

Kinma

Kinma Newsletter T2 Week 3, Friday 8th May, 2015

Dear parents,

For the Kinma Care Day tomorrow we'll need help with the following jobs to get ready for our Open Day next week:

- sweeping paths & outside classrooms.
- raking sandpits
- sweeping away cobwebs
- cleaning outside windows of classrooms & hall
- tidying grounds – please bring gloves for this

What to bring:

- big brooms
- forks, spades, rakes
- gloves
- old rags for cleaning
- any other equipment you think will be helpful

Please let Julie or Claire know in the office if you can't make it but would like to do a job at another time, or if you would prefer to be billed for your time.

Thanks

WHAT'S ON

09.05.15	1.30-4.30pm: Kinma Care Day
10.05.15	8am, French Forest Market
11.05.15	3pm, Group 3 Parent Teacher Meeting
12.05.15	Tinkering Day
12.05.15	7pm: Kinma Ltd Annual General Meeting
17.05.15	10am-2pm Open Day School on Sunday
18.05.15	No Primary
20.05.15	11am-3pm Wheels Day, BMX Track
25.05.15	Primary Photos
26.05.15	Alumni Evening 7pm
28.05.15	Preschool Photos
20.06.13	Disco Night – CHANGE OF DATE
08.06.15	Public Holiday
09.06.15	9.30am School Tour
12.06.15	3-6pm - Clothing Sale
23.06.15	Tinkering Day
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



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Administration



Ever wonder where that other sock is? Eaten by the washing machine?

NO ... living at Kinma.

Do you have a sibling to one of these? If so we can sell you its mate for 20c.

Over the last week Claire and I have washed copious amounts of great kids wear. Of all that we washed there were only 2 pieces that had names on.

All these articles will be on sale at the recycled Clothing Bazaar on 12th June.

Kinma Open Day

Sunday 17th May 2015, 10am-2pm



We warmly invite you to see first-hand how we actively integrate creativity, critical thinking, problem solving, communication and collaboration skills into our curriculum at Kinma open day.

Open Day operates as a normal school day so families can experience a day at Kinma Primary and Preschool, observe students participating in classes, take a school tour, hear informative talks, partake in Q&A groups, meet staff and parents and join us for lunch.

Kinma Enrolling now for
2016 & 2017
PRIMARY • PRESCHOOL • PLAYGROUP

Sunday 17th May

Open Day, School on Sunday

10am – 2pm

We ask that all children attend our Open Day 'School on Sunday', arriving by 9.45am, ready for a 10am start.

This is our main open day for the year and it would be great to have families stay so that our visitors feel welcomed.

There will be no Primary on Monday 18th May. Preschool will be running as normal.

Education Co-ordinator

LEARNING SPACES

Is the space your child learns in an important factor in their learning? “Of course” countless parents assure us, “it is a key reason our children are at Kinma” So what exactly do you think is important about the space? Further, what do you see or feel at the space and place that is Kinma?

*The days of simply matching bodies to seats are coming to a close. Instead, administrators need to use an extended definition space that goes beyond seating capacity, and engage with educators to define an experience map that aligns with program and educator goals.... Space can now be thought of as the palette of materials with which administrators, students, and educators can curate the educational process. And it is this curatorial, student-centered process where engagement occurs. And through this engagement, institutions, with the help of their internal and external planners, have an opportunity to create inspiring, engaging, and effective learning environments. [Mark Thaler](#) *1*

Kay and I share an interest in how a learning space enables or disables both an individual's and a group's learning. While the manifestation of this varies among settings; pre-school, primary, high school, tertiary settings and beyond, there are some basic factors that are similar. For both of us engagement is the key factor, hence an interest in the work of Thaler above. When Kinma Pre-school and Primary consider a space, we look at how it can support children and their teachers to engage in all different sorts of learning, such as

- alone, in a pair, in small groups, in large groups
- indoors, outdoors
- silent, loud, musical, calm
- messy, tidy
- using furniture (what materials?),
- using empty space

For engagement in learning to be optimised, we consider resource organisation carefully.

