

Kinma

Kinma Newsletter T1 Week 2, Friday 6th February, 2015

Tinkering – Thursday next week

Thank you to all the families who have offered to run a pod, or help out. There is still space for some more helpers if you would like to join us.

We will be firing up the BBQ for lunch if you would like to drop in and join us for lunch on tinkering day (no pressure to work in a pod – just relax and enjoy the vibe).

Let us know if you are coming so we have enough food !

Bea would like some helpers on tinkering day to weed the vege gardens – please send her an email Beatrice@kinma.nsw.edu.au if you can help.

WHAT'S ON

10.02.15	9:30 New primary family morning tea, all welcome
10.02.15	2:15pm Swimming Lessons begin (Primary)
12.02.15	Tinkering Day
15.02.15	Stall at Frenchs Forest Market
16.02.15	9:30 New primary family morning tea, all welcome
24.02.15	7pm - Board Meeting
25.02.15	9:30am - School Tour
04.03.15	Preschool parent meeting
06.03.15	Tinkering Day
18.03-20.03.15	Primary Camp – Yurt Farm
26.03.15	Preschool morning tea, all welcome
26.03.15	9.30am - School Tour
02.04.15	Last day Term 1 – Poetry festival all families encouraged to join
22.04.15	First day Term 2
26.06.15	Last day Term 2
22.07.15	First day Term 3
18.09.15	Last day Term 3
07.10.15	First day Term 4



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Welcoming new fundraising ideas!

Fundraising is essential if we are to keep the fees as low as possible. While the auction team this year raised a record amount of money, it came at considerable effort by a smallish number of parents. At our last meeting, the Board decided it was time to ask the community if there are different approaches to fundraising that we should be looking at in 2015. If you have any thoughts on this or suggestions to make, please ring me (9451 9669) or email me (pamwebs@gmail.com). I have asked Michael de Manicor to bring together early in 2015 a group of interested parents to discuss the possible approach(es) for 2015.

Pam Webster

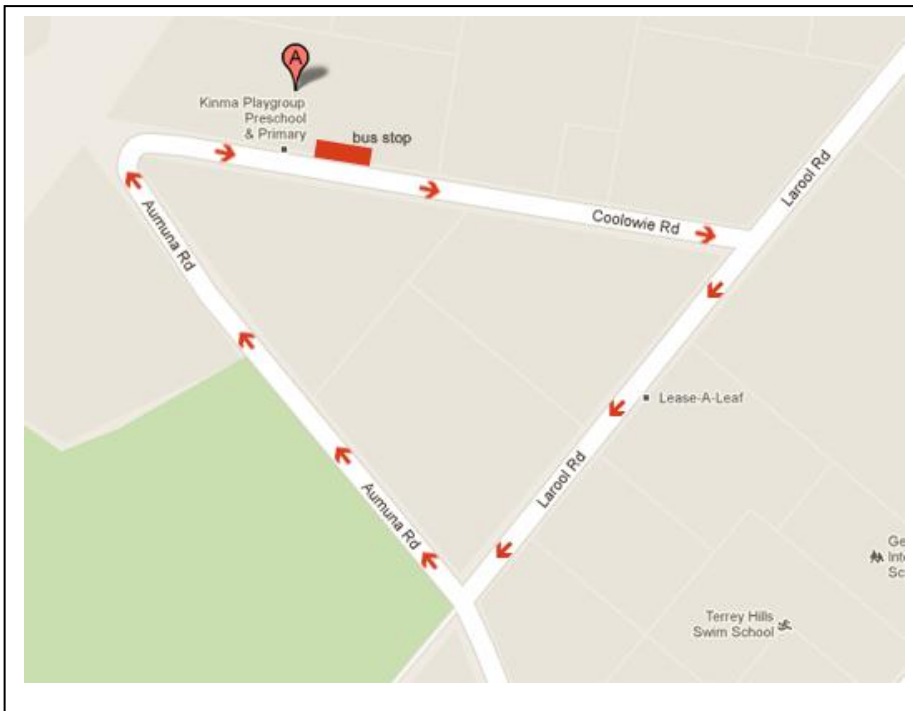
What is the Board up to !

The Board met last weekend to continue their work on governance in schools and how a Board adds value to the organization.

This workshop was centered around a briefing that the Board received from the Association of Independent Schools in term 4; where Michael Carr (Deputy Executive Director) joined the Board to look at current and emerging issues in independent education.

