



### **Term Dates:**

Term 1: Weds 31 Jan - Fri 13 Apr

Term 2: Wed 2 May – Fri 6 July

Term 3: Wed 1 Aug – Fri 28 Sep

Term 4: Tues 16 Oct – Fri 14 Dec

<b>Term 1</b>		
<b>Date</b>	<b>Time</b>	<b>What's On</b>
<i>Week 7</i>		
14-16/03/18	All 3 days	Primary Yurt Farm Camp
<i>Week 8 onwards</i>		
20/03/18	2.15 - 3.00pm	Last Swimming Groups 1 & 3
21/03/18	11.30am	Last Swimming Groups 2
22/03/18	3.15pm	Preschool Parent Information Session
30/03/18	<i>No Primary or Preschool</i>	<i>Public Holiday - Good Friday</i>
02/04/18	<i>No Primary or Preschool</i>	<i>Public Holiday – Easter Monday</i>
03/04/18	3.15pm	Preschool Alumni Afternoon Tea
04/04/18	1 <sup>st</sup> and 2 <sup>nd</sup> session	Tinkering *Helpers needed – contact Bea Heine
13/04/17	1.30pm	Poetry Festival
<b>Term 2</b>		
02/05/18		First day Term 2
06/07/18		Term 2 finishes
<b>Term 3</b>		
01/08/18		First day Term 3
28/09/18		Term 3 finishes
<b>Term 4</b>		
16/10/18		First day Term 4
14/12/18		Term 4 finishes

## **LABEL CLOTHING, SHOES, BAGS, LUNCHBOXES, WATER BOTTLES PLEASE!**

We are half way through term one, and the lost property area (just inside the library/admin building) is growing slightly. Please can you pop your head in and see if any of these clothes are belonging to your family.

# Snack Attack

Snack Attack is up and running for Term 1, and is for Primary and Preschool children. The cost per child each week for snack attack is \$5. This is for a main course and dessert, and often, seconds!

Snack Attack lunches take place on Wednesdays and are a valued part of the Kinma week. Money is collected in the classroom in Primary before lunch, and at Preschool payment is to be made at time of signing in on a Wednesday morning.

The money collected is set aside to be used for particular purchases which are important at the time, e.g. kitchen supplies. Each term a roster is prepared to ensure that there are three-four parents to hold Snack Attack each week. Parents and grandparents are encouraged to be involved in Snack Attack either by preparing a sweet or savoury dish to be sold, or by helping to prepare and serve. Meals are either prepared at home, brought in to school then heated and served, or the kitchen is open from 9am to start cooking.

The Snack Attack co-ordinator is Hayley Lewis and she is happy to support parents who wish to join in with such things as menu design and quantities required. She can be contacted at [hayleyjl@tpg.com.au](mailto:hayleyjl@tpg.com.au).

