

# Kihinda

Inspiring a passion for learning, for life

**PRIMARY • PRESCHOOL • PLAYGROUP**

## P A R E N T   H A N D B O O K

*You cannot make  
people learn. You can  
only provide the right  
conditions for learning  
to happen.  
– Vince Gowmon*



## PURPOSE OF THIS HANDBOOK

This Kinma Preschool & Primary School Parent Handbook sets our school's core principles and teaching philosophies for parents, guardians, and children. It is a practical guide for what children need for their day at Kinma, as well as school dates and times, and aims to connect parents with the Kinma experience, through the laying out of our expectations, as a school, of our students and parents. Within, there is key information so parents and guardians of our students understand what they can expect from the teachers/staff and school experience.

## CONTENTS

PURPOSE OF THIS HANDBOOK.....	2
<i>Contents</i> .....	2
WELCOME.....	4
ABOUT KINMA .....	5
<b>Core and Guiding principles</b> .....	5
GENERAL INFORMATION.....	6
<i>Terms Dates</i> .....	6
<i>Office Hours</i> .....	7
NEEDS FOR THE DAY .....	8
<i>Clothing</i> .....	8
<i>Sun safety</i> .....	9
<i>Lunch</i> .....	9
<i>Snack Attack</i> .....	10
<i>What to bring</i> .....	11
<i>A day in the life</i> .....	13
IMPORTANT INFORMATION .....	14
<i>Health</i> .....	14
<i>Safety</i> .....	15
<i>Communication</i> .....	17
<i>Parents and Kinma</i> .....	18
<i>Supporting Behaviours in a Group Context - Social and Emotional Learning Guidelines</i> .....	21
<i>Staff Information</i> .....	22

PRESCHOOL.....	23
<i>Preschool staff</i> .....	23
<i>Contact Telephone Numbers</i> .....	23
<i>Arrival / Departure Procedures</i> .....	24
<i>Flow Of The Day</i> .....	24
<i>Documentation Of Children’s Learning And Development</i> .....	25
<i>Fees - Government Assistance</i> .....	26
PRIMARY .....	27
<i>Staff</i> .....	27
<i>Term Dates &amp; Operational Times</i> .....	28
<i>Drop Off / Pick Up</i> .....	28
<i>Attendance</i> .....	29
After School Care – Green Umbrella .....	30
<i>Excursions and camp</i> .....	30
<i>What children can expect</i> .....	31
<i>Homework</i> .....	32
<i>Assessment and Reporting in the Primary School</i> .....	33
<i>Fees</i> .....	34
PLAYGROUP .....	35
KINMA BOARD .....	36
<i>Sub-Committees</i> .....	39
SAFTEY, POLICY AND PROCEDURES.....	40
<i>Emergency and Evacuation Policy</i> .....	41
<i>Allergies and Medical Conditions</i> .....	42
<i>Social and Emotional Learning Guidelines</i> .....	43

## WELCOME

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Dear Families,

Welcome to Kinma. We are delighted that you have chosen our community school as your preferred education for your child.

Kinma is a small preschool and primary school nestled in five acres of great Australian bush, adjacent to Kuringai Chase and Garigal National Parks. We welcome you to our wonderful school.

All the best,

Steve Dixon

Chairperson – Kinma Board

## ABOUT KINMA

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Kinma is a dynamic independent progressive school which offers a unique child-centred education for preschool and primary school aged children. Kinma encourages children to become flexible thinkers and independent, self-directed learners in a non-competitive environment which respects and nurtures the individuality of its members.

### CORE AND GUIDING PRINCIPLES

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#### At Kinma we ...

- 🌱 strive for each child to achieve their academic, physical, and social potential in a supportive, stimulating learning environment
- 🌱 develop an educational program which is child-centred, innovative and based on an understanding of child development
- 🌱 respect the individuality of the child
- 🌱 foster self-determination in the child
- 🌱 develop the child's exploration, critical thinking, and creative abilities
- 🌱 stress co-operation rather than competition
- 🌱 emphasise active involvement in a wide range of learning situations
- 🌱 utilise the resources of our bush environment and the community
- 🌱 maintain high academic standards
- 🌱 are non-denominational and co-educational, with small, flexible multi age groups and no uniforms
- 🌱 support the emotional wellbeing of children and teachers and abstain from corporal punishment and other coercive and manipulative approaches
- 🌱 conduct individual assessments and not competitive exams
- 🌱 respect and safeguard the professional status of teachers
- 🌱 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
- 🌱 allow pupil participation in the affairs of the school and encourage their involvement in the community outside the school
- 🌱 apply the latest findings from education, psychology and related fields to improve teaching and learning within the school.
- 🌱 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

## GENERAL INFORMATION

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**Address:** 127 Coolowie Road,  
Terrey Hills NSW 2084

**Email:** [enquiries@kinma.nsw.edu.au](mailto:enquiries@kinma.nsw.edu.au)

**Primary phone:** 02 9450 0738

**Primary mobile:** 0474 500 707

**Preschool phone:** 02 9486 3018

**Preschool mobile:** 0436 452 402

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### TERM DATES

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Kinma Preschool and Primary are operational 39 weeks per year. The year is divided into four terms, similar to other educational institutions.

Kinma generally follows the NSW Department of School Education holidays, with the addition of one extra week in the Winter holiday.

#### 2024 Term Dates

Term 1: Wed 31 Jan – Fri 12 Apr

Term 2: Wed 1 May – Fri 28 June

Term 3: Wed 24 July – Fri 27 Sep

Term 4: Wed 16 Oct – Thu 19 Dec

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## OFFICE HOURS

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The office is open:

**Monday – Friday      8.30am – 3.30pm.**

Any time you want to come and chat, we'd love to see you.

## STAFF

Felicity Brandon (Head of School) is in the office Monday - Friday.

Claire Hickson (Community Engagement Manager) is in the office Monday - Friday.

Nick Calaitzopoulos (Callas) (Accounts Administrator) is in the office Monday, Tuesday and Wednesday.



## NEEDS FOR THE DAY

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At Kinma, children wear clothes of their choice and bring food from home (aside from [Snack Attack](#) once a week at Snack Attack), though there are facilities in primary for children to heat their food and will help with heating or toasties.

Everything the children need for schoolwork is supplied, so the children do not need to bring their own school supplies.

The following will help prepare the children for their day, at Kinma, for both preschool and primary school children.

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### CLOTHING

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Kinma is located in a fabulous bushland setting which we fully utilise. The children are frequently involved in digging for clay, grinding rocks to make paint, exploring and climbing, along with activities such as painting, sculpting, playing with playdough, digging in the sandpit and simply sitting on the ground. As a result, we recommend 'Kinma clothes' - clothes which children and parents don't mind getting dirty (possibly permanently).

We suggest that you send children in 'layers' of clothing to cope with the often changing weather conditions. Children may need warm clothing on arrival and lighter clothing in the middle of the day to be comfortable Kinma clothes that can get the happenings of the day on them.

**Shoes** are also required for many activities at school, and students need to have a pair with them every day. During the colder months it is recommended that children wear shoes for warmth, and children are required to wear shoes on bush walks, or visits to the creek.

**A spare set of clothes** is also recommended to be in the children's bag (especially for those children who like to get wet at the creek!)

**Please have all children's clothes, shoes and other items marked clearly with their name** (so they can be returned).



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## SUN SAFETY

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Please ensure your children's clothing is appropriate for the activities they participate in at school and protects them from the sun, such as covered shoulders.

A **sun hat** is required to play outside. At Kinma we have a policy of 'No Hat, No Sun'. All children are required to have a hat at preschool and primary school irrespective of season or weather, and to wear this at all times while outside.

Children should arrive with **sunscreen** applied. Sunscreen is provided for reapplication, or children can have their own in their bag at primary school or in preschool. (There is alternative sunscreen provided, so please talk with the staff.) It can also be left on the premises labelled with the child's name. We recommend the students wear sunscreen all year round.

Educators will oversee reapplication in the middle of the day.

During the hot summer days activities are arranged so that children are undercover in the hottest periods of the day.

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## LUNCH

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 Kinma is a **nut and shellfish free** school, due to severe allergies.

The children will need plenty of healthy food to help them fuel their day. Lunch, morning tea, and something else, in case they are extra hungry, is advised.

At Kinma we believe an emphasis on healthy eating is important.

Food from home that requires refrigeration (e.g. yoghurt, eggs) may be kept in the fridge. *Preschool carers, please label and hand this food to staff on arrival.*

The children in the primary school are welcome to use the kitchen to reheat leftovers, prepare toast, noodles etc. We recommend that parents ensure that their child is capable of completing the process alone from beginning to end, before sending such food in their lunch box. This includes opening a packet, using electrical appliances, and cleaning up after themselves. Children are also encouraged to place items such as yoghurt in the fridge, clearly marked with their name.

