

## Term Dates 2019

Term 4: Tues 15 Oct – Wed 18 Dec

## Term Dates 2020

Term 1: Thu 30 Jan – Thu 9 April

Term 2: Wed 29 Apr – Fri 3 July

Term 3: Wed 29 July – Fri 25 Sep

Term 4: Tues 13 Oct – Wed 16 Dec

Term 4		
This week		
Fri 25 October	2.00 -4.00pm	Kinma Pop-Up Bazaar, at Primary Kitchen
Next Week		
<b>Tuesday 29 October</b>	<b>9.00-9.30am</b>	<b>Group 3 Overview Meeting , Group 3 classroom</b>
<b>Weds 30 October</b>	<b>9.00-9.30am</b> <b>9.30am</b>	<b>Group 1 Overview Meeting, Library</b> Followed by 'Ocean Odyssey Exhibition' in Group 1 classroom
<b>Weds 30 October</b>	<b>3.00-3.30pm</b>	<b>Group 2 Overview Meeting, Group 2 classroom</b>
Fri 1 November	Am	Group 1 Excursion – Koori Kinnections <b>(*please sign form)</b>
Week 4 onwards		
Mon 4 November	9am sharp	Groups 4,1,2 Sculptures by the Sea <b>(*please sign form)</b>
Weds 6 November	Am	Bushlink
Sun 10 November	10am -1pm	Kinma Care Day for all families
Mon 11 November	7.00pm	Board Meeting
Mon 25 November	9.30am	Dental Health Talk at Preschool – all Preschool families welcome
Mon 25 November	1.30-2.30pm	Last Group 3 Surf Awareness Programme <b>(*drivers needed)</b>
Tues 26 November	2.15-3.00pm	Last Swimming lessons for Groups 4/1/2
Weds 27 November	9am-11am	Preschool Morning Tea
Tues 3 December	9.30am	Eyesight Screening at Preschool
Weds 4 December	9-10.30am	Kids Christmas Market – all welcome
Thu 5 December	9.30am	Eyesight Screening at Preschool
Sat 7 December	4.00-7.00pm	Gratitude Gathering – all welcome
Weds 11 December	AM	Preschool Excursion to Kimbriki
Tues 17 December	PM	Preschool End of Year Celebration
Wed 18 December	Lunchtime	BYO picnic followed by Farewells, Term 4 ends





# KINMA SPRING BAZAAR

FRIDAY 25TH OCTOBER, 2-4PM

# TODAY!!!

**Find some great bargains – books, toys, games, clothes, accessories, home-made craft items and more! Do some early Christmas shopping!**

**Delicious afternoon tea!**

**Catch up with Kinma friends!**

**Help raise money for the Kinma Kitchen project!**

**REDUCE  
REUSE  
RECYCLE**

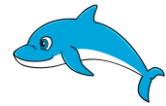
# Surf Safe and Swimming

## Surf Safe Program - Group 3

Monday 21/10 to Monday 25/11, 1.30-2.30pm at Mona Vale Beach

Please pack:

- Swimmers (one piece for girls)
- Towel
- Hat
- Change of clothes including warm clothing for after the session
- Water bottle
- Wetsuit (if your child has one) \*SLS provide rashies
- Sunscreen if your child uses their own



Collection is either from the beach at 2.30pm prompt (near changing rooms at the top of the steps closest to the pool), or Kinma at 3pm.

**Please let Admin know if your child is being picked up or if they need a lift back.**

## Swimming Lessons - Groups Andy/4, 1, 2

Tuesday 22/10 to Tuesday 26/11, 2.15-3pm at Terrey Hills Swim School

Please pack:

- Swimmers (one piece for girls)
- Swimming cap
- Goggles
- Towel
- Water bottle – needed for the walk up
- A separate comfortable bag for swimming gear.

Children will change into their swimmers at lunchtime before they head up.

Pick up is from the Terrey Hills Swim School at 3pm prompt (31 Myoora Rd, Terrey Hills)

### Other information:

- T-shirt sleeves are to be worn all days, but especially on swimming days due to walking up to the pool
- Children may only use the changing rooms at the Swim School if accompanied by a parent
- Please bring your own afternoon tea for your child rather than buying snacks from the Swim School kiosk. It can be difficult for families with children who don't eat 'treat' foods to see others eating ice-creams etc.