From this the Board has agreed to **postpone** the Community Day which was originally planned for February 21st. We are looking at the possibility of holding the community day and the AGM together to be able to gain greater input from the community.

Administration



SAFE CAR PARKING AND DRIVING

For safety reasons and to minimise congestion we ask that all Primary and Preschool parents enter via Aumuna Rd, and leave by Coolowie Rd.

Primary parking is available nose to curb on Coolowie Rd in front of the school. Please do not park on the opposite side of the road.

The bus stop also needs to be kept clear in the afternoon; this is the area between the driveway to the hall and about 1/3 of the way down the path towards the basketball court.

Preschool has a car park.

Administration

Do you have any spare time to join with Claire and Julie to brainstorm a few ideas and projects that we would love some help with?

The focus in Administration over the last 12 months has been around communication and strengthening our IT systems within Admin and the pre and primary schools. We will be looking at a new data management system this year to support the growing demands of statistical information required by both the Federal and State Governments.

This work takes a lot of our time along with the day to day general responsibilities we manage, and we know that there are projects that need to be addressed (and there will be projects that we do not know about). This is not associated with general grounds maintenance and environment support. It is also not a meeting to find someone to give a whole pile of work to. This is more about ideas and the research that takes time. We have listed two examples:

1. The swing set which sits in the old preschool playground (outside Group 1 classroom) has come to the end of its life. It would be great if someone would be happy to research replacement options.
2. Waste removal/recycling options - we would also like someone to help us with some research into waste removal for school – e.g. what options are available to us, what do other schools do with their waste/recycling, who takes it away and how much does this cost?

Email Claire if you have ideas and excitement and we will make a time that suits us all (cake included).

Learning at Kinma

These words come from the Learning, Monitoring , Assessment and Reporting Policy, which we have attached as a separate piece to this week's newsletter for your information.

"The future wellbeing of human society and its environment depends upon the quality of peoples' interactions with each other"¹

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.

"Assessment activities should:

- enable students to demonstrate their learning in a range of different contexts
- 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. " ²

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

Assessment Tools

¹ Page 7, Human Society and Its Environment Syllabus, 1998, NSW Board of Studies

² NSW Board of Studies, Syllabuses for the Australian Curriculum, Advice on Assessment (2012)

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.”³

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 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.

³ NSW Board of Studies, Syllabuses for the Australian Curriculum, Kindergarten – Year 6 Assessment Strategies (2012)

Preschool

What a lovely start to the year, welcoming back children and families from last year and meeting our new children and their families. Old friendships are being renewed and new ones are forming. Welcome.....



Adam had a great time with the marble run and trains on his first day.



Olive (here with baby Stanley) enjoys the dolls and dramatic play.



Tim played in the sandpit and at the craft table.



Argus and Kalila helped to pick herbs for the salad



Nate and George had fun together jumping off the wooden trestles with Christine.

PRESCHOOL STAFF TEAM

Re-energised after the holidays, the staff team are looking forward to the year. For this term, the regular staff arrangements are as follows:

Monday

Nina, Pat, Kay, Felicity

Tuesday

Pat, Kay, Christine, Nina

Wednesday

Rosie, Christine, Pat, Kay, Felicity

Thursday

Christine, Nina, Pat, Kay

Friday

Kay, Christine, Nina, Rosie

PRESCHOOL DATES FOR TERM 1 2015

Thursday 26th February – Family Morning Tea

Wednesday 4th March – Parent Information Afternoon

Thursday 5th March – NSW Government “Interacting safely with dogs” Program

Friday 6th March – Tinkering Pod at Preschool

Tuesday 10th March – Preschool Alumnae Afternoon Tea

Wednesday 25th March – Preschool preparing Snack Attack

More information about these events soon.

LOCKERS

Please bear with us while we work on getting lockers allocated. Several children have had to change their locker as they now come to Preschool on different days. I think these children are trying to tell us something.....



PARENT ACTIVITY SHEET

If you can spare a couple of hours and a pair of hands, help us to offer activities such as sewing, bush walking, cooking, gardening ,local visits and woodwork as part of the Preschool Program. A sheet will be on the “Sign in” table next week. If you have another interest, passion or skill, let us know!

From Rosie, Christine, Pat, Kay, Felicity and Nina

Group 1

Overview, Term 1 2015



Welcome back Group 1 to a term that is going to be magical in more ways than one!

Grace and Andy are very excited to be back in the saddle and are raring to go! We hope that you all had a wonderful summer break and we look forward to sharing the next chapter of Group 1's journey with you. Buckle up because it's going to be quite a ride!

