



Kihmma

2021 Annual Report for NSW Education Standards Authority



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



Table of Contents

Annual Report

Theme 1: A message from key school bodies

Theme 2: Contextual information about the school

Theme 3: Professional learning and teacher standards

Theme 4: Workforce composition

Theme 5: Student attendance and management of non-attendance

Theme 6: Enrolment policies and characteristics of the student body

Theme 7 Other school policies

Theme 8: School determined improvement targets

Theme 9: Initiatives promoting respect and responsibility

Theme 10: Student, Parent and Staff satisfaction

Theme 12: Summary financial information

Theme 13: Publication requirements

Theme 1: A message from the School Board

A message from the Chair

I'm not sure how you describe the year that was.

I'm not sure how you describe the school year that was.

I have heard words like hard, tricky, challenging, fatigue, languishing, and realignment.

My own children they missed out on many of the things that are so formative in both their academic and social lives – cancelled events and activities, the inability to meet with their peers in person, interacting through face masks.

I know that for many the year was one of continued struggle and strain as collectively we adjusted with the impact and requirements of Covid. I know that many in our community had to review their plans and priorities and shuffle their approach to family life. This is hard. This is tiring. This is exhausting. This is far from ideal and not how we were created to live.

In times like these we need places of stability and hope. In times like these we need people who understand our anxieties and fears. In times like these we need a community that reminds us of what is valuable and meaningful. I am proud to say that our school was one of these places - not only for children but also for families.

I am grateful for the opportunity to serve as Chair of the Kinma board this past year – grateful as a parent for the investment made into the lives of my own children by the Kinma teachers and community over the years, grateful as a board member for the others who sit around the board table, and grateful for the staff who embody who we say we are.

I believe that as a school, even amid Covid, we have lived our vision of being a leader in education: nourishing children, strengthening families, building community and influencing approaches to learning and education. For this I am grateful.

As a school we continue to be indebted to the leadership of Julie Carr, the office team, and the education staff for they provided the love, care, and support for the children in such a stressful and complicated year. And, we thank Michelle Walker for how she provided leadership and guidance to our teachers in her role as Education Leader. Thank you.

I am grateful for each of our board members and for their ongoing enthusiasm and commitment to seeing our school provide the best possible learning environment for children. Your time and energy have been a blessing to me personally, as well to our school community more broadly.

Thank you to each of you as parents for how you engaged with our school over the course of 2021 and for choosing to so with love and grace and kindness.

Steve Dixon
Chair, Kinma Limited
Page 4 of 38

Do not be dismayed by the brokenness of the world.

**All things break. And all things can be mended.
Not with time, as they say, but with intention.
So, go.**

**Love intentionally, extravagantly,
unconditionally. The broken world waits in
darkness for the light that is you. (knost)**



Treasurer Report

Kinma continued to navigate the challenges of COVID-19 in 2021 from a financial perspective, with continued school closures as a result of lockdowns, and the resulting impact on families and staff.

Despite the uncertainty, Kinma posted a surplus of \$18,500 for CY21.

Many families decided to reassess life, in some cases moving away from Kinma, and in others joining the school. The net impact on student numbers compared from beginning of 2021 vs 2022 was low, but each departure takes time to fill.

With the Board's support, Kinma kept some additional teaching staff on hand to support children as they re-entered school after home-school periods.

Both of these COVID-related effects resulted in a negative impact to the school's accounts vs our budget at the beginning of the year.

We continued to support families with school fees through our fee relief program, in line with our fee relief policy enacted in 2020.

Looking ahead, our plan for renewing the school's infrastructure continues with a successful award of grants from the Federal Government to co-fund renovations of two of the oldest primary classrooms, which was submitted and approved in 2021. Works on the first classroom will start in the second half of 2022.

This will result in Kinma taking on planned debt to fund our proportion of the renovation costs. The Board approved this plan in late 2021, given the school's track record in paying down previous debt (used historically for similar purposes), and the strategic need of the renovations to secure a more modern education environment for students and teachers.

I look forward to working with the Board and School Management in 2022.

Keith Mason (Treasurer)

Education Committee

Flexibility understanding walking patience kindness and breathing

One thing that remains in this challenging and changing world is the CHILDREN - openness, emotions, realities, perspectives, joy, youth, difficulties – what a privilege for the staff at Kinma to learn with your children.

