

Yurt Farm – primary families

Only four weeks until Yurt Farm!!

In case you need Yurt Farm forms we've attached them again with this email, and there is a hard copy in the office.

Please return all forms to Julie or Claire by Friday 27 February.



WHAT'S ON	
22.02.15	Board Meeting
25.02.15	9:30am - School Tour
28.02.15	Kinma Care afternoon - working bee (2-5pm)
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
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
16.12.15	Last day Term 4

Horses at Kinma

.... of course during Tinkering days, everything is possible. If you have not heard us say thank you for making our first tinkering day such a wonderful experience for all – THANK YOU!. We are on the look out for families to join us at our next tinkering which is Friday 6th March. We would love mums, dads, cousins, sisters, brothers, aunts, grandparents, neighbours to run a pod, support the running of another pod or come along just to be part of the atmosphere and lend a hand where needed.

Please let Julie C or Claire know in the office if you can help .



Kinma Board

Pam Webster, Chairperson

T: 9451 9669

E: pamwebs@gmail.com

Nick Georges, Deputy Chair

T: 0412 106 633

E: nick.georges@gmail.com

Ginny Neighbour,

Governance (Community Rep.)

T: 9880 2492

E: ginny.neighbour@gmail.com

Lisa Graaug, Fundraising

T: 0409 924 630

E: lisa@yogainstitute.com.au

Bea Pierce, Marketing

T: 0405 346 018

E: ninianlif@gmail.com

Stephen Cole, Treasurer

T: 0432 032 343

E: stephen.cole1910@gmail.com

Jonathan Kelt,

Education Committee

T: 0425 225 174

E: jonathankelt@mac.com

Dylan Forbes,

Environment & Maintenance

T: 0404 812 854

E: dylan.forbes@yahoo.com.au

Kinma Care Day (working bee) Saturday, 28 February, 2 – 5pm

Hi All

And welcome back to a new year! We have been building some momentum at the Kinma Care Days (working bees), both by making our environment easier to care for, and also by making new friendships and connections in our community. 2015 is set to continue this vital part of our school life!

Our Term 1 Kinma Care Day is Saturday next week, 28 February, 2 – 5 pm. We will be working on long-term projects as well as the general maintenance of the school – a job for every temperament!

Bring your cleaning and gardening equipment, gloves, whipper snippers, etc. We will have a family BBQ at the end.

If you are not able to attend, please contact Julie or Claire at the office to take on an individual job so that you don't have to pay the E&M levy.

I look forward to seeing you all then!

Best wishes

Dylan Forbes

E&M Coordinator



‘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

Administration

Winter Clothing Bazaar in Term 2

Following on from the success of the Clothing Bazaar in Term 4 (we raised over \$2,000), we'll be having a Winter Clothing Bazaar in Term 2.

If you're having a clear-out or thinking of having one soon, we'd love you to keep aside any good **quality** winter clothing – kids and adults. We'll also be selling good quality DVD's, games, toys, linen, accessories (bags, jewelry, shoes) and more.

Please keep them at home until you hear from us as we don't have the space to store them here. We'll be in touch nearer the time to let you know more info.

If any one else would like to help with the bazaar, please contact us.

Thanks

Claire, Rachel, and Renee B

Rules, rules and more rules

Just a few reminders

- One way driving when dropping off and collecting your children from Preschool and Primary. If you are unsure what this means chat to a staff member and they can explain. This is a great safety initiative that Kinma has been doing for years.
- Primary starts at 9am – so it would be great if kids came about 15 minutes earlier so they have time to catch up with their friends, before we hear the rhythmical sounds of INTIMEFOREVERYONE!!
- Healthy eating choices in lunch boxes – makes the non sharing rules easier to manage when children are not coveting chocolate bars, crisps and chocolate biscuits.
- All students need to bring shoes to school, even if they are in their bags and not on feet.
- Last one – could families please rethink or help their children to rethink about the tops that they wear each day to school. Tops with short sleeves that cover their shoulders and protect them from the sun are a far better option than singlet tops.



TESTING Attached for your information is the Executive summary from the Australian Literacy Educator's Association in relation to one dimensional testing. If you would like a full copy of the article please email Claire or Julie in the office.