## PACKAGING

We also encourage parents and children to consider our environment and limit the amount of packaging in lunch boxes, particularly plastic, and please, no glass. All packaging is kept in lunch boxes and returned home for disposal as we do not have rubbish bins for wrappers, etc, on grounds in primary. This ensures rubbish does not find its way blowing about the school and into the environment. We do, however, have recycling and compost bins.

***Please keep chocolates, sweets, fizzy drinks etc. as treats for home.***

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## SNACK ATTACK

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One day a week, usually Wednesday, a few parents, carers and grandparents come into the school and cook lunch for the children. The Newsletter provides dates and what is on the menu for the following week.

The cost per child each week for Snack Attack is \$5.

Snack Attack lunches are a valued part of the Kinma week. The money collected is set aside to be used for particular purchases which are important at the time, usually tea and coffee, and other kitchen supplies. Each term a roster is prepared to ensure that there are three-four parents to run Snack Attack each week. Parents, carers and grandparents are encouraged to be involved in Snack Attack either by preparing a sweet or savoury dish, or by helping to prepare, serve and clean up. Meals are either prepared at home, brought in to school then heated and served, or the kitchen is open from 8.30am to start cooking.

The menu is designed by those parents involved, with the emphasis is on healthy eating. Preferred foods are natural and preservative-free where possible, e.g. homemade soups, pasta dishes, tacos, homemade pizza and rice/veggie dishes. Foods not to be used are highly processed and refined foods i.e. chips, sweets, pies, hotdogs, sausage rolls and high sugar foods.

 Kinma is a **nut and shellfish free** school, due to severe allergies.

Snack Attack will occasionally have a theme to celebrate food from other cultures or another theme happening within Kinma.

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## WHAT TO BRING

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A reminder to please pack these every day. We never know when a spontaneous bush walk may happen, and we'll need all of those to take with us.

- 🌈 A bottle of water
- 🌈 lunch, (labelled, if anything is to be stored in the fridge) and snack
- 🌈 spare clothes
- 🌈 sun hat
- 🌈 sunscreen (or use the school supplied sunscreen)
- 🌈 shoes
- 🌈 extra layers, especially in the cooler months

### Hats, Shoes, Water Bottles

A reminder to please pack these every day. We never know when a spontaneous bush walk may happen, and we'll need all of those to take with us.

### Labelling Personal Items

Please, we'd love it if you could take some time to **label all clothing** and personal items so that we can reunite them with their owners when we find them.

### LOST PROPERTY

There are two repositories for clothes that remain at Kinma. In Primary you can find clothing outside of the library waiting to be collected. In Preschool there is a box at the entrance gates. Children often do not recognise their own belongings, especially clothes. All items of children's clothing brought to school need to be **clearly marked with your child's name**. Please check the lost property box regularly. At the end of each term, clothing that is not claimed is sent to a local charity.

## **TOYS**

Supporting young children in social dynamics is something at Kinma we know we do well. We're asking for a little bit of support as we are noticing... Giraffes, fluffy balls, furry rabbits... all coming to visit during the school day. Kinma has 5 acres of natural toys not owned by any particular person to be shared with all. Jealousy, frustration, and sadness arise when negotiating about fluffy toys – please keep them at home.

Children are requested not to bring toys to school. It is very easy to lose or damage toys within the preschool and primary environment. Imaginative play is often greater without toys. However, where special toys or other items are brought to school for news or group activities, they should be left with the staff for safe keeping. Please make sure that they are clearly marked with your child's name.

## **MOBILE PHONES**

Students are permitted mobile phones at school provided they are turned off, kept in bags and not used during school hours. If a child needs to contact a parent during the day, they may use the school phone in the office. Likewise, if parents need to get a message to their child, they can contact the school.

Smart watches are not allowed at Kinma.

## A DAY IN THE LIFE

It's the sounds of Kinma that will envelop your children first. The noisy chattering of the birds, the sounds of children playing, the wind in the tree tops. Then, a call to come in. "Inside for Group 2" chanted by children calling to their classmates that it's time to come inside. Or "Basketball court for Group 1". "Steps for everyone." No bells. It's how Kinma works, how it moves and flows.

Kinma is an immersive experience, for the children and their families, though Covid has interfered with that which may mean you have not been able to come on the school grounds to see and feel for yourself what the school is all about.

The school has five learning spaces for the four groups of primary, and preschool. The buildings are places the children make their own. They might sit on the floor, lay on the carpet, or collect in small or large groups to learn. Or perhaps they'll gather among the trees, build a cubby house, or go for a bush walk down to the creek.

**Kinma is a feeling.** It is hard to encapsulate with words, though here are some from some Kinma parents, asked to finish the sentence, 'It's so Kinma when...'

*Your children don't want to go home*

*When your children are sick and beg to go to school*

*When you see children engaged in meaningful conversation with adults*

*When your kids' friends call you by your first name*

*You can hear laughter and chatter from the creek where lessons are being held*

*When you're greeted with a hug*

*When you pick up your child and they look like an extra from Lord Of The Flies... Covered in paint/ ochre/dirt - in a good way.*

*You empty your kid's bag and out comes half a tonne of sand, wild flora and a permission note you were meant to have signed 2 weeks ago and no one has made you feel bad about it.*

*You can't find your kids at pick up time so you look to the sky and find them high in a tree branch*

*Your kid learns maths with a diamond python hanging from the roof*

*Seeing shoes on little feet feels extravagant and dressy*

*When an adult responds to a kid in need, but it's not their kid.*

*A Harry Potter Cloak paired with a unicorn hair piece is accepted school attire*

*It's so Kinma when... people ask how you are... and mean it.*

*Kinma is all about HEART.*

## IMPORTANT INFORMATION

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### HEALTH

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It is essential that staff are aware of any allergies and medical conditions children may have, along with cause and treatment, to enable staff to deal appropriately with situations which may arise. Please following this link for further information in our [Allergies and Medical Conditions Policy](#).

### ILLNESS

At Kinma children are constantly on the go, and it is very important that you keep your child at home if they are not feeling well. A child will strive to undertake all the normal activities and not understand why on this particular day everything is so much harder. Please keep unwell children at home. Staff will contact you if a child appears unwell. Please contact the office by 9:30 am on any day your child is away. Text 0474 500 707, call 9450 0738, or email [office@kinma.nsw.edu.au](mailto:office@kinma.nsw.edu.au).

If your child is exhibiting any symptoms of illness, please do not send them to school. If they are unwell they usually need extra rest and care and we would like to minimise the spread of any viruses amongst the rest of the school community.

### IMMUNISATION IN PRESCHOOLS

From 1 January 2018, only children who are fully immunised for their age OR have a medical reason not to be immunised OR are on a catch-up schedule can be enrolled in childcare.

[Childcare and pre-school entry & immunisation - Parent Information](#)

### COMMUNICABLE DISEASES

Follow the link for the [recommended minimum exclusion periods](#) for particular illnesses. It is essential children take this time off from Preschool or Primary school to enable a quick and full recovery and prevent the spread of illness to other children.

Please also let us know if your child has a communicable disease. Some of these are outlined in the NSW [Government Communicable Diseases Factsheet](#).

### HEAD LICE

Head lice can, from time to time, be an issue and we ask that any cases be reported so that we may treat the problem as a community.

Some helping links for treating head lice:

[www.health.nsw.gov.au/environment/headlice](http://www.health.nsw.gov.au/environment/headlice)

[Back at school? Here's how to keep kids free of head lice](#)

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## SAFETY

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### ACCIDENTS

In the event that a child is involved in an accident (or becomes ill) while at Kinma the staff will:-

1. administer first aid
2. dial 000 for an ambulance if necessary
3. telephone parents or emergency contacts listed on the enrolment form
4. a staff member or responsible adult will accompany the child to hospital, waiting until parents arrive.

### EVACUATION/ BUSH FIRES

In the case of bush fires burning in the area, we ask that you do not send your child to Preschool or Primary.

Do not telephone the School if you are concerned about evacuation. Phone one of the following emergency contact parents:-

Sarah Nicholas	0413 187 008	Frances Gilham	0415 442 932
Nicola Woodcock	0468 567 905	Dylan Conley	0435 276 515

These parents will be kept up to date with the current situation.

Evacuation drills are practiced throughout the terms. Please discuss the idea of evacuation drill with your children so they are not frightened or complacent. Reassure your child that personal treasures left behind during evacuation times will not cause any family upsets.