The learning space of the children altered throughout 2021 with home learning, onsite learning, cohort groups, and many changes to our normal processes. Snack Attack disappeared, families did not freely roam the grounds, marketing went out the door and children in Preschool and Primary were separated for most of the year. Changes to staffing, sick children and staff; we rolled and smiled gently as we all worked together.

Home learning is such a different way of programming for staff at Kinma. Normally, the cycle of plan, teach, assess – repeat is how we work, however, more planning and teaching occurred and we hoped it landed well for the children. A day in a classroom and we can see from the frown, the smile, the quickness of the voice or the gentle pull the teacher's clothes that something is or is not working with the learning. This was not available. For the staff it felt 'empty'. However, the program was successful and we noted no major cognitive regressions for any children on their return. We did see some regression in social behaviours and worked supporting children to navigate social settings and dynamics.

Behind the scenes at Kinma we also worked hard. The school was granted the license to be our own Teacher Accreditation Authority. This is no easy feat. What it means is that our Education Leader is given authority to train, support, assess and grant approvals for teachers stages of development. Quietly behind the scenes all staff follow up with Professional Development opportunities to further gain insight into the possibilities of learning.

Some of this included:

- Cognitive Load Theory – implementation for teachers
- Sydney Morning Herald Schools Summit
- Supervising Teachers – progression to Proficient Teacher
- Sounds Write Course
- First aid / CPR/ Anaphylaxis / Allergies
- Learning Difficulties – understanding and responding to reading difficulties
- Identifying and responding to children and young people at risk
- Numeracy in the early years
- Sydney Uni – Teach the teacher
- Gender and the areas of difference
- Differentiation – how to make it work

We also welcomed new staff into the fold –

Language – Maria excitedly joins us all each week with a wonderful HOLA!

Music – the passion and expertise of Carlos is shared with the children creating original songs, playing instruments and listening to the beat

Sean – came along as an intern from Sydney and we decided to not let him go. We are very fortunate to have a relationship with Sydney University as they support us to find the right 'fit' humans for our school

Priscilla – joined us and it is hard sometimes to find the child and the educator in the playground!
Thank you to everyone walking with us this last year.

Education Committee

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The Ongoing Impact of COVID-19

Kinma was not immune to the economic and emotional toll that was thrust upon all schools and the wider global community in 2020 and again in 2021.

As all schools, we have worked tirelessly through 2020/21 and seen on a small scale the ramifications the pandemic has influenced in family and community. We continued to support our small community financially, physically, practically and emotionally.

Before the pandemic, this was successful because our School is one of very few institutions where families are welcome to be in the school at any time during the school day. Now this has changed, and as we move into a new year, we look how we can strengthen the School.

Again, we thank the Board, staff, parents/caregivers and most of all the children for the changes that have unfolded.





Theme 2: Contextual information about the School

Kinma's Vision

Educating students to support their love of learning and to develop their confidence for deep engagement with their communities and the broader world.

Our Mission

Kinma provides a preschool and a primary school that are managed in accordance with the highest standards of teaching, governance and administration.

