

Term Dates 2020

Term 1: Thu 30 Jan – Fri 3 April
 Term 2: Wed 29 Apr – Fri 3 July

Term 3: Wed 29 July – Fri 25 Sep
 Term 4: Tues 13 Oct – Wed 16 Dec

2020

Term 1		
Fri 3 April		Poetry Festival – <i>watch this space!</i> End Term 1
Term 2		
Mon 11 May	7pm	Kinma Ltd. Annual General Meeting - <i>to be advised</i>
Wed 13–Fri 15 May	6am	Group 3 Canberra Excursion – <i>cancelled</i>
Fri 22 May	9.30-11.30am	Open Morning for interested families - <i>postponed</i>
Tues 26 May	Pm	Alumni Evening – <i>postponed</i>
Sunday 21 June		Preschool on Sunday – Open Day – <i>postponed</i>
Fri 3 July		End Term 2

Kinma in 2020

Who would've thought teachers would be spending their days on computers?

Much love to all,
 Alley, Andy, Kimberley, Lisa, Kate, Katy,
 Tom, Sal & Michelle



We Went on a Bear Hunt!



We found a chicken!

Zoom Connections

It's been wonderful for staff to connect with children this week, here are some of the many beautiful highlights:

Group 4

Meeting Coco's pet guinea pig, Patrick

Seeing Max's underwater rock house

Etta asking us, "Hey Tom & Sal, do you actually live there at school?"

Ethan's exploding experiment

All of Group 4's number creatures made out of felt, Lego, cardboard, chalk, wood

Stanley's stationary cardboard box train

Sean's construction of his very own 'pigeon' book inspired by Mo Willem's lunchtime doodle hour

Lots of big beautiful smiles and excitement from all!

Alexander: I sooo could not do without Kinma

Poppy : I miss Kinma so much, its so boring being at home.

Cami - I miss school

Hugo: can you please record a video of you calling "in time for every one"?

Group 1

Group 2

We met Diesel's Great Dane, Hugo! It was his first birthday and Diesel was making him a birthday cake!

Isaac has been practicing piano and he played the piano for us. It was wonderful!

Olive has made a pigeon hole for her home learning pack. She showed us some of the decorations she made for it.

It was Etti and Jonah's birthdays yesterday. We sang them happy birthday and cheered for them turning 10 years old!

Morgan and Raphael have been doing lots of step-by-step drawing. They showed us their impressive illustrations of Dogman and Garfield.

When we chatted to Samara, she'd just gotten back from having a Morning Flow surf at the beach

Freddie, something like "Hold on, I just need to set up the phone so I can get comfy". He zoomed us from the beach (with sunshine and blue skies)!! He arranged himself so he could lay down and rest his head on his mum's handbag while we chatted. We were very jealous.

Group 3

Gil - chose to work out the area and perimeter of his gaming console (instead of the activity we set). A good challenge as there were some curved edges on his console.

Zadie's whole family, including the dog, joined in the zoom chat! Zadie's sister Willow was doing handstands and other gymnastics moves in the background.

Admin

We're including here some information which may be useful in communicating with your children about COVID-19.

Emerging Minds.

National
Workforce
Centre for Child
Mental Health

Communicating with your children about COVID-19

Many parents and carers may be wondering how to talk with their child or children about COVID-19 and what information to share. This resource is designed to help you to prepare for these conversations.

Talking with children about COVID-19 will help you and your children come together to make sense of how the virus is impacting on your family.

Talking can:

1. Help children make sense of what they have been seeing, hearing and feeling.
2. Promote hope by sharing information about the actions being taken in the community and at home to respond to COVID-19 and its implications.



Why is talking about it important?

Conversations with your child about challenging circumstances are important. These conversations can help your child to cope, be prepared, and make sense of what they are seeing, hearing and feeling. When your child does not understand the situation, they can worry, feel alone and misunderstand what is going on.

1. Helping children make sense of what they have been seeing, hearing and experiencing

Babies, toddlers and young children

Babies and toddlers aren't likely to understand what is happening in the community, but they will notice changes in you and those closest to them. Changes that they are likely to notice include:

- changes in how you are feeling
- how distracted you are, particularly your use of phones or other devices
- how you are responding to them.