- Which to use? How many? Which not to use? Which to use sometimes? When to remove?
- How are they placed for encouraging interest but not over-stimulating (sensory overload is a major challenge at present in many environments)? For example you may have noticed in the right pod in the pre-school the resources at present are set up to guide the students without breaking the space up too much.
- The physical aesthetic. We'd like cosy womb like hideaways as well as high ceilinged spaces. We'd like natural and human made, new and old, home-like and 'beyond home'. In the primary classes, there is not a child who does not experience the joy of 'loft living', being taller than adults, looking 'down' and who knows what other countless feelings.
- The balance between real life - here and now - resources and the virtual collection. Balancing the mix of these two is and will continue to be a growing part of our resource dialogue in coming years. Understanding the notion of technological tools as opposed to technological direction for its own sake is an issue New Zealand schools are battling with at present. There are hundreds of schools who have been presented with modern learning environments; huge open space & vast electronic and screen based resources with very little support. Teachers are found flailing in strange places they little understand.

Most importantly, none of the above are either/ or, black or white choices, they are simply some possibilities. Certainly our shared ongoing dialogue with staff and students leads to constant change. So then flexibility is vital.

What do others think?

At the **Learning Environments for Tomorrow** course run by Harvard's Graduate Schools of Education and Design in April, architects and educators collaborated to understand the key principles of teaching and designing innovative K-12 learning environments. The course explored four key themes emerging as defining elements of 21st century education – **engagement, technology, sustainability and collaboration** – and how these can shape the new visions of learning environments and the challenges of designing spaces that are shaped by these themes.

The team at Enspiral*2 in Wellington, New Zealand, whom Bea, Grace and I met at IDEC, create spaces that allow powerful things to take place as like-minded people connect: *conversations spark ideas, which become projects that grow into world changing ventures*. Do note that like-minded doesn't mean they are the same or think the same, rather that they share a value system which incorporates the four elements above and more. They are creating a thriving society and 'creating' is a key. Hence their spaces are not static but appear rather to be always forming, reforming, unforming and forming anew. I believe this flexibility is a key to Kinma's spaces. In ongoing dialogue with Irving, ex high school maths and physics teacher and a member of the Enspiral team, he shares what he sees as key:

- **rebirth of community** : the powerful centres of learning I've been in look like networked communities, not structures with one way power flow. Communities support more personal growth, more learning, more collaboration. not supporting the learning of how to work in a community is one of the greatest failings of our institutions
- **talking about the wrong technology** : scrambling to evolve, educators consistently mistake tools for technology. The most powerful technology I've encountered is cultural technology - those transmissible practices which help build and support communities. These practices may include the use of some tools.
- **teachers get in the way of learning** : most teachers are unable to outpace their students when it comes to technology. the best educators get out of the way of their students and focus on supporting learning rather than attempting to maintain an outmoded role.

We look to the ideas and energy in spaces like Enspiral, Gensler and Learning Environments for Tomorrow as inspiration. We are curious whether you have any avenues which your learning has opened regarding learning spaces. Do share.

*1 Thaler develops education projects at all scales, from classroom to campus. His passion is creating learning spaces that inspire and he collaborates with clients to create these environments. Sound like Kinma teacher? <http://www.gensleron.com/> *2 Enspiral is a virtual and physical network of companies and professionals working together to create a thriving society. <http://www.enspiral.com/>

Group 3

We took advantage of a dry day last week and ventured out for a bush walk. The smells, the sights and our creative findings were something to behold. We are so lucky to have this on our doorsteps and also fortunate to only have a couple of fallen trees to deal with in the aftermath of all the storms. The children's play at boat rock has inspired us to plan some artwork based on Andy Goldsworthy ---watch this space!