Link to the [Emergency and Evacuation Policy](#)

### DOGS AT KINMA

It is a Government regulation that dogs, with the exception of guide dogs, are not permitted on the premises at any time, including out of school hours.

### SMOKING

Smoking is not permitted on the grounds of Kinma at any time.

### ALCOHOL

Alcohol is not permitted on the grounds of Kinma at any time

## PHOTOGRAPHS AT SCHOOL

Parents may only take photos at school of students with the permission of staff and for a specific purpose. At school events (e.g. excursions, camps, performances etc.), careful judgement must be used to ensure that only appropriate images are taken.

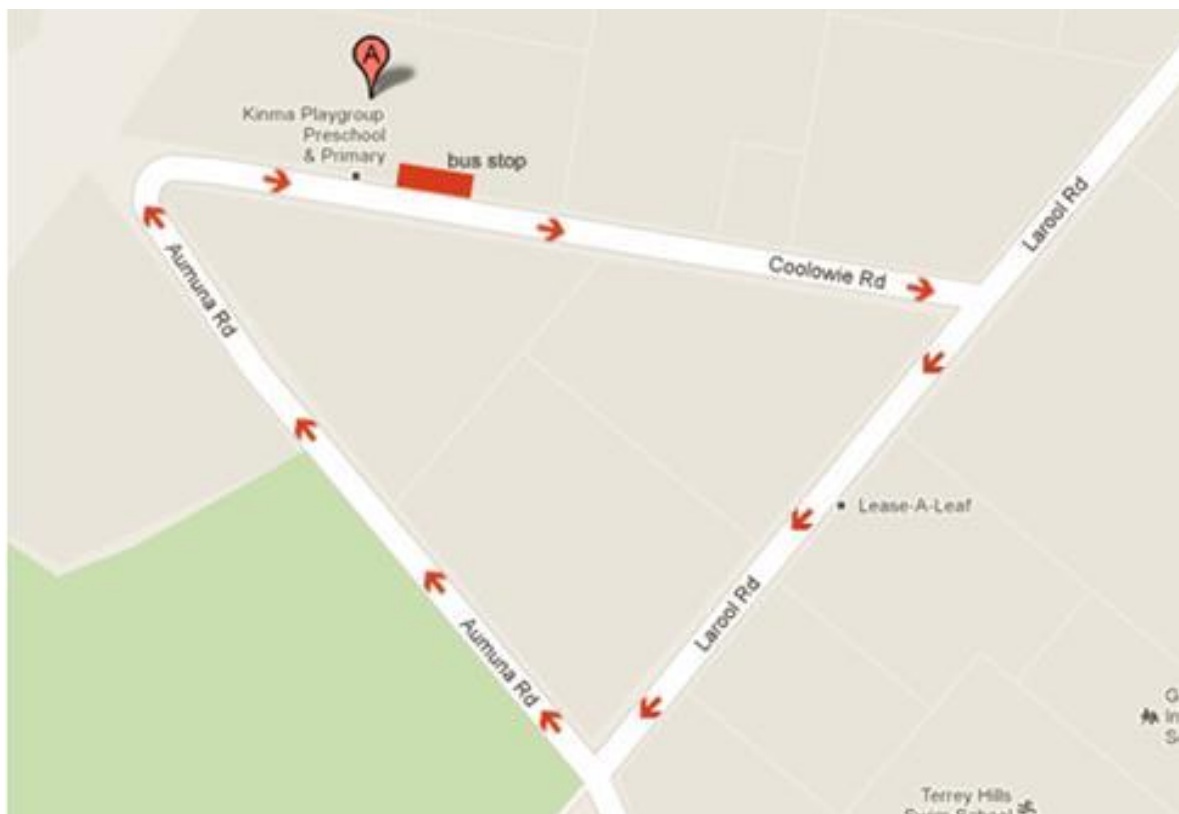
No images of students (other than your own) must ever be uploaded to the internet or any social media platform.

## ROADWAYS AND CAR PARKING

Because the road outside the School is narrow and busy with cars and buses, there is a one way system in force between the hours of 8.30am -9.30am and 2.30pm - 3.30pm. Between these times, please enter through the bottom of Coolowie Road and exit up the hill. Parking on a 45° angle at the kerbside closest to the school is requested. There is also ample safe parking in Aumuna Road.

Please don't park in the staff carpark at any time.

Please don't park in the bus zone as buses need to park to pick up children.





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## COMMUNICATION

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### KINMA NEWS

'Kinma News' is emailed weekly and is the major means of keeping you informed about the School's activities and development. Therefore, the school assumes that all parents read the newsletter.










This is a great opportunity for your child to tell you more about their day, by looking through the newsletter together and getting their version of the learning and happenings and finding out more through eyes, together.

It is the responsibility of all parents to ensure they receive their newsletter each week and to note activities concerning them and their children. Newsletters are sent to all parents via email; please notify the Office by email ([office@kinma.nsw.edu.au](mailto:office@kinma.nsw.edu.au)) if you are not receiving them.

Any advertisements must be approved by the Office prior to appearing in the newsletter. Newsletters are available at the Kinma website ([www.kinma.nsw.edu.au](http://www.kinma.nsw.edu.au)).

### KEEPING PARENTS INFORMED

Staff aim to keep parents informed through –

-  Kinma Newsletter
-  Kinma Community Facebook page. Request to join and Admin will connect you to the group – please note this is a parent forum and not always viewed by Admin.  
Please email directly to [admin@kinma.nsw.edu.au](mailto:admin@kinma.nsw.edu.au) if you require specific information.
-  notice boards
-  parent /teacher interviews
-  children's reports
-  events at school, e.g. afternoon teas
-  learning forums
-  being available to discuss day to day happenings
-  the school website: [www.kinma.nsw.edu.au](http://www.kinma.nsw.edu.au)

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## PARENTS AND KINMA

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It is fundamental to Kinma's philosophy and day to day operation that the home and school environments are compatible and that parents are aware of, and involved in their child's education. Parents vary in the amount of knowledge they possess concerning Kinma, but all parents require some orientation to this unique program. Some form of continual involvement is helpful in order to maintain awareness, because Kinma is an evolving environment.

There are many ways in which parents may participate and contribute to Kinma –

- spend time in your child's group, either as a 'kid' or as a helper
- attend parent evenings/afternoons
- attend learning forums
- talk with staff and parents
- help out with Snack Attack
- assist with organisational tasks, e.g. washing dress-ups, cleaning blocks, cleaning the wet area, mending books, sweeping outside classroom areas (liaise with your child's class teacher about this)
- share a special skill or interest, e.g. dance, photography, storytelling, carpentry, at Tinkering or with a group
- attend the Kinma Care Days
- accompany staff on excursions
- attend social functions
- hold a position on the Board or a sub-committee

### SPENDING TIME IN YOUR CHILD'S GROUP

There is no greater joy than to pull up a chair, cushion or piece of grass and stay for a while. Many schools do not offer the openness that Kinma shares with its parents. To be part of a day unfolding in preschool or a primary class is the greatest insight into your child's learning. Taking part in the day's activities is greatly encouraged.

Within a classroom we invite you to be part of the children's world. During the day you may be tempted to solve or fix a problem for one of the students. Offer suggestions and encouragement but allow the children to make the discovery for themselves.

Teachers are required to monitor student's behaviours. However, if there is an occurrence where you witness interactions between students that you deem to be inappropriate, dangerous, or emotionally destabilising, we suggest that you tell the students to stop, because YOU are feeling concerned. By stating that it is you that is concerned you are not placing blame on anybody partaking in the situation. The next step is to send a child to find a teacher to support the discussion. The teacher is skilled and aware of the different personalities in the class.

## **ATTEND LEARNING FORUM/AFTERNOONS**

Parent evenings/afternoons are held each term. Such evenings generally involve parents and teachers coming together to listen to a guest speaker, watch a relevant video or be involved in a workshop run by a staff member. Parents may then be invited to split up to go to their children's room to discuss the group's program for that term and/or be involved in some activities which the children experience.

These afternoons/evenings are essential to understanding the Kinma philosophy in general, as well as the everyday happenings at Kinma. It is strongly recommended that at least one parent from each family attend these sessions.

## **ATTEND LEARNING FORUMS**

Each term staff encourage parents to join them for an evening to dialogue topical/requested subject matters that are relevant to Kinma's philosophy and classroom practise. Examples of such discussions include, but are not limited to: pedagogy, communication and critical thinking.

## **TALK WITH STAFF AND PARENTS**

At Kinma, staff welcome impromptu discussions before and after school. If more time is required, you can organise a specific appointment with staff.

Parent/teacher meetings are held formally in term one and three each year. Teaching staff and Admin will contact you with available times and dates.

