



Kihinda

2023 Annual Report for NSW Education Standards Authority





We are a school chosen for our difference of child-centredness.

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.

Kinma School's Annual Report for 2023

Contents

Context of Kinma School	4
<i>Message from key school bodies</i>	5
Chairperson's Report -2023	5
Treasurer's Report 2023	6
Education Committee Report 2023	8
<i>contextual information,</i>	10
Outcomes and results	12
Staffing	12
<i>accreditation status</i>	12
<i>workforce composition</i>	12
Attendance	13
<i>Student attendance rates</i>	13
<i>How Kinma manages student non-attendance.</i>	13
School policies	14
Stakeholder satisfaction	15
Financial information	16
<i>Income from all sources</i>	16
Graph 1: recurrent/capital income	16
<i>Expenditure on all purposes</i>	17
Graph 2: recurrent/capital expenditure	17

Context of Kinma School



Kinma School was created by forward thinking parents in 1972 who were using concepts such as critical thinking, self-determination, child-centred and supporting the emotional wellbeing of children fifty years ago. Today, these core values continue to underpin our learning and relationships with each other and ourselves.

Kinma is set in a stunning bush environment and the community collaborate in being custodians of the Gaimariagal land that Kinma sits on, respecting those past and present that have connections to the land and the values of looking after each other.

Kinma is a vibrant community of learners that see the children at the centre of decision making, involving them in areas that will impact their learning and understanding of the world around them. The respectful relationships that are facilitated through reciprocity are the centre of learning, where educators and staff know the children and their families and communicate together about their learning and development.

Kinma children have agency over their learning and through the thematic learning that takes place which incorporates the Key Learning Areas. The individualised style of teaching where the children are viewed from a strength basis and their furthering development understood through the lense of stage rather than age, this understanding of the children forms the innovative and engaging planning for each day, which meets the curriculum in a unique and inviting way.

Kinma children are viewed as capable and as a 'whole child' placing emphasis on their wellbeing and connections with themselves and others as a core part of their learning to be who they are. It is through these relationships that children leave Kinma with the confidence and understanding of who they are as people and as learners and they step into a multitude of high schools with many comments from their future high school teachers such as 'Kinma Kids are engaged and love to learn.'

Message from key school bodies

Chairperson's Report

2023 was a significant year in terms of change and development.

We farewelled long-serving Manager, Julie Carr and appointed Felicity Brandon into the role as Head of School. What these two women have given to Kinma over the decades is nothing short of remarkable. We as a school have been incredibly blessed by these brilliant women. They both bring a wealth of knowledge and experience in education, a deep concern for children, a commitment to service, and a desire for Kinma to fulfil its vision and express its values. Thank you.

We as a school are a leader in education: nourishing children, strengthening families, building community and influencing approaches to learning and education.

We also completed considerable works to classrooms with two of the four Primary classrooms having full refurbishments. The new flooring, internal walls and ceiling renewed, replaced kitchen and wet areas in each room, new lighting and external cladding. They are fresh yet hold their unique character with the designs with the lofts and spaces for small group learning being celebrated. It was a wonderful achievement to see through this project, and Kinma is very grateful to Julie and the team at Reitsma for seeing this through. There were many parents who also added their expertise in seeing this come to fruition.

As a school we continue to be indebted to our leadership team and office team, as well as the education staff for their provision of love, care, and support for the children. 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. I am grateful for the opportunity to serve as Chair of the Kinma board over the last year - it has truly been enriching.

As this is my final term as Chair I wanted to say thank you for all that Kinma has given to me and my family over the years. It has been a privilege to sit around the table with passionate women and men to support the staff, navigate the shifting landscape of education, embody our vision and values, and execute our strategy. Thank you!!!

I look forward to hearing more of the Kinma story into the future and cheering on all that we offer.

Steve Dixon

Chairperson

Treasurer's Report

Kinma is in reasonable financial health after a year defined by substantial change. This change continues into 2024 with my resignation as Treasurer, and from the Kinma Board, so I can pursue fresh challenges. This is with goodwill and best wishes to the Kinma Board and management.

I give my compliments to both our previous School Manager and new Head of School, and all of our Admin and Teaching staff for their continued focus on ensuring Kinma's education is provided to a high standard within the budget constraints they are operating in.

Since they commenced in their roles around 12 months ago, Felicity Brandon and Nick Callas have quickly gained a good understanding of the organisation's financial situation and previous accounting practices and have made adaptations as they have seen appropriate.