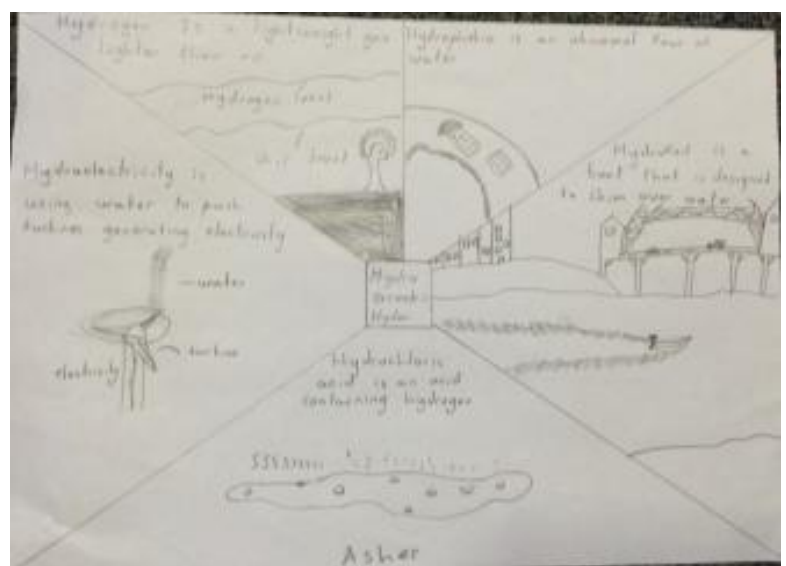
Our theme has started very topically with water being high on our agenda. This is continuing on from last term where we only briefly skimmed the surface of this huge, monstrous topic! We started off by brainstorming areas of interest around the topic and from the children's ideas and interests our learning has begun!

We have started a class inquiry into our own personal water usage. The discussions that have been generated as a result of this are incredible. Questions are continually flowing in order that we might seek out the most accurate and explanatory information for ourselves. Can we actually reduce our own water usage? We are currently collecting a tally table of information based on our own water consumption --- once again, the children's idea because how can you know if you are reducing your usage if you don't have anything with which to measure it against?! We have measured and worked out averages of those things we can measure (washing hands, brushing teeth, washing up) and for the rest we have researched online. This has led to looking at averages and short division in our maths sessions as well as capacity language and conversion between units (millilitres-litres.) We will be spending some time working out exactly how much water our tally tables translates to in the coming weeks. Come on into the classroom to see the process as it unfolds. Where will it take us next?!



We have also been looking at the picture book 'Flood' by Jackie French, illustrated by Bruce Whately. We are initially using the book to experiment with water colours and ways to create a watery effect on an illustration. We each took our own photo down at our very own local creek and we are looking at ways of representing the effect of water – in the picture and the medium. We are then going to continue using the book as well as poems and news reports to look at figurative and emotive language.

Spelling has also gone along a water theme and we have explored compound words using 'hydro' and 'aqua'. We used dictionaries (can never have too much practise at using these!) to find out the meaning and origin of these words and then created individual word webs of words to support our learning of the spelling of the words. Here is Asher's for you to see:





We have not forgotten about our 'rubbish' sculptures either!! Sculpting has commenced and the children are at various stages of their creations. They started off having a great time sorting through all the collections and organising them via colour (with the use of gloves of course) and once they had done that and agreed on a fair way of distributing all the popular items, there was no stopping them! The Gallery will be open for public display soon!

A little message from Katie:

Hi Everyone,

I have come to Kinma to do a teaching practicum with Suzanne in Group 3. I am very close to finishing my Masters of Teaching at the University of New England – I can finally see the light at the end of the tunnel. I have heard such great things about Kinma and I am so excited to have the opportunity to learn at this school with these amazing teachers and students.

I hope to meet you all over the next few weeks.

Katie

Hugs for a sunshiney kinda couple of weeks,

Suz and Katie XX

TINKERING TUESDAYS IN TERM TWO

Mark the Dates

Tuesdays

12th May &

23rd June

**What passion will you share with us
this term?**



3 sessions possible

9.30-10.45

11.15-12.30

1.30-2.45

**Chat to juli g if you are not
sure about tinkering or if
you may run a tinkering
pod or join with a teacher,
a student or another
community member.
We'd love to have you join
us for the day**

julig@kinma.nsw.edu.au





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 2, 2015

Calling for helpers!

May 6	Amanda, Lisa and Claire
May 13	Gemma, Nic, Rachelle
May 20	No Snack Attack – Wheels Day
May 27	Helena and Anne (help needed)
June 3	Beck and Trudy (help needed)
June 10	Rachel and Mel (help needed)
June 17	Preschool (help needed, plus help needed to serve in Primary)
June 24	Katerina, Renee and Kathleen

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

Clothing Sale Update!

Friday 12th June, 3:00-6:00pm.



Items can now be dropped off in the hall, up in the loft.

Can you help with any of the following?