## **SNACK ATTACK**

Snack Attack is a weekly "canteen" held on a Wednesday where parents and children cook simple nourishing meals to be purchased.

## **ASSIST WITH CLASSROOM ORGANISATIONAL TASKS**

There are many tasks required in the day-to-day running of the classroom that parents can assist with. These range from simply sweeping the veranda outside your child's room to covering books to washing dress-ups. There are many jobs both large and small that can be completed at either school or home. If you would like to make a direct contribution to your child's classroom just ask your child's teacher or talk with the parent rep of your group.

## **SHARING A SPECIAL SKILL OR INTEREST**

At Kinma our school program grows richer with the inclusion of a parent's skill or passion. Discuss with staff things that you love to do (dance, photography, storytelling, carpentry, cooking, etc.) and would be willing to share with the children. Teachers will always support you in the classroom environment.

## **KINMA CARE DAYS – BUILT AND NATURAL ENVIRONMENT**

Kinma Care Days are an essential part of the Environment Sustainability program at the school. These days are very social in nature and appreciated by all. A fee is charged for non-attendance. The dates for Kinma Care Days are always advertised in the school newsletter and we encourage you to check the dates.

If you are unable to attend a specific date scheduled, you can check with admin and they can find a task that is yet to be completed.

## **EXCURSIONS**

Due to the small size of the school many excursions are reliant on parents to help drive and support the teachers. When attending an excursion please be aware of the importance of your role and discuss the details of all excursions with staff before the event. Please remember there is no departure from the day's planned itinerary.

At various times throughout the year Kinma organises excursions to provide opportunities for the children to gain first-hand experience in the local area and wider community in order to extend and reinforce children's learning.

For parents helping on excursions there are tips we give for being a good supervisor.

- 🌿 Parents are the leaders of a small group.
- 🌿 Parents need to know which students are in their group and keep them together.
- 🌿 Parents need to be sure of where and when to meet during and at the end of the visit.
- 🌿 Parents set the behaviour of their group.
- 🌿 Parents make sure that children are aware of the local rules.
- 🌿 Parents are encouraged to ask thought provoking, open-ended questions and to involve all students in their group by waiting for answers and not allowing one or two especially eager student to get all the attention.
- 🌿 Have fun, enjoy and keep safe.

From time to time there may be additional fees required to cover excursion costs.

Parents with children who require car seats will need to provide appropriate ones for each excursion.

## **SOCIAL FUNCTIONS**

Kinma holds a number of social functions throughout the year. These functions can vary from a cup of tea to our main Fundraiser Night. They are a great way to become part of the community at Kinma.

## **HOLD A POSITION ON THE BOARD OR SUB-COMMITTEES**

There are a number of positions and committees that all work together to support this wonderful learning environment. Contact any of the Board Members or the Head of School to discuss the roles and responsibilities of joining one of the committees.

## **LINES OF COMMUNICATION**

In the event that a parent would like to discuss an issue or make recommendations, Board members are available to chat to parents at any time. The Board member will then direct the inquiry or the parent to the person who will most effectively deal with it.

All Board and Education Committee meetings are open to parents. You do not need to inform anyone of your attendance unless you wish to have an item placed on the agenda. In order to have an item placed on the agenda, speak with the Head of School – Felicity Brandon or the Board Chairperson. It may be necessary to ask visiting parents to step out of the meeting if the Board is discussing confidential matters.

In matters regarding your child, the Board recommends that the initial approach should be made to the class teacher, who, in most circumstances, will be able to answer inquiries or solve issues. If the issue is one of a wider nature or if a parent feels uncomfortable approaching a teacher, the parent is at liberty to approach the Education Leader.

If the issue is more of a financial or policy nature, then the same procedure is followed but the issue should be brought directly to the Head of School in the first instance or to the Board if still unresolved.

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## **SUPPORTING BEHAVIOURS IN A GROUP CONTEXT - SOCIAL AND EMOTIONAL LEARNING GUIDELINES**

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At Kinma, children are encouraged to be responsible, independent and develop discipline for themselves from within. Children respond in kind to courteous and considerate treatment by adults, and will approach activities with concentration and motivation when tasks are suited to their needs and interests.

We encourage children to respond to limits and gradually develop the skills to set their own limits. We carefully consider the development of each child in all areas, including their behaviour. At Kinma we develop children with self-discipline, respect for others and their differences, honesty in action and thought; children who value co-operation, who take pride in their school, classrooms and groups.

The objectives of our approach to behaviour management are:

- To develop a sense of responsibility for behaviour;
- To limit the disruption to others from inappropriate behaviour;
- To develop non-violent and non-aggressive approaches to conflict resolution.

More can be read in our [Social and Emotional Learning Guidelines](#) within the back of this [handbook](#).

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## STAFF INFORMATION

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### STAFF DEVELOPMENT

During the course of a year Kinma Preschool and Primary staff have opportunities to attend professional development courses. These courses can be held on site or at other venues. Our staff are committed to continual learning in the field of education. At other times courses are attended out of hours or, if during school hours, relief staff are employed.

### PUPIL FREE DAYS

Pupil Free Days are an integral aspect of professional development for staff and the development of Kinma's education. At Kinma, each of these days is designated for a specific purpose. One day of each term is set aside in order to co-ordinate planning for the term, prepare for parent nights, clean and organise rooms etc. Three additional days are taken in terms 1, 2 and 3 for staff to collaboratively attend courses/conferences, visit other schools and centres or work together on current issues, such as syllabus changes.

### RELIEF STAFF

Kinma maintains excellent staff:child ratios, and during times when permanent staff are on leave, we utilise appropriate internal staff or those from an external agency.

Please refer to the individual Playgroup, Preschool and Primary sections for names of current staff in each group.

# PRESCHOOL

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Welcome to Kinma Preschool, we look forward to learning together with you and your child, to see your child flourish, develop and get to know themselves and what they love through connections with others and our bush surrounds.

We are a very open team, by getting to know you and your child we will build relationships to support their belonging and security here at Kinma Preschool.

Warm wishes,  
Nina Isho,  
Nominated Supervisor/Teaching Director

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## PRESCHOOL STAFF

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Nina Isho	Nominated Supervisor, and Educator (Master of Early Childhood & Bachelor of Teaching (Birth to Five))
Christine Kaufmann	Educator (Primary)
Lizzie Rayer	Educator (Diploma in Children's Services)
Pat Nugent	Educator (Diploma in Children's Services)
Grace McAdam	Educator (Studying Child Care Certificate)
Mary Taylor	Educator (Diploma in Children's Services)

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## CONTACT TELEPHONE NUMBERS

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Telephone numbers of people and organisations which may be of help to you and your family.

<b>Nominated Supervisor</b>	Nina Isho	9486 3018	preschool@kinma.nsw.edu.au
<b>Head of School</b>	Felicity Brandon	9450 0738	admin@kinma.nsw.edu.au
<b>Early Childhood Education and Care Directorate (NSW Education)</b>	1800 619 113	9716 2100	ececd@det.nsw.edu.au
<b>Public Health Unit, Dept. of Health</b>		9477 9400	

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## ARRIVAL / DEPARTURE PROCEDURES

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**OPENING HOURS** The Kinma Preschool day begins at 9am and ends at 3pm.

### WHEN BEGINNING PRESCHOOL

When starting preschool we want the children to have a positive start so their days will begin short, for a couple of hours, then build up. Having parents come along for the first couple of days to stay and familiarise and build relationships with educators and other children will build a drop off routine, staying for an hour or so for the first couple of visits. We aim to decrease the parents' time and increase the children's time. All children have different needs when first settling into a new environment, we will get to know what your child needs to make the beginning of their time as successful as possible. The educators will support your child to say goodbye, educators can guide when the timing feels good, we talk about where you are and when you will return to be clear and know that you will return.

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### FLOW OF THE DAY

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As our day has a rhythm and flow, there are very few things set by time...