We noticed last year that many of our children were interested in card tricks, magic tricks and making potions so we thought that we would jump on this and see where it takes us. We are going to be looking closely at a book called 'Leon and the Place Between' by Angela McAllister which, on the surface, is a tale about a boy who goes to the circus and is involved in a magic trick. Delve deeper though and it conveys messages not only of magic but also of escapism and daring to believe in what many say is impossible.

Our question to the children will be; what is magic? Does it happen only in the circus, does it have to be an illusion or can they find it in the world around us every day?

Who knows where we can go with this subject, however we will use it as a vehicle to explore physics. In our magic tricks, we can carry out investigations in the following:

- * Experiment with energy, mass and the forces of gravity and friction.
- * Use simple equipment to solve simple problems
- * Use our ability to concentrate in order to make observations
- * Carry out experiments individually, in pairs and in groups
- * Discover the excitement of seeing the world in a new (even more magical) way

Along the way we hope to read many other stories that involve the circus or magic. Should you have any at home, we'd love to borrow them please. Also, we anticipate that the story will lead to some circus activities such as face painting, making balloon animals and juggling. If you can offer up any of these talents or you can perform a magic trick for us, please grab us for a chat!

We are also going to be learning a new song that will be accompanied by the Makaton signs. A golden oldie; 'Ain't no mountain high enough' by Ashford and Simpson, famously performed by Marvin Gaye and Tammi Terrell.



In other news, we will be swimming on Tuesdays in Term 1, beginning week 3 (Tuesday 10th Feb). The children will need swimmers, a towel, goggles and a swimming cap- all labelled please.)

We will continue to have book boxes Monday, Wednesday and Thursday mornings, please feel free to join us if you can. French will continue with Morag on Fridays from week 2 (Friday 6th) and we will be having yoga on Fridays from Week 3 too.

Our Yurt farm camp will be held during Week 8 (Wednesday 18th March – Friday 20th March) and our annual poetry festival will be held in the hall on Thursday 2nd of April. More details to follow soon!

There will be two tinkering days this term. The first will be Thursday 12th February (not long!) and the second will be Friday 6th March. Please let Julie Carr know if you are interested in running or supporting a pod.

We will be holding our Parent, Teacher meetings this term, please watch out for a sign-up sheet on our classroom door.

Grace's Literacy

Initially, our literacy time will be spent exploring the story of 'Leon and the Place Between', we will order the illustrations from the book to sequence the events of the story and create a retelling of the plot by drawing it as a story map.

Using the 'Talk4Writing' model, we will also learn an oral retelling of an instructional text; how to make an invisibility potion. As a group we will use the illustrated version to speak through the parts of the text adding actions as we do so. The visual map will then be embellished by the children so that they create their own version using the same structure.

In the run up to our 'Poetry Festival', we will also be using story mapping to learn 'The Magic Box' by Kit Wright alongside reading lots of other poems and comparing those that rhyme and those that don't and the effect this has on the reader.

Alongside all of this will be a gradual, progressive build-up of letter recognition, letter formation and blending the sounds we see and hear to make words.

Grace's Maths

We will spend the beginning of this term playing with number and looking for magic in the number system. Do you know what pattern the 3 times table makes in a 100 square? Do you know what times table makes a staircase?

Playing cards will be used to explore addition and subtraction games and also as a vehicle for problem solving; investigation questions such as 'If I have a whole deck of cards and a friend chooses 3, what is the smallest/biggest total they could have?' and 'What 3 cards have a total of a king?'

Linked to our Physics, we will also look at volume and capacity explore how much liquid will fit into a different containers and measuring out different amounts to make personal juices!

Andy's Maths

The undertone this term (and in fact every term) is to have fun with numbers. This is done through many different mediums, be it math games, singing, dancing, constructing, cooking, drama and physical games. For some the experiences will be aimed to introduce the relationships between numbers while for others it will be to extend upon their growing understandings. Our games have elements of patterning and sequencing, addition and subtraction along with all the skills associated with interacting: turn taking, sharing, dividing groups etc.

Andy's literacy

With old and new faces a plenty in our group we will be catering our experiences to suit the needs of our eager learners. Through our 'Talk4Writing' model we are able to give the gift of reading and writing to all as they turn text into actions and pictures for them to read and act out.

With the poetry festival at the end of the term we will be turning our minds to poetry both old and new. This includes silly rhymes and limericks to more in-depth Australian classics. Through 'Talk4Writing', we will recognise their beauty, strip them down and rewrite them with our own twist.