**Please let Admin know if you can help drive bags up.**

# Admin

Just checking, I do not think that I have sent a nagging note out in the newsletter for such a long time. So here it is.

Please can we work together with:

- Early bed times
- Shoes in bags or on feet every day
- Covered t-shirts or tops for both girls and boys
- Refillable drink bottle (labelled)
- Enough food (snack type) including veggies or fruits in each lunch box
- All the children's clothes are labelled so we can give them back
- Supporting the community if you are here after hours and pick up anything that your child is playing with and leave near a class
- Remind your children that classrooms are not available after school closes (we have such a tricky time when children enter one door and leave via another – as staff may have locked and closed all doors)
- Hats, hats and hats – this morning is a great time for me to be writing about hats it is predicted to be 35 today!!
- On the subject of hats, Admin purchased 40 hats at the beginning of the year and we are down to about 16, can you have a check in your cupboards at home and see if those sneaky little ones prefer living with you than us!

**Monday – Full!**



**Friday – Empty!**



I am sure that is enough of my nagging.

On a more wonderful note, it is great to have the children back for our last term. Some of the children have increased in height over night!

**“Kindness can transfer someone’s dark moment with a blaze of light.  
You will never know how much your caring matters”**

Julie C

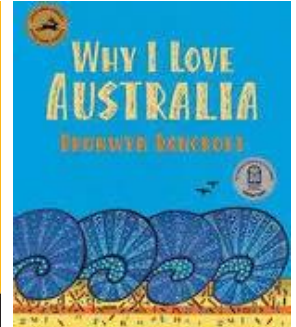
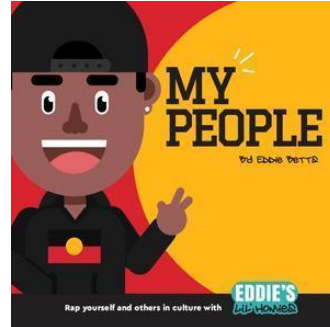
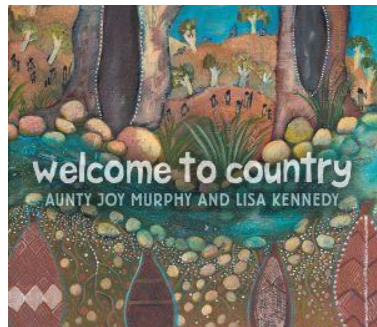
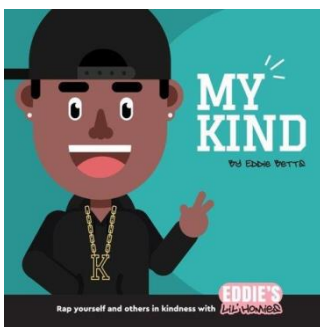
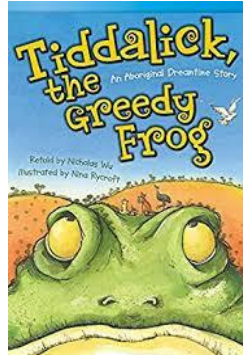
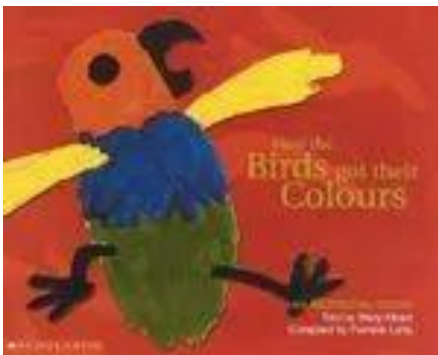
# Group 1

