



kinma

Inspiring a passion for learning, for life

PRIMARY • PRESCHOOL • PLAYGROUP

Kinma Core and Guiding Principles at Kinma we:

1. strive for each child to achieve his or her full academic, physical, and social potential in a supportive stimulating learning environment
2. develop an educational program which is child-centered, innovative and based on an understanding of child development
3. respect the individuality of the child
4. foster self-determination in the child
5. develop the child's exploration, critical thinking and creative abilities
6. stress co-operation rather than competition
7. emphasise active involvement in a wide range of learning situations
8. utilise the resources of our bush environment and the community
9. maintain high academic standards
10. are non-denominational and co-educational, with small, flexible multi age groups and no uniforms
11. support the emotional wellbeing of children and teachers and abstain from corporal punishment and other coercive and manipulative approaches
12. conduct individual assessments and not competitive exams
13. respect and safeguard the professional status of teachers
14. strive for co-operation amongst teachers, other educators, parents, and children and provide regular educational and social opportunities for close relationships amongst them to be formed, including the involvement of parents in aspects of the day to day work of the school
15. allow pupil participation in the affairs of the school and encourage their involvement in the community outside the school
16. apply the latest findings from education, psychology and related fields to improve teaching and learning within the school.
17. stimulate public interest in education in general, especially modern approaches to learning. In doing this, Kinma acts as a demonstration centre from which educational practices and innovations may diffuse to other schools.

Reporting Area 1: A message from key school bodies

Chairman's Report 2016

Damascin will be moving to High School in 2018, hence this will be my final Annual General Meeting (**AGM**) as a director on the Kinma Board.

I have been a member of the Kinma Board since 2012, the last two years as Chairman. During this time I have been fortunate to be surrounded by a competent group of people who have shared the journey with me. Without them (and I'm especially thinking of Julie C., Juli G. and Ginny) my time here would have been difficult and short. As a result of their presence, and past and current board members, I will look over these last few years with a feeling of pride and personal growth.

As I reflect on 2016/17 I feel that the school's administration – with Julie Carr at the helm and the sound oversight by our treasurer, Shaun Luttrell – once again did an outstanding job managing the school's staffing requirements and day-to-day operational needs to deliver a positive financial outcome for the end of 2016.

Another major achievement of the past year has been to secure the Capital Works Grant for the new primarily school building. Julie C. and her team worked tirelessly to obtain the original grant and then managed to have the original grant increased so that the new primarily school building can commence with the confidence that the school has a realistic budget at its disposal.

On behalf of the Board and all the parents, I would like to thank the teaching and administrative staff for the dedication they display year after year. It's their commitment and energy that provide our children with a unique and stimulating environment in which to grow and learn and fulfil their potential.

The AGM is enshrined in our Constitution and is an important feature of our democratically elected and parent led school. It involves the Board reporting to community members about the school's activities and finances for the previous year and allowing time for members to ask questions, also to elect and re-elect directors for the coming year.

I look forward to seeing you at the AGM and will be glad to listen to your thoughts and answer any of your questions.

Nick Georges

KINMA GOVERNANCE REPORT 2016

Kinma is a company governed by corporate law and our constitution. We are also a preschool and school, governed by education and child protection law. Governance is how we make sure that we comply with the obligations of the law and our constitution and provide a solid administrative foundation that lets our school get on with the business of educating our students.

Our constitution requires that our Board consist of up to six directors from our parent body, up to two community members and up to two experts from outside the school. Parent directors are elected by members of Kinma Ltd.

Directors are not responsible for day to day operations of the school: that is the domain of the Manager/Principal and the staff. The Board is responsible for setting overall strategic and policy directions for Kinma, and for making sure that Kinma fulfils its responsibilities and manages its risks.

The Board sets Kinma's annual budget and regularly checks spending and revenue so that Kinma is able to provide the best possible service while keeping its spending within budget. The Board identifies risks that Kinma might face and regularly checks that we are satisfactorily avoiding or managing these risks. Board members participate on the Education Committee to keep our constitutional principles up front in the education arena and to keep the Board well informed about educational issues that arise in the school and preschool.

Board members take on particular responsibilities – as the Chair, the Treasurer and additional portfolio interests including marketing, governance, the environment. These portfolios change in accordance with the current focus of Board attention.

During 2016, the Board undertook its governance responsibilities by:

- Adopting and overseeing the 2016 budget
- Reviewing risk management activities
- Reviewing the delegations policy consistent with Association of Independent Schools requirements
- Keeping up to date with changes in relevant legislation and policies
- Reviewing and updating the Strategic Plan and the annual business plans.

Lesley Milbourne

Ed Com Report for AGM 2016

There is a rhythm to life at Kinma. Sometimes this rhythm is in sync, at other times, the sync is harder to sense. At other times again, the rhythm gets thrown. This is understandable, albeit, often forgotten. Learning with a community of over a hundred 3-13 year olds, their families and a dedicated staff upon land which is truly sacred, makes for many thousands of possible variables to come into play in a typical Kinma educational day.

Looking back over a year's learning, one tends to recall highlights. These will be shared below but this year's report seeks to share something a little deeper, namely, the notion of rhythm in learning and how vital it is to what unfolds on any given day.

The year commenced with the community standing hand in hand around the core of the Primary, as it does every year; a ritual, a rhythm, one of many, with which children are familiar, which grounds them in the culture that has grown to be Kinma. Intentions for the year ahead were thrown in. The wishes stirred in our triangle among the Primary classrooms with Christine and a bunch of Preschoolers, mainly siblings of Primary children, who would carry the gifts up to the Preschool later in the day.

Similarly, as you step into any class on any day, the children commence with assorted intentions for their day; some of these may be individual, some group wide. In preschool, you are likely to find some children arriving with a clear goal in mind; the sand pit, the fairy garden created yesterday, the dance studio to be recreated from last week. Others will have no idea upon arrival of their first point of call. They will walk among the experiences that have started to unfold and be drawn in through rhythm of friendship, activity, space or a teacher led offering.

In group one, book boxes is likely, where you find families sharing story: some children reading to friends, teachers or family members, or the adults reading to the children. The rhythm here is that of narrative - there is a definite introduction to place, event and character, a series of predictable and unpredictable life events and some sort of conclusion. So the path is laid daily for the reading/ making meaning and interpreting meaning neural pathways... ensconced in the joy of cuddles, pillows and wonderful ideas.