Handwriting will continue to be a focus familiarising children with the ground, grass, sky approach. This concentrates on which letters sit on the grass, reach up to the sky or down to the ground. This is interwoven with handwriting art and games.

The many other experiences we dance around range from oral and aural word games, journal and creative writing and reading reading reading!

As always we are available outside of class times for a chat or if you feel like joining us on any of our sessions with the students - that would be great.

Please see the class timetable below.

All the best for a magical term.

Grace and Andy

Our Group 1 class timetable will look like this:

Day	Morning welcome 9-9.30	9.30-10.30		10.30-11.00	11-05 11.20	11.20-12.10	12.10-12.30	12.30-13.25	13.35-15.00
Monday	Book boxes Brain gym	Maths groups			Journal	Literacy groups	Class time	Lunch	Alternate Class/whole school meeting Buddy reading/whole school game
Tuesday	Shared story Brain gym	Maths groups			Journal	Literacy groups	Class time		Swimming
Weds	Book boxes Brain gym	Theme with Andy			Journal	Theme and 'open space'			Choice (Wheels)
Thursday	Shared story Brain gym	Maths groups			Journal	Literacy groups	Class time		Theme work and 'open space'
Friday	Stage 1 children to French. Early Stage 1s book boxes	Early Stage 1s to French. Stage 1s book boxes	Open Space		Journal	'Open space' Yoga			Bush walk/ playing/enjoying books...just being!

Group 2

A new year and 2015 exciting reasons to jump into learning at Kinma. A big welcome back to all families of the Kinma community, and especially, in this neck of the woods, to all those families joining Group 2 in 2015.

While Rock Shops have always had a place at Kinma, at the end of 2014 it became apparent that rocks and crystals were of great interest to the minds of our cohort. We have chosen to follow this path to develop our theme this term. Our starting point will be to examine the rocks in our local environment and to consider how rocks and crystals are made and changed over time. From here we will look at what lies below the surface of the earth. Depending on children's interest and prior knowledge we will be steered possibly towards looking into volcanoes, tectonic plates and continental drift or perhaps, dinosaurs and fossils.

The Rock'n'roll theme will be tied into some of our work in English as we draw on factual texts, websites and diagrams in our explorations. Similarly, we will make connections with mathematics skills relevant to this area. For example: 3D shapes, measurement (mass, volume) and how to graph and interpret sets of data. Fractions will also pop up through Fruit Salad Friday (see below)!

This thematic unit will include an indigenous perspective of the land, namely, the significance of connection to and respect for country.

Regular small maths and literacy groups will also take place to complement our thematic learning with the necessary skills.

Term 1 will be rounded off with the annual Poetry Festival with many opportunities throughout the term to learn, practice and write poetry.

Excursions

Yurt Farm: our annual Yurt Farm trip will take place on 18-20 March (week 8). Please return forms to the office as soon as possible.

TBC - trip to Australian Museum: Students have the unique opportunity to get up close to a variety of Museum specimens and displays. Students can model scientific processes in a fun hands-on way.

Regular activities

PLEASE DON'T FORGET HATS, SHOES AND WATER BOTTLES EVERYDAY! ☺

Fruit Salad Friday: please send your child to school with a piece of fruit to share on Fridays!

Jam and Bread: JAM (Just a minute) is a moment of silence in our day! BREAD (be read) is quiet reading, predominantly independently with some time for sharing books

Morning flow: children take turns in selecting a game and teaching it to the group for 15 minutes first thing in the morning.

Swimming: On Tuesday afternoons at the Terrey Hills Swim School. Pick up from the pool at 3. Pool management ask that we please get in and out of the carpark as quickly as possible so that their after school students can arrive.

Yoga: On Friday mornings in the hall.

French: On Friday mornings with Morag in the library.

Violin: Mondays and Thursday with Holly.

In terms 1 and 2 this year children in Group 2 will be following a violin program with Holly (Hunter and Freya's mum). Children will work with Holly in small groups for 2x30 minute sessions per week.

Tinkering Days: Thursday 12 Feb (week 3) and Friday 6 March (week 6). Please speak to Julie Carr or Claire if you would like to share a particular skill, passion, interest!

***Parent/teacher interviews will be taking place this term.
Please book yourself in! See the pin board outside Group 2.***

Looking forward to a wonderful term! Love Bea and Michelle

Group 3

Term 1 - 'Footprints on our World'

A warm welcome to everyone in Group 3, particularly to those who join us this year – Hannah, Freya, Sky, Sage, Dan, Autumn, Damascian, Tai and Charlotte.

The theme for this term was inspired by my regular walks on Manly Beach and the rubbish that is left at the end of every day. I felt moved towards wanting to create awareness of this issue and trying to move to a more positive outcome. We will put everybody's gatherings in one big class collection; sort and classify it and see what kind of sculpture we want to create. We'll also be learning some songs relating to the environment. I'm thinking Jack Johnson - 3Rs and Joni Mitchell - Big Yellow Taxi. If you have any other ideas, drop me an email!

We are going to undertake a few mini projects during the term looking at different ways in which we leave our 'footprints' on this world. The children have already taken part in small group and whole class brainstorming sessions and from this I have selected areas of interest. These include endangered animals, space junk and pollution. World Water Day is during this term too so we will look into 'water' as a specific area. Judy from OzGreen will be coming into school on Monday 9th March to talk to the children about the work that she does with local communities in Oeusse, East Timor in providing safe and accessible drinking water. Group 3 regularly take part in collecting money for this great cause and this year is no exception. We will be visiting some local shopping malls to collect money. I need some parent helpers so will send permission slips and time and dates home shortly.

Our literacy and maths lessons will feed from our mini projects. When looking at endangered animals the children will research non-fiction information with set questions to answer as well as choosing their individual interest facts to present to the class. We'll look at mapping the different animals across the world using compass directions to navigate. Other mapping and graphing will be generated from global time zones, species and population changes. Within the water project the children will be producing posters using factual information and persuasive techniques to take to the shopping malls. For maths, we will have an open-ended investigation where they will design a water park focusing on shape and environmental impact.

Number will feature throughout the term through the use of small group work to focus on specific processes as well as word problems and the different language associated with that.

We have our poetry festival at the end of the term and we will incorporate poetry into the term as and when it fits, looking at specific elements such as metaphors and similes, different styles of poems with a focus on memorising and performing poetry.

Swimming

Swimming starts on Tuesday 10th February (week 3 of school) and the last swimming is on 31st March (final week of term.) Please remember to bring swimmers, caps, goggles and towel every week. Children also need hat and shoes for the walk up to the pool. Groups 2 and 3 will be walking up together with Bea, Michelle and Kate.

Excursions

We're hoping to visit 2 different places related to our theme - the Eco House and Garden at Kimbriki and Reverse Garbage to look at different environmental elements. I'll let you have all the information once I've booked them.

Weekly Whereabouts:

- Monday – Class Meeting or Whole School Meeting (alternate weeks)
- Tuesday – Swimming
- Wednesday – Choice Afternoon
- Thursday – with our Group
- Friday – French, Yoga (wks 3-7), afternoon with our Group

Dates for your Calendar:

- ❖ Tinkering Days: Thursday 12th February (week 3) and Friday 6th March (week 6)
- ❖ Yurt Farm – 18th – 20th March – more details and forms nearer the time.
- ❖ Poetry Festival – Thursday 2nd April – LAST DAY OF TERM.

It is parent interviews this term so either come and see me or email me to make a time.

Looking forward to a term of laughter and learning with all of your children.

Suz xx



Save The Sea Otter!

Come check out our bake sale and try a cupcake (or two). All Proceeds go towards saving the Southern Sea Otters in California.

Where:

Kinma Basketball Court

When:

**Monday the 9th of February at
hometime**

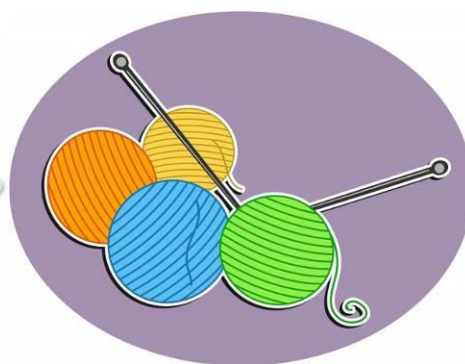
All proceeds:

**Will go towards saving a sea
otter**



\$1

Per Cupcake



Do you have a sewing or yarn project?

Don't know where to start?

From beginner to advanced, we can help!

Rachel P and Renee B are running
a sewing/crochet/knitting class
on Saturday 14th March from 10-2.

Cost: \$50 for the day. All funds go to Kinma
fundraising!

Please bring your own materials and a plate of
nibbles to share for lunch.

Please RSVP and pay in advance to:
Rachel on 0418 479 209 or Renee 0403 895 058
so we can discuss your project.


Snack Attack:

Main Course	\$3.00
Dessert	\$1.50
Drink	50¢ (usually juice)

Snack Attack has been a part of Kinma for a very long time...and how wonderful for the children to have their parents come in and fill the air with a good home-cooked meal. There have been some amazing foods and traditional goodies that parents have become loved and famous for.

There are 68 children in the Primary and 19 in Preschool on Wednesdays.

We have 17 gluten-free, 10 dairy-free children, and 3 vegetarians. If your child is any or all of these 3, please let me know.

Usually we have 2-3 parents that come in on a Wednesday and one makes the Main and the other Dessert and drinks ...or you do it all together on the day. It is a great way to meet and get to know the parents of Kinma and spend the day with the children.

Like everything at Kinma it is a very relaxed easy day. There are not many rules, all we ask is for it not to be too junky and offer vegetarian, dairy-free and gluten-free options.

The following dates still need to be filled so please let me know when you can help. I have had a few offers of food being delivered, so let me know if you can serve but not cook. The kids really enjoy Snack attack, and it's great when we can make Snack Attack happen every week. Below are the dates for Term 1 Snack Attack.

SNACK ATTACK TERM 4

Feb 4 Lisa, Holly, Zia
 Feb 11
 Feb 18 Liz, Nic, Sam F
 Feb 25
 Mar 4 Gemma & Rachel
 Mar 11 Mia & Karen
 Mar 18 YURT FARM- NO snack attack
 Mar 25 Preschool
 Apr 1

Some examples of successful meals have included Chicken wings/ drumsticks and salad, tacos, nachos, pasta dishes, pizza, sushi, quiche, fruit and yoghurt, baked apples with cream/yoghurt, natural ice blocks... and much more.

All expenses for ingredients are reimbursable.

If you have any questions or want to contribute please email me at hayleyjl@tpg.com.au or call 0435 145 486.

Thanks,
Hayley Lewis (Clancy and Turiee's mum)

Northern Beaches



A problem shared is a problem halved

The Northern Beaches ADHD Support Group is a voluntary group offering support for parents of children or teenagers with ADHD via regular meetings. The group is run by parents and aims to provide a supportive environment to discuss and learn more about ADHD in order to best help parents and kids alike.

SPEAKER EVENING: DR MARK ROBERTSON **"THE BIOMEDICAL TREATMENT OF ADHD & AUTISM"**

- What is the biomedical treatment of ADHD & Autism?
- What are the main biomedical imbalances of autism & ADHD?
 - What is Pfeiffer testing?
 - What tests will a Biomed doctor order & why?
- Why you may need to consider a dairy free & gluten free diet
 - What advanced testing entails
 - What are the usual treatment protocols?

Dr Mark Robertson is a member of the Australasian College of Nutritional & Environmental Medicine and has completed their primary course and various specialised training programs. He has attended Pfeiffer Walsh training for autism & mental health problems as well as MINDD training (autism treatments). In 2013, he passed his Part 1 Specialty Fellowship exams for both ACNEM & A4M/ASM (American Academy) colleges. In 2014 he attained full Fellowship (Specialist) in both colleges. Being a specialist in both colleges truly integrates the best of nutritional medicine from the USA & Australia helping him treat his patients thoroughly.

Monday 9th February 2015 @ 7.00-9.00pm
The Pittwater RSL, Main Sail Room, 82 Mona Vale Road, Mona Vale

Ticket reservations essential via
<http://www.eventbrite.com.au/org/4222746751>

Register on 



<https://www.facebook.com/BeachesADHDSupport>
nbadhdsupportgroup@hotmail.com
www.northernbeachesadhdsupportgroup.com.au



Venue kindly sponsored by Pittwater RSL Club

Go4Fun family fun day



Free activities for primary school aged children.

Come and try the Go4Fun program at this FREE Family Fun Day which includes a range of sports and fun activities for kids.

Find about this free program which helps children and families develop healthy eating habits, build self-confidence and become more active. Meet other families and have an exciting and enjoyable family fun day!



Details

When: Sunday 8 March from 9.00am – 11.00am
Where: Ruddock Park
 Coral Heath Avenue, Westleigh
Cost: Free
Bookings: Bookings Essential
 Book online at trybooking.com/GMRR

What to bring:

- Drinks, hats and sun protection
- Chairs or picnic blankets
- Suitable sports footwear
- A healthy snack for your child

Children must be supervised by an adult for the duration of the session.

This event will be cancelled if raining – please check Councils facebook page and website.