- 🌈 Upon arriving children choose an area to play in, parents might stay for one or so activities before saying goodbye. Activities such as reading a story, doing craft, swinging on the swings, tree climbing, feeding the chooks, painting a picture, playing in the sandpit or having some food are common activities to start the day.
- 🌈 Children have time and space to engage in play with minimal interruptions throughout the day.
- 🌈 We provide resources and open-ended materials that allow children opportunities to manipulate, explore, discover and practice inside and outside across the whole day.
- 🌈 Children are encouraged to eat intuitively, reminding them to have food and water around 10:30 and 1pm if they haven't already done so, some children eat six times a day without reminders, others need assistance to build their own sense of eating with friends and educators when their body is hungry. Having enough food to choose from, without being overwhelming, is recommended.
- 🌈 Playing socially throughout the day building respectful relationships where conflicts are consistently supported and educators guide children to play cooperatively. Social play is a continuum where children might play by themselves or alongside or be fully engaged in imaginative play where much negotiation is required.
- 🌈 We have regular activities on offer such as music, languages, basketball, bushwalks and visiting primary school.
- 🌈 Activities are arranged for the day from children's interests, family's input, educators' knowledge of the children, as well as educators' interests. We call these offerings and we encourage families to become involved with these through our 'floor book' where we write about our day. Some offerings include gardening, woodwork, musical activities, renovating a cubby, face painting, having a camp fire, clay, science experiments, cooking with eggs from the chook or harvesting from the garden.
- 🌈 In the afternoon, the children are encouraged to be involved in tidying up inside and outside to build responsibility for our resources and environment.
- 🌈 We all come together at the end of the day for a group time such as reading stories, singing songs, dancing, doing henna, yoga and meditation, children's requests for games like What's the Time Mr Wolf or soccer.



## **DROP OFF**

All children are to be signed in with the time upon arrival, the form is at the gate.

## **PICK UP**

Children are to be collected by 3pm, please sign out with the time when leaving. Children can be picked up by an authorised person over 18 years, you can authorise a person to pick up on the enrolment form or by sending an email letting us know if it is for a day or ongoing authorisation. Let your child know someone different will be picking up and let the staff know as well.

If you think you will be late to collect your child please give the preschool mobile a call, or send an SMS, to let us know. 0436 452 402.

## **NON-ATTENDANCE**

If your child will be away please contact the office or preschool via phone or email.

Preschool – 9486 3018 or 0436 452 402 [preschool@kinma.nsw.edu.au](mailto:preschool@kinma.nsw.edu.au)

Office – 9450 0738 or 0474 500 707 [office@kinma.nsw.edu.au](mailto:office@kinma.nsw.edu.au)

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## **DOCUMENTATION OF CHILDREN'S LEARNING AND DEVELOPMENT**

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At Kinma Preschool we keep consistent documentation of the children's learning and development through anecdotal notes, entries in the floor book and reflections on the day. We meet with the parents twice a year to discuss the children in the home environment as well as at preschool to build a wholistic understanding of how the children are growing.

We keep individual journals with drawings, paintings, stories about learning and photographs of their time at preschool which the children will be given at the end of their preschool journey.

## FEES - GOVERNMENT ASSISTANCE

### 2024 Preschool fees

*We are supported by NSW Government Start Strong funding*

	Per day	Day With Start Strong Fee Relief	Per Term	Term with Start Strong Fee Relief	Equity Eligibility With Start Strong
2 days	\$68	\$31	\$1,360	\$620	\$403
3 days	\$68	\$32	\$2,040	\$960	\$624
4 days	\$68	\$41	\$2,720	\$1,640	\$1,066
5 days	\$68	\$46	\$3,400	\$2,300	\$1,495

*For any non equity children there can be up to a 30% discount*

Enrolment fee: \$300 (non-refundable)

Maintenance levy: up to \$150 per term for non-attendance at Kinma Care Day (\$30/day of attendance/wk.)

Insurance levy: up to \$115 per student depending on number of days attending

### FAMILY AND CHILD SERVICES

The Department of Community Services allocates a small amount each year as part of our funding arrangements to be utilised solely for parents on lower incomes who may require assistance in payment of fees in Preschool. If you wish to discuss this option please contact the office.

### CHILDCARE ASSISTANCE

Commonwealth Childcare assistance is available to extended hours services, e.g. long day care centres and after school care services, however childcare assistance is not available to Kinma Preschool families due to the Centre's hours of operation.

# PRIMARY

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## STAFF

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Staff at Kinma are carefully selected. We are fortunate to have a team of well qualified, talented and energetic staff who are dedicated to their profession and enjoy working with children.

### PRIMARY STAFF IN 2024

Katy Bennett	- Educator (Bachelor of Education – Primary)
Tom Brien	- Educator (Masters in Teaching)
Janet Caddick	- Educator (Masters in Science, Early Childhood Studies; Bachelor of Education in Early Childhood Development)
Christiana Cavaliere	- Educator (BA - History (Honors))
Kate Chockman	- Educator (Bachelor of Education – Primary)
Sean Curran	- Educator (Masters in Teaching)
Vanessa Jones	- Educator (Bachelor of Teaching – Primary)
Priscila Kern	- Educator (Bachelor of Education – Science)
Kimberley Read	- Educator (Bachelor of Education – Primary)

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## TERM DATES & OPERATIONAL TIMES

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Kinma Preschool and Primary are operational 39 weeks per year. The year is divided into four terms, and Kinma generally follows the NSW Department of School Education holidays, with the addition of one extra week in the Winter holiday.

### 2024 TERM DATES

Term 1:	Wed 31 Jan – Fri 12 Apr
Term 2:	Wed 1 May – Fri 28 June
Term 3:	Wed 24 July – Fri 27 Sep
Term 4:	Wed 16 Oct – Thu 19 Dec

**SCHOOL HOURS:**                   **9am to 3pm.**

Children can be dropped off from 8:30am.

### SCHOOL DAY

The Kinma day begins at 9am and ends at 3pm. While it is often essential for your children to attend appointments during the day, please try to arrange these for the afternoon, as the morning period is of great importance for establishing the program of the day. Missing the start of the day often leaves children a little 'lost'.

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## DROP OFF / PICK UP

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### DROP OFF

Children can be dropped off from 8:30am and need to be at school by 9am.

Please ensure a staff member is aware of your children's arrival at school and departure in the afternoon. Teachers must be informed if your child is catching a bus to and/or from school, or if someone other than a parent is to collect them from school.

### PICK UP

Children are to be collected from the basketball court at 3pm.

If you think you will be late to collect your child/ren, please give the office mobile a call, or send an SMS, to let us know. 0474 500 707

## **BUS**

There is a bus that travels from Mona Vale, 145. In the morning only, the 143 comes from Frenchs Forest.

Please inform the school if your child/ren will be travelling by bus.

## **WALKING/RIDING TO SCHOOL**

Children may walk or ride their bikes to school, please discuss this with the school so that we are aware.

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## **ATTENDANCE**

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Please be at school by 8:50am each day so that your children can catch up with friends and say hello before the call of "In-time for everyone!" is sung out across the playground.

Pick up is at 3.00pm. Teachers will bring your child out to the basketball court.

Please be on time for collection. It is appreciated if you contact the office if you might be late so we can lessen any concern for your child

Any arrivals after 9.00am please drop via the office, any pick-ups before 2.45pm please let the office know.

## **NON-ATTENDANCE**

Any absences always text the school mobile phone (0474 500 707), or email ([office@kinma.nsw.edu.au](mailto:office@kinma.nsw.edu.au)), or phone the office (9450 0738) before 9.30am each day that your child is away, as this information is a requirement of the Department of Education. It is also essential information used as part of our emergency evacuation data.

As stated in the Education Act attendance at school is necessary except when reasonable causes operate to prevent attendance. Reasonable causes include:-

- illness – please see enclosed recommended and required exclusion periods for specific illnesses
- other special leave for medical, dental appointments etc., and other exceptional circumstances, such as family emergencies.

In respect to illness, parents should notify the school by phone or email. The office must be informed as to any special leave situations. If there has been no notification of a reason for absence which has continued for more than one day, it is the responsibility of the school to contact parents to determine the reason for absence.

## AFTER SCHOOL CARE – GREEN UMBRELLA

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Kinma has an afterschool and vacation care program, [Green Umbrella](#), held in the hall from 3:00pm Tuesdays, Wednesdays, and Thursdays until 6:00pm for primary students. Vacation care is offered on pupil-free days and some other school holiday dates. Fee per session is \$38 per child for permanent weekly bookings or \$45 per child for casual bookings. The fee is a flat rate for the whole session, whether you choose to use it for one hour only or for the full session. Centrelink's Child Care Subsidy is available to eligible families.

Annual enrolment fee: \$25 per child.

For more information, or to enrol, go to <https://www.greenumbrella.nsw.edu.au>

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## EXCURSIONS AND CAMP

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### EXCURSIONS

At various times throughout the year Kinma organises excursions to provide opportunities for the children to gain first-hand experience in the local area and wider community in order to extend and reinforce children's learning.

Notice of these excursions is posted on the calendar at the front of the newsletter and there is a more detailed outline within the newsletter.

Travel to these venues can be by private transport, public facilities or hired coach.

All excursions are carefully planned to ensure the safety of all children whilst away from Kinma.