## Connection to our Land

### Group 1 Overview

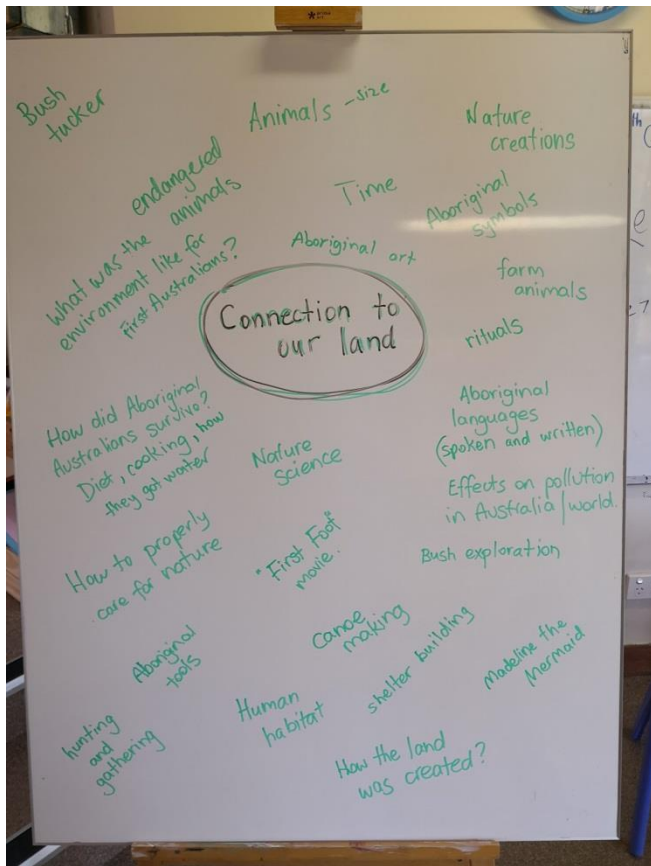
This term sees Group 1 continue explorations of the interconnected relationships that exist between people and their lands. We will continue diving into how our actions can have both positive and negative effects on the ocean environment, whilst also exploring more deeply the connection to the water and land that exists for our First Nations People.

We will explore a variety of dreaming stories and children will share ideas about self and belonging. We will look to identify, explore and compare culturally diverse activities and objects as well as discuss ideas about cultural diversity and similarity within our local context.



This term will provide us with beautiful opportunities to experience and interpret the ways in which the beliefs, values and culture of our First Nations People are expressed through literature, art, music, dance, drama, media and first-hand knowledge through storytelling.

We will be welcoming some visitors to help us along this journey of learning more about our local language and furthering our own connection to land. We will also be enjoying a guided bush walk through the Warriewood Waterfall wetlands area by local organisation, Koori Kinnections. This will specifically explore our local area to learn more about bush tucker, local resources, tools and shelter used by First Nations People.



Our first group brainstorm has already identified the strong interest that exists and thirst for knowledge on all facets of life, and First Nations' community and culture.

As always, we value the wealth of knowledge and experience within our Group 1 families, so please do not hesitate to see us if you feel there is a way you would love to contribute to our learning environment this term!

***News just in...*** through a connection with local organisation ASG-MWP (Aboriginal Support Group - Manly Warringah Pittwater), we will be welcoming in Neil to discuss with us all facets of life for our First Nations' people. Neil, being an Elder from this country, brings with him a wealth of knowledge and experience of this land and we are excited for his visit on Wednesday in Week 4!

## Term 4 in Dates...

Tuesday - Swimming - Please pick up from Terrey Hills swimming pool

Thursday - Music

Friday - French

Wednesday 30th October (Week 3) 9am - Parent morning & Ocean Odyssey Exhibit

Friday 1st November - Excursion with Koori Kinnections

Monday 4th November - Sculptures by the Sea excursion

Wednesday 6th November - Visit by Neil from ASG-MWP

Tuesday 26th November - Last swimming

Wednesday 4th December - Kids Christmas Market

Wednesday 18th December - Pre-high Farewell

Let the journey continue!

Group 1, Michelle, Tom and Alley :)

# Group 2

## Overview and happenings

We have jumped into our theme for the term... our future. What does this mean? It's simple...

*What do we want the world to be like?  
What do we need and should have access to?*

It's (relatively) easy to answer the questions... the tricky one that we are tackling and exploring in depth this term is...

*What short-term and long-term changes need to happen to ensure the best future for the world and humankind?*

Our theme is based on the United Nations' Global goals. Below is an extract from 'The World's largest Lesson' website, describing the origins and purpose of these important goals.