Reflecting on 2023, our primary operational cost is, naturally, staffing. 2023 was a year of increased staff costs, with the previously mentioned staff transition impacting the overall costs. We also incurred additional (and some unforecast) operational costs to support our capital building works.

Our operational revenue mix from fees and government funding was relatively unchanged in Primary, whilst Preschool fee structures needed substantial modification as the NSW Government unwound and simplified financial support to families post COVID-19. Preschool and Primary attendee numbers remained below target levels.

Our largest and most visual achievement was to start, and complete, the renovation of two classrooms during Terms 1 and 2 of 2023 at a total cost of approximately \$860k. This project was well managed by Julie Carr and our building contractors, and generally arrived within cost expectations. It will safeguard the utility and resilience of these buildings well into the future.

The project was approximately funded 50% by the federal government, after a grant application was approved in 2022. The rest was funded by a mix of Kinma's Building Fund, existing savings / working capital, and ultimately, a substantial increase in the long-term loan facility from ANZ. This is reflected in an increase of around \$300k in Borrowings from 2022's audited accounts.

The work to plan for the repayment of this debt will require diligence from future Boards and Management, and I am pleased to have given input on, and to now see, a clear strategic plan for the next era of the school which will guide Kinma in many positive directions.

I note that the audited accounts show an operating profit of approximately \$260k. This reflects the additional income from the BGA grant to fund the classroom renovation works, rather than an outstanding financial result from day-to-day operations. The corresponding increase in value of these buildings is reflected in the audited accounts.

I'd also highlight that our accounts show an Operating Loss of \$188k for 2023. This is due to the impact of staff transition costs and impact of classroom renovations on the cost side, and lower than targeted student numbers impacting revenue.

This is the first loss in some years, highlighting that Kinma's main financial challenge continues - to maintain and then grow student numbers to reach our target student number of 95. This has proved difficult during many changing and challenging times for families in the Kinma Community since commencing as Treasurer in early 2020.

I'd like to thank all members of the Board and Management for their support during my tenure as Treasurer, and they have my full support as they continue to steer this unique educational environment and experience for students and families.

Keith Mason
Treasurer



Education Committee Report

2023 was a year for changes. Julie Carr retired after 26 years of leading Kinma, half the time that Kinma has been operating has been led by her knowledgeable, straight forward and deep caring of all Kinma people, especially the children. Felicity Brandon stepped in as Head of School in Term 2 and has been able to bring a sense of continuity from the years of being at Kinma as well as seeing things from a different perspective.

Sandra Hicks also started in 2023 as Education Leader, joining the team with much experience in education and deep knowledge of curriculum. She helped to shape new programming formats in primary to make documentation more linked and have the termly themes more integrated. Sandra resigned at the end of 2023 to get back into a teaching role.

Preschool went through Ratings and Assessment and once again gained a rating of exceeding. The long-term dedicated staff along with newer staff members were confident in their relationships with the children, curriculum, leadership and understanding of the requirements of the NQF.

Preschool welcomed Nina Isho into position of Nominated Supervisor in Term 2. Having her back as part of the team and leading the preschool with her deep knowledge of the Kinma Way advocating for children to 'vote with their feet' and her understanding of how children learn through them guiding their own directions, her and team have been supporting the youngest Kinma folk to feel a sense of belonging.

Primary have been continuing with their multi age interactions having the eldest Kinma children learning about the differences of leadership and gaining deeper understanding of the responsibility of leadership and connecting and working with all ages. This has seen many opportunities for different growing friendships and peer mentoring in whole school learning sessions such as whole school STEM sessions or buddy reading as a whole school.

There were some shifts and changes throughout the year, there were teacher changes, moving into new refurbished classrooms and new leadership. This meant that everyone had to know their strengths and use this to support each other. There are always different perspectives and this has been a year of hearing and listening to each other, the children, the families and the staff. The staff have worked extremely hard to provide a sense of continuity and predictability even as things did shift and change. Even though we like to be flexible at Kinma, we have also had to focus on our roots and what makes us who we are – child centred, creative, caring and curious.

We have a new app! Claire Hickson, our Community Engagement Manager, led the implementation of the new app called School Stream that enables a one stop place for communications between families and school. This has helped with multiple emails filling inboxes and allows for access to events, newsletters, absentee forms and other updates.

We have had enjoyable and enlightening community events, including Community Day that unpacked what community means to us – we have been building the momentum of community engagement and learning through forums as well. Bush Dance was well attended and much loved – dancing in the day time was a shift this year, Progressive Lunch was a hit, Creativity Festival drew in the crowds again and Gratitude Gathering was a pleasant way to end the year.