School Objectives

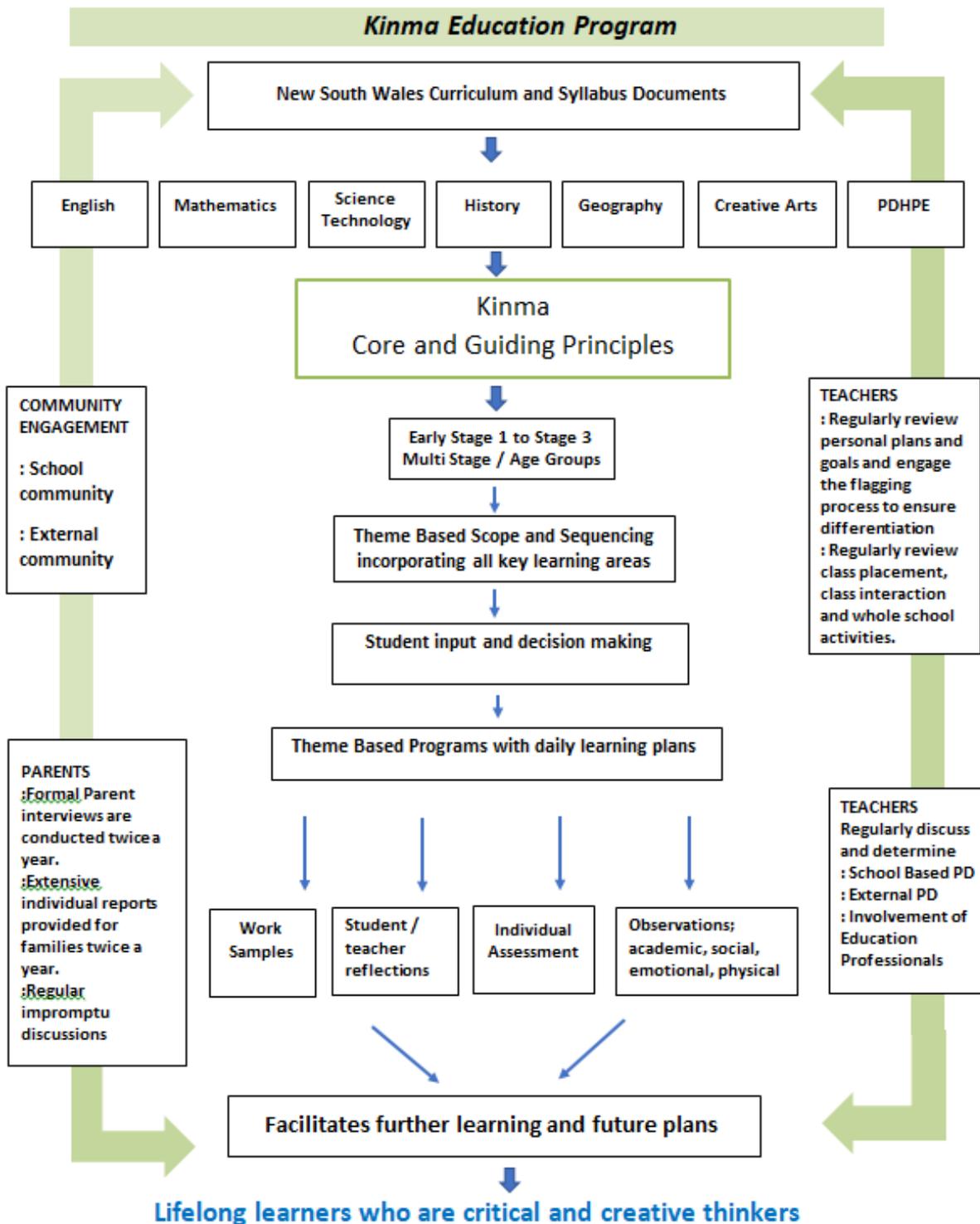
The objectives of Kinma are to:

- 1) Provide school and pre-school education whose principles are:
 - a) striving for each child to achieve his or her full academic, physical and social potential in a supportive, stimulating learning environment
 - b) a child-centered, innovative program based on an understanding of child development
 - c) respect for the individuality of the child
 - d) fostering self-determination in the child
 - e) fostering the child's exploration, critical thinking and creative abilities
 - f) cooperation rather than competition
 - g) active involvement in a wide range of learning situations
 - h) maintaining high academic standards.
 - i) supporting the emotional well-being of children and teachers
 - j) learning within the bush environment and the community;

- 2) Provide, consistent with the preceding objectives, that the school:
 - a) is non-denominational
 - b) is co-educational
 - c) operates with small flexible multi age groups
 - d) provides at least one teacher for every 25 pupils

- e) has no uniform
 - f) assesses students individually and not through competitive exams
 - g) does not use corporal punishment or coercive/ manipulative approaches;
-
- 3) Respect and safeguard the professional status of teachers;
 - 4) Strive for co-operation between teachers, other educators, parents and children and to provide regular educational and social opportunities for close relationships to be formed between teachers, students and parents and to involve parents in aspects of the day-to-day work of the school;
 - 5) Allow for student participation in the affairs of the school and encourage involvement in the community outside the school;
 - 6) Apply the latest findings from education, psychology and related fields to the improvement of learning within the school;
 - 7) Stimulate public interest in education in general, especially modern approaches to learning and through this act as a demonstration centre from which educational practices and innovations may diffuse to other schools; found and endow scholarships, bursaries and exhibitions within the school or at any other educational institution;
 - 8) Provide relief, benevolence and assistance by means of pecuniary or other help to students of the School whether by way of fee concessions or otherwise.