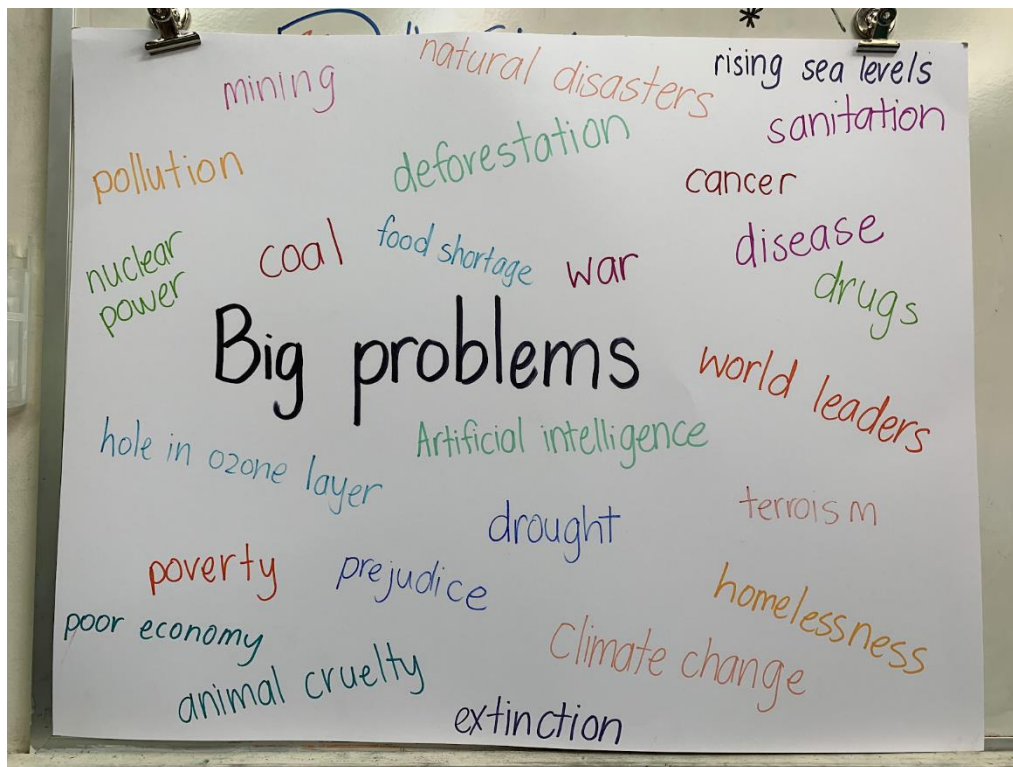
*On 25th September 2015, leaders from 193 member states of the United Nations, met to discuss the world's problems and decide on a plan to tackle them. They named this plan the 17 Sustainable Development Goals (commonly known as the Global Goals).*

*The three big aims of the Global Goals are that we fight inequality and injustice, end extreme poverty and tackle climate change. The Global Goals are the most ambitious agreement for sustainable development that world leaders has ever made.*



So what have we done so far?

All the children really embraced the theme of 'your future'. They all were switched on in acknowledging the biggest problems our world faces - poverty, water and food shortages, wars. Climate change was the most identified issue - the impact on the environments both on land and below water, as well as the implications for humans and animals. Below is a brainstorm of what Group 2 feels are the biggest issues that our world and humanity face today.



When we read over the 17 goals for 2030, everyone was eager to offer what they felt were the important goals in the list. Each individual shared with the group the reasoning behind their choice, affirmed and respected in their decision with ‘hear hearts’ and people building upon each others’ resources. It was a great discussion, a beautiful moment of reflection and thoughtfulness exuded from each individual. Group 2 gladly share these thoughts with you, hoping they spark your own thoughts or even a conversation;

**Willow F** – Gender equality; we should all be treated the same, that way everything is equal.

**Willow MG** – climate action; plant more trees, make electric cars cheaper, stop Adani.

**Huon** – quality education; if everyone was educated we could solve everything but sadly not that many people are.

**Rafferty** – climate change; we need to stop making so much heat, it is melting the ice. We need to recycle stuff so it doesn’t pollute the environment.

**Diesel** – life on land; because no trees, no animals, no living life. We would be dead because trees help us breathe.

**Mia** – good health and wellbeing; it is very important because if you are sick you can't do anything. If you can't do anything you can't help the environment.