We thank the families for the input into the programs through things like attending the events, reading with the children, cooking Snack Attack, getting dirty at Kinma Care Days. All of these events and opportunities help Kinma sing – oh yes – Singing Club was a fun part of a morning a week before school! Having parents in the rooms to play a game, make something, chat with the children is what brings part of the rich community and education together.



Contextual information

The varied characteristics of our students, families, and staff at Kinma School are prominently displayed through our multicultural student body and the diverse languages spoken within our community. This rich tapestry of cultural backgrounds not only enhances our learning environment but also fosters a deep appreciation for different perspectives and traditions. Students and families come from a wide geographical area, drawn to Kinma's unique setting in the bush and our independent ethos that values creativity, individuality, and holistic education. This setting allows for a dynamic exchange of ideas and experiences, contributing to a close-knit community of learners where every voice is heard and respected. Our inclusive environment encourages students to embrace their uniqueness while fostering a sense of belonging and mutual respect among all members of our school community.

- priority areas for improvement

- Change management has been profoundly significant during this transformative year. We have prioritized numerous conversations and opportunities for individuals to voice their opinions, ensuring that many perspectives have been considered and valued. This inclusive approach has not only facilitated a smooth transition but has also fostered a culture of openness and collaboration. By emphasising continuity alongside change, we have instilled a sense of trust and stability, reassuring our community as we navigate new pathways forward. This commitment to effective change management has strengthened our resilience and unity, ensuring that we move forward together with confidence and purpose.
- In the coming year, the continuation of Kinma's Educational Philosophy will be bolstered by engaging with our past and present vested stakeholders. By harnessing the insights of former staff, families, and board members, we aim to refine and articulate our philosophy in a more tangible and comprehensive manner. Their collective experiences and perspectives will provide invaluable guidance in recognizing our roots and charting a clear path forward. This collaborative approach not only honours our history but also ensures that we evolve in alignment with our core values and aspirations. By integrating the wisdom of those who have contributed to Kinma's journey, we strengthen our commitment to innovative and holistic education, preparing our students for future challenges with a steadfast foundation of shared vision and purpose.
- We are committed to continuing our efforts towards improving our infrastructure through fundraising and careful planning for the renovation of our next classroom. By mobilizing our community and stakeholders, we aim to secure the necessary resources and support to enhance our learning environment. This initiative not only addresses immediate needs but also reflects our long-term commitment to providing modern and functional spaces for our students and educators. Through meticulous planning and collaborative efforts, we aspire to create a classroom that fosters creativity, innovation, and optimal learning experiences. By investing in our infrastructure, we affirm our dedication to maintaining a high standard of education and ensuring that Kinma remains a vibrant hub of learning and growth for years to come.

- Actions taken to promote respect and responsibility

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.



- Embedding Aboriginal perspectives in our day to day happenings through using local language greetings, discussing seasons from our area, caring for our land, using stories of the land to encourage a sense of care and understanding. Educators spending time yarning and walking to visit initiation sites and local areas of significance to share this with the Kinma Community.

- Buddy reading between older and younger children to listen to each other, share skills and turn take in

reading.

- Buddy parents set up for new families to transition into the community.
- Whole school STEM weekly activities to promote one of our progressive education principles of learning in multi age groups.
- Donations to local organisations for youth on the street by families donating personal hygiene items and long life food
- Bush regeneration groups caring for the land with alumni parents and grandparents
- Tree planting of native plants from Manly Dam cultivated tube stock
- Rubbish collection from our school and its surrounds when going on bushwalks
- Whole school maintenance and care
- Class value discussions about respect for selves, others, and our environment including explicit teaching of listening to each other and role modelling how teachers listen to the students and how this can be returned.
- Individual children supported in their well being
- Families supported when times are hard
- Learning Forum of supporting children's behaviour.

Outcomes and results

Assessment activities at Kinma are thoughtfully designed to:

- Allow students to demonstrate their learning in diverse contexts, moving beyond the snapshot provided by NAPLAN and other standardized tests.
- Ensure reliability, impartiality, and accuracy in reflecting each student's unique knowledge, understanding, and skills, fostering a deep understanding of their individual progress.
- Promote inclusivity and accessibility for all students, accommodating diverse learning styles and needs.
- Form an ongoing process that monitors students' progress over time, supporting their learning journey without relying on comparative measures against their peers.

Staffing

Teacher Accreditation Status

Level of Accreditation in 2023	Number of Teachers
Conditional	1
Provisional	0
Proficient Teacher	7
Total number of teachers	8

Workforce Composition

Staff	Number
Teaching Staff	8
FTE Teaching Staff	6.6
Teacher's assistance	2
FTE Teacher's assistance	1.6
Non-teaching staff	3
FTE Non-teaching Staff	2.6
Staff that Identify as Aboriginal or Torres Strait Islander	1

Attendance

Student attendance rates

for each Year level and the whole school – Edumate report****

Year Group	Attendance %
Kindergarten	93.0%
Year 1	86.7%
Year 2	87.9%
Year 3	87.2%
Year 4	82.5%
Year 5	88.6%
Year 6	90.9%
Whole School	88.11%

How Kinma manages student non-attendance.

Kinma keeps attendance records electronically in accordance with the NSW Register Codes. The records reflect the following information:

- Daily attendance
- Non attendance
- Reasons for non-attendance
- Documentation to substantiate the non-attendance
- Late arrivals – including reasons
- Early departures – including reasons
- Exemptions for non-attendance

For instances of continued non-attendance, defined as frequent unexplained or non-illness-related absences, Kinma staff take proactive steps. These will be reported to the Education Leader and Head of School to discuss strategies to support regular attendance. Meetings with a student's family are arranged when required to develop effective attendance improvement plans.

For frequent absences due to illness, Kinma will request medical certificates and discuss with the parents any health care needs for the child.

Any concerns for student safety will see prompt reporting with Department for Communities and Justice and the Child Wellbeing Unit will be contacted for safety, welfare or wellbeing concerns in relation to attendance.

School policies

Kinma's Policies that are publicly available are on our website under the tab "About Kinma" and then "Information for Parents"

Here are the direct links:

[Kinma Child Protection Policy](#)

[Kinma Complaints Management Policy](#)

[Kinma Enrolment Policy](#)

[Kinma Social and Emotional Learning Policy \(anti bullying and discipline\)](#)

[Kinma Whistleblower Policy](#)

Other School Policies are continually updated, some recent ones have been:

Policy	Changes	Access to full Text
Child Protection	Reviewed with Child Safe Standards, incorporated into staff training and development	School website, School Handbook and available from Administration
Parent Handbook	Reviewed and updated	Available from Administration
Enrolment Policy and Process	Reviewed enrolment process with guidance from Student's Services at AIS	Available from Administration
Attendance Policy and process	Reviewed and updated	Available from Administration
Board Code of Conduct	Reviewed and updated	Available from Management
Board Manual	Created to support Board Members using AIS Governance Manual and other documents as reference	Available from Management
Evacuation Policy and Procedures	Consulted with Terrey Hills Rural Fire Service for evacuation locations and procedures including incident plans for the fire trucks to have on hand.	Available from Administration

Stakeholder Satisfaction

In our school community, maintaining satisfaction among its members is crucial, especially during the periods of change we have had in 2023. When faced with transitions such as new leadership, physical renovations, ensuring that the needs and concerns of students, parents, teachers, and staff were addressed to foster a sense of stability and trust. Having a sense of continuity between Julie, who had led Kinma for over 25 years and Felicity, who has been at Kinma for 17 years, has meant we have emphasised the core values and essence of Kinma while adapting to new circumstances to reinforce a sense of identity and purpose within the community. We have tried to adopt clear and transparent communication about the reasons behind changes, along with opportunities for input and feedback, to help alleviate uncertainties and build consensus. By prioritising satisfaction through times of change, we have been navigating transitions effectively and strengthening our collective resilience and commitment to educational excellence.

The long term Board members were committed to seeing through the transition in leadership and the new classrooms being renovated to support the school. Kinma are truly grateful for their dedication and passion.

Ways that we have ascertained the community's satisfaction has been through:

- Family surveys where 90-95% of parent responses were positive answers
- Staff surveys where staff shared positive feedback about their respect for each other's skills and wanting to spend more time observing each other's styles of teaching.
- Student self-assessment – children's opinions are sought and respected, reciprocity between children, families and staff by sharing children's own goals and thoughts is celebrated
- Parent education events held received positive feedback outlining that parents appreciate time to come together to discuss topics such as emotional learning.
- Parents keeping the grounds and library functioning and appealing on a volunteer basis shows they appreciate and want to support the school.
- Excursions and incursions to connect with the wider community
- Bi annual parent teacher discussions that are in-depth about their child as well as daily information sharing and conversing
- Continued authentic reporting on children's learning through lengthy reports biannually
- Parent involvement monitored for engagement in the general learning through:
 - Bushwalks
 - Sewing
 - Cooking
 - Reading with children
 - Sharing skills
 - Snack Attack cooking (team of parents preparing a meal for the whole school)
- Community engagement in events such as
 - Progressive lunch for parents and family friends
 - Gratitude Gathering
 - Community Day run by the Board members
 - Bush Dance for whole community
 - Learning Forums to learn together as a community

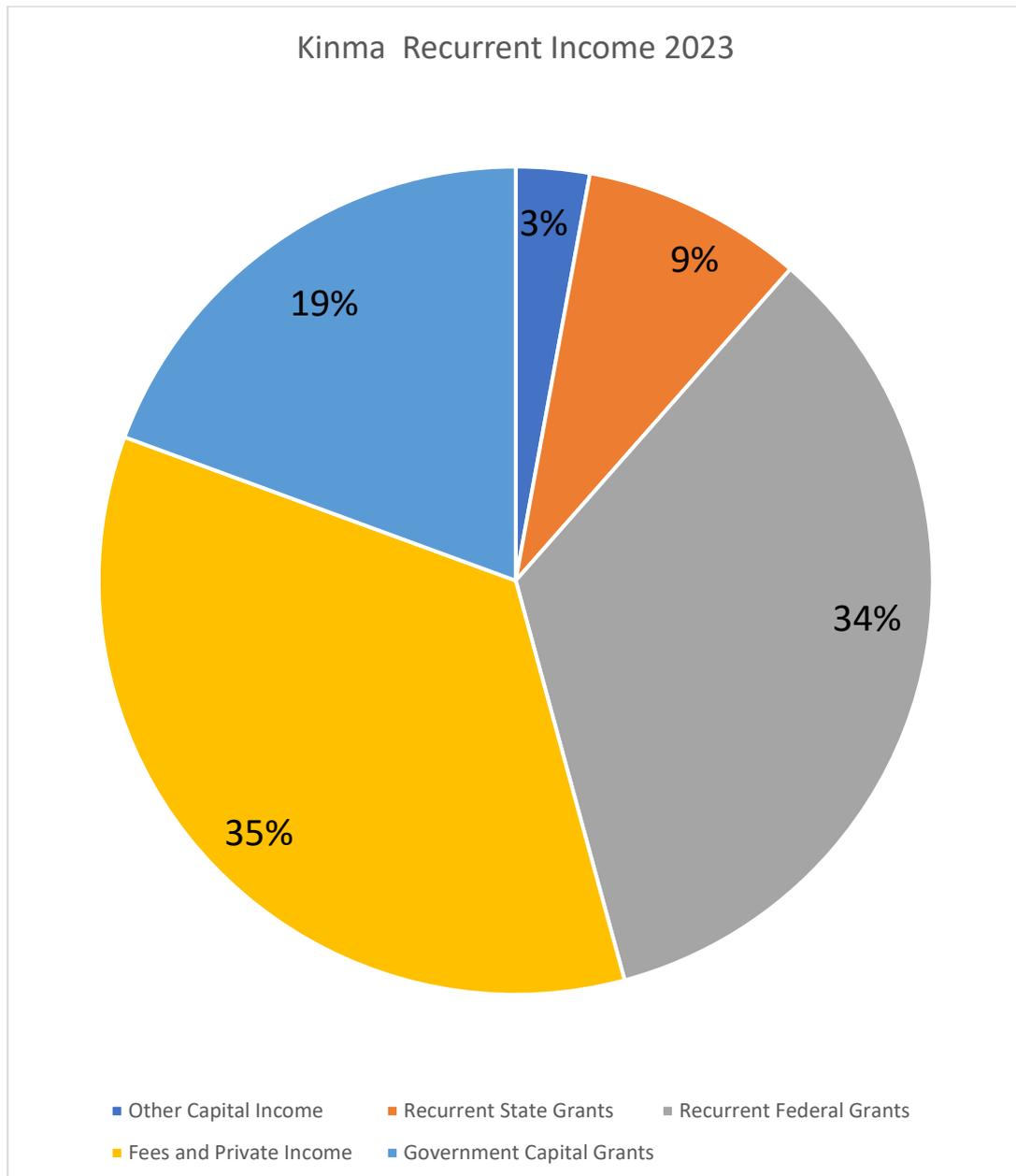
Attendance and engagement in community events and surveys is increasing and we hope to see continued satisfaction being shown this way.

Financial information

Income from all sources

Kinma received a grant from the federal government to refurbish two classrooms.

Graph 1: Recurrent/Capital Income



Expenditure on all purposes

Kinma has renovated two classrooms using building fund donations and loans from banking facility.

Graph 2: Recurrent/Capital Expenditure