From time to time there may be additional fees required to cover excursion costs.

Parents with children who require car seats will need to provide appropriate ones for each excursion.

### SCHOOL CAMP

Currently, Group 3 (years 5 and 6 equivalent) attend a 3 day school camp, at some stage during the school year. This is without parents, however there may be a few parent volunteers that go along, as well as their teachers.

NB/ Any adults attending school camps must have a current Working With Children Check.

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## WHAT CHILDREN CAN EXPECT

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Kinma's education programme is based on an understanding of child development and caters equally for all aspects of development - social, emotional, and academic. It is our aim to foster the development of children to be independent, self-motivated learners and socially responsible members of the community. Our balanced curriculum provides for the development of creative and critical abilities in a cooperative, non-competitive atmosphere.

### GROUPS

At Kinma children are grouped together according to an age range as studies have indicated that children who interact and learn with others of differing ages benefit from being helped and nurtured by older children, and learning to be a leader to younger children helping in stages of their development.

We have three groups:

**Group 1** is for Years K and 1

**Group 2** is for Years 2 and 3

**Group 3** is for Years 4, 5 and 6

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## HOMEWORK

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At Kinma we aim to develop the whole child. This requires the development of thinking skills, problem solving strategies, skills for collaboration and co-operation, communication skills as well as the development of basic skills such as maths, reading and writing. Through providing children opportunities to learn through real-life experiences they approach tasks in the same way we all do every day – through talking to others, thinking it through, having a go, making a choice, sharing the load, taking responsibility, etc.

Homework by its very nature represents a very different style of education to that which Kinma represents. Homework requires children to work alone; collaboration is no longer possible. Homework, by necessity, is generally structured to allow for simple assessment, that is marking, which results in basic knowledge questions, rather than activities requiring thought, problem solving strategies or decision making skills. Furthermore, many of the resources in our environment at Kinma, both indoor and outdoor, are not always available at home, which changes the way children work.

It is also essential for children to have the time to be involved in activities which result in learning experiences outside of school. The time children spend playing with friends contributes to their social development. Training with a local sports team develops co-ordination, co-operation, communication and social skills, as well as math concepts. Practicing a musical instrument not only develops musical skills, also patience and recognition for the need to persevere and practice to develop a talent. Day to day tasks, such as washing up and hanging out the washing, all contribute enormously to the development of responsibility, independence and self-confidence.

As a result students (generally only the older group) receive only occasional small amounts of homework. This may be because the student has not managed their time well during the day and need to complete a task at home, or that the student and teacher have agreed on a little extra work in a particular area, for example handwriting. Occasionally children will also request homework, generally as friends and/or siblings from other schools have homework.

Students in the older group will often have term projects to work on at home. This is determined by the students and is structured to build a strong connection between home and school, by closely reflecting the practices at Kinma. That is the students need to work with family members as they would with other students at school. This allows parents and siblings to better understand what happens each day and provides students with the opportunity to take skills developed within one setting into another. Such projects are also designed to allow students to incorporate their interests and learning style.



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## ASSESSMENT AND REPORTING IN THE PRIMARY SCHOOL

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At Kinma children and teachers accumulate a personal profile holding records of each child's progress throughout their year at Kinma. These provide a measure of continuity as a child moves through the school. Records consist of checklists in specific areas, anecdotal records kept by teachers and examples of children's work.

Reporting to parents occurs regularly through the newsletter, letters to parents, class reports, displays, informal performances, informal talks and parent evenings. Comprehensive reports are prepared by teachers and students twice yearly. These reports take a variety of forms, though will generally include:-

- a record of major activities
- the child's approach to learning
- social, emotional, physical and intellectual development
- suggestions for the future
- analysis of these observations where appropriate.

Interviews with parents and teachers are held Term 1 and Term 3 each year. These interviews are considered an integral part of reporting, in that they provide the parent with a different, valuable perspective on their child, and provide both parents and teachers the opportunity to pursue issues raised in the meeting. See our "Learning, Monitoring, Assessment and Reporting policy" on our [website](#).

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## FEES

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### 2024 Primary Fees per term

1st and 2nd child      \$2,600 (this is inclusive of excursion and stationery fees)

3rd child              \$1,690 (as above)

Enrolment Fee:        \$850 per child (non-refundable)

Maintenance Levy:   \$150 per term for non-attendance at [Kinma Care Day](#)

Insurance Levy:      \$115 per term

**Fees paid by credit card will incur a 1% additional charge.**

### NOTICE OF WITHDRAWAL

Parents are required to give a minimum of one term's notice directly prior to their date of leaving, in school time. The penalty for insufficient notice is being charged for one term's fees. Kinma is non-profit and as such requires a great deal of planning to provide the wonderful service that is offered. Your help is requested. Under special circumstances, these conditions can be waved. However, this would require the approval of Board.

## PLAYGROUP

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- When:** 9:30 to 11:00, each Monday of the school term
- Where:** It is held in the school hall
- Who:** Children up to school age, along with a parent, grandparent, or carer
- Cost:** \$5 per family

Playgroup is a creative, encouraging and nurturing environment which provides opportunities for unstructured play and open-ended learning for children up to the age of five. Parents can enjoy the valuable support and friendship of other adults – and the time to relax for a coffee and chat. It is a wonderful opportunity for children to gain confidence in the Kinma environment while feeling secure that you are close by.

Playgroup operates every Monday from 9.30am – 11.00am during term time. Everyone meets in our new meeting space (behind the Admin/Library building) amongst the beautiful bushland. No booking is required, visits are on a casual basis and it's \$5 per family. There are plenty of activities to choose from (painting, sandpit play etc.) This is a wonderful introduction to Kinma's play-based philosophies. Coffee and tea are included for the adults. Bring along a snack, drink, hat and a change of clothes for your child. We recommend that you dress your child in old clothes, as it can sometimes get a little messy. There can be no nuts or nut products in snacks.

Felicity Brandon can be contacted for further information - [office@kinma.nsw.edu.au](mailto:office@kinma.nsw.edu.au)

## KINMA BOARD

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### ABOUT THE BOARD

Kinma Ltd is incorporated as a not for profit company, limited by guarantee. All parents and staff members are entitled to become members of the company. Parents provide assistance with administration, maintenance, fund raising and other tasks.

Thus, it is expected that parents will be involved in some way or another with such activities.

Parents apply to become members of Kinma Ltd when they enrol a child in primary school or have had a child in preschool for two years. Parents who have had a child in preschool for one year can also make special application to become a member. The Board will consider applications for membership at the next available Board meeting.

### KINMA BOARD

The School Board manages the school and has a maximum of ten and a minimum of six Board members. Board membership is comprised of up to six parents elected by and from the parent body, two community representatives (people outside the Kinma community who are interested in education or administration) and two people with “expert” skills. Board members will be happy to discuss any questions you have regarding the management of the school.

### ELECTIONS

The elections for the parent members of the Board are held at the Annual General Meeting each year. Any member is eligible to nominate as a director. As the Board administers all aspects of the school, parents are encouraged to get to know the nominees, as well as how the Board operates in order to place an informed vote.

### MEETINGS

School Board meetings are open to parents to attend, although sensitive issues (e.g. discussion involving individual children, fee payments etc.) are held in a confidential session at the completion of other matters.

## CURRENT BOARD MEMBERS LIST

Board members change at the Annual General Meeting, held before the 31<sup>st</sup> May each year. This may also result in changes to Board sub-committees. All changes will be notified in the Newsletter following the AGM.

Steve Dixon	Chairperson	0412 949 441
Madeline O'Donoghue	Deputy Chair	0401 621 623
Keith Mason	Treasurer	9450 0738
Amy Webster	Director	0434 806 014
Lesley Milbourne	Director	9450 0738
Lucy Kaldor	Director	9450 0738
Sarah Nicholas	Director	0413 187 008
Sean Lees	Director	0475 868 684
Dylan Conley	Director	9450 0738
<b>In attendance</b>		
Felicity Brandon	Secretary	9450 0738

## ROLES AND RESPONSIBILITIES OF A BOARD MEMBER AT KINMA

Elected or co-opted members of the Board of Kinma Ltd are expected to:

- Be familiar with and observe the constitution, code of conduct, and other Board policies.
- Put the objects of the organisation ahead of individual interests.
- Come to Board meetings prepared, having read the papers and considered decisions that need to be made.
- Contribute actively to Board discussions and commit time when needed to Board work outside of meetings.
- Follow through on agreed tasks and commitments.
- Acknowledge when they are no longer able to contribute to the level required.
- Observe the standards of ethical behaviour set out in the Code of Conduct.
- Disclose conflicts of interest in line with this governance policy.
- Be a team player, work in a collegiate way and stand behind decisions of the Board once they are made.

