



Kihmma

2019 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

While this report is about the school year, 2019, I cannot ignore the recent changes brought on by the COVID-19 pandemic. When we commenced Term 1, 2020, with joy in our hearts, and a school full of excited and happy students, we had no idea that only weeks later we would be offering online learning packages and encouraging students to stay away from school and preschool. The challenges posed by the COVID-19 pandemic are amongst the most difficult the school has ever encountered. None of us will come through them unchanged, but we do hope that the worst will soon be behind us and we will be welcoming our much-missed students back to the school.

I have always loved Kinma, from my very first visit as a prospective parent 20 years ago. Never have I been more impressed with this school than I am now, seeing how everyone - Board members, teachers, office staff, students and families - has stepped up to help the school. I want in particular to acknowledge Keith Mason, who investigated and set up an online learning and communication platform over a period of about two weeks for students, teachers, and parents. And what can I say about the teachers, under Michelle Walker's steady guidance? They embraced the online platform and in the twinkle of an eye had developed take-home classroom packs so that our students could continue learning and communicating with each other and their teachers in their home "classrooms". Up at the preschool, Kay continued to work her magic, filling all her charges with her love of freedom and growth. Words do not do justice to the office staff, under Julie Carr's inspirational and big-hearted leadership. They have become experts in legal and policy frameworks that didn't exist a month ago and have broken all records in keeping both staff and the community informed and supported. It's hard to single people out, as everyone has been spectacular.

The reporting year, 2019, was by contrast, largely business as usual. I am happy to say there were no great events to record. We had a lovely full primary, with around 95 students in four classes. Yes, last year we added an additional class group to Kinma - kindergarten, known in Kinma as Group 4. Yes, the children chose the name! We had a growing preschool, and a playgroup that was going from strength to strength. The school supported a new after-school care service called Green

Umbrella, that was set up by a group of Kinma parents. We had minimal staffing changes during the year: we welcomed back Tom Brien, who had been a student teacher with us in 2018; and a former teacher, Kimberley Read, returned to us after an absence of two years. But we were very sad to see our Education Leader, Fran McCarthy, leave to follow other paths. She had been happy at Kinma, but new challenges were calling to her.

We did all the usual things well: a wonderful Yurt Farm excursion; inspiring performances by our students; and a top-notch Trivia Night that raised the funds we needed to totally overhaul the primary kitchen. Everyone loves the new kitchen.

We managed our finances well and paid back some more of the loan we had taken out to build the preschool many years ago. We upgraded our educational database so we could record more information centrally, rather than duplicate bits of it in multiple systems. We enhanced our risk matrix, with very professional guidance from Lesley Milbourne, who has returned to her position on the Board after a short absence.

I step down now after two years as Chair of Kinma Board. I will remain as a community board member for a while longer, while we go through this pandemic. But this is my final Chair's report. I want to thank all the Board members I have served with and cannot sign off without a big thank you to all the staff, and a special note to Claire, who has always been there, gentle and strong, when I have needed anything at all.

And finally, I say, live long and prosper.

Ginny Neighbour

“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

Kinma's finances remained stable during FY19.

Achievements of note included a \$60k planned reduction in debt, and approx. \$60k of capital investments in new main Kitchen and solar energy infrastructure.

Noteworthy differences to FY18 include +\$104K revenue in FY19, mostly driven by an approx. 10% increase in primary students and associated changes in net fees and funding.

Increased expenses in FY19 related primarily to Employees (+\$190k vs FY18), driven by filled vacant positions during FY19, and additional staff to support increased student numbers and the addition of a new class.

The overall outcome for FY19 is a small deficit of \$14k. This is due to a small number of negative influences on the budget occurring close to year end, rather than any single area of ongoing concern.

Areas of financial focus for FY20 include supporting the Board's overall strategic planning and focus on preschool, although at the time of submission, these have lowered in priority while we navigate the effects of COVID-19.

Keith Mason





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



Education Committee Report for AGM – 2019 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.

85 children bounding in to start the primary school year in 2019 speaks volumes about the educational energy of the 2017/18 Pre-school and Primary learning spaces at Kinma.

18 children from Preschool skip, jump, dawdle and hop into Kinma Primary in 2019!

One of the greatest connections we have at Kinma is the fluid nature of children moving from Playgroup to Preschool and to Primary. Almost seamless!

The developing relationships among younger and older children reflected directly in the younger children seeking out older buddies if they needed support in play scenarios and out-time. What a pleasure to see this in action. Tinkering saw families and students offering their passions and skills and all the children learning richly as a result.

Each Preschool and each primary class had their own highlights; brainstorming and collaborating to identify what direction learning may take. Within this teachers are mindful to recognise the need for flexibility in response to student individual need and the wider global community of events.

Educationally, the year started with suspense – both the Preschool and the Primary schools were being registered and accredited. Preschool were joining the Department of Education (Early Childhood) to show and discuss how we meet the standards (drum roll) Pre-school exceeding the National Standard in the Ratings and Assessment Process.

Well done to the newly amazing team in Preschool.

Move over, and we are following up with the National Education Standards Authority (NESA) coming to undertake similar in Primary in the early part of the year, (drum roll) ... yes well done to the Primary team to fly through the registration process in primary .