To reassure and support babies and toddlers through these changes:

- Try to maintain important daily routines so that you can spend regular time together (e.g. playing, stories, mealtimes).
- Limit having the television on while children are playing or in the room.
- Set up some of your own rituals to avoid being distracted by your phone or other devices when you are playing or spending time with your children.
- Find ways to keep children connected with friends and loved ones that they might be separated from such as video calling, sending photos by phone or creating artwork for them.

Talking tip

Set up some of your own rituals to avoid being distracted by your phone or other devices when you are playing or spending time with your children. Some parents find turning their devices on silent or off and putting them in another room helps to reduce the temptation to keep checking or respond to notifications.

Older children

Children, just like adults, are often exposed to so much information that it can be difficult to sort through what is fact, fiction and what is unknown. It is likely that many children are confused by the volume of information that is circulating at the moment, or worried about what they have heard. Talking with your children can help you understand what they are worried about and respond with accurate information or help them to find it.

Finding reliable sources of information to help you respond

Select two to three trusted and reliable sources and familiarise yourself with information that can give you the up-to-date facts. Sticking to these sources means you don't have to curate the misinformation, myths and rumours that are widespread and can cause you and your children additional worry.

Reliable information sources to consider include:
 Department of Health: www.health.gov.au
 Health Direct: www.healthdirect.gov.au/coronavirus
 UNICEF: www.unicef.org/coronavirus/covid-19

Try to limit you and your family's exposure to media and news about COVID-19, as it can quickly become overwhelming. Reduce video news - both on TV and in your newsfeed - and when you do check-in be sure to select reliable sources and be consistent in using these. There are many rumours and sources of inaccurate information that can contribute to your own and your family's worry.

Check in with yourself

Before you start a conversation with your child, check in with yourself. Are you ready to talk about this? Are you prepared for questions that might come? Do you have enough accurate information? And importantly, do you have worries, concerns or anxiety about these events?

If you feel you cannot answer these questions it might not be the best time to talk. Tell your child you will do some homework first and then make time to sit down with them. In the meantime, find something you can do together so that they do not feel left to their own worries.

Starting the conversation

When you feel the time is right to talk with your child, open the conversation gently. As much as possible, give space for your child to talk, and to lead the conversation. Be sure to listen to what they say. This is their opportunity to ask questions, and to make sense of what is happening.

Try hard not to jump into the conversation but to leave time for your child to think, talk and to pause as they may have more to say and might just be looking for the words to help them express their feelings. Sit with them for short pauses to make sure they have now finished with that thought.

You might like to help start the conversation by focussing on what your child has experienced at home, at school or in the community. Some examples include:

You have probably been hearing lots of things about (e.g. a virus, COVID-19, people getting sick etc), did you have any questions about it?

You might have noticed I have been a bit distracted looking at my phone and the news a lot lately, that's because I have been worried about (e.g. coronavirus, COVID-19). Has anything been worrying you too?

The supermarket was really busy today and lots of the shelves were empty, do you know why?

I have started doing my work from home, do you know why?

Try to answer any questions as honestly and as simply as you can, in an age appropriate way.

Stick to the facts but remember that you don't have to talk about the graphic details.

Correct any misconceptions, but don't deny the seriousness of what is happening, or what they are concerned about. If you aren't sure, be confident in saying you don't know but that you will try to find out.

How you feel matters too!

Most of us are worrying about what is happening - and that is okay. Give yourself permission and time to think about what is worrying you. In the short term, worry can be useful as it can help us focus our thinking on the challenges we are facing and plan how to respond.

It can be helpful to write down your worries and then think about the things you feel you can deal with now and the things you might need more information or support with.

It is also important to find ways to give yourself a break from worry and from thinking about what is happening.

Your usual ways of relaxing are important for your wellbeing.

If you are struggling to relax, now might be the time to try out some new strategies such as getting outside, practising mindfulness or listening to music.