In groups two and three, morning flow starts the day. Children lead the class in an activity of their choice as the whole group steps into a shared experience for the day's foundation.

Rhythm may unfold in different ways throughout the year. The yurt farm: a first farm community experience for newbie group oners and a sad last of many times for the Pre - Highs, who have a myriad of hiding spots, favourite activities, animals and Judit food treats to sample for the last time. The ritual of returning to a place and making it your own is such a deeply important one for us all, grounding us in connection.

Let us take a peak in preschool. Visits of community members pepper the year. Today we find a member of the rural fire service, last month the children were supported to recognise and understand signals from dogs through the NSW Dog Safety Program. A group of children sit with

staff as Muffin the chicken was taken one night and they are asking questions, processing their emotions and confirming that Muffin 'was one of us'.

As we move to group one, Grace and Andy can be found travelling with the children. South America is the destination: visits to travel agents, post offices, airports ensue prior to visits to the rainforests, with a talk for writing model in each child's toolbox. Money, measuring, mime and maps, all colour the program to extend and play/work the day into adventure.

And so to group 2, where a change in rhythm unfolded with the birth of Cheska, Beatrice's baby. While the love poured forth for both mum and bub, the children had to acclimatise to the new ways of learning as Kimberley and Aimelyn joined Tristan. Writing was a large focus in group 2: with immersion in a range of genres but narrative dominated, with children creating a range of worlds, characters and often, pictorial accompaniments. The process of writing while becoming rhythmical for some, is in starting phase for others. Patience, also formed part of the rhythm.

Lastly, Group 3, where a much loved Canberra trip was the icing to term 3's democracy theme. Children experienced first hand the preferential voting system, explored the difference between direct and representational democracy by actually experiencing both and had a variety of dialogues and debates as forms of argument and discussion. Writing genres employing these were also worked through.

Indigenous ways of learning are also a rhythm at Kinma, fusing into learning scenarios as is appropriate. Group 2 built a gunyah, lived in it and explored the local area with Uncle Dennis for rock carvings and other important sites. Group 3 made two trips to sites which they had indigenous friends to help unpack. Group 1 listened to wonderful Dreaming stories, wrote their version, illustrated it and sent it off to Uncle Dennis. Not tokenistic, nor add on 'indigenous' learning but genuinely woven into all forms of learning we do, rhythmically.

And conflict. Let us be transparent and acknowledge the role of conflict in the rhythm; disagreements, challenges which take time to resolve, differences of opinion and the occasional physical 'to-do'. It's what happens with these conflicts that adds to the Kinma rhythm. If possible, children are guided to work it out among themselves, often with an older child guiding. If that's not possible, Staff reflect as to how best to support the children. The art of dialogue is a vital tool and every Kinma Child has stepped into the array of scenarios and often, discomfort, of such a place. And thankfully, for our children are equipped with a growing toolbox of skills for the inevitable conflicts which will arise in their lives.

The rhythm of staff learning is a vital one for your children. This year saw collegial collaboration increasing both within Kinma and outside. Toward the end of 2016 and into 2017, increasing opportunities were set up for the staff in Preschool and Primary to more clearly hone an understanding of the differing perspectives of the 3-6 yr olds world and that of the 5-13 year olds. Linking in with the Curambena teams regularly, an aim for many years, actually started in 2016, a new door opening to alternative educational sharing. Preschool and primary explore avenues of learning with the German school. We will add Yanginanook and Alexander School with whom the Primary children have been sharing concerts at Kinma for 3 years. The Science learning unit for Primary staff was both a dive into content and process; adding to that which can now now be offered by staff.

An addition to this year's rhythm, and one likely to be added to the regular flow, given it's grand success, was the preschool staff end of year farewell play to the students. Children were besotted with their teachers, dressed in outrageous costumes, playing before them, as they do daily, joining their lives.

The play will add to the many events which comprise the school's culture; Tinkering days, the Poetry festival, an opportunity to climb the stage to try out the world of performance, the Friendship Day with visitors from ten local schools, and the Gratitude festival, closing our year, expressing our gratefulness for all that has unfolded.

Each of the rhythms: old, new and forming, are held in the main by the staff. Huge thanks are extended to them one and all for their passion and care in building and growing them. Each rhythm held by staff is there for the children and families to live into. And they do richly. Thanks then, to all, for their contributions to the Kinma learning rhythms.

And so 2016's rhythm closes and the 2017 cycle begins afresh. Holding true to a culture which has built up over 44 years and yet open to all the new which can unfold; we are fortunate to be part of such a growing learning experience.

Juli Gassner

Reporting Area 2: Contextual information about the School

Kinma community believes that education is a process of growth which continues throughout life. Therefore Kinma is not preparation for life, but the opportunity for children to discover life and the world within a safe and secure environment. Education is not the transmission of facts, but the development of understanding and thinking skills. Education at Kinma must reflect life, where learning is undertaken through the integration of specific disciplines, the use of concrete materials and real life experiences.

Children take an active role in their learning, while the teacher takes a role as facilitator providing opportunities for students to investigate at their own rate within their own learning style. Children are given the opportunity to bring their pre-existing knowledge, understanding and interests to their learning. In this way education becomes meaningful and purposeful to children. Responsibility for their own learning enables the development of self-discipline as children discover the consequences of their actions and develop their own limits for behaviour.

Kinma provides an environment which respects and nurtures the individuality of its members. It promotes an active, creative and generative movement for all its members. Kinma staff believe that children have an innate desire to learn. Through the recognition and understanding of developmental stages of childhood and individual learning, teachers design the educational program to engage with that idea. Implicit in this program is the belief that play and imagination are central to learning and that a broad curriculum is most appropriate in the primary years. It is basic to Kinma's philosophy and day-to day operation that home and school environment are compatible and that parents are aware and involved in their child's education.

Parents are valued members of the Kinma community. It is intrinsic to the values of Kinma that staff, parents and children work together in order to further understand and 'know' each other well as to develop a true sense of community. Parents are consulted and counseled before making Kinma their final choice of school as it is vital to the community and child's development that home and the school environment are compatible. Parents are made aware of, and are involved in, their child's day-to day education.