A wonderful result.

Kinma continued to host students from assorted universities at workshops, practica and internships and in so doing the children were offered the rich resources of many different folk and we were able to share our unique way of learning as a community. We attended many and different excursion experiences in both Preschool and Primary.

We hosted the 2019 Australasian Progressive Democratic Education Conference (APDEC) on site. What a privilege and honour to host over 120 delegates from New Caledonia, Hong Kong, Nepal, India, Northern Rivers, Sydney, Queensland, Victoria and more

Quietly behind the scenes all staff follow up with Professional Development opportunities to further gain insight into the possibilities of learning.

Hearts were open, minds were a-buzzing. Our hugest thanks to all staff, parents and children who helped to make it such a wonderful day.



“ We are looking to start a school such as yours, but we cannot use the words democratic. This would not be allowed. This would not be legal. “

Conference delegate



We gained a new education leader – Fran, who brought her passion for child advocacy and developing resilience and voice. We learnt much from Fran with her skill set in Conflict Resolution. Sadly, Fran needed to spread her wings further and left at end of term 3 to follow her passion with indigenous education. Welcome Michelle Walker into the roll for 2020.

2019 Inspiration for and by the children:

- Heading off to the zoo
- dog safety program in Preschool
- Bushlink visiting every term
- Christmas Markets
- Gratitude celebrations
- Farewells and new welcomes
- Plays
- amazing tinkering days every term
- Basketball
- Avalon Senior Aged Care services
- Musica viva
- Kimbriki Tip
- Koori connections
- Riverside Theatre
- Swimming (12 weeks)
- Surfing (8 weeks)
- Wildflower gardens
- Yurt Farm (our biggest yet!)
- Brooklyn State and rec outdoor education 3 days
- bush dance
- magazine production
- Kinmini community exploded onto the playgrounds
- pizza van returned to Kinma
- making glitter from flowers

As always the creek and the wonderful surrounds of Garigal National Park call us each week for adventures. Buddy reading and shared singing further serve to bring the children into a collective. Class and School meetings unfold to raise awareness of living in community.

Our immeasurable thanks to all the families who give so generously through their time. The energy, skills and resources, help provide many of the seeds planted for the children's learning.
Education Team

Theme 2: Contextual information about the School

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. 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.

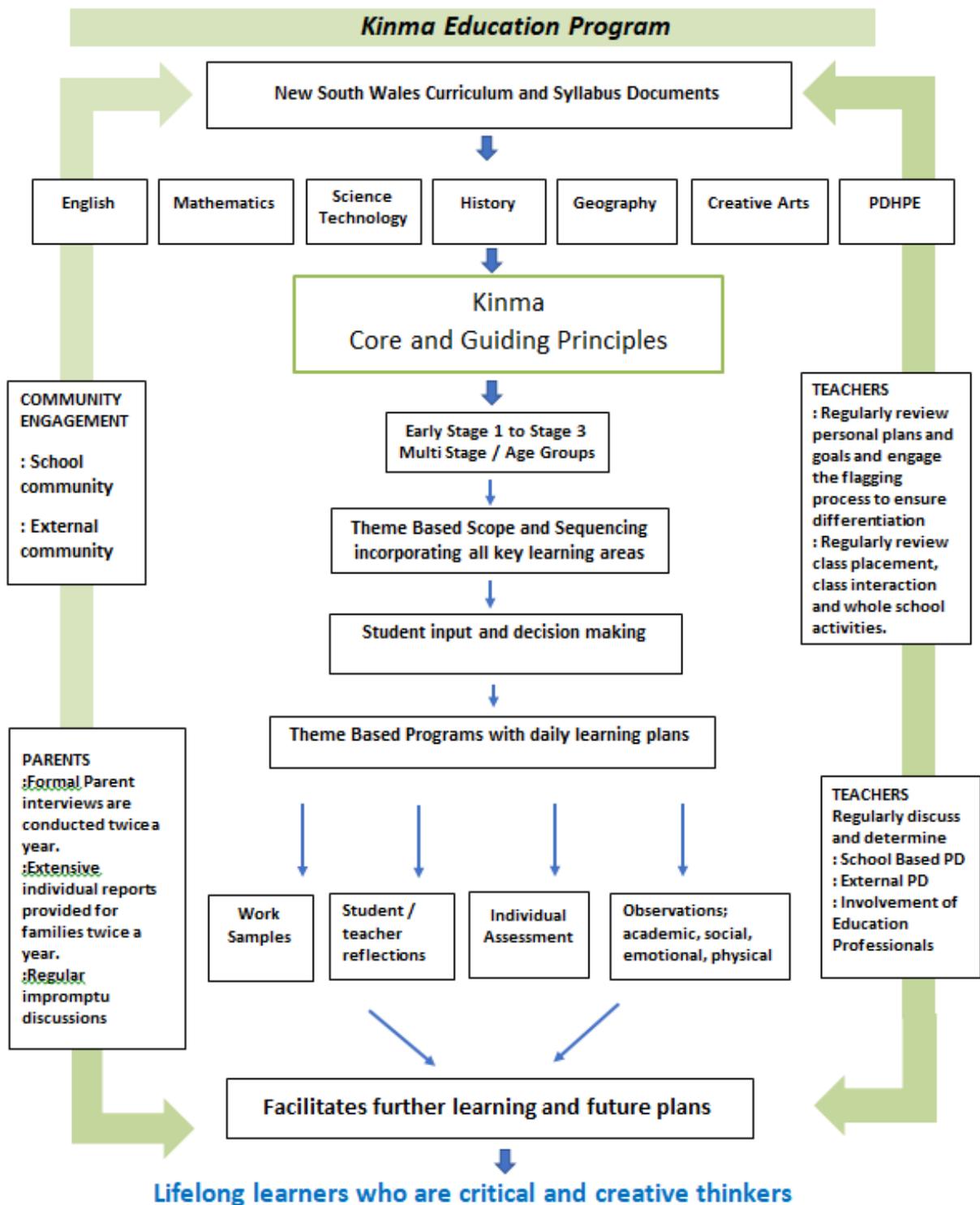
Parents are valued members of the Kinma community. It is intrinsic to the values of Kinma that staff, parents and children work together in order to further understand and 'know' each other well as to develop a true sense of community. Parents are consulted and counseled before making Kinma their final 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.