Australian Literacy Educators' Association

Submission to the Senate Committee on Education and Employment Inquiry into *The effectiveness of the National Assessment Program - Literacy and Numeracy (NAPLAN)* 7 June 2013

EXECUTIVE SUMMARY

One thing I never want to see happen is schools that are just teaching the test because then you're not learning about the world, you're not learning about different cultures, you're not learning about science, you're not learning about math...All you're learning about is how to fill out a little bubble on an exam and little tricks that you need to do in order to take a test. (Obama, 2011)

The second goal of Australia's most recent proclamation about the aims of education, *The Melbourne Declaration on Educational Goals for Young Australians* (Ministerial Council on Education, Employment, Training and Youth Affairs, MCEETYA, 2008), states that young people should engage in curriculum and educational experiences that promote creativity, innovation, cultural appreciation and personal values to ensure they become confident and creative learners equipped for a rapidly changing world as well as active and informed citizens.

This document, the most recent statement of the intentions of Australian and state governments for Australia's children and youth, includes frequent references to attributes such as 'creativity', 'innovation' and 'resourcefulness.' Such forward thinking policy signals the need to examine traditional notions of curriculum and assessment and makes it imperative to provide the stimulus for children and young people at all levels of their school education to make significant shifts in their understandings of themselves and their worlds (Ewing, 2010a; Ewing, 2010b; Wyn, 2009). Heckman (2000), for example, argues that narrowing the curriculum focus ignores the critical importance of developing social skills, adaptability and motivation. The current National Assessment Plan appears to be at odds with that vision. The over-emphasis on NAPLAN is reducing classroom opportunities to teach and learn in creative ways.

One of the main problems is the linking of school NAPLAN results, only one form of assessment of a limited number of skills to the *MySchool* website. The website enables the ranking of so-called 'like' schools and has caused a great deal of controversy since it was developed. It also allows for league tables to be developed and this has proved to be an unhelpful practice in the UK.

The kinds of assessment strategies most valued, the way student outcomes and school results are reported, and the ways we credential students, all contribute to the unevenness of schooling outcomes. In Australia the over-emphasis on NAPLAN has led to a growing tendency to regard school performance data measured in this way as the yardstick of educational excellence. In addition this increasingly high stakes testing regime has preceded the introduction of the incoming Australian curriculum and this in itself makes no sense.

The Australian Literacy Educators' Association (ALEA) contends that continuing to emphasise and privilege such tests will diminish equity, access, participation and therefore social justice for the most vulnerable Australian children. Recent research and writing from similar educational initiatives in both the United Kingdom and the United States of America supports these assertions.

Tests such as NAPLAN assume all children are on a level playing field and ignore the realities that factors such as socioeconomic vulnerability, gender, languages spoken at home and geographic location can influence educational

outcomes. The use of student results to rank schools is also unproductive: while there are always dramatic success stories, these can often be more an indication of the economic realities in a school community. Such tests are often poor predictors of what learners will achieve beyond such one-off examinations and often cause students a great deal of anxiety. In addition, politicians and educational bureaucrats demand that schools continually demonstrate improvement in test results from one year to the next even though student cohorts may differ dramatically and even when strong gains in a cohort have been demonstrated from one year to another.

The new National Assessment Program website states that the program enables education authorities as well as schools to determine whether educational outcomes are being met. ALEA believes that it is highly contentious that the whole educational program of a school can be reduced to literacy and numeracy test results. Further, an analysis of twenty years of similar testing in classrooms in England strongly suggests that this approach has not improved student outcomes in English (Hilton, 2006). Standardized tests tend to privilege shallow, superficial thinking.

Multiple choice test items cannot measure attributes like creativity critical thinking, resilience, motivation, persistence, curiosity, empathy, self-awareness and selfdiscipline. They cannot measure deep understanding. If reading, writing and viewing are about making meaning beyond initial decoding, Scott Paris' (eg, 2005) research is important here. His research demonstrates that such tests privilege what he terms 'constrained skills' in reading (e.g letter knowledge, punctuation rather than the 'unconstrained' (such as vocabulary and comprehension). His work demonstrates that unconstrained skills develop before, during and after constrained skills are mastered.' There is no evidence to prioritise constrained skills over unconstrained skills (p 200). Yet policy-makers and the public often conflate success on constrained skills with reading proficiency.

It is difficult, therefore, to understand why Australia is now moving down a high stakes testing pathway. While we continue to publish school results on just one kind of testing regime in literacy and numeracy we give them undue weight – more weight than is attributed to students' end of school achievements. In addition, recent Australian research suggests that teachers feel pressured to teach to such tests and students are suffering anxieties about them (Dulfer, Polesel & Rice, 2012). Finally, increasing emphasis on such testing could be contributing to Australia's declining performance on international benchmarks such as PISA.

Preschool

Welcome to.....