Free apps like the Smiling Mind (www.smilingmind.com.au/smiling-mind-app) are a great way to access short guided meditations and mindfulness techniques.

If your child is also worried you might like share what you find helpful.

Some common concerns and questions

Some common concerns and questions from children are included below, along with example responses for you to consider.

- **What will happen if I get it?**

You sound very worried about this, what have you heard?

Allow your child to fully answer so you can hear what their worries are.

If you get sick, we will do all the things we normally do when you're not well. We will contact the doctor and they might want to test whether you have the virus. If they do, we may have to wait a day or so to find out if it is the virus or a cold or flu.

In the meantime, we will self-isolate as a family. This means we'll be staying at home and not having contact with anyone else, except for Facetime or WhatsApp.

If the test comes back positive, and you're well enough to be at home, we will keep on self-isolating for at least 14 days or until you're not able to pass the virus on to anyone. By doing this we're helping to stop the bug from spreading to other people.

I know this might be a bit boring and hard but we'll make the most of it with movies, stories and lots of chill out time together.

- **What will happen to Nana and Pa?**

Be honest with your answers especially if grandparents are in high risk groups, and do not make promises that they will not get sick.

Are you worried that Nana and Pa might get sick?

Allow your child to fully answer so you can hear what their worries are.

If grandparents have good health:

Nana and Pa are in the older age group and that does place them at a greater risk, but they are healthy and active and have been putting things in place to help keep themselves safe and well.

More generally:

I know you may have heard a lot about older people being more at risk, and yes this is true, but as a country we are trying very hard to protect our older people. You may have heard things about special shopping times and about making sure hospitals have enough doctors and nurses. If Nana and Pa do get sick they might stay at home or could go to hospital. We won't be able to visit, but we will be able to keep in touch by phone or Messenger.

- **How long will it last?**

Clarify what your child means with a question like this, for example are they asking how long someone will be sick or how long all the changes will be in place?

How long the virus will be around is unknown so be clear not to say things that are incorrect or to make promises that it will all be over soon.

The illness can last for up to 14 days for each person.

It's difficult to say how long the changes will be around. What we do know is that scientists and doctors are working around the clock to learn as much as they can about COVID-19 and come up with the best ways to treat it.

In the meantime, we can do our bit by hanging out at home and catching up with friends on WhatsApp instead of heading to (netball, footy, dancing etc.).

- **Why can't we go to sport/events/church etc?**

One of the things that we know about COVID-19 is that it can be transmitted from person to person by droplets from coughing and sneezing.

So, to help keep people well the government has put in place rules to try and stop the virus spreading and that means reducing gatherings where lots of people are together in one place.

This is pretty tough because we all enjoy going to (footy, dancing, church etc.) but for now it's really important for us to do our bit to help.

What sorts of things do you think we can do as a family to stay well but keep connected with our friends and community, even if we can't be all together in the same place?

Take time to really listen

Before you answer your child's questions, it is important to remember to allow them to talk.

For example, if your child is scared of catching COVID-19, it may be easy to assume they are scared of becoming very sick. However, they might be more worried about not seeing friends or putting a burden on you to care for them when they know there is so much else happening.

Take time to really listen so that you are best able to address their worries or concerns.

Keep the discussion open

Let your child know that it is okay to ask questions now, or later, and be prepared to answer questions further down the track.

Resources to help you answer questions

- *Coronavirus (COVID-19) and children in Australia* Raising Children Network: www.raisingchildren.net.au/guides/a-z-health-reference/coronavirus-and-children-in-australia
- *Coronavirus (COVID-19) – frequently asked questions.* Department of Health: www.health.gov.au/resources/publications/coronavirus-covid-19-frequently-asked-questions
- *Coronavirus disease (COVID-19): What parents should know* UNICEF: www.unicef.org/stories/novel-coronavirus-outbreak-what-parents-should-know
- *Q&A on coronaviruses (COVID-19)* World Health Organisation: www.who.int/news-room/q-a-detail/q-a-coronaviruses



The National Workforce Centre for Child Mental Health (NWC) is funded by the Australian Government Department of Health under the National Support for Child and Youth Mental Health Program.