## **KINMA BOARD CODE OF CONDUCT:**

- Act honestly, in good faith and in the best educational, governance and financial interests of the school as a whole.
- Exercise care and diligence in fulfilling governance responsibilities and in exercising the powers of the Board.
- Act with respect for others at Board meetings by listening to others, not interrupting, and promoting opportunities for others to speak.
- Exercise independence in judgement and action and take all reasonable steps to be satisfied as to the soundness of decisions taken by the Board.
- Accept the decisions of the Board.
- Show solidarity in relation to Board decisions once they are made by offering public support for all Board decisions, even when their own position was not ultimately adopted by the Board.
- Respect the privacy and confidentiality of information they have access to through meetings by
  - not sharing information obtained as a Board member with members of the school community including friends and family
  - not making improper use of information gained by being on the Board. Improper use includes making personal or family financial or other gains from the information, or using the information to harm the school or members of the school community.
- Disclose any interests that may conflict with the interests of Kinma Ltd, including any matters that involve financial or personal gains including for family and close friends, and withdraw from discussions and decisions on matters where an interest is disclosed
- Not allow personal interests, or the interests of any person he/she is associated with, to influence decisions.
- Observe agreed protocols for handling sensitive or commercial information.
- Not engage in conduct that will discredit the organisation, the Board, individual Board members or staff.

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## **SUB-COMMITTEES**

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There are three sub-committees in the school, to support Kinma's smooth running. These include:-

- Education Committee
- Finance Committee
- Kinma Care – Natural and Built Environment

Others are formed from time to time as the need arises. All parents are invited to join or assist these Committees. Please give your support to the Committees you are interested in.

### **EDUCATION COMMITTEE**

The Education Committee is the only committee which appears in the Constitution and comprises the Head of School, two teacher representatives (usually one from pre-school and one from primary) and two Board members. The Education Committee is responsible for:

- assisting the teaching staff to translate the aims and objectives of the Company into sound education practice;
- discussing major educational changes at the school and putting forward any proposals for such changes to the Board;
- advising and planning curricula and record keeping/evaluation procedures to best implement the philosophy and policy of the school as laid down by the Constitution;
- discussing and making recommendations on policies of admission and expulsion of pupils.

### **FINANCE COMMITTEE**

The Finance Committee is made up of the Treasurer, Chair, Head of School and other parents with financial skills and/or interests. The committee meets to determine annual budgets and other matters throughout the year.

### **FUN AND FUNDRAISING**

Fun and Fundraising initiates and co-ordinates fundraising endeavours and social events. We try not to raise too much money via the parents, but a Kinma fundraising event is always a great, fun outing. We can always do with help in organising all of our Fundraiser activities. Please do not be shy in offering to help.

### **KINMA CARE – NATURAL AND BUILT ENVIRONMENT**

We try to keep fees as low as possible and naturally the more maintenance and improvement work that can be done by parents the better. To keep the school an attractive and safe place to be in, it is vital for parents to give a small amount of their time for this work. Maintenance includes work done on the school grounds, outside equipment, the shell of the buildings, covering library books and some types of classroom assistance. There is one Kinma Care Day held each term. If parents are unable to attend these dates a fee is charged in lieu. This fee is \$150 per term. This amount is on a pro-rata basis for Preschool families (e.g. \$30/day enrolled.)

## SAFETY, POLICY AND PROCEDURES

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[Evacuation policy](#)

[Allergies and Medical Conditions](#)

[Social and Emotional Learning Guidelines](#)

[NSW Government Health Communicable Disease Fact Sheet](#)

A full copy of the Kinma policies are available on the school [website](#).



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## **EMERGENCY AND EVACUATION POLICY**

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**Aim:** To ensure the safety of children, staff and visitors to the school in the event of an emergency.

In the case of an emergency requiring evacuation (e.g. fire) the following procedures will be followed:

- **Fire** – designated staff to contact Terrey Hills Bush Fire Service on 9450 2573, and follow the advice given.
- **Other Emergencies** –designated staff members to contact State Emergency Services on 9486 3399 and follow the advice given.

### **Evacuation Procedure for Children, Visitors and Staff**

- The School bell will be rung in the event evacuation is to occur. Designated staff will telephone Preschool directly.
- All children, visitors and staff are to stop what they are doing and walk directly to the designated meeting areas. Children are to take nothing with them.
- Teachers to collect roll to ensure all children are present, (emergency backpack for Preschool), checking toilets, lofts, and other rooms before moving to the designated area.
- Teachers, visitors and children will remain in the designated area awaiting instructions, to either return to buildings or class or to move to the appropriate area for collection by the Forest Coach Lines bus service.
- The bus will take the children, visitors and staff to the evacuation destination as stated by the NSW Police Service.
- Families will be contacted to collect children.

### **Information for Parents/Guardians**

In the case of bush fires burning in the area, we ask that you do not send your child to Preschool or Primary.

Do not telephone the School if you are concerned about evacuation.

Allocated parents will be kept up to date with the current situation.

Current parents to call are:

Sarah Nicholas	0413 187 008	Frances Gilham	0415 442 932
Nicola Woodcock	0468 567 905	Dylan Conley	0435 276 515

Evacuation drills are practiced throughout the terms. Please discuss the idea of evacuation drill with your children so they are not frightened or complacent.

Reassure your child that personal treasures left behind during evacuation times will not cause any family upsets.

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## ALLERGIES AND MEDICAL CONDITIONS

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It is essential that staff are aware of any allergies and medical conditions children may have, along with cause and treatment, to enable staff to deal appropriately with situations which may arise. This information should be included on your child's enrolment form and verbally notified to admin and teaching staff. At Preschool, a discussion will be had to ensure we are minimising risks related to your child's medical condition and ensuring there is a communication plan for parents and staff to know this information.

### ADMINISTRATION OF MEDICINE

If your child requires medication for an illness it is recommended that the child stay at home until treatment is completed. In the case of antibiotics children need to stay at home until at least 24 hours after first dose, and is well enough for school. If your child requires regular medication staff must be informed. Medication will be held in the Preschool or Primary office and not in your child's bag.

Provide in writing your child's name, type of medication, dosage required, time of administration, how the medication is to be given and your signature. Staff will only give prescribed medicine if they are able to follow the doctor's guidelines, which they can read on a pharmacist's dispensing label. This must include:-

- child's name
- dosage
- frequency of dosage
- date of dispensing
- expiry date

If your child requires a different dosage to that recommended, staff will require a letter from the doctor. Staff are unable to administer non-prescribed medicines, such as cough syrup. Parents are encouraged to visit preschool or primary school to help children with such medications.

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## SOCIAL AND EMOTIONAL LEARNING GUIDELINES

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### 1 OVERALL POLICY

All skills are learned through the same processes, all requiring language, social interaction, and tasks just beyond current skill level giving space for development. Everyone will vary in their needs as they develop specific skills and knowledge, and within these processes' mistakes are crucial to build self – awareness and autonomy in directing further learning. These processes in learning relational behaviour are the same as learning to read, to multiply, paint, and kick a ball. Just as discrimination

towards needs in learning to read, or mistakes in maths will not be tolerated, nor will discrimination to students having greater needs or making mistakes in relational behaviour.

Relational behaviour at Kinma is taught to support a vibrant primary and preschool that allows all students, staff and families to be treated fairly and with dignity. We do so in an environment that supports cohesion and inclusion; free from intimidation, harassment, victimisation and discrimination.

The school supports the emotional wellbeing of students and Educators and abstains from corporal punishment and other coercive and manipulative approaches. The school does not support the administration of corporal punishment by anyone including parents enforcing discipline at school.

### 2 KINMA CONTEXT

Students respond to courteous and considerate treatment by their friends and adults, and will approach activities with concentration and motivation when tasks are suited to their needs and interests. We acknowledge that students are learning throughout their Kinma journey and will respond depending on their age and ability. Educators are mindful of the ages and skills of the children involved and offer support and assistance as appropriate.

At Kinma, students are encouraged to be responsible, independent and develop discipline for themselves from within. We encourage students to respond to limits and gradually develop the skills to set their own limits. We carefully consider the development of each student in all areas, including student behaviour. At Kinma, we create learning environments to develop:

- An understanding and purpose for relational behaviour in community
- have respect for others and their differences
- display honesty in action and thought
- value cooperation
- take pride in their school, their classrooms and their groups.

Kinma acknowledges that:

- some testing of limits is normal for students
- students gain a sense of security in their school environment knowing that, where necessary, limits will be placed on their behaviour and that of others
- misbehaviour is often a student's expression of underlying factors
- Educators take steps to understand the intent of students' behaviour and to respond to the underlying issues. This is done in collaboration with students and where appropriate with parents, always giving due consideration to the goal of developing greater relational behaviours.