Intrinsic motivation - Intrinsic motivation consists of wanting to do something for its own sake—to read, for example, for the pleasure of reading along. On the other hand, extrinsic motivation exists when the task isn't quite the main point; one might read in order to receive a reward or a good grade. These two kinds of motivation are not only different, but they tend to be inversely related.

Studies show that the more you reward people for doing something, the greater chance that they will lose interest in whatever they had to do to get the reward. Researchers have found that giving children “positive reinforcement” for being helpful and generous ends up undermining those very behaviors, and [encouraging students](#) to improve their grades results in their becoming less interested in a learning system.

Prioritising and self-regulating - In an era of constant distractions in the form of portable play devices and televisions for even young children, it is hardly surprising to discover that children find self-regulating and prioritising their time challenging. Kinma is an environment of mutual respect where children gradually learn to respond to limits and to gradually develop the skills needed to set their own limits.

Reporting Area 3: Student outcomes in standardised national literacy and numeracy testing

LEARNING, MONITORING, ASSESSMENT AND REPORTING

"Education is not preparation for life; education is life itself."¹

OVERALL POLICY

This policy shows the Kinma approach to student learning.

LEARNING VALUES

"The future wellbeing of human society and its environment depends upon the quality of peoples' interactions with each other"²

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.

MONITORING AND ASSESSMENT AT KINMA

"Assessment activities should:

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

¹ John Dewey, *Democracy and Education: An Introduction to the Philosophy of Education*, 1916

² Page 7, Human Society and Its Environment Syllabus, 1998, NSW Board of Studies

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- 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. " ³

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

Observation and reflection

At Kinma, assessment is made up of observation of each student, shared reflection on these observations and monitoring of progress against each student's learning needs. The mantra for Kinma teachers in assessment is "we look, we listen, we learn about each student, from each student, with each student, along with the family".

Every student enters Kinma as a whole person. Each student has already formed a personal outlook and sense of him/herself from an array of experiences: joyful moments, sad times, successful new activities, frustrating incidents and insightful episodes. Students bring their world into Kinma.

As soon as a student enrolls at Kinma, teachers start active observation both within the classroom and outside in the playground. Observations focus on interactions with other students, adults and the physical environment. Teachers observe

- how each student learns
- who each student chooses to mix with and how social interactions unfold
- where each student feels comfortable and where they do not
- the situations that facilitate a student's learning and those that pose challenges.

Observation is perhaps a teacher's most profound tool, often constituted as a kind of mental checklist, which derives from knowledge of content and processes relevant to school, knowledge of childhood and knowledge of the individual student. Observations are undertaken by a number of staff at different times. Teacher observations are the subject of individual and shared reflection by staff that helps identify options for interpreting the observed activities or behaviours. A team approach allows for as much diversity and support as possible.

The results of reflections (known as "reflection based inferences") are collated and discussed with staff, students and families at appropriate times. The rich dialogue itself makes the assessment effective. It is deep and probing and gives insight to all concerned (students, staff and families) regarding the ideas, the challenges and the potential routes for learning.

Observation and reflection provide the basis of ongoing monitoring of each student's learning requirements and learning progress, and the monitoring allows students, parents and teachers are aware of changes over time in

- strengths and weaknesses or concerns
- interactions with others
- approaches to learning
- development needs.

On the basis of teacher observations, teachers join students' learning by providing appropriate stimuli and opportunities. Teachers overlay their ongoing observation and reflection with active assessment of student development across informal and formal learning areas (like literacy and numeracy). In this way, ongoing observations provide teachers with a rich monitoring and assessment tool that feeds the growing curriculum.

³ NSW Board of Studies, Syllabuses for the Australian Curriculum, Advice on Assessment (2012)

Developmental Stage Statements as Safeguards

The teacher's knowledge of a student grows, largely through observation. As teachers glean more information, they are better able to tailor a supportive, appropriately challenging learning environment. This process never stops. The teachers are aware of each student's changing needs as the student passes through different developmental stages. Such stages are not hard and unbending. They are general guidelines to aid teachers in planning appropriate learning experiences. The teachers use various developmental stage statements (NSW Board of Studies documents, Department of Community Services guidelines and other relevant developmental continuums) to guide their programming and assessment for each individual.

These actions and guidelines help teachers make decisions about the best ways to facilitate further learning for each student. The individual observation and planning ensures that students are progressing commensurate with their ability. If teachers note a discrepancy between a student's potential and the developmental stage statements, they:

- clarify understanding of the areas of need, through focused tasks and observation
- consult with parents (this is ongoing)
- provide opportunities for skill development
- continue to monitor skill development
- record observations in anecdotal notes.
- consult specialists if needed.

It is this core mix of observation, communication, respect, facilitation and stimulation that roots the learning process at Kinma in the present. It is this process that allows each learner to continue the unique learning journey with which s/he has entered the school.

Assessment

Teachers make ongoing assessments over the course of the school year. Each new assessment is compared with the individual student's previous assessments. In this way, Kinma teachers document individual progress over the year. This approach to assessment is known as "developmental assessment".

Records of Kinma student development are kept in each student's portfolio of work. Portfolios consist largely of samples of work. Samples include but are not limited to photographs of the student engaged in experiences that reflect changes in their physical, social, emotional and/or intellectual learning. The photographs are particularly beneficial with PE, Creative and Practical Arts and some Science and Technology and Maths creations that could not otherwise be recorded. Portfolios contain significant pieces of work and provide a longitudinal view of students' development and progression.

Assessment Tools

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.”⁴

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.

TRANSITION TO THE NEXT GROUP

Kinma students work in three groups working in three classrooms. Transition between groups can occur at the start of the school year or during the school year.

Teachers take many factors into account when considering a student's transition between groups. The most significant factor is the benefit to the student. Teachers consider the student's emotional, social, academic and physical development. In addition, teachers take into account family issues (e.g. separation, death in family) and the school's structure.

Teachers always consult the student, parents and other teachers to ensure that the student is in the most supportive learning environment. When a student moves to a new group, the previous teacher will discuss and pass on any relevant information to the student's new teacher. The student's portfolio, anecdotal notes and letters are also exchanged and read.