Lenny, listening to a story with Rosie



Jonah, carefully adding ingredients for play dough



Maya has explored the sandpit and water pump



Louie, his mum and dad build with the mobilo

Mobilo



The mobile has been very popular.

Adam made a robot that can transform into a plane

Thomas made an excavator

Leon made a flying thing like a bird

Diesel made a firetruck, a submarine and a robot

Amelie made a car

Nate made a flying robot that can transform into anything

Maxy made a very long ladder that can save people

Olive made a helicopter and an aeroplane

Marlon made a fire engine with a blue, yellow and white ladder

SUNFLOWER PAINTING AND DRAWING



Olive, Amelie, Jasmine, India-Rose, Nate and Tom looked at the lovely sunflowers and painted and drew what they saw.

TINKERING

The children love to go and join in the Primary tinkering day. Two horses, Ghost and Jack Flash were a highlight of the day. Ewan, Anouk, Matisse, Olive, Aleena, Qiana, Josh, Amelie, Claudia, Amos, Deco, Zoe and Mia observed and stroked the horses.

Next tinkering day, Preschool will be organising some tinkering pods for the first time!



GROUP TIMES

“Do you have group times?” some of our new parents have been asking. Yes we do – sometimes small groups, sometimes large. Children decide when to join these gatherings, at a time that is right for them. Here, Adam, Aisha, Josh, Tiano, Harry and Fenn listen intently to a story, “The Dragon Machine”



ENVIRONMENTAL WORK



One rainy day, Amos, Piper, India-Rose, Sylvie, Kay and Aisha donned rainjackets and walked down the path to the office. We delivered some papers to Julie Carr and did some photocopying. On the way back, Amos noticed some lilies that are very beautiful flowers but are weeds. So we pulled up the lilies by their roots and took them back to Preschool with us. Sylvie and Amos measured how tall the lilies were. Then we broke off the roots to make the lilies all the same length, stripped the lower leaves and found a large vase to put them in. India-Rose, Sylvie and Amos then got brooms, brushes and dustpans and swept up all the leaves and soil from the deck.

GARDEN PRODUCE

We saw some red ripe tomatoes ready to be picked, so Rafferty and Marlon helped to pick them. We could smell the lovely herbs while we were there, so we picked some herbs and spinach too. There was an Italian theme happening with most of the produce we had harvested, except for the pineapple sage.

We decided to make a salad from our pickings so we started cutting them all up and putting them in a bowl. It smelt wonderful. The pineapple sage was used to make a lovely cup of tea and Piper, George and William had a tea party.

No one was particularly keen to eat the salad, so George and Lenny helped to cook it and turn it into a pasta sauce which we enjoyed with gluten free pasta.

How special it was to enjoy the goods from our gardening efforts.



A CONVERSATION

Leon: "Morag, I've got my own violin"

Morag: "How do you hold it?"

Maxy: "It's got a chin thing and you put your chin on it"

Leon: "The thing with the horses tail goes like this" (demonstrates)

Marlon: "One piece stays still and one piece moves"



PLAY DOUGH

We enjoy making play dough together, it has become a regular Monday morning event so there is lovely fresh play dough each week. There are many methods of making play dough including cooking and not cooking it. Lately, a successful way has been to use boiling water, we have been getting a very good texture from using this method.

During the making process we talk about what colour we want the play dough to be, the last two weeks the most popular has been rainbow colour. How do you make rainbow play dough. Well we start with the white play dough then make small balls different colours, as seen in the photo with Harry.

Here is the recipe for the play dough we make at preschool, you could halve it for home as we make a big batch for lots of children to play with. It is a general guide and may need to be altered for stickiness, too gooey or too stiff, which can even be affected by the weather.

As the week progresses, the colours mix together and the way the children use the play dough varies considerably. For example, Lenny, Levi, Kenji and India - Rose joined their long snakes of play dough together to span the width of the table.



Cleaning up is an important part of any activity. Marlon, Levi and Qiana used toothbrushes for scrubbing, blunt knives for scraping and warm soapy water to clean the table. It was spotless! Then George, Kenji and Dylan joined the team to help carry the table into the sun to dry.



Playdough

2 cups of plain flour

1 cup of salt

2-3 tablespoons of cream of tartar (adds volume and elasticity. Acts as a preservative)

3-4 tablespoons of oil

2 cups (or a little less) of boiling water. When making at home I would add the colouring into water, then add it to the flour mixture)

Measure the ingredients with the children and put all dry ingredients in a bowl, add the oil. For safety, an adult can then add the boiling water and colouring and should mix until the water is mixed in. It will turn into a ball, if it still looks wet once all ingredients are incorporated, add a little more flour. It does not take long to cool. Then the children can continue to help to mix then turn out onto a bench and knead it.