Kinma Core Values and Beliefs

- respect the individuality of the child
- foster self-determination in the child
- develop the child's exploration, critical thinking and creative abilities
- stress co-operation rather than competition
- emphasise active involvement in a wide range of learning situations
- utilise the resources of our bush environment and the community
- maintain high academic standards
- support the emotional wellbeing of children and teachers and abstain from corporal punishment and other coercive and manipulative approaches
- conduct individual assessments and not competitive exams
- respect and safeguard the professional status of teachers

The full set of these beliefs can be found in the School's Constitution.

“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 3: Student outcomes in standardised national literacy and numeracy testing

Kinma does not participate in any form of one dimensional, comparative testing but believes that individual effort, goal setting and attainment are essential qualities in child centred education.

Kinma promotes a form of education that values all types of student intelligence and learning styles, many of which cannot be measured statistically or competitively. Standardised testing creates a narrower version of excellence that does not reveal real learning competency.

Kinma provides an ideal educational environment where staff members are highly attuned to each student's progress and make decisions about programming that are sensitive to all aspects of a student's performance. Close observation and individual assessment are a better use of each teacher's creative and professional expertise. A richer indication of learning progress than standardised measures can be seen below in the School's Policies.



LEARNING, MONITORING, ASSESSMENT AND REPORTING

"Education is not preparation for life; education is life itself."¹

OVERALL POLICY

This policy shows the Kinma approach to student learning.

LEARNING VALUES

"The future wellbeing of human society and its environment depends upon the quality of peoples' interactions with each other"²

At Kinma, building genuine relationships with people having similar and dissimilar values is a vital part of our students' learning. At Kinma we incorporate social justice, inter-cultural understanding and democratic principles into our daily learning practice. We immerse our students in the practices of a community based in democracy. The Kinma learning environment immerses students in the political and social systems of our wider community. Students at Kinma are in a sense apprentices – their learning derives from simultaneous immersion and formal study.

As members of the Kinma community, the students are encouraged to

- ask challenging questions
- foster curiosity
- engage with actual life issues
- develop project-based learning skills through meaningful experience
- action their decisions.

Students play an active role as decision-makers and leaders in Kinma's learning practice. Student ideas and interests generate units of work in all Key Learning Areas. The role of teachers then becomes blending the knowledge, skills and values set out in the relevant syllabi and tailoring learning to individual needs. At class and school meetings, students raise issues, suggest events and propose resolutions to problems. Student input also plays a key role in planning excursions, responding to behaviour issues, and classroom management. Students and teachers together debate the issues and make decisions. Kinma students who are thus empowered assume greater responsibility for activities and projects than in the majority of schools.

Kinma welcomes both the new English and Maths syllabi (2013) as the values and attitudes espoused therein sit so comfortably with what is stated above.

MONITORING AND ASSESSMENT AT KINMA

"Assessment activities should:

- enable students to demonstrate their learning in a range of different contexts

¹ John Dewey, *Democracy and Education: An Introduction to the Philosophy of Education*, 1916

- be reliable, free from bias and provides evidence that accurately represents a student's knowledge, understanding and skills
- be inclusive of and accessible to all students
- be part of an ongoing process where progress is monitored over time. " ³

Kinma meets all the assessment requirements of the Board of Studies.

Observation and reflection

At Kinma, assessment is made up of observation of each student, shared reflection on these observations and monitoring of progress against each student's learning needs. The mantra for Kinma teachers in assessment is "we look, we listen, we learn about each student, from each student, with each student, along with the family".

Every student enters Kinma as a whole person. Each student has already formed a personal outlook and sense of him/herself from an array of experiences: joyful moments, sad times, successful new activities, frustrating incidents and insightful episodes. Students bring their world into Kinma.