“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 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

Professional Learning

WHOLE STAFF

Professional Development	Number of staff in attendance
The Kinma Way	9
Child Protection - Manager	13
First Aid Training – external supply	16
Social and Emotional Learning – The importance of teaching through relationship CASEL’s SEL Framework	14
Running records – measured and consistent judgements	8
Embedding Aboriginal Perspectives in our practice and the curriculum	1
Personal Profiles – Edumate	9
Building Mathematical thinking with rich tasks – Fiona Foley	9
Learning Difficulties – understanding and responding to reading difficulties	1
Numeracy in the early years	1

INDIVIDUAL AND SMALL GROUP

Professional Development	Number of staff in attendance
Cognitive Load Theory	1
SMH Schools Summit	1
Supervising Teachers – progression to Proficient Teacher	1
Sounds Write Course	3
Individual group meetings (Regular min 3 times per term) Meetings with Education Leader to focus on individual needs of children, programming, group dynamics and any other issues raised by teaching staff.	All educational staff

“That’s ok” child says, in a softer tone than usual, “We’re not perfect ... none of us are.” This in response to another child saying some words that may have been better left unsaid.

COMMUNITY

Professional Development	Number of staff in attendance
Board Planning Day	6 Board members 1 staff member
Community Day	6 Board members 4 staff 26 parents
Learning Forum - Reading	8 staff 30 parents
Board connection in COVID – 4 weekly check in with families T1	6 Board members 120 adults
Family termly meetings 1-4 (individual groups) via Zoom (Only held via Zoom)	10 staff 65% of all families



Theme 5: Workforce Composition

Workforce	Total
Teaching staff	9
Full time equivalent teaching staff	7.2
Teaching support staff	2
Full-time equivalent Teaching support staff	1.6
Number of non-teaching staff	3
Full- time equivalent non-teaching staff	2.2

TEACHER ACCREDITATION

Level of Accreditation	Number of staff
Provisional	4
Proficient	5

- In 2021 the average daily staff attendance rate was 86%
- Retention rate from 2021 was 77%.

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 guardians to advise the school in advance if a student is to be absent. For unplanned absences, parents and guardians are required to advise the school as soon as possible on the day of each such absence. Absence notifications from parents and guardians 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 guardians 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 phone 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 staff are concerned for the student's safety, the Manager will contact Family and Community Services.

Attendance data

PLEASE NOTE: Students studying from home during the pandemic are considered to be in attendance. These statistics may vary from previous year's data.

Reporting period: Semester 1 

- **Student attendance rate**

Percent ¹

- All students

91%

- Indigenous students

-

- Non-Indigenous students

-

- **Student attendance level (proportion of students attending 90% or more of the time)** ²

Percent ¹

- All students

70%

- Indigenous students

-

- Non-Indigenous students

-

¹ When a school's results are unavailable or there are fewer than, or equal to, five Indigenous or non-Indigenous students, a dash '-' will be displayed. This is to protect the privacy of students.

² Student attendance level data were not collected in 2014.

^{NB} School attendance data for 2020 has not been published due to inconsistencies in the data as a result of the varying health advice and schooling arrangements across the country in response to the COVID-19 pandemic.

^{NB} School attendance data for Term 3 2021 has not been published due to extensive COVID-related disruptions during this period for a number of jurisdictions.

^{NB} 2021 attendance data in NSW is not comparable with previous years due to changes to the attendance calculations, to align with ACARA's revised 2020 National Standards for student attendance data reporting. Although there was no state-wide lockdown in Semester 1 2021, COVID-19 had some impact on attendance rates.

^{NB}

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.

Kinma'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 enroll 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 enroll 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 enroll 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 2021	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	Updated with the regulatory and statutory changes in 2021	School website, School Handbook and available from Administration
Risk Management	This policy was reviewed Term 2 2021 and again in T4 2021	Available from Administration
Learning Assessment and Reporting	This policy is reviewed annually to reflect the changes to the School teaching and learning	Handbook and from Administration
Role of Student Leadership	Revisited to promote connection	Administration
Student and Community Well Being	Reviewed and updated due to the management and support of the Pandemic	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 six 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 2022- 2025 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

2021

Continued as a year that created some disconnection and reconnection with the Pandemic.

We introduced the Sounds-Write program and all staff have undertaken external PD.

Reconnect with families through increased small group learning forums were initiated in term one, however home learning was re-introduced which stopped the physical connections. We made connections with family through e meetings. It was difficult to strengthen through this forum.

2022/23

Celebration of 50 years as a learning community

Fuse First Nations understandings through every-day learning

Understand Behaviour Management as a practice of Relational Learning not isolated form other Key learning areas

In Governance: Maintain Financial Sustainability and Good Governance

2021

Marketing at Kinma is done through genuine access to Kinma to allow families to come and spend time at Kinma and observe the interactions of educators and children. This was not a possibility in 2021. Student numbers in small schools are always under consideration, as small changes can have major effect.

Financial planning undertaken for next five years with a review in 2023 to fully understand the effect of the Pandemic.

2022/23

Increase marketing strategies for the Preschool to support the primary numbers
Manage the refurbishment programme
Identify collaboration with other Schools in terms of

In the Environment: Enhance our natural and built environment

2022

Environmental Plan not completed – collaboration with some playground architects undertaken and planning with children

2023

Update Environmental Plan - to consider impact of refurbishment work
Continue our work with Gariagal Land Care Group
Continue our relationship with Bush to Bowl
Continue our Alumni bush regeneration groups

‘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

Kinma Core and Guiding Principles

At Kinma we ...

1. strive for each child to achieve his or her full academic, physical, and social potential in a supportive and stimulating learning environment.
2. develop an educational program which is child-centered, innovative and based on an understanding of child development.
3. respect the individuality of the child.
4. foster self-determination in the child.
5. foster the child's exploration, critical thinking and creative abilities.
6. stress co-operation rather than competition.
7. emphasise active involvement in a wide range of learning situations.
8. utilise the resources of our bush environment and the community.
9. maintain high academic standards.
10. are non-denominational, co-educational with small flexible multi age groups and no uniforms.
11. support the emotional well-being of children and teachers and abstain from corporal punishment and other coercive and manipulative approaches.
12. conduct individual assessments and not competitive exams.
13. respect and safeguard the professional status of teachers.
14. strive for co-operation between teachers, other educators, parents, and children and provide regular educational and social opportunities for close relationships to formed between teachers, pupils and parents and to involve parents in aspects of the day-to-day work of the school.

15. allow pupil participation in the affairs of the School and encourage involvement in the community outside the School.
16. apply the latest findings from education, psychology and related fields to the improvement of learning within the school.
17. stimulate public interest in education in general, especially modern approaches to learning. In doing this, Kinma acts as a demonstration centre from which educational practices and innovations may diffuse to other schools.



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.

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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“You just need to turn on
your creative brain and turn off
your destructive brain” 6 years of age discussion with a peer

Theme 11: Student, Parent and Staff Satisfaction

Relationship is paramount in our philosophy and practice.

However, we have found the last two years a challenge time having to change our everyday being in community where inclusion on a physical level was discouraged. Mask wearing was encouraged. Spatial distancing was encouraged and of course mixing, touching and being human was discouraged.

Again in 2021 we had a different learning experience for all the community. The adults who are normally free to mingle and be part of the classroom environment felt displaced and separated from a normally strong community.

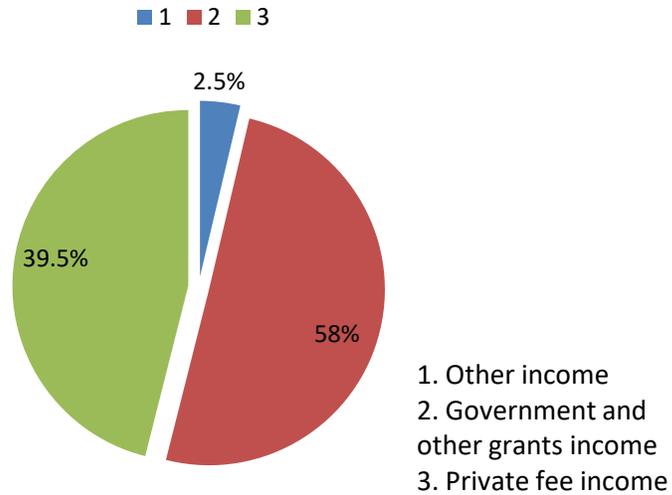
Children were learning from a screen and did not have the freedoms that we would see as the norm for all children.

We usually -

- hold an annual community gathering day at the beginning of year – yes achieved
- Two formal interviews with parents each year – yes achieved on line
- numerous informal throughout the year – not achieved
- One parent Information evening held each term, occurred only in T1
- The Board connected in term 2 via SMS to each family offering support

Theme 12: Summary of Financial Information

Kinma recurrent income 2021



87

Kinma recurrent expense 2021