⁴ NSW Board of Studies, Syllabuses for the Australian Curriculum, Kindergarten – Year 6 Assessment Strategies (2012)

REPORTING AND FEEDBACK

The aim of reporting is for teachers to give feedback and communicate their understanding of the student to his/her family. Reporting is a dialogue involving teacher, parents and student. Each has an active role to play.

Kinma supports a wide range of feedback and reporting opportunities. They include:

- teacher reports on class activities in the weekly newsletter
- letters to parents
- classroom displays
- class or school meetings
- informal discussions between teacher and parents
- parent information evenings (held each term)
- student / school performances
- student self-reports
- Kinma learning forums
- formal parent-teacher interviews
- written half yearly reports for each student.

In terms one and three, teachers set up formal interviews with each family to discuss the individual student, to build a common understanding of the student's development and learning needs. The outcome of these discussions is a jointly planned future learning path for each student, highlighting both strengths and challenges for that student. In terms two and four, teachers issue "formal" written reports to parents. The format these reports take is responsive to the changing needs of students and staff and the experiences of the semester that they reflect. Kinma's reports are detailed and individual, rather than formulaic.

PLANNING CONTROL

- Distribute to all staff
- Publish in parent information kit
- Use in staff induction

Next Scheduled Review: 2018

VERSION CONTROL

Version	Date Approved	Approved By	Brief Description of changes, rationale
1.1	5/08/2014	Education Coordinator, Juli Gasner	Re-organisation of document and establishment of schedules for information on standardised testing.
1.2	10/09/2014	Chair, Pam Webster	

Contact Officer: Education Coordinator, Juli Gasner

APPENDICES

1 TEACHER ASSESSMENT TOOLS

2 STANDARDISED TESTING

APPENDIX 1: ASSESSMENT TOOLS AT KINMA

Key Learning Area	Self Assessment Opportunities	Teacher Assessment Opportunities	Peer/Other Assessment Opportunities
English - reading	Questionnaire Reflection as part of teaching and learning cycle Socio-gram / brainstorm / mind-map for bi-annual report	Running record (PM benchmark kit and text the child is reading) Sight words (Understanding Words) Dialogue forum	Buddy reading
English - writing	Self-editing pro-forma Reflections – written, illustrated, diagrammatic, charted Questionnaires	Dolch spelling lists Multi lit spell check Teacher/student conference Work samples (see, scope and sequence) Checklist for genre writing (from What, Where, How to teach English) Handwriting checklist	Peer conference Dialogue forums Writing plays for class or other groups
English - Talking and Listening	Questionnaire Reflections - written, illustrated, diagrammatic, charted Daily life	Observation and anecdotal notes of daily life at school Presentations Poetry festival / Plays Class forums Class and whole school meetings	Class and whole school meetings Natural feedback
Maths	Questionnaire Reflections - written, illustrated, diagrammatic, charted Daily life (shopping, cooking)	Work samples and photos Anecdotal notes SENA Presentations and Observation Predictions Teacher designed pre-tests Pre and post testing in topic areas	Share reflections Working in groups

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Key Learning Area	Self Assessment Opportunities	Teacher Assessment Opportunities	Peer/Other Assessment Opportunities
Science and Technology	Reflections - written, illustrated, diagrammatic, charted Questionnaire – brainstorm mind map	Work samples – particularly experiment records and data Photos Models / designs Observations	Share reflections Peer coaching
Creative and Performing Arts	Reflections - written, illustrated, diagrammatic, charted - Questionnaire	Art / craft samples Observation Anecdotal notes Photos Models / designs Plays / Poetry festival / End year celebration	Share Reflections Peer coaching
Human Society in its Environment	Reflections Questionnaire	Work samples Group dialogue	
Language other than English	Reflections Conversation	Observation and anecdotal notes Work samples Presentations	Conversations / dialogue / role play

APPENDIX 2 – STANDARDISED TESTING

Kinma’s educational philosophy is founded on the principle of non-competition. Our constitution bans competitive testing. There are several reasons for this rejection of competitive testing.

1 Not all learning competency is amenable to simple statistical analysis

Kinma promotes a form of education that values all types of student intelligence and learning styles, many of which cannot be measured statistically or competitively. Standardised testing creates a narrower version of excellence that does not reveal real learning competency.

2 Standardised, normed tests results are harmful to students

When students are judged to be sub-standard or to exceed standards, their self- concept can be artificially moulded and their confidence easily damaged. Such judging creates division in school communities. Kinma is a strong and cohesive school community and is deeply concerned about such harmful effects of testing on students and the community as a whole.

3 Standardised testing limits educational opportunity

When schools are judged on student performance in standardised testing, students and teachers start to focus their work on improving test results. This means responding to the needs of the tests at the cost of individual learning needs or the integrity of school philosophy. This was recognised by Australian Literacy and English University Teaching Boards over 2010-2013 with public statements in the media and educational literature. Both organisations recommend the cessation of standardised testing. Their voice is spreading to assorted groups in Australian society. Kinma offers a student driven program consistent with a learner driven pedagogy – a major contribution to educational development in Australia.

4 Testing undermines teacher expertise

Because of its size and philosophy, Kinma provides an ideal educational environment where staff members are highly attuned to each student’s progress and make decisions about programming that are sensitive to all aspects of a student’s performance. Close observation and individual assessment are a better use of each teacher’s creative and professional expertise. A richer indication of learning progress than standardised measures are found in modes such as:

- peer teacher observation
- ongoing staff reflection and dialogue,
- parent/teacher monitoring and conversation and
- student/teacher communication

5 Any benefits for other schools don’t apply at Kinma

While schools with large class sizes or high teacher turnover might identify some information they can use from standardised testing, this is not the case for Kinma. Kinma group sizes are small and teacher numbers are low. Teachers are in close contact with all the students and are well aware of student progress and development without needing to consult standardised test results.

6 Testing absorbs scarce resources

Teachers need to prepare students for state and national standardised testing, and to then run the tests and prepare paperwork to comply with reporting requirements. These activities take teacher time away from more beneficial teaching and assessment activities. With such small staff numbers and an administration staff of two, tests impose a serious administrative burden.

