

