DATES

Wednesday 25th February 9.30am – School Tour

Thursday 26th February 9.15am – 11.15am – Preschool Morning Tea – bring a plate to share. Have a chat. Help with our project.

Wednesday 4th March 3.15pm Parent Information Meeting – Planning for children’s learning

Thursday 5th March NSW Dog Awareness Program 9.30am – for parents, 10.15am – for children

Tuesday 10th March Alumnae Afternoon Tea – an opportunity for ex Preschool children to get together

Wednesday 25th March – Preschool cooks Snack Attack

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

Group 2

Welcome back to all who call Kinma home!

Last week, our first Tinkering Day for the year set the scene for many wild and wonderful tinker-tastic adventures in 2015. One could easily be confused and feel that they had ended up in a fairground such was the level of gleeful hooting and leaping about – a very big thank you to all who contributed.

From the Group 2 newsroom, here are some thoughts on the day:

Ali and Fitch both enjoyed playing soccer in the morning and shiatsu massages to relax in the afternoon!

Hunter enjoyed clay with **Felix** because he made a sculpture. He also enjoyed origami because he learnt to make a paper frog.

Toby enjoyed sewing a miss kit for the Yurt Farm. In particular, he liked that he got to cut out the sleeves and all the sewing.

Jayden did obstacle courses in the middle session, he said it was awesome because he got wet! He also liked beading in the afternoon because he got to make his own necklaces.



A special mention has to go out also to the children who found themselves in the garden first thing in the morning. The children could not contain their excitement as they hauled in bucket loads of cherry tomatoes, zucchinis and one tasty beetroot.

Keen to sample the harvest, Group 2 got stuck into some cooking on Monday afternoon. Here we are creating and cooking our zucchini, tomato, haloumi, mint and lemon skewers! It must be said that most had at least a try of all the veggies on offer!!



When we're not tinkering or tonkering or gobbling from the garden, Group 2 have been settling into life as a new crew!

Izzy and Ali have written up a new Morning Flow timetable and we are getting into the routine of working and playing together in our morning games. In Morning Flow children take it in turns to run a group game, this includes teaching the class the game and taking care of safety issues (ie. is the field clear of obstructions? Does everyone have hats? and so on).

We have been working in small groups on a poem called "Clothesblind" - perhaps you haven't heard of this it before, but many among the Group 2 cohort attest to enduring the condition! We will allow them to enlighten you!

challenge	Yes or no	Estimate	Exact =
Pencils	no	≈ 10	$= 18$
blocks	no	≈ 20	$= 324$
tenis	yes	≈ 20	$= 44$
iscfeme	yes	≈ 220	$= 2.20$
Pins	Yes	40	$= 92$

In Nuzzles (numbers+puzzles) we have been refreshing our mathematical minds with some skills and problem solving work. In particular, we have been discussing what it means to make estimates and why this is a useful skill.

Each challenge included a question and a box of items or coins. For example, do I have enough money to buy an ice cream for \$1.50? Children made 2 quick judgements, estimating firstly if they thought yes I do/no I don't and secondly, estimating how many items/how much money they had. They then worked out exactly what they had. Estimating is an important skill as it allows us to make a quick judgement that, while not exact, can be close enough. We are learning that estimating skills can improve with practice while refreshing our minds on how to count large collections of items by sorting into groups of 5 or 10 and also, counting money. Here is a table showing Fitch's responses to our estimating challenges.

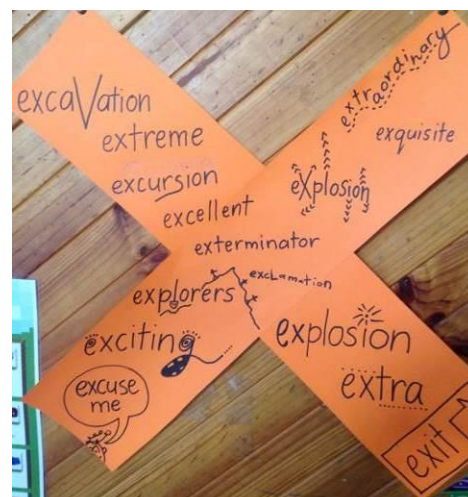
A big reminder about HATS!! Children are welcome to keep a hat in their pigeon hole if that makes things easier.