5. Whitlam Institute 2013, *Submission to the Senate Standing Committee Inquiry into the effectiveness of the National Assessment Program – Literacy and Numeracy, Interim Report*:15
Australian Literacy Educators' Association (ALEA) 2013, *Submission to the Senate Standing Committee Inquiry into the effectiveness of the National Assessment Program – Literacy and Numeracy*, June 2013: 2

6. Wyn, J, Turnbull, M and Grimshaw, L. 2014, *The impacts of high stakes testing on schools, students and their families: Parental Attitudes and Perceptions Concerning NAPLAN*
Howell, A. 2012, *The Silent Voice in the NAPLAN Debate: Exploring children's lived experiences of the tests*

7. *Professional Voice- A NAPLAN DEBATE*. A national symposium held by AEU (Australian Education Union) in Sydney in July, 2010. "Advice for Ministers and ACARA on NAPLAN, the use of student data, MySchool and league tables". Contributors include Alan Reid, Margaret Wu, Allan Luke and Brian Caldwell.

Please note that Kinma school has copies of all these articles (and more) should you be interested in reading them.

Reporting item 5: Professional learning and teacher standards at Kinma in 2015

The following educators were employed :

Category	
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	9
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR Guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39)	0

PROFESSIONAL DEVELOPMENT OVERVIEW KINMA 2016 SEMESTER 1

January

Whole School

First Aid – CPR, Asthma, Anaphylaxis

Primary

Geography Syllabus - Unpack and Implementation

History Syllabus – Unpack and Implementation

Musica Viva – one staff

February

Whole School – Intercollegial Communication/ Progressive Education with Curambena School

Lady Gowrie – Educational leadership – development of educational programmes 1staff

April

Whole School

Children with Additional Needs- IP Review

Child Protection Policy - discussion regarding mandatory reporting

Primary

School (students) Meetings – Making them Work

Preschool and Admin

June

Primary

Reporting

PROFESSIONAL DEVELOPMENT OVERVIEW KINMA 2016 SEMESTER 2

Pre-school

Primary

On-Site Kinma

All staff

- Anxiety
- Alternative (High Needs) Schools
- Reading for children with High Needs
- Prioritising Needs for our Children
- Science Immersion – Staff explored working scientifically in a workshop tailored for Kinma staff.

Different staff had assorted in class participative sessions with Margaret Giroux (Science Consultant NZ)
7 staff

- Curambena – whole school shared visit

Offsite

- Music and Movement (Musica Viva) (3staff)
- Alfie Kohn Workshop (3 staff)
- Crafting - Polymer clay jewellery, Shibori dying, Macrame, Sewing Workshop (1 staff)
- Mind Matters webinar- Teachers: Do you mental floss daily? (1 staff)
- Mind Matters & ACARA webinar- Integrating the personal & social capability into your teaching practice (1 staff)
- Doing Schools Differently conference (1 staff)
- Volunteer Fire Safety Training (1 staff)
- Reading Our Way Webinair (1 staff)
- Anxiety (SPELD Association) (1 staff)
- Artist Workshop (MCA) (1 staff)
- 2 x online E-safety Webinair (2 staff)
- Learning Difficulties- Reading (1 staff)
- Bronze medallion (50 hours) (1 staff)

Description of the Professional Learning Activity - Community	Number of participants
Board Planning Day	7 Board members 2 staff members
Community Day	5 staff 50 parents
Learning Forum (Term 2) Rewards and Punishment	3 staff 25 parents
Learning Forum (Term 3)	3 staff 17 parents
Family termly meetings 1-4 (individual groups)	All staff 75% of all families

Reporting Area 6: Workforce Composition

2016 Staff Employed	Full time	Part time
Primary teaching	0	8 (5.5 fte)
Support teaching	0	0
Management	1	1 (.6 fte)
Administration	0	2 (0.62 fte)

In 2016 the average daily staff attendance rate was 93%

Retention rate from 2016 was 87.5% .

Reporting Area 8 – Student attendance and management of non-attendance

Attendance Guidelines

Kinma is a comprehensive co-educational K-6 school (non graded classes) providing an education underpinned by democratic values and operating within the curriculum guidelines of the NSW Board of Studies. Once enrolled, students are expected to support the school's core values and beliefs and comply with the school rules to maintain the enrolment. All absences are to be reported to the school by the parents/guardians on a daily basis.

Procedures

The class teacher

- will monitor the daily attendance/absence of the students
- Will check with the Manager and or the Attendance/Absentee File
- will follow up any absence from school or class with the student and parent/guardian
- notify parent(s) and/or guardian(s) regarding poor school and/or class attendance
- will note the absence in the attendance role and in the student's file
- negotiate strategies with the student and the parents to address the problem.
- document unsatisfactory attendance information in the student file and the interview report to the parent
- at the end of the year will archive all student data including documentation for reason of absence

The Manager –

Will keep a register of enrolments that includes the following information for each student:

- name, age and address
- the name and contact telephone number of parent(s)/guardian(s)
- date of enrolment and, where appropriate, the date of leaving the school and the student's destination
- for students older than six (6) years, previous school or pre-enrolment situation
- the register of enrolments retained for a minimum period of five (5) years preceding the current date
- the register of daily attendance retained for a minimum period of seven (7) years preceding the current date

Will keep a record of all telephone and email communications of student absence notifications in the Daily Attendance/absentee File held in the Office which will include the following information:

- date of communications
- name of care giver who makes the notifications
- reason for absence

Will notify teacher at morning tea of any notifications received

Where the destination of a student under fifteen (15) years of age is unknown

- will send a certified letter to the last known address
- will fax/email a Department of Education and Training Officer with home school liaison responsibilities to notify them of the student's name, age and last known address

Reporting item 11: Enrolment Policies

Enrolment strategy

Kinma is a stimulating alternative to the traditional model of education where children from 3 - 12 years enjoy learning; where co-operation, trust, integrity and friendship are the building blocks of our educational philosophy. Kinma operates within the policies of the NSW Board of Studies and other legislative bodies.

All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are encouraged and supported to support the school's ethos and comply with the school rules to maintain the enrolment.