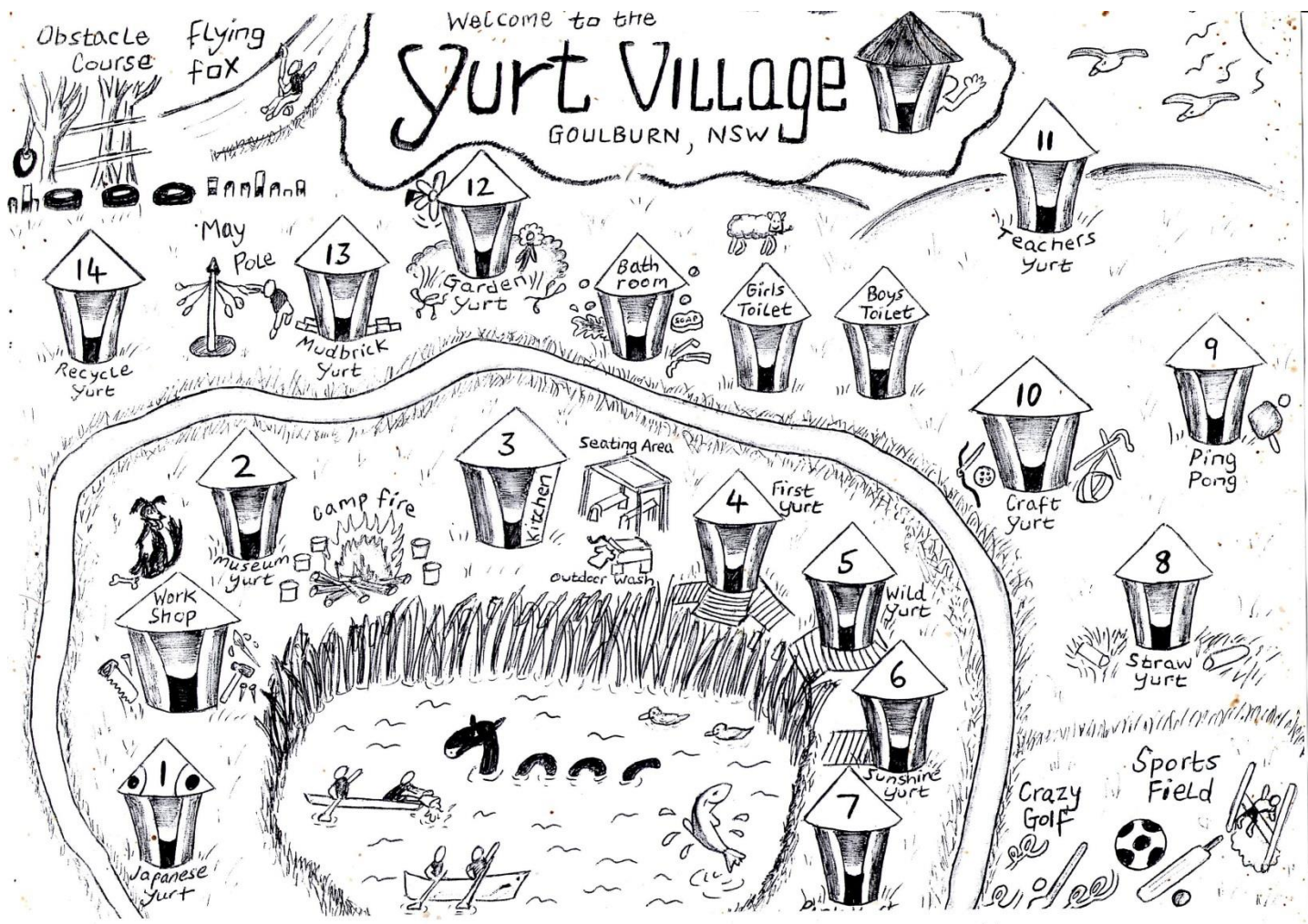
The menu is designed by those parents involved, or you can choose a Kinma favourite, with the emphasis on healthy eating. Preferred foods are natural and preservative-free where possible, e.g. homemade soups, pasta dishes, tacos, wraps and salads. Foods preferred not to be used are highly processed and refined foods i.e. chips, sweets, pies, hotdogs, sausage rolls and high sugar foods. As well as regular choices, we can offer vegetarian, gluten-free and dairy-free options.

Parents can claim all food expenses incurred by taking the money owed to them from the money collections in Primary, or by talking with Kay at Preschool.

Kinma is a nut and shell fish free school, due to severe allergies. Snack Attack will occasionally have a theme to celebrate other cultures.



# Primary Yurt Farm Camp



Dear families

Just a few reminders about the Yurt Farm camp next week. There is a large number attending this year so we (staff) will require everyone to pitch in and make this a great 3 days. It is very important that we are all watching out for each other.

**Families who are bringing children under school age (preschool and babies), you will be required to take full responsibility of these little ones.** The Yurt Farm is a very large piece of Australian farming land that has dams, water holes, snakes and spiders. It is not the responsibility of the staff to monitor these little children.

In the case of the primary children attending camp, the staff will be there to support them, but as noted above, given the large number of such children attending it will be important (and much appreciated!) for their families to help out by keeping a watchful eye over their children and generally being on hand to ensure that things go smoothly and enjoyably for all.

**Also, if you have any questions or need some support do not hesitate to contact Claire or Julie.**

## What **not** to forget:

- Sense of adventure
- Torch
- Mess kit and bag – knife, fork, spoon, bowl, plate, cup, tea towel, plus an easy draw string style bag that will hold it all. It is the responsibility of all individuals to be responsible for their eating utensils and washing up their things (kids and adults alike).
- Closed in shoes and hats to be worn at all times.
- Sunscreen will be provided. However, if you have sensitive skin please bring your own.
- Each family to bring 10 litres of bottled water. Staff will bring some extra but it is best to have some at your campsite / yurt.
- Helmets if you are bringing bikes and scooters.