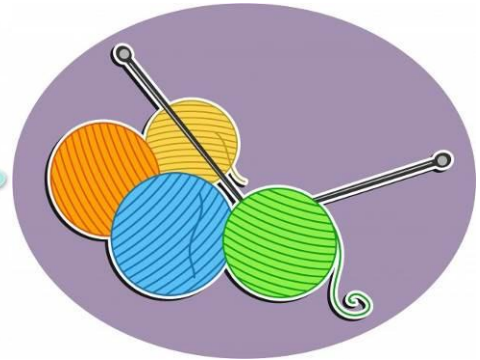
The parent/teacher meeting sign-up sheet is now on the notice board in front of group 2. Please come in and choose a spot.

We leave you in eager, excited anticipation of our extreme excavation excursion expected to take place tomorrow!

Bea and Michelle

ps. eX marks the spot!





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 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
Feb 11	Isobel, Karen, Trudy & Claire
Feb 18	Liz, Nic, Sam F
Feb 25	Trudy & Helena
Mar 4	Gemma & Rachel
Mar 11	Mia & Karen
Mar 18	YURT FARM- NO SA
Mar 25	Preschool
Apr 1	Katerina, Renee B, Michelle D & Gloria

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 (Turiee's mum)

Extras

Enliven in the evening
As the sun goes down, the fun starts up

POP UP EVENT
Library Laneway
next to Mona Vale Memorial Hall
Saturday 21 February 2015
5.30pm to 8.30pm

Lucy's Diner - American themed food for sale
hot dogs, pulled pork, Buffalo wings,
snow cones, spiders, milkshakes etc.

Beverages from the travelling **pop-up bar**
beer, wine and champagne.

Live music by the **Paige Delancey Trio**.

Everyone Welcome! Pittwater Council staff will
be there to hear your ideas for the future of
Mona Vale Town Centre.

 **Enliven**
PITTWATER

 **PITTWATER**
COUNCIL

Davidson HIGH SCHOOL

You're invited to Davidson High School's
Open Night!

Tuesday 3rd March 5.00 - 7.30pm

5.00 pm Presentation in school hall
5.45 pm School tours

Experiment Create Connect Solve Interact

Wilmot Street, Frenchs Forest
Enquiries: 9451 9812
www.davidson-
schools.nsw.edu.au

POTTER LEAGUE WILL START TUESDAY March 10th and SATURDAY March 14th

The competitions are in school years divisions are Mixed year one/two, mixed year three/four, on Tuesdays @ NBISC. The year five/six will also be on Tuesdays @ NBISC Saturday afternoon girl's league will be at NBISC and Narrabeen High gym. The all girls League will have two divisions

to cater for younger players. **There is a new form attached return asap if playing.**

MANLY WARRINGAH NEW PRIMARY BASKETBALL COMPETITIONS



'THE POTTER LEAGUE'

WHEN: Starts in March runs 'til July (No games in school holidays)

WHO: Designed for new players. Individual players can join at any Time until full or you can enter a team of between 7 & 10 players.

COST: \$160 per player (school years 1 & 2) \$180 per player (school years 3 & 4) \$200 per player (school years 5 & 6) includes registration, insurance, game fees, playing singlet, match coaching court hire & referees (payment before first game)

VENUE: NBISC, Jacksons Rd, Warriewood

DIVISIONS: (mixed boys & girls) school years 1 & 2 **DIVISION**,
Years 3+ 4 **DIVISION** years 5+ 6 **DIVISION** All Girls **DIVISION**,

GAME TIMES: Mixed one/two, three/four & Year five/six Tuesdays

Games between 4-6pm All Girls Saturdays 1.45pm, 3.35/4.20/5pm

REGISTRATION & TRAINING: Each Saturday during school term at Northern Beaches Indoor Sports Centre, Jackson Rd, Warriewood, (ages 8 & over mixed session, 3.30-4.30pm, 7 & under session, 2.30-3.30pm,

Expert coaching plus short game \$9 per session

ENQUIRIES: MWBA office ph 9913 3622 Fax 99133644

mwba@manlybasketball.com.au <http://www.manlybasketball.com.au>

*If you wish to play or enter a team, complete the form below and return to MWBA for player information and our records and attend the Saturday training sessions to register and train for the competition.

Name.....Mobile.....

Address.....

School.....Year at School.....

DOB.....Parent signature.....

Email.....

MasterCard/Visa (please circle) Name on Card: _____

Card no. _____ code _____

Expiry Date: __ / __ / __ Amount: \$ _____



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.