Help sort through donations

Ironing clothes before the sale

Help put items on display ready for the sale

Bake cakes/slices to sell on our cake stall and sell at our Kinma Café

Help out on the day

Donate to our raffle & hampers

Sell raffle tickets

If you can help in any way please contact the Clothing Sale team below.

Big thanks,

Rachel, Renee, Amy and Claire

Northern Beaches



Support Group

A problem shared is a problem halved

The Northern Beaches ADHD Support Group is a voluntary, parent-run group offering support for parents of children or teenagers with ADHD via regular meetings. The group is run 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 LEILA MASSON
“An Integrative Approach to ADHD:
Nutrition & Lifestyle changes to improve children’s learning & behavior”

Dr Leila Masson is an integrative paediatrician who combines Allopathic Medicine with a nutritional and biomedical approach to help her patients attain optimal health.

Dr Masson specializes in a holistic approach to children’s health problems, including allergies, asthma, behaviour problems, autism spectrum disorders and ADHD.

Dr Masson’s aim is to treat the whole child, not just the symptom & to support families on their path to better health.

In this talk Dr Masson will give you an overview of nutritional and lifestyle changes that may help children with ADHD improve their health, behaviour & learning. In particular, she will discuss an optimal diet for children, nutritional supplements that may help children’s learning, behaviour & attention, ways to reduce stress and additional therapies that may improve focus, attention & learning.

Monday 18th May 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 



Facebook: <https://www.facebook.com/BeachesADHDSupport>
Facebook Forum: <https://www.facebook.com/groups/BeachesADHDSupportGroup/>
Email: nbadhdsupportgroup@hotmail.com
Website: www.northernbeachesadhdsgroup.com.au
 We sell the Entertainment Book online via our website



ADHD Guide

Your guide to ADHD information, services & resources in the Northern Sydney region.
www.adhdguide.com.au



Venue kindly sponsored by
 Pittwater RSL Club



Bravehearts

Bravehearts^{inc.}
 Educate Empower Protect
 Our Kids

One in five Australian children are sexually assaulted in some way before their 18th birthday. Bravehearts aims to halve this number by 2020 with the support of government, community, corporate Australia and you.

Our **Mission** is to stop child sexual assault in our society.

Our **Vision** is to make Australia the safest place in the world to raise a child.

Our **Guiding Principles** are to, at all times, do all things to serve our Mission without fear or favour and without compromise and to continually ensure that the best interests and protection of the child are placed before all other considerations.

At Bravehearts we:

Educate

- ♥ All children receive effective personal safety education
- ♥ 350,000 Australian children have been educated through Bravehearts acclaimed safety program - 'Ditto's Keep Safe Adventure show'

Empower

- ♥ Adults are trained, aware and motivated
- ♥ Bravehearts has delivered training to organisations such as Little Athletics Australia and Mission Australia

Protect

- ♥ All systems of community and government engage effectively
- ♥ Every child and family has access to appropriate and effective specialist counselling

59,000 NUMBER OF KIDS HARMED EACH YEAR

\$10 billion ANNUAL COST TO SOCIETY

BRAVEHEARTS NEEDS \$44 million which will HALVE the number of children affected by 2020.

For more information visit:
bravehearts.org.au

 @Braveheartsinc

 Facebook.com/BraveheartsInc

Sydney Writers Festival

Dear Families

The Sydney Writers Festival is shortly upon us.

There are a host of children programs as well as those that may be of interest to you as parents or potential or existing writers.

Here is the link to the Children's Program.

<http://www.swf.org.au/childrens-program/>

Do let us know if you go along!

Kinma teachers



Sophie, 6, diagnosed with rhabdomyosarcoma, wished to have a fairy party with Dalmatians and donkeys.

The Sydney North Volunteer Branch
of Make-A-Wish® Australia invites you to a

TRIVIA FUNDRAISING NIGHT

Bring your thinking caps and a great sense of humor to help grant the wishes of children with life-threatening medical conditions.

Date	Saturday 13 th June 2015
Time	7.00pm
Where	Harbord Diggers 80 Evans St, Freshwater
Cost	\$35 per person (including finger food only)
For Tickets Contact	Rosa - 0408 259 685 rosa.chirillo@qengineering.com.au
	Please purchase tickets by 29 th May 18+ Event



HOSTED BY
LEX MARINOS

Join us for a night of fun including silent auction & lucky door prizes

Event Number: 22224