**Maya** – climate action; because it will affect my future and I will not be able to see some of the natural wonders. How to help – write letters and do the 5 R’s as much as possible.

**Zadie** – gender equality; I chose gender equality because I think everyone should have a chance to do things they are not allowed to do. And because I don’t want to be labelled.

**Aisha** – partnerships for the goals; we need to work together to stop these problems before it’s too late!!!!!!



**Josh** – quality education; I think that quality education is important because if you have a good education you will be smart which will help the economy and fix that problem (industry innovation and infrastructure)

**Ellie** – zero hunger; I think everyone should get a dinner, breakfast and lunch every day and have a good amount of money

**Jonah** – life below water; because if we pollute the water all the creatures that live underwater will die! So we wouldn't be able to eat any food under the sea. Life underwater is really important because a lot of food comes from the sea.

**Nate** – life below water; I think life underwater is very important I think we are very lucky to have coral. Coral keeps us living, it gives us air to breathe in and out and some fish eat coral as well.

**Amos** – quality education; is important because if everyone has an education we can solve all problems.

**Sylvie** – zero hunger; all we want is for people to not die of hunger. It's so sad when people get homeless and do not get any food. I hope it changes, so I will push the limits of giving.

**Joe** – life on land; if we pollute the air with gas our animals in the environment will die, so we should stop polluting the environment with gas from petrol, so switch to electric cars.

**Etti** – how to resolve poverty; there are lots of people living in poverty with barely anything, so how to stop it is very rich people with money should buy things for the poor or give them jobs - if they have a big company, even if it is something basic. Not many people will live in poverty.

**Lenny** – Clean water and sanitation; clean water is really important because if we didn't have clean water we would die in a couple of days.

**Piper** – peace, justice and strong institutions; if there was a world war 3 about 1 billion people would die because weapons are way better. Your fathers might have to go to war.

**Emily** – zero hunger; I think it is important to have food because everyone deserves to have food. We can help by not wasting food and accepting the food you get instead of throwing it away. If no one had food we would starve and die.

**Hannah** – partnership for goals; Okay, a lot of people know and care about climate change. Let's face it. The strike, oh boy. A lot of people care. So why not work together? Two people? No way! 100 people, still, c'mon. 1000 people? Closer, but most likely about 2/3 of people with homes would need to help to solve all the goals. All 17. You probably know the 3Rs, reduce, reuse recycle... Why not do it?!? Partner up... start today!

**Zoe** – Good education; if we are all smart enough we can fix any problems. In uni, study to be a teacher then start a school where anyone can come. Provide good education for all different people.

**William** – climate action; if climate change keeps happening, thousands and thousands of people will die. Help people and give more to people and stop killing the environment.



Further research into the goals has already happened and we will continue to immerse ourselves in the positive actions that are already underway to ensure our best future possible! Last Friday (see picture above) we broke up into groups to research the different core issues the goals are based around. Each group recorded what facts they found interesting and important, which we shared as a whole group at the end of the lesson. We all agreed it was a worthwhile and eye-opening experience!

We have also been building our perfect worlds - a combined art and literacy experience where we built communities where they addressed all 17 global goals. They're displayed in our classroom in the art space... so please come and check out our critical thinking and artistic efforts if you get the chance!

And where to next?

In literacy and maths, we are going to incorporate our theme of future into our experiences. As a child-led movement, many began writing letters to world leaders during Jam & Bread, pleading and telling them to do more to take care of everyone and the environment. We as teachers will foster this through focusing a focus on persuasive writing; the language, structure and purpose. It may lead to a letter being written, a speech being shared, or who knows?!

When considering our future, statistics and data analysis are key. *How and where is the world's wealth distributed? What do people value most? How many people have access to education? Due to access to health care, what is the demographic of certain countries?* In order to answer these questions we will develop our research, data and graphing skills, combining it with fractions, percentages and decimals.

Group 2 will also be building upon our knowledge of 2-D shapes, perimeter and area (which were non-number strand focuses last term) and 3-Dimensional objects to plan, design and construct our very own ideal community living space.

Hope you enjoyed the read! **Group 2, Kimberley and Kate**