2. Promote hope by sharing information about the actions being taken in the community and at home

The best way to communicate hope is to talk about the actions that are being taken to prepare, to stay safe and to recover. Talk to children about:

- What is happening in the community

Lots of people are working really hard to keep everyone safe, for example, doctors and nurses are getting ready to look after people if they get sick.

- What you are doing at home

We have some extra food and supplies just in case we need to stay home to help stop the spread of the virus and we are making an extra effort to wash our hands and clean the bench.

- What they can do

Children often want to help. You can share some of the helpful things that they can do such as washing hands and covering their mouth and nose when they cough.

One of the most important things you can do is to help stop the virus from spreading. This means washing your hands more regularly and for longer – let's try singing 'Happy Birthday' all the way through while we wash. You can also cover your mouth with your elbow whenever you cough or sneeze.

How are your children coping?

Your children might not be worried about what is happening – and that is okay. It is also natural for children to feel worried about what is happening around them or what could happen.

If you are concerned about how your children are coping and what you can do, you might like to use the free Child360 app to help you do a quick check in, available from the [App Store](#) and [Google Play](#).

For further information go to www.emergingminds.com.au

For further support

It's natural to feel worried about COVID-19, if you or anyone in your family would like more support you can contact:

Beyond Blue: www.beyondblue.org.au / 1300 22 4636
 Lifeline: www.lifeline.org.au / 13 11 14
 Kids Helpline: www.kidshelpline.com.au / 1800 55 1800

Visit our web hub today!

**Emerging
minds.
com.au**



March, 2020

Notice of 2020 Annual General Meeting and Call for Nominations

Dear Members,

Please find below :

- The notice of the 2020 Annual General Meeting of Kinma Limited
- Nomination Forms for the vacant Parent Director positions

Please note you need to be a Member of the Company to apply for a position on the Board.

If you have any questions or enquiries please contact admin@kinma.nsw.edu.au.

NOTICE OF 2020 ANNUAL GENERAL MEETING

Notice is hereby given that the Annual General Meeting of the members of Kinma Limited ABN 12 000 964 081 ("the Company") will be held at 127 Coolowie Road, Terrey Hills NSW 2084 on Tuesday 11th May, 2020 at 7pm. This may change due to physical distancing requirements currently in place and be via an online platform.

CALL FOR NOMINATIONS

On behalf of the Company it is my pleasure to invite members to submit nomination forms for four vacant Parent Director positions on the Board of Kinma Limited.

Additional information regarding the responsibilities and duty of a Parent Director can be obtained at the office.

ELECTION SCHEDULE

- Date set for the 2020 Annual General Meeting - 11th May, 2020
- Call for nominations - 23rd March, 2020
- Closing of nominations - 8th April, 2020
- Formal notice of meeting with list of nominees will be sent to all members on 10th April, 2020

INFORMATION FOR MEMBERS

All Members are entitled to attend the Annual General Meeting. 'Members' are defined in rule 7 of the Constitution.

By Order of the Board



Julie Carr

SECRETARY Sydney, Friday 20th March, 2020



Inspiring a passion for learning, for life
PRIMARY • PRESCHOOL • PLAYGROUP

Kinma Limited Nomination Form

ABN 12 000 964 081

**Nomination form for General Board member (parent)
of Kinma Limited.
Period of office 12.05.20 - 12.05.21**

I, hereby nominate for the position of Kinma Board member.
Name (please print)

Dated this Day of 2020

.....
Signature

.....
Nominated by (signature)

.....
Name (please print)

.....
Nominated by (signature)

.....
Name (please print)

Please note:

1. The Annual General Meeting is to be held on 11th May 2020 on the grounds of Kinma School. Or via an online platform due to physical distancing requirements.
2. Nomination of a parent member must be in writing and signed by the nominee and two nominating members. (8.5 d)
3. All nominations are to be forwarded to the registered office of Kinma Limited (school office) by 8th April, 2020 (8.5 e).