## What **to** forget (not to bring)

- Mobile games
- There is NO alcohol at any excursion with children
- Sugar laden treats
- Using mobile phones and other electrical devices
- Any favourite pieces of clothing

The fees for the camp have been issued. Please make payment prior to camp.

The School is open during the three days of camp so for any parents not attending we can make contact with the camp at any time if needed.

Enjoy, enjoy!

# Tinkering

Ahoy hoy Kinma families!

A quick heads up that Tinkering will be returning to the Kinma shores on



**Wednesday, the 4th of April** from 9.20am-12.45pm

Please drop me a line at [beatrice@kinma.nsw.edu.au](mailto:beatrice@kinma.nsw.edu.au) if you are interested in running a pod or supporting another parent or staff member on a pod.

For those new to the Tinkering game... Tinkering is...

- A whole school activity run over two or three sessions.
- Activities are organised in "pods". Children can move between pods according to their own interest. A pod may host a handful of students or 10-15+. Teachers are on hand to support children to find an alternative pod if one is too busy and it is possible to limit the number of children visiting a pod when a lot of adult support is required, eg. cooking.
- An opportunity for children to try wide a variety of activities
- A place where children, staff and parents connect across the groups
- A learning environment where children and (adults!!!) learn by trying, changing something and trying again; asking for a hand, offering a hand; focussing in on something without distraction
- A chance to value, and benefit from, a breadth of ideas and skills in our community
- Children also offer pods and enjoy the opportunity to share their special skills and passions

Pods that have been run with great enjoyment in the past include:

- cooking (leave the sugar at the door please!) eg. frittata, home made pasta, dumplings, vege skewers, curry...
- how does it work? sessions, eg. using cranes, pulling a part a printer, being shown around the engine of a car etc
- variety of visual art activities - eg. painting, print making, drawing with charcoal
- craft - eg. crochet, knitting, friendship bands, origami
- gardening
- challenges - eg. construction challenges, problem solving tasks,
- physical activities - soccer clinic, basketball skills, circus skills, skipping and elastics, obstacle courses
- story writing
- animal care (with live subjects!)

... these are just some ideas, we always love to refresh the mix with something new. Please don't hesitate to come and have a chat, or send an email if you would like to be involved in some way.

Many thanks,  
Beatrice

# Admin

## New classroom

Our new classroom is nearing completion, but it seems to have slowed down! Everyone tells me that is what happens as you head to the finish line. The stairs are being finished off, electricals are now completed painting is now finished (have you seen the orange doors?!), the cabinetry is coming next week, tiling in bathrooms has just been completed. I think the group 1 children are visiting this week to see how it is all shaping up.

We have found a place for the swing set and are re-vamping the sandpit. We expect the grass leading up to the building to be planted week 9.

## Community Day

We will kick off term 2 with a wonderful celebration of Kinma, the new building and some great ideas and projects that the Board are working hard on presently. A date will be out shortly for you to add to your diary.

## Accounts Clerk

We have just employed another member of the admin team - Narelle to assist in the accounts. Julie C is passing on some of the accounts work that she has been responsible for to Narelle to free up some time to support the staff and the new Education Leader (Ed. Co-ordinator) when they are appointed.

## Education Leader Position (Ed. Co-ordinator)

This position is currently being advertised. We held off until we filled the admin position to free up some time for Julie C. We are sending the advertisement far and wide. To our friends at Sydney, Macquarie and Western Sydney Universities and democratic schooling organisations, not for profit and ethical placement organisations. Along with the more traditional mechanisms. A copy will be sent shortly to families in case you have some like-minded colleagues or opportunities to post for us.

## Primary Vegetable Garden

A few of us are meeting the week after yurt farm to discuss the possibilities of bringing a whole lot of love and great energy from the adults of this community to prepare and plant the soil for a winter crop. There will need to be a weekly love fest to keep the watering, weeds and general good vibe of the garden growing. If you have half an hour to spare come and join us around the garden.

## Kinma Disco

A few children have been asking about the Kinma disco. We have had to move this from term 1 to early term 2 as the hall is set up as a class room and we do not wish to create more work for the Group 1 staff. If you are interested in supporting this fun evening please let Claire in the office know.

