before 9.45am)
- VENUE: NBISC, JACKSON'S RD,  
➤ WARRIEWOOD

Cost \$50 per team

Referees supplied, must supply a score sheet or scoreboard person for your game

EVERY TEAM TO PLAY AT LEAST THREE MATCHES

Please complete details and forward to:

[bdalbasketball@optusnet.com.au](mailto:bdalbasketball@optusnet.com.au)

Enquiries MWBA 9913 3622

Brad 0405158598

School: \_\_\_\_\_

Age Division entered: \_\_\_\_\_

Number of teams yr5/6 boys \_\_\_\_\_ yr5/6 girls \_\_\_\_\_

Contact person \_\_\_\_\_ Mobile phone \_\_\_\_\_

Email \_\_\_\_\_





# EVOLVE TENNIS ACADEMY

## Multi-Sport Holiday Camps

### ✓ CAMP DATES

Week 1: 2nd - 5th October | Week 2: 8th - 12th October

### ✓ CAMP PRICING

**Full Week - 5 Day Camp**  
 Full Week Full Days \$175  
 Full Week Half Days \$145

**Full Week - 4 Day Camp**  
 Full Week Full Days \$140  
 Full Week Half Days \$115

**Single Day Pricing**  
 Full Day \$60 (9-3pm)  
 Half Day \$45 (9-12pm)



### ✓ HOW TO BOOK

By email : [evolvetennis@evolvetennisacademy.com](mailto:evolvetennis@evolvetennisacademy.com)

By Phone: **9971-0644**

ONLINE : [www.evolvetennisacademy.com](http://www.evolvetennisacademy.com)

### ✓ WHAT TO BRING

- A racket, if they have one (if not, we have plenty spare)
- A hat & sunscreen + water bottle
- Morning Tea & Lunch (if staying full day)
- YES, we have Pro-Shops at each venue which sells treats, drinks etc...

### ✓ DETAILS & MORE INFO

- FREE Before & After Care (7.30 - 5pm)
- Ages 4 to 16yrs welcome
- Experienced, Qualified Coaches
- Hotshots Tennis & MULTISPORT Format
- Prizes, Fun & FREE Pizza Each Friday
- Camps run rain, hail or shine

✓ Collaroy Tennis Club, Careel Bay Tennis Club, & Wyatt Park Tennis Centre







# Crystal workshops at Kinma School, Terrey Hills

Wed 10 Oct 2018: 9.30am-12.30pm: 6 to 8 years

1.30pm-4.30pm: 9 to 12 years

Thu 11 Oct 2018: 9.30am-12.30pm: 9 to 12 years

1.30pm-4.30pm: 13 to 16 years

Crystal healer Shelley McConaghy provides an opportunity to share our love of crystals, explore their magic, experience a crystal meditation, learn about crystal formations, plus cleansing and programming crystals.

FREE  
GIFTS!

Book \$35 tickets at:  
[www.divinebalance.com.au/workshops](http://www.divinebalance.com.au/workshops)



0412 91 91 36 | [shelley@divinebalance.com.au](mailto:shelley@divinebalance.com.au)

[www.divinebalance.com.au](http://www.divinebalance.com.au) | PO Box 109, Frenchs Forest NSW 2086