127 Coolowie Road, Terrey Hills 2084 * PO Box 147, Terrey Hills 2084
Primary: 9450 0738 * Preschool: 9486 3018 * Fax: 9450 0748
Email: enquiries@kinma.nsw.edu.au * Web: www.kinma.nsw.edu.au
A.B.N. 12000964081

Preschool

Respect for the environment, for ourselves and for each other underpins everything we do at Preschool and we see many examples of this every day. Respect takes many different forms and caring, cooperating, sharing and helping are some of the behaviours that children learn, develop and demonstrate. These ways of being are collectively called prosocial behaviour, which can be recognised as behaviour that benefits others. It requires a level of emotional maturity beyond being self focused. Promoting and encouraging prosocial development is a thread that runs through the interaction and relationship between adults and children at Kinma Preschool and is planned for in our curriculum and program.

Children are routinely expected to help in keeping the Preschool tidy during the day and packing away at the end of the day. There are varying degrees of motivation to be involved and teachers adopt various strategies to encourage this. Music is sometimes played, children are asked to pick up and put away a certain number of things. Groups of children are gathered who were known to have played with certain equipment and asked to put that away. The responsibility to do this is sometimes introduced when the child requests to play with something or takes it from one area of the Preschool to another. They are reminded to put that item back when they have finished playing with it. A favourite with the children is using “robots” to put away the blocks.



“Load me up. Load me up.”

Whilst K uses a wheelbarrow to take blocks to their designated home.

Daily jobs include watering the plants and looking after the chickens. Children learn that these are important tasks that need to be done. Some offer to help an adult who starts to do the job and sometimes children use their initiative and ask for support if they need it

Archie empties a container of water and uses it to water the plants. Having helped to carry it from Christine's car, Bodhi, Logan and Ivy load straw into a wheelbarrow to take to the chicken house.



The maintenance of our resources is ongoing and children are aware of the role they can play in this. Washing and cleaning paint pots and brushes is not only water play, it gets a job done – Edie, Bodhi, Finn and Kai helping at the end of the day. Kobe noticed there was some paint on cockatoo. He found the towels and water himself for this.

Teachers plan for both the content of an activity and the style in which it will be managed and delivered. This in turn, encourages and reinforces prosocial skills of cooperation and collaboration, encouraging children to be aware of their own needs so they are then able to consider the needs of others.

*“Children relate their own emotions and needs to another’s in order to act on the behalf of others.
This is more likely to happen in an inclusive Preschool”
(Diamond and Carpenter 2000)*

Logan cuts and sticks photos
in the floorbook



Rory decorates and seals invitations
to the Alumni Afternoon Tea

And here, a peer in need. Coming out of the craft room all of the beads came off a recently completed necklace.

“It’s OK,” said Kruze “we can help”

Friends help Eva by picking up all the beads. That sensitivity to and empathy for the feelings and needs of others is something very special.



And finally, a quote we felt important to share:

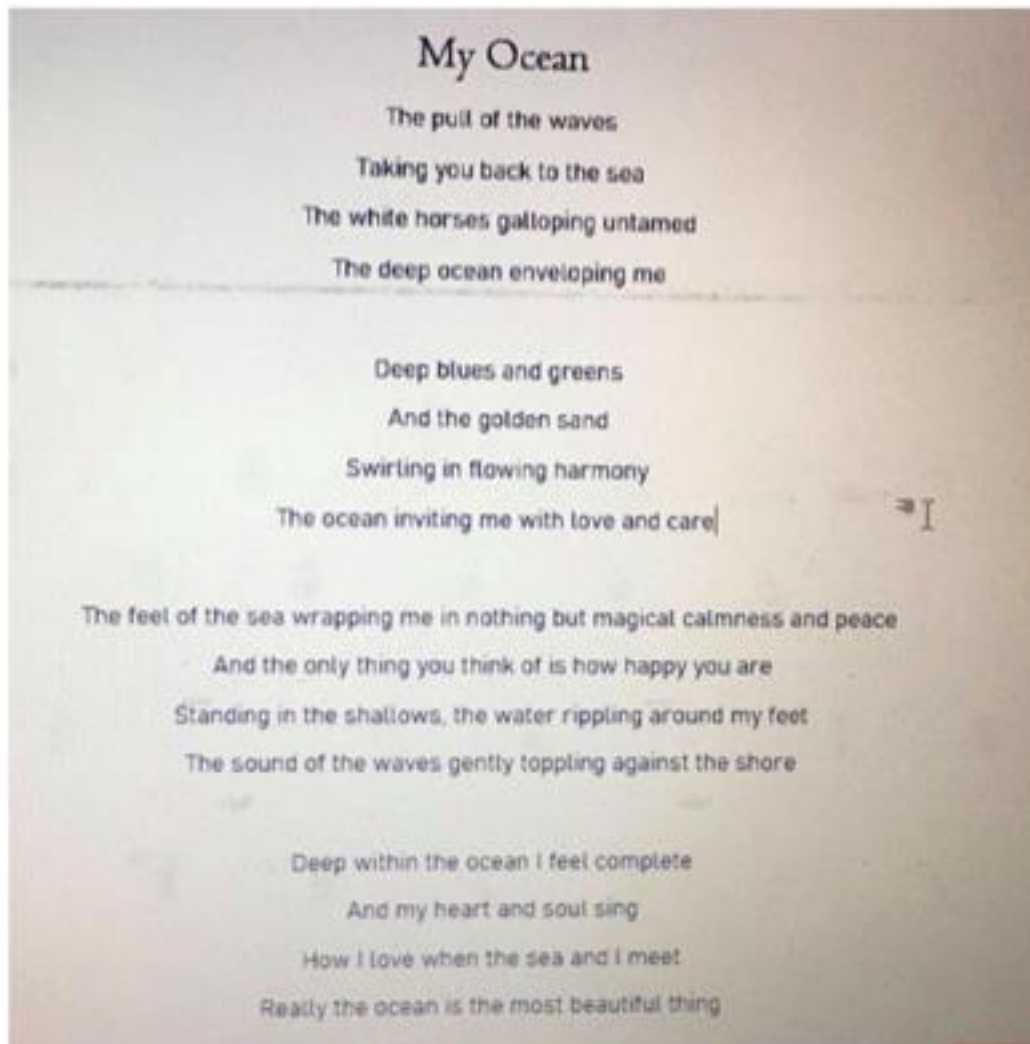
"Most young children will remember how their family felt during the corona virus pandemic more than anything about the virus. Our children are watching and learning how to respond to uncertainty. Let's wire them for resilience, not fear."

AWSNA Waldorf
Gowrie N.S.W.

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

Poetry Festival

Watch this space... here is a sample of the delights coming!



By Tanika Lindsay, River's sister



Green
Umbrella
OSHC Inc.

Email address: greenoshc@gmail.com Mobile: 0468 371 342

Well, we have come to the end of Term 1 2020. Thank you to all the children and families who have been with us over the course of the term. We hope that you all have a safe and relaxing holiday period and look forward to seeing you in Term 2 2020.

At Green Umbrella we encourage the children to collaborate with peers and educators to plan programs via suggestions. This supports the development of the children's autonomy, interdependence, resilience and sense of agency. As a result of this collaboration, in conjunction with educator's observations of the children's interests and needs here are some of the program highlights:



Minute to Win It Challenges which was an inclusion on one afternoon across the week, developed into a daily inclusion, as the children enjoyed their participation. Not only does this give the children the opportunity to exert energy it enabled them to utilise problem solving, experimentation and resilience. Furthermore, the children enjoyed participating in these activities as a group observing and encouraging their peers.

Harmony Day group artwork was included in acknowledgement of Harmony Day which provided the platform for discussion in relation to the fact that our differences give us strength. The children were given the opportunity to trace their hand as part of the art work and then inside that hand paint it to reflect them as a person.



Beading and Jewellery making is a popular favourite with the children, especially the girls. In an effort to be sustainable and to support their interest one of the educators provided their old necklaces that the children could dismantle and repurpose into new items of jewellery including necklaces, earrings, key rings and bracelets.