Julie, Carin, Narelle and Claire

# Preschool



So far this year we have been busy welcoming and settling new children and their families. Many returning children have increased or changed days and it is so interesting to observe the dynamics of new friendships and groups.



## Welcome

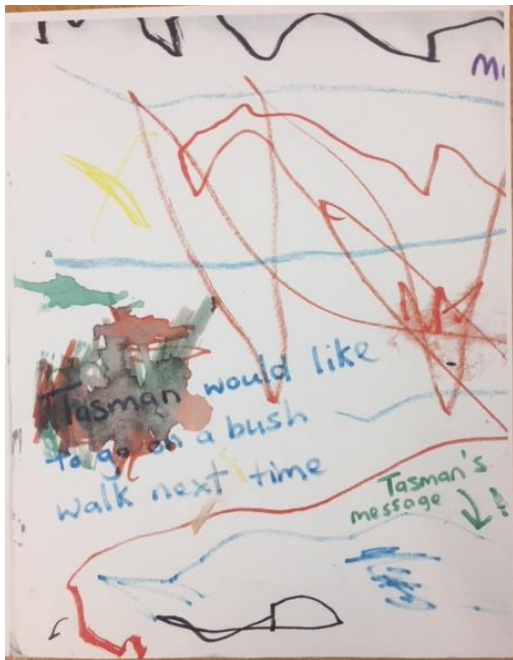




## WRITING IN THE FLOORBOOK

It all started when Tasman wanted to go on a bushwalk and there were already enough children to go on the walk.

“Let’s put a message in the floorbook that you would like to go on a bushwalk next time” suggested Kay



We went over to the table, texts were found and others came to join us.

Tasman wrote his message and then asked Kay to write a message.

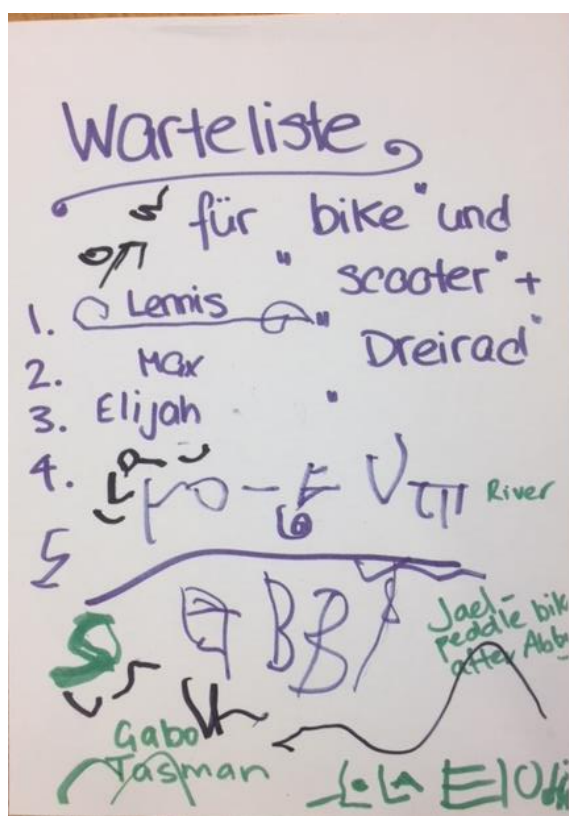
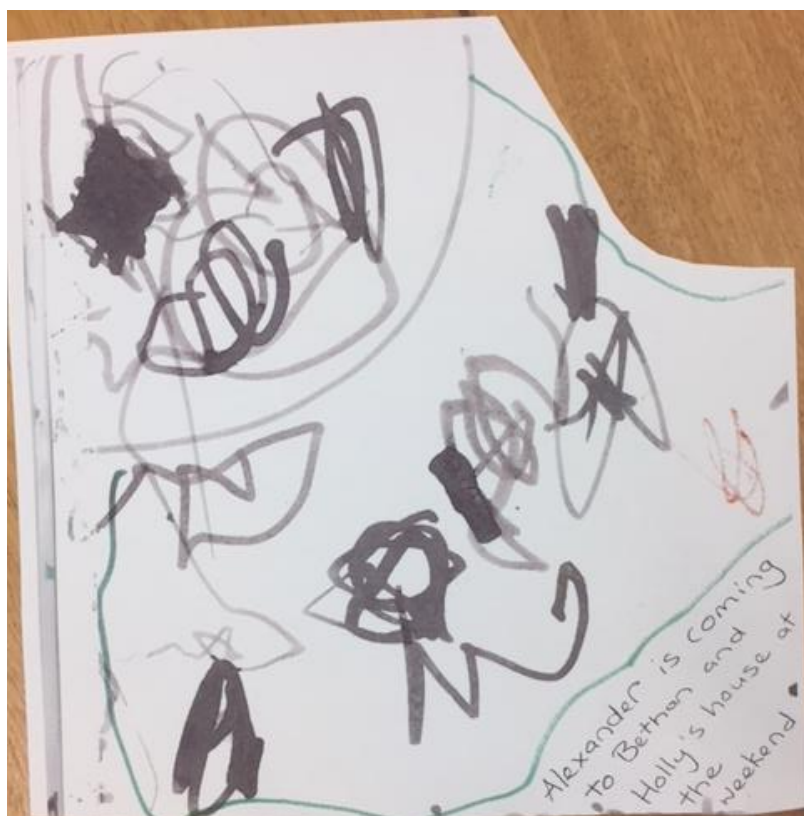
“That’s my name” said Tasman, as he coloured over that part of the message.