Procedures

1. All applications should be processed within the school's enrolment strategy.
2. Consider each child and their family and invite them to spend time at the school.
3. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons. A more detailed breakdown of procedures is held in the Staff and Parent's Handbook.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

Student population

At Kinma we have 135 children in Preschool and Primary. As Kinma is a parent managed school, parent involvement is fostered at all levels, be it in the classroom, on excursions or at home. Each parent along with the children are valuable members of the school. Our students live in a number of suburbs that span the complete Northern Beaches, and Lower North Shore Area.

Student attendance rate	Percent
All students	95%
Indigenous students	-
Non-Indigenous students	-
Student attendance level (Proportion of students attending 90% or more of the time)	Percent
All students	86%
Indigenous students	-
Non-Indigenous students	-

Reporting Item 12: School Policies

Reference	Policy Name	Via Ed Com
PS7	Acceptance and Refusals of Authorisations Policy	No
PS6	Access and Equity Policy	Yes
K15	Additional Needs Policy (inc IEP)	Yes
K9	Anaphylaxis and Allergies Policy	No
PS23	Anti Bias Policy	Yes
K12	Asthma Policy	Yes
P9	Attendance Guidelines	Yes
K3	Behaviour Management	Yes
K25	Board Induction Papers	No
K26	Board Roles	No
P1	Certificate for exemption from attendance	Yes
K10	Child Protection Policy	Yes
PS14	Child Safe Environment Policy - Physical Environment	Yes
K21	Community Maintenance	No
P2	Complaint Management	No
K27	Compliance Guidelines (BOS)	No
P1	Compulsory school attendance	Yes
K18	Confidentiality Policy	No
K1	Constitution of Kinma	No
P1	DEC Exemption Guidelines	Yes
PS2	Enrolment and Orientation Policy	Yes
K22	Environmental Guidelines	No
K28	Excursion Consent Form	Yes
	Excursion Objectives and Risk Assessment	Yes
K14	Excursion Policy	Yes
P11	Facilities Management	No
PS3	Fees Policy	No
K7	First Aid and Accidents Policy	No
PS10	Food Handling Policy	No
K19	Governance and Management of Service Policy	No
PS16	Handling Strong Chemicals - Safety Policy	Yes
	Homework Policy	Yes
PS9	Hygiene Policy	Yes
PS12	Illness and Infectious Diseases	No
PS11	Immunisation Policy	No
PS10	Incident Form	Yes
PS5	Interactions with Children Policy	Yes
K2	Kinma's Core and Guiding Principles	Yes
PS17	Learning Teaching Cycle	Yes
P3	Learning, Monitoring, Assessment and Reporting	Yes
K8	Medical Conditions	Yes
PS13	Nappy Change and Toileting Policy	No
K11	Nutrition Policy	Yes
K4	Parent Handbook	Yes
PS4	Parent Involvement Policy	Yes
P1	Parental application for exemption	Yes
PS19	Policy on Developing Self Esteem and Self- Reliance	Yes
PS20	Policy on Guiding Children's Behaviour	Yes
K6	Policy Regarding Emergencies	Yes
K23	Premises and Buildings Monitoring	No

Reference	Policy Name	Via Ed Com
PS18	Programming - How the Program Works Relationships - EYLF and Kinma	Yes
PS8	Procedure for Emergency Arrangements for Children left at Preschool after 3pm	No
PS8	Procedure for Safe Collection of Children - Unfit Carer	No
PS18	Programming - How the Program Works Relationships EYLF and Kima	Yes
K24	Responsible Person Board Members	No
P10	Responsible Person School Policy	No
PS21	Road Safety Education Policy	Yes
P5	Role of Student Leadership	Yes
P6	Safe and Supportive Environment	Yes
PS8	Safe Arrival Policy	
P7	Safe Collection Emergency Arrangements	Yes
K20	Security Policy	
PS25	Staff Handbook	
K17	Staffing Policy - Code of Conduct	No
P8	Student and Community Welfare	Yes
PS27	Staffing Policy - Participation of Students and Volunteers	Yes
PS26	Staffing Policy - Responsible Person	No
K15	Sun Protection Policy	No
PS15	Trauma, Sudden Death, Critical Incident Policy	Yes
PS22	Water Safety Policy	No
K16	Work Health and Safety - in practice	No
K16	Work Health and Safety Policy	No
P13	Work Health and Safety Policy	No
K13	Work Health and Safety Statement	No
P12	Return to Work Program	No

Reporting Item 10: School determined improvement targets

Teaching and learning	<p>Maths- Toolbox sessions</p> <p>There has been regular and varied mathematics Professional Development for the staff. One focus area was building communication strategies among the children themselves as this is crucial for a class to operate smoothly with choice options among which the children can choose. A consultant on problem solving with children did work with the staff in Science related fields but much of the work highlighted the processes for working mathematically with variables in our world. This continued with ongoing sessions with the staff , trialling a range of different practical strategies such as barrier games, assorted group observation skills and honing in on the art of listening!</p> <p>These have served the staff well as each of the classes has formulated a developmentally appropriate blend of alone and group work, the original aim of the Priority. Pull out groups for need are more popular and can be better managed now that the rest of the children are working more efficiently and productively in pairs, trios and small groups- without teacher support. The Learning Support teacher is also blending into the picture, without the usual issues of high needs children feeling set apart from the bulk of the children in the class. Children at Kinma always enjoy mathematics. What stands out from the last year's experience is the increased communication among children, elevating the collaboration processes. There has also been an increase in the fluidity of mathematical language use.</p> <p>Fusing Pre-school and Primary</p> <p>Kinma benefits greatly from having a group of families who come together at a Pre-school stage to form deep and strong community. This benefits children by having a set of adults with whom they are comfortable to learn and a group of children with whom they can grow 'old'. Developing the connection this year among Pre-school and Primary staff has allowed a foundation of shared language to form. Hence, families interacting with staff are flowing through a nine year experience of a shared philosophy and practice. The staffs have built a shared music database, a protocol for working with challenging families and and a process for ongoing interviewing and reporting.</p> <p>Social Skills</p> <p>In developing a stronger shared vocabulary among Preschool and Primary staff, as mentioned above, the children are benefiting by carrying this language with them as they move from their 3 year old experiences to year 6 of Primary. This language is one of the facets of building a greater sense of responsibility. Together with the language, staff have considered new ways for each age/ stage level to build actions into daily life to increase personal responsibility. We know that those children who are with us the longest fare best as they have the greatest exposure to the day to day life of Kinma, which by its nature offers children a lot of choice to try out a responsible life. Hence, we continue to prioritise those families in the primary who have commenced with a Pre-school experience.</p>
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	<p>Shared work/ play</p> <p>Sharing life is possibly one of the greatest challenges for all humans. Tolerance, understanding and even appreciation of difference feature strongly for true collaboration and meaningful team work.</p> <p>Kinma staff have worked hard this year to build on their already existing strategies of how to work with the challenges that feature in student to student conflict that arises in the class learning and playing scenarios. As discussed in the Maths toolbox section above, staff received ongoing in services on building ways to support student to student communication. These strategies were then naturally used for the social emotional scenarios of school life. Kinma has fine tuned its version of the language of NVC and restorative justice and will continue to do so through 2017/8.</p>
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Areas for 2017