As soon as a student enrolls at Kinma, teachers start active observation both within the classroom and outside in the playground. Observations focus on interactions with other students, adults and the physical environment. Teachers observe

- how each student learns
- who each student chooses to mix with and how social interactions unfold
- where each student feels comfortable and where they do not
- the situations that facilitate a student's learning and those that pose challenges.

Observation is perhaps a teacher's most profound tool, often constituted as a kind of mental checklist, which derives from knowledge of content and processes relevant to school, knowledge of childhood and knowledge of the individual student. Observations are undertaken by a number of staff at different times. Teacher observations are the subject of individual and shared reflection by staff that helps identify options for interpreting the observed activities or behaviours. A team approach allows for as much diversity and support as possible.

The results of reflections (known as "reflection based inferences") are collated and discussed with staff, students and families at appropriate times. The rich dialogue itself makes the assessment effective. It is deep and probing and gives insight to all concerned (students, staff and families) regarding the ideas, the challenges and the potential routes for learning.

Observation and reflection provide the basis of ongoing monitoring of each student's learning requirements and learning progress, and the monitoring allows students, parents and teachers are aware of changes over time in

- strengths and weaknesses or concerns
- interactions with others
- approaches to learning
- development needs.

³ NSW Board of Studies, Syllabuses for the Australian Curriculum, Advice on Assessment (2012)

On the basis of teacher observations, teachers join students' learning by providing appropriate stimuli and opportunities. Teachers overlay their ongoing observation and reflection with active assessment of student development across informal and formal learning areas (like literacy and numeracy). In this way, ongoing observations provide teachers with a rich monitoring and assessment tool that feeds the growing curriculum.

Developmental Stage Statements as Safeguards

The teacher's knowledge of a student grows, largely through observation. As teachers glean more information, they are better able to tailor a supportive, appropriately challenging learning environment. This process never stops. The teachers are aware of each student's changing needs as the student passes through different developmental stages. Such stages are not hard and unbending. They are general guidelines to aid teachers in planning appropriate learning experiences. The teachers use various developmental stage statements (NSW Board of Studies documents, Department of Community Services guidelines and other relevant developmental continuums) to guide their programming and assessment for each individual.

These actions and guidelines help teachers make decisions about the best ways to facilitate further learning for each student. The individual observation and planning ensures that students are progressing commensurate with their ability. If teachers note a discrepancy between a student's potential and the developmental stage statements, they:

- clarify understanding of the areas of need, through focused tasks and observation
- consult with parents (this is ongoing)
- provide opportunities for skill development
- continue to monitor skill development
- record observations in anecdotal notes.
- consult specialists if needed.

It is this core mix of observation, communication, respect, facilitation and stimulation that roots the learning process at Kinma in the present. It is this process that allows each learner to continue the unique learning journey with which s/he has entered the school.

Assessment

Teachers make ongoing assessments over the course of the school year. Each new assessment is compared with the individual student's previous assessments. In this way, Kinma teachers document individual progress over the year. This approach to assessment is known as "developmental assessment".

Records of Kinma student development are kept in each student's portfolio of work. Portfolios consist largely of samples of work. Samples include but are not limited to photographs of the student engaged in experiences that reflect changes in their physical, social, emotional and/or intellectual learning. The photographs are particularly beneficial with PE, Creative and Practical Arts and some Science and Technology and Maths creations that could not otherwise be recorded. Portfolios contain significant pieces of work and provide a longitudinal view of students' development and progression.

Assessment Tools

The practical tools that Kinma teachers use in their monitoring and assessment of students include:

- writing and collation of anecdotal notes
- collection of samples for portfolios
- sending work home at the conclusion of a unit of study
- student, teacher and peer assessment of various pieces of work
- teacher-student conferences
- self-assessment by students
- learning outcome continuums
- skills checklists (maths, English)
- group discussions and feedback.
- pre and post tests on topic areas, where appropriate (mainly stage two and three studies)

A detailed list of assessment tools is set out in Appendix 1 to this policy.

Teacher-student conferences provide opportunities for discussion on works in progress throughout the process, not just when completed. Conferences allow teachers to identify and address needs in context.

Student self-reflection covers the whole of their learning process: what experiences are enjoyed, in what do they excel, what experiences do they dislike, what poses a challenge? Self-assessment can take various forms: labelled diagrams, written responses, diary entries and verbal responses.

Pre and post testing provides information for the teachers on the state of the student's current knowledge, and is usually done at the start of a unit of study. The post testing, undertaken at the end of a unit of study, shows the new level of student knowledge and provides input for the teacher's assessment of ongoing learning requirements. It is also used as a reflection base on teacher practice.

" Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement in their learning."⁴

At Kinma, an individual student's progress is not assessed comparative to other student's progress. In reading and SENA (Schedule for Early Number Assessment) in maths, teachers use a range of measures to gauge the student's approximate stage level. Teachers make and retain records of individual learning and development. These records can be consulted at any time by the three-way partners in student learning; student, parent and staff. Families are involved in discussions and planning if a student's needs require particular attention.