Noah wrote a message - “Dear Mummy, I love you and dear Papa, I love you”

Elia said, “Mine is not a message, it’s a drawing”



Below, some children write their names on Warteliste (waitlist) for a turn on the bikes and scooters



These are examples of how early literacy – reading and writing, occurs at Preschool – emerging in a meaningful way from a genuine need to communicate and record.

From Christine, Nina, Lizzie, Felicity, Karthi and Kay

# Group 1

Welcome to week 6 or what we shall come to know as 'before the Yurt Farm'! BTYF

This week marks the end of our underwater theme and the beginning of the Dinosaurs!

Whilst we could have stayed under the sea for the rest of the term, we wanted to ride the giants and sink our teeth into the Mesozoic Era. Before we departed though, we walked a mile with some dolphins and looked at echolocation. By rolling up a piece of paper we were able to test different surfaces to see if they reflected sounds. Of course when dealing with sound and vibration we had to make telephones and every Group 1 kid got to have their own mobile phone! At one point there was a conference call happening with three 'phones' connected together.



*Imagine two classrooms filled with children testing sound by yelling at different surfaces and walking around with cups and string trying to have a conversation!!!!*

When we started with Dinosaurs we gathered all the information we already knew, writing and drawing it onto life sized footprints



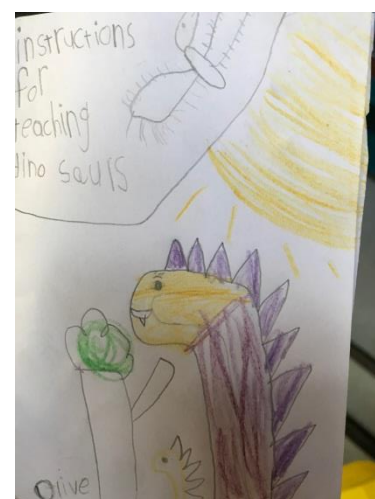
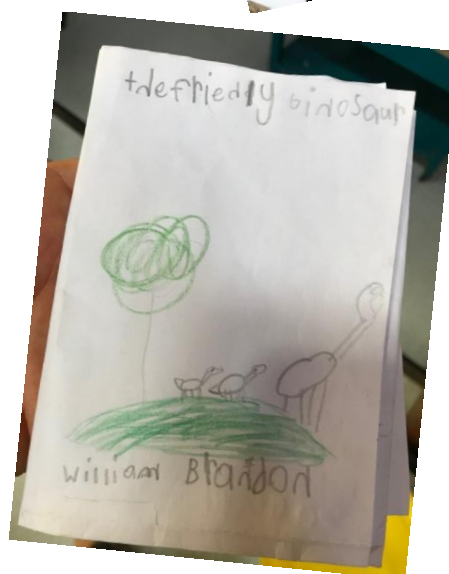
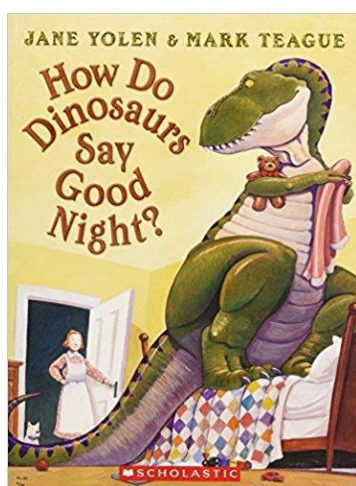
Using an outline of our own feet, we measured the footprints for comparison.