Area	Priorities
Facilities and resources	Building of a new GLA in primary for increased student numbers
Teaching and learning	<p>History and Geography - Building on the student collaborative tool-set from 2016/7, the staff will further develop specific critical thinking strategies for History and Geography.</p> <p>Infusing CAPA into the daily life of the classroom. Professional development with Musica Viva and in house staff support will be used to ensure increased staff comfort with CAPA in all KLAs</p>
Student Interest	Following the building of strategies to increase responsibility in 2016/7, strategies of building student responsibility for their projects in the CAPA area will be explored. This is equally important across Pre-school and primary, as appropriate by stage king our shared play and work smoother each day

Reporting Item 11: Initiatives promoting respect and responsibility

STUDENT AND COMMUNITY WELFARE

‘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

Kinma community believes that education is a process of growth which continues throughout life. Therefore Kinma is not preparation for life, but the opportunity for children to discover life and the world within a safe and secure environment. Education is not the transmission of facts, but the development of understanding and thinking skills. Education at Kinma must reflect life, where learning is undertaken through the integration of specific disciplines, the use of concrete materials and real life experiences.

Children take an active role in their learning, while the teacher takes a role as facilitator providing opportunities for students to investigate at their own rate within their own learning style. Children are given the opportunity to bring their pre-existing knowledge, understanding and interests to their learning. In this way education becomes meaningful and purposeful to children. Responsibility for their own learning enables the development of self-discipline as children discover the consequences of their actions and develop their own limits for behaviour.

Kinma provides an environment which respects and nurtures the individuality of its members. It promotes an active, creative and generative movement for all its members, an environment which allows and actively encourages children to reach their potential in all areas. Kinma staff believe that children have an innate desire to learn. Through the recognition and understanding of developmental stages of childhood and individual learning, teachers design the educational program to engage with that idea. Implicit in this program is the belief that play and imagination are central to learning and that a broad curriculum is most appropriate in the primary years. It is basic to Kinma's philosophy and day-to day operation that home and school environment are compatible and that parents are aware and involved in their child's education.

Parents are valued members of the Kinma community. It is intrinsic to the values of Kinma that staff, parents and children work together in order to further understand and 'know' each other well as to develop a true sense of community. Parents are consulted and counseled before making Kinma their final choice of school as it is vital to the community and child's development that home and the school environment are compatible. Parents are made aware of, and are involved in, their child's day-to day education.

At times throughout a child's learning journey individuals and small groups need additional support to assist their understanding of feelings and events that they cannot control. Staff take time to support students and can gain the assistance of the Education Co-ordinator and Manager if required. In consultation with the family staff identify behaviours that may benefit from a professional body (e.g. neck specialist, psychologist, natural therapist). At Kinma we have a list of support professionals within the wider community to access. Detailed information is held in the Health Support File in Administration.

The essence of the demand for freedom is the need of conditions which will enable an individual to make his own special contribution to a group interest, and to partake of its activities in such ways that social guidance shall be a matter of his own mental attitude, and not a mere authoritative dictation of his acts.

- John
Dewey Democracy and
Education

At Kinma we hold the belief that human relationships are the fundamental basis of all learning and that we all learn and develop in different ways. Humans are social beings and from a young age we support them to develop their self- concept and abilities. Therefore, it makes sense that we are not bound to any one model of education. We are eclectic in our practice, continually evolving and striving towards better education for all children.

Since 1972 Kinma has seen the importance of social and emotional well- being. This impacts on every aspect of society: work, relationships, parenting, the economy and political structures, even our use of the physical environment.

‘ Achieving happiness, emotional balance and good relationships are ‘ good things’ in themselves, and need no further justification, although there are many such justifications.’ (Weare 2000)

The School is the location for a large proportion of child socialisation, therefore schools are crucial in social and emotional development either explicitly or implicitly.

Through the following Kinma allows children to develop from within a respect of themselves and others:

- Building relationship
- Really listening
- Non judgment
- Student autonomy
- Self- motivation
- Experiential learning
- Teacher as facilitator
- Learner centred
- Peer learning
- Co-operative group work
- Build in small steps
- Teacher clarity

Reporting Item 12: Parent, student satisfaction

Relationship is paramount in our philosophy and practice. We believe that families are the child's first teacher. The family is the most powerful influence on a child's learning and development. Our aim is to build strong connections with each family in order to make the transition into school as smooth as possible for parents and children. We believe that an educational experience is as much about the parents and families as it is about children and teachers. At Kinma parents, children, extended families and staff form a community.

Parents are not only invited to become involved in the operation of the School community through participation, for example Council, Education Committee or Finance Committee, but parents are recognised as collaborators in the education of their children. In our view parents are 'experts' on their children, we encourage the sharing of this knowledge to enrich children's learning by helping us build a more complete overall picture of each child.

Involvement is welcomed and encouraged. All meetings are open to Kinma families and we conduct the following to review our practice:

- Teacher appraisals (one per annum) - survey is sent to all parents and children;
- We have a community liaison co-ordinator;
- We hold an annual community gathering day at the beginning of each year;
- Two formal interviews with parents each year (30 minutes each) – numerous informal throughout the year;
- One parent Information evening held each term, and
- Three Learning Forums held each year
- Democratically aligned classroom practices – weekly school meetings chaired by students.