### **3 EMBEDDED PRACTICE -- WHAT WE DO / KNOW**

#### **All behaviour is a form of communication**

Staff are cognisant that behaviours are utilised to communicate a need or gain assistance if something does not make sense, is threatening, is out of their control. Hence the importance of growing the skill set.

#### **We support children to regulate their own behaviour**

From birth children begin to explore how the social world works. Staff can support children to learn about interdependence and to become considerate humans.

#### **We actively develop a relationship**

Staff, parents and students develop good relations based on open communication, humour, respect and shared learning experiences. These relationships provide a solid foundation from which to support children as they develop self-confidence and skills to manage their own behaviour.

#### **We promote independence in students**

At Kinma we believe it is important for students to develop independence and a sense that "I can do it". While staff are on hand to support all situations, we encourage students to "have a go" or to gain assistance from peers; not to turn automatically to an adult for the answers.

At Kinma, staff are always looking for ways to empower students, as empowerment leads to a greater self-awareness and increased self-esteem. Students with good self-esteem are in a sound position to develop self-discipline.

#### **We create opportunities for students to contribute to the Kinma community**

Staff listen to, and act on, students' ideas and involve students in decision-making at every opportunity so that they can make a positive contribution to their own lives at Kinma. Key opportunities for student involvement include daily Kinma life, weekly school and class meetings, inquiry-based learning and brainstorming study themes.

#### **We make encouragement a habit**

Encouragement focuses on effort and is positive and empowering. The focus is on improvement and confidence building and is offered at all times.

#### **We support communication – saying sorry removes the conversation**

Interaction is between more than one person and by directing an apology (say you are sorry) we limit the communication and understanding behind an action. Both children are finding ways to communicate. Saying sorry as a directive shuts down the child's thoughts and feelings, needs and perspectives, motives and values. Staff act as mediator and help children to negotiate their rights in relation to the rights of others.

#### **We develop a healthy attitude to mistakes**

Our mistakes have the potential of providing our greatest learning opportunities. When students make errors, constructive feedback is provided so that students can learn from their mistakes.

#### **We are good role models**

Students are more likely to develop a healthy lifestyle with positive self-concept and an optimistic outlook if others in their lives demonstrate this through their own behaviour.

#### **We share with community our practices**

Staff share and deepen theirs and others skill set in dialogue with the school community. We offer community education in many ways -role modelling, group discussion, 1:1 discussion, family inclusion in preschool and primary and sharing practical methodology at parent information sessions, and in the weekly newsletter.

#### **We reflect on Pedagogical decisions**

Staff reflect as individuals and as a team on the expectations they place on children. How may the child be feeling; are the set expectations possible with their current strengths and capabilities; is the tone and words consistent to understand expectation; is the messaging clear?

## 4 STANDARDS

To support the ongoing development of social and emotional learning, students and staff have agreed on three basic rules at Kinma. Both students and staff use them to have a shared understanding and language. They are:

- respect yourself
- respect other people and living things
- respect our environment.

Staff and students have agreed that students have the right to:

- play and learn
- be safe and comfortable in the playground
- speak and be heard
- access resources, first aid and staff
- have a clean environment.

Staff and students have agreed that students have the responsibility:

- to learn and share with others
- to be kind to others by word or action
- to support everyone's rights
- to respect and maintain school resources and our physical environment.

The following actions are not acceptable:

- harassing, intimidating or violence (verbal or physical) with the intent to harm
- speaking to educators, parents, visitors or other students in an offensive manner
- deliberately damaging, defacing or stealing school property, other property or acting in a way likely to cause damage
- not acting responsibly towards people when outside the school community
- being in possession of an object, the purpose of which is to inflict harm to another or to property
- being in possession of cigarettes, alcohol, or unlawful drugs.

Students and staff discuss ways to relate within a community context during a range of interactions. The focus from staff at all times is on the desired behaviour, not the misbehaviour. For example, we would say, "walk please" rather than, "don't run". We then discuss our school standards, along with students' rights and responsibilities. We use these standards to guide our teaching and learning practices.

## 5 SUPPORTING COMMUNITY

Guiding students in relational behaviours is an ongoing part of socialisation at Kinma. Kinma staff are well equipped to support students. Students are respected as individuals, but are expected to relate appropriately as members of the whole group. The level of support, intervention and guidance in relational behaviour will depend on the individual circumstances of each interaction.

The first connection generally taken in response to difficulty in relational interaction is discussion with the student/s involved to find out what happened, how they feel and why. Depending on the individual circumstances of each case, Kinma's responses may also involve discussions with other students or staff.

If there is ongoing disruption to the group, the student/s may be required to work in another area to allow the majority of the class to continue uninterrupted in their learning (work outside, in the library, another classroom away from distraction, or the admin office) until such time as they, and staff, feel they can re-join the larger

group. Initially, this is practiced to allow natural self- regulation development and give more flexibility within the learning situations.

If the student/s involved have ongoing difficulty in relational interaction, or the staff are concerned they will contact parents to share the behaviours and gain any further insights to support the child. Jointly, strategies and ideas can be shared and implemented at both home and school.

Where the student/s behaviour involves serious risk to him/herself, others or school property, the Head of School or delegate will take immediate protective action. This could include the family being contacted and the student being taken home for their own and/or others' safety.

If any of these behaviours above also involve deliberate or repeated damage to, or theft of property, families will be expected to repair (preferably with the child supporting), replace or return the property.

## **6 EXPLICIT DISCIPLINE, SUSPENSION AND / OR EXPULSION (NSW Educations Standards Authority requirements – see addendum)**

### **PLANNING CONTROL Supporting Documents**

- United Nations Convention on the Rights of the Child (UNCRC)
- Beyond Discipline – Alfie Kohn

### **Regulatory Legislation and Considerations**

#### **Early Childhood**

- National Quality Standards 2.1, 2.2, 7.1,
- National Law Section 166, 162A, 167, 174
- National Regulations 12, 84, 147, 155, 156, 168, 175
- Education Act (1990) NSW
- Disability Discrimination Act (1992)
- Disability Standards for Education 2008

### **Planning control**

#### **Next Scheduled Review**

January 2024

- Review by Education Committee
- Publish on website

### **VERSION CONTROL**

<b>Version</b>	<b>Date Approved</b>	<b>Approved By</b>	<b>Brief Description of changes, rationale</b>
1.0	Date not known	Julie Carr, Manager	
2.0	September 2014	Juli Gassner, Education Coordinator	Education Committee review to refine practices.
2.1	November 2014	Julie Carr, Manager	Review of sections 5 and 6.
2.2	August 2018	Fran McCarthy	Change to language
3	March 2021	Julie Carr	Ongoing change to language
3.1	November 2022	Ed. Comm	Refocus away from behaviour management
3.2	December 2023	Claire Hickson	Change of Fees, Term Dates 2024

Contact Officer: Education Leader

## **Addendum 6 - requirement under the NSW Education Standards Authority.**

If the situation escalates significantly, where the school is considering suspension or expulsion, the family will be formally advised in writing. The process, as documented below, will be managed as efficiently and expediently as possible. The school will endeavour to complete these actions within 7 days if possible. The formal disciplinary process follows the steps set out below.

- Step 1            Head of School or staff member (as appropriate) prepare a report on the behaviour.
- Step 2            Head of School provides written information to family about the behaviour.
- Step 3            The Education Committee convenes a special meeting to consider the behaviour and appropriate penalty. The family may present its position to the Committee in person at the start of the meeting, and may bring a support person. The support person is not a participant, and does not represent the parent. After any family presentation, the meeting continues in closed session to consider all information available. The Education Committee may seek specialist external advice to guide its considerations, for example from the behavioural or executive team at the Association of Independent Schools.
- Step 4            The Education Committee makes a full report on its considerations and makes recommendations to the Board.
- Step 5            The Board considers the Education Committee's report and makes its preliminary finding and decision on actions to be taken. This finding and decision is provided to the family and the Education Committee. The Board seeks a written response from family. The family may request a review in its written response, and must provide any further information that it wants the Board to consider. If there is no written response from the family in the timeframe (at least one week must be provided), the preliminary findings and decision become final.
- Step 6            The Head of School arranges any requested Board review.
- Step 7            The Board makes a final finding and decision. The Board must consider any new information provided when undertaking its review. The Board provides its final decision to the family and to the Head of School.
- Step 8            The Head of School implements any decisions made by the Board.

The process and decisions are confidential. The school would not prevent any student's admission to another school.