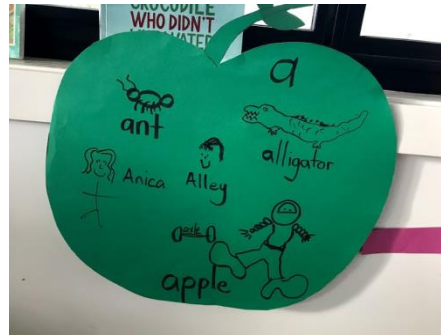


...and discussed the positives and negatives of having a pet Dinosaur. There were varied responses from 'it would be fun to slide down' to 'it would be good to help me rob a bank'!



We started to write little books about our imaginary pets and also gave some thought to how a dinosaur might feel about being a pet.





Saw + Apple + Tomato = sat



Girls playing boggle. They found many cvc (consonant vowel consonant) words and experimented by putting an e on the end to see if it transformed into a new word.

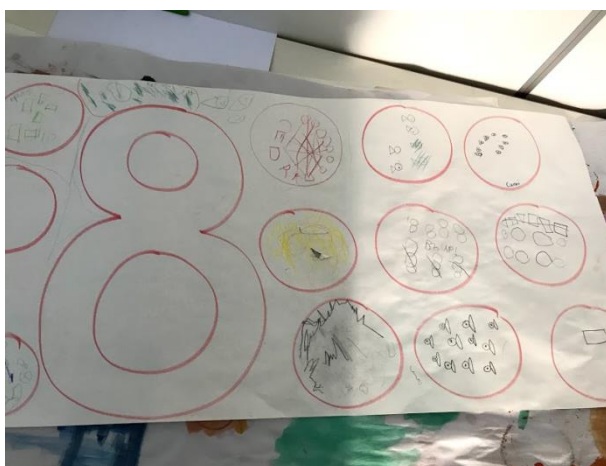
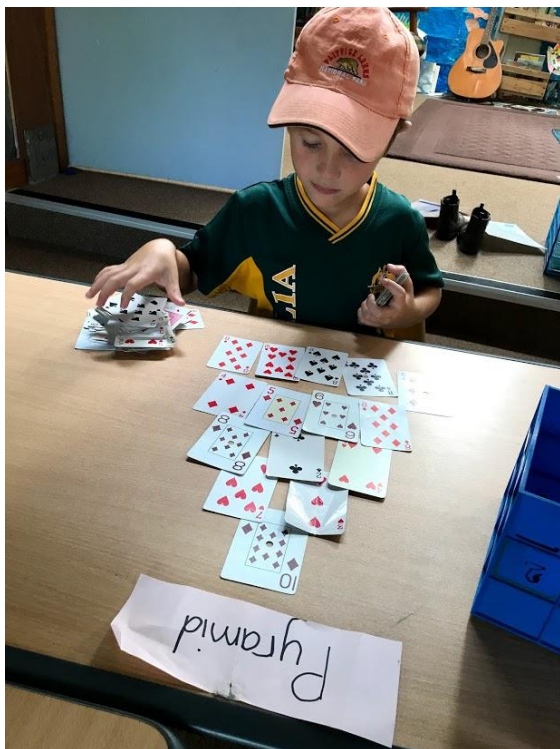


Addition and Subtraction Mazes.

Solve the number sentence and find your way through the maze



Our different card games practise number bonds (7 and 3, 6 and 4 etc.) and counting across the decade (8+4)



In Kate and Sal's group, we have been wrapping up our underwater theme in maths. Last week we went fishing for fishy numbers and even fed a ravenous shark! It's been a great, fun way to explore numerals and counting.

We've also been immersing ourselves in numerals in different ways. Whether it be our number station using water colours, writing in the sand (rice) or using construction blocks





Sharing about a holiday to Nepal

Have you heard the Cu-cumber song?

Yurt farmers beware! This will be a requirement!



*Alley, Sal, Kate and Andy*