OVERALL FINDINGS –parent survey 2016

Main strengths:

Children’s sense of belonging and support for their development – socially, emotionally, creatively and cognitively (SKILLS OF THE FUTURE)

- Children’s strong sense of belonging
- Opportunities for children to explore and express their creativity
- Development of children’s critical thinking skills
- Level of support to develop interpersonal skills
- Children’s social and emotional development

Good fit between parent values and Kinma’s and parent sense of being valued and included in their child’s education.

- Alignment between the values of Kinma and parents
- Parents feel as though their voice is heard/opinions matter
- Teachers making themselves available for parents
- Parents inclusion in classroom activities as observers or participants
- Management being available for parents

Functional Support

- Teachers being prepped for each day
- Approachability of admin
- Clear and informative communication from admin
- Newsletter format easily accessible and timely

Actions:

Ratification that the core principles are being expressed though both the children and parents. Important that we feed back to parents about their positive responses and acknowledge their participation.

Other positive areas:

- Teachers giving support to children in navigating social relationships
- Children feeling comfortable to ask for help in the classroom
- Right balance of working independently and collaboratively
- Encouragement to participate in sport and other physical activities
- Response of children to the progressive teaching style
- Parent comfort with child’s numeracy, writing and reading development
- Provision of helpful and informative feedback/reports
- Approachability of Board members

Actions:

To use as supportive messages, and help to reduce barriers.

Main improvement areas:

- Classrooms being adequately equipped and resourced for learning
- Newsletter format easily accessible and timely

Actions:

Prioritise into things that we accept and those that we need to work on and create plans for addressing the priorities.

To feed results and any improvement plans into internal feedback with parents so they know they are heard.

To feed into internal development opportunities for staff.

Areas where parents note a gap in their understanding or knowledge: (this was identified by answering unsure / don't know)

- If the balance of working independently and collaboratively is right
- If children feeling comfortable to ask for help in the classroom
- Whether the focus on computers and IT is appropriate
- Whether teachers are adequately prepped for the day
- Whether governance is responsibly carried out

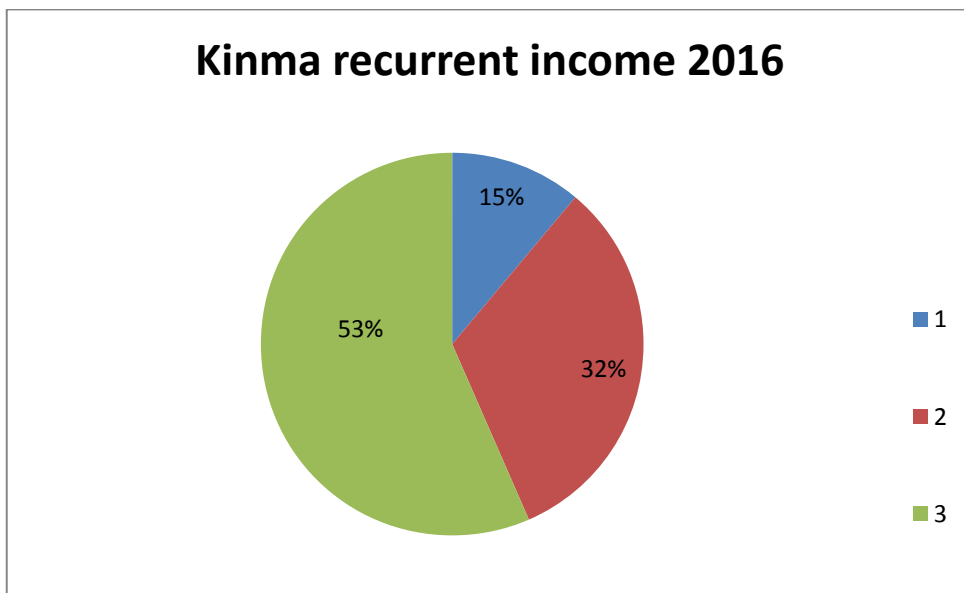
- **Actions:**

To identify which parents most want to know

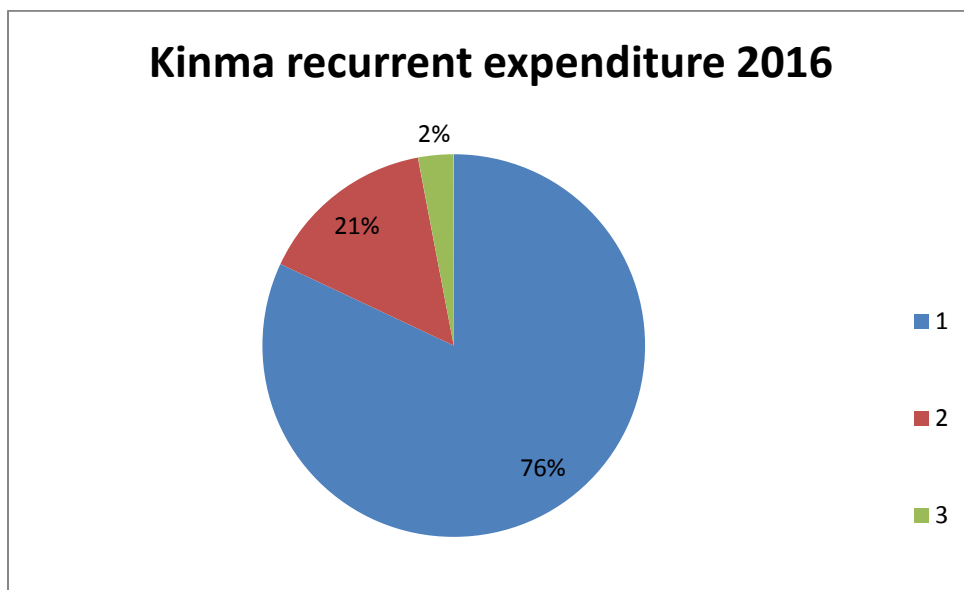
To offer as topics for Parent Enrichment Forums

To help to open discussion for other

Reporting Item 13: Summary of financial Information for 2016



- 1 Other income
- 2 Government and other grants
- 3 Private Fee Income



- 1 Salaries and Wages
- 2 Other expenses
- 3 Capital expenses