Staff are keenly aware of the danger posed to learning by making quick, simple or conclusive judgments. They appreciate that they can only observe within the extent of their own (inner

⁴ NSW Board of Studies, Syllabuses for the Australian Curriculum, Kindergarten – Year 6 Assessment Strategies (2012)

and sensory) vision. To compensate for this natural limitation, much of staff's time at Kinma is taken with dialogue. One distinct advantage of our small school is that because staff learn with and play with all our students, they build relationship with all students. This provides a student's classroom teacher with several other well-informed perspectives on each student's learning.

TRANSITION TO THE NEXT GROUP

Kinma students work in three groups working in three classrooms. Transition between groups can occur at the start of the school year or during the school year.

Teachers take many factors into account when considering a student's transition between groups. The most significant factor is the benefit to the student. Teachers consider the student's emotional, social, academic and physical development. In addition, teachers take into account family issues (e.g. separation, death in family) and the school's structure.

Teachers always consult the student, parents and other teachers to ensure that the student is in the most supportive learning environment. When a student moves to a new group, the previous teacher will discuss and pass on any relevant information to the student's new teacher. The student's portfolio, anecdotal notes and letters are also exchanged and read.

REPORTING AND FEEDBACK

The aim of reporting is for teachers to give feedback and communicate their understanding of the student to his/her family. Reporting is a dialogue involving teacher, parents and student. Each has an active role to play.

Kinma supports a wide range of feedback and reporting opportunities. They include:

- teacher reports on class activities in the weekly newsletter
- letters to parents
- classroom displays
- class or school meetings
- informal discussions between teacher and parents
- parent information evenings (held each term)
- student / school performances
- student self-reports
- Kinma learning forums
- formal parent-teacher interviews
- written half yearly reports for each student.

In terms one and three, teachers set up formal interviews with each family to discuss the individual student, to build a common understanding of the student's development and learning needs. The outcome of these discussions is a jointly planned future learning path for each student, highlighting both strengths and challenges for that student. In terms two and four, teachers issue "formal" written reports to parents. The format these reports take is responsive to the changing needs of students and staff and the experiences of the semester that they reflect. Kinma's reports are detailed and individual, rather than formulaic.

APPENDICES

1 TEACHER ASSESSMENT TOOLS

2 STANDARDISED TESTING



APPENDIX 1: ASSESSMENT TOOLS AT KINMA

Key Learning Area	Self-Assessment Opportunities	Teacher Assessment Opportunities	Peer/Other Assessment Opportunities
English - reading	Questionnaire Reflection as part of teaching and learning cycle Socio-gram / brainstorm / mind-map for bi-annual report	Running record (PM benchmark kit and text the child is reading) Sight words (Understanding Words) Dialogue forum	Buddy reading
English - writing	Self-editing pro-forma Reflections – written, illustrated, diagrammatic, charted Questionnaires	Dolch spelling lists Multi lit spell check Teacher/student conference Work samples (see, scope and sequence) Checklist for genre writing (from What, Where, How to teach English) Handwriting checklist	Peer conference Dialogue forums Writing plays for class or other groups
Maths	Questionnaire Reflections - written, illustrated, diagrammatic, charted Daily life (shopping, cooking)	Work samples and photos Anecdotal notes SENA Presentations and Observation Predictions Teacher designed pre-tests Pre and post testing in topic areas	Share reflections Working in groups
Science and Technology	Reflections - written, illustrated, diagrammatic, charted Questionnaire – brainstorm mind map	Work samples – particularly experiment records and data Photos Models / designs Observations	Share reflections Peer coaching

Key Learning Area	Self-Assessment Opportunities	Teacher Assessment Opportunities	Peer/Other Assessment Opportunities
Creative and Performing Arts	Reflections - written, illustrated, diagrammatic, charted - Questionnaire	Art / craft samples Observation Anecdotal notes Photos Models / designs Plays / Poetry festival / End year celebration	Share Reflections Peer coaching
Human Society in its Environment	Reflections Questionnaire	Work samples Group dialogue	
Language other than English	Reflections Conversation	Observation and anecdotal notes Work samples Presentations	Conversations / dialogue / role play



APPENDIX 2 – STANDARDISED TESTING

Kinma’s educational philosophy is founded on the principle of non-competition. Our constitution bans competitive testing. There are several reasons for this rejection of competitive testing.

1 Not all learning competency is amenable to simple statistical analysis

Kinma promotes a form of education that values all types of student intelligence and learning styles, many of which cannot be measured statistically or competitively. Standardised testing creates a narrower version of excellence that does not reveal real learning competency.

2 Standardised, normed tests results are harmful to students

When students are judged to be sub-standard or to exceed standards, their self- concept can be artificially moulded and their confidence easily damaged. Such judging creates division in school communities. Kinma is a strong and cohesive school community and is deeply concerned about such harmful effects of testing on students and the community as a whole.

3 Standardised testing limits educational opportunity

When schools are judged on student performance in standardised testing, students and teachers start to focus their work on improving test results. This means responding to the needs of the tests at the cost of individual learning needs or the integrity of school philosophy. This was recognised by Australian Literacy and English University Teaching Boards over 2010-2013 with public statements in the media and educational literature. Both organisations recommend the cessation of standardised testing. Their voice is spreading to assorted groups in Australian society. Kinma offers a student driven program consistent with a learner driven pedagogy – a major contribution to educational development in Australia.

4 Testing undermines teacher expertise

Because of its size and philosophy, Kinma provides an ideal educational environment where staff members are highly attuned to each student’s progress and make decisions about programming that are sensitive to all aspects of a student’s performance. Close observation and individual assessment are a better use of each teacher’s creative and professional expertise. A richer indication of learning progress than standardised measures are found in modes such as:

- peer teacher observation
- ongoing staff reflection and dialogue,
- parent/teacher monitoring and conversation and
- student/teacher communication

5 Any benefits for other schools don’t apply at Kinma

While schools with large class sizes or high teacher turnover might identify some information they can use from standardised testing, this is not the case for Kinma. Kinma group sizes are small and teacher numbers are low. Teachers are in close contact with all the students and are well aware of student progress and development without needing to consult standardised test results.

6 Testing absorbs scarce resources

Teachers need to prepare students for state and national standardised testing, and to then run the tests and prepare paperwork to comply with reporting requirements. These activities take teacher time away from more beneficial teaching and assessment activities. With such small staff numbers and an administration staff of two, tests impose a serious administrative burden.

5. Whitlam Institute 2013, *Submission to the Senate Standing Committee Inquiry into the effectiveness of the National Assessment Program – Literacy and Numeracy, Interim Report*:15
Australian Literacy Educators' Association (ALEA) 2013, *Submission to the Senate Standing Committee Inquiry into the effectiveness of the National Assessment Program – Literacy and Numeracy*, June 2013: 2

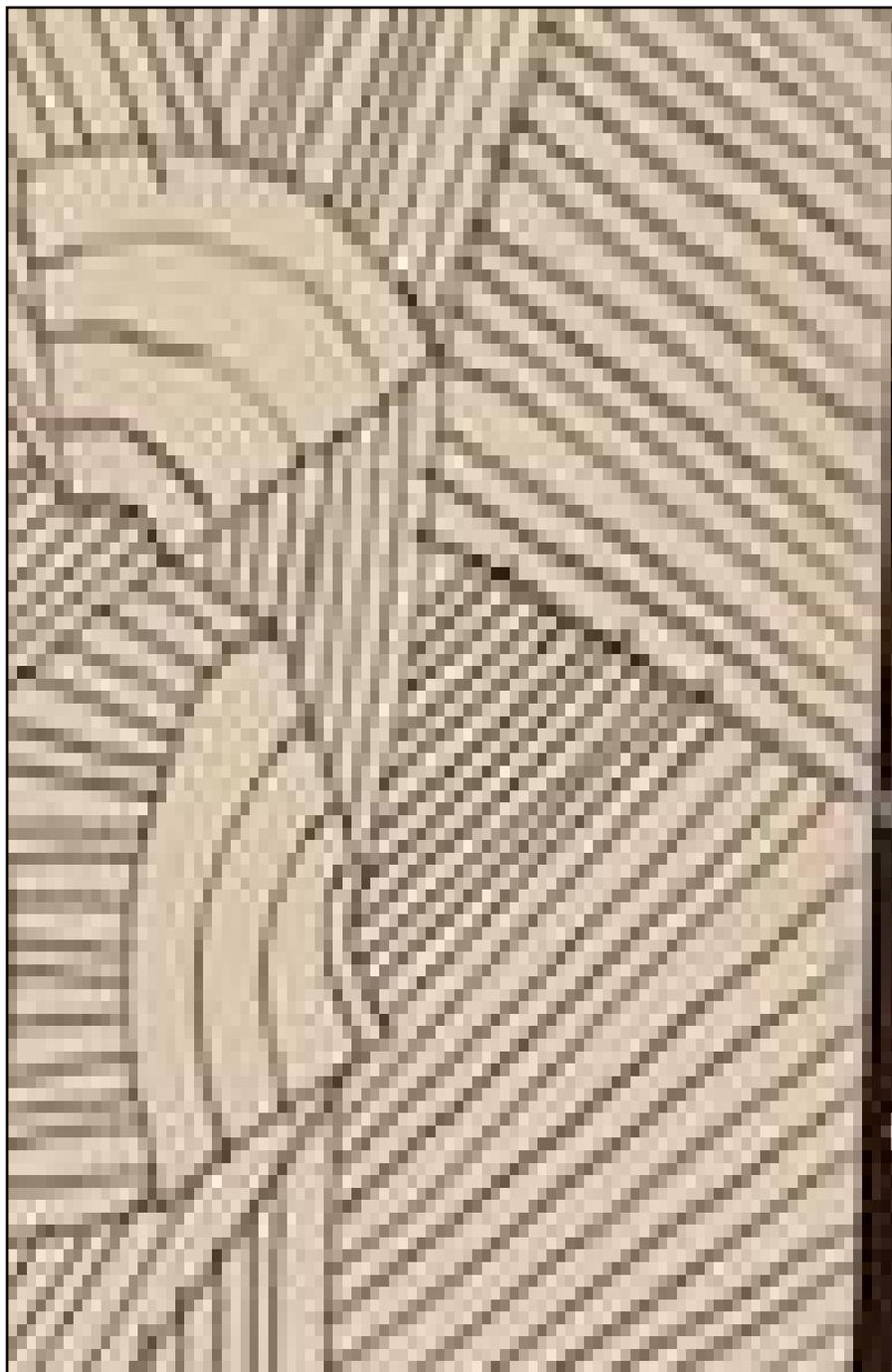
6. Wyn, J, Turnbull, M and Grimshaw, L. 2014, *The impacts of high stakes testing on schools, students and their families: Parental Attitudes and Perceptions Concerning NAPLAN*

Howell, A. 2012, *The Silent Voice in the NAPLAN Debate: Exploring children's lived experiences of the tests*

7. *Professional Voice- A NAPLAN DEBATE*. A national symposium held by AEU (Australian Education Union) in Sydney in July, 2010. "Advice for Ministers and ACARA on NAPLAN, the use of student data, MySchool and league tables". Contributors include Alan Reid, Margaret Wu, Allan Luke and Brian Caldwell.

Please note that Kinma school has copies of all these articles (and more) should you be interested in reading them.

Art inspired by Alice in Wonderland



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	9
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

‘The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.’
 –Alvin Toffler

Professional Learning

WHOLE STAFF

Professional Development	Number of staff in attendance
Well being and relationship – Education Leader	18
Child Protection - Manager	18
First Aid Training – external supply	14
Conflict Resolution – Education Leader	12
Identifying children at Risk – AIS	12
Grief and Understanding – external supply	15
APDEC Conference - Sydney	7

INDIVIDUAL AND SMALL GROUP

Professional Development	Number of staff in attendance
Struggling Readers – PETAA	1
Teaching Mathematics through Enquiry - external	1

Write from the Start – AIS	1
7 steps to Writing – external online	1
Reading Works – Macquarie Uni	1
Working together – multi tiered system to support Student Success - AIS	1
Management of the Literacy Block – AIS	2
Nature Symposium – external supply	1
Child Protection reporting – enhancing skills – AIS	1
Write from the Start – AIS	2
Sounds Write – external supply	2
Assessment To, As and of Learning - online	1
Dyscalcula – external	1
Teaching Primary History Through Place - external	1
Individual group meetings (Regular min 3 times per term) Meetings with Education Leader r to focus on individual needs of children, programming, group dynamics and any other issues raised by teaching staff.	All educational staff

Professional Development	Number of staff in attendance
Board Planning Day	6 Board members 2 staff members
Community Day -	6 Board members 8 staff 40 parents
Learning Forum (Term 2) Parent Enrichment –Dr Kirsty Goodwin – digital technology	8 staff 30 parents
Governance Workshop – AIS	7 Board members 1 staff
Family termly meetings 1-4 (individual groups)	10 staff 75% of all families



Theme 5: Workforce Composition

Workforce	Total
Teaching staff	11
Full time equivalent teaching staff	8.8
Number of non teaching staff	3
Full- time equivalent non teaching staff	2.6

TEACHER ACCREDITATION

Level of Accreditation	Number of staff
Provisional	3
Proficient	8

- In 2019 the average daily staff attendance rate was 92%
- Retention rate from 2019 was 100% .

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 carers to advise the school in advance if a student is to be absent. For unplanned absences, parents and carers are required to advise the school as soon as possible on the day of each such absence. Absence notifications from parents and carers 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 carers 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

The attendance information below is based on the Australian Government Department of Education Employment and Workforce and Student attendance statistics (STATS) . This information is taken from My schools website ACARA.

Student attendance rate	Percent ¹
All students	93%
Indigenous students	-
Non-Indigenous students	-
Student attendance level (Proportion of students attending 90% or more of the time) ²	Percent ¹
All students	79%
Indigenous students	-
Non-Indigenous students	-

Kinma Primary does not order their classes in the traditional K-6 model. We have small family groupings where children learn in mixed age classes to allow for flexibility in the stages taught in each curriculum area.

Student attendance by grade level is calculated by the age of each child as at 31.07.19

Year	K	1	2	3	4	5	6
Attendance rate %		90.6%	93.9%	92.4%	92.5%	94.7%	92.4%

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.

Kina'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 enrol 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 enrol 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 enrol 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 2019	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 reviewed annually to reflect any current legislative action and trends	School website, School Handbook and available from Administration
Risk Management	This policy is reviewed every second year and when required	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	General update to come in line with new IT system and process	Handbook and from Administration
Technology and Purpose	Full re-evaluation of the purpose of technology in Primary	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 6 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

Integration of one year group at Kinma has increased parent comfort, students resilience and taking ownership earlier in the year.

Reduction in anxiety levels of new families. Watch for another year to see if this new model works well, and see what challenges it may bring.

Increase Science within the curriculum and across KLA's to support balance of life and academic skills in application.

Ongoing discussion and research about self directed v's explicit learning. Some skills based literacy has been introduced across all groups and structured and timetabled . This is reviewed termly in 2019 /20.

2020

- Articulate approach to using technology tools in the classroom
- Increase opportunities for parent education on Kinma model

In Governance: Maintain Financial Sustainability and Good Governance

Capital works of additional learning space completed, including landscaping. Works completed within time frame and budget. This now allows for the review of student numbers and growth.

2020

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

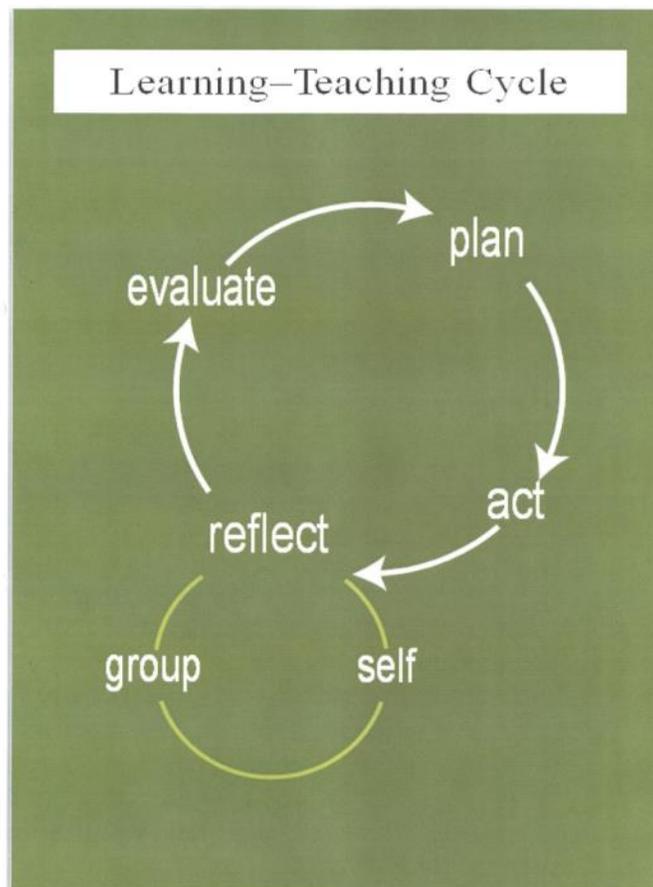
In the Environment: Enhance our natural and built environment

Student designs of playground areas has been stalled due to the replacement Waste water management system that is being undertaken. Once completed students will re look at available space and possibilities.

Kinma installed solar through- out both preschool and Primary ahead of schedule and with the support of a community grant.

2020

- Completion of Waste water Management System re=location
- Update Environmental Plan



A large, pixelated black and white graphic of the number 8:02. The digits are thick and blocky, with a grainy, digital appearance. The colon is also pixelated and positioned between the two zeros. The entire graphic is centered on a light gray background.

Morning yoga

'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.

The essence of the demand for freedom is the need of conditions which will enable an individual to make his own special contribution to a group interest, and to partake of its activities in such ways that social guidance shall be a matter of his own mental attitude, and not a mere authoritative dictation of his acts.”” -
John Dewey Democracy and Education

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.

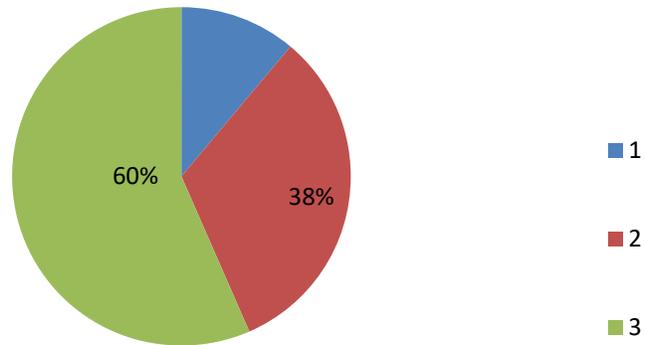
Involvement is welcomed and encouraged. All meetings are open to Kinma families and we conduct the following to review our practice:

- We have a community liaison co-ordinator;
- 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, and
- Two Learning Forums held each year
- Democratically aligned classroom practices – weekly class meetings chaired by students and fortnightly whole school meetings chaired by students.



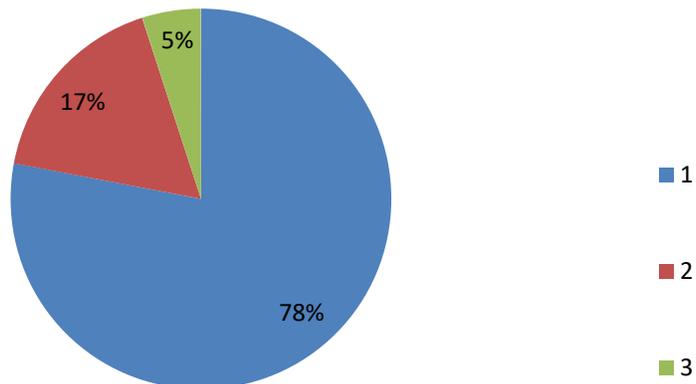
Theme 12: Summary of Financial Information

Kinma recurrent income 2019



- 1 Other income
- 2 Government and other grants
- 3 Private Fee Income

Kinma recurrent expenditure 2019



- 1 Salaries and Wages
- 2 Other expenses
- 3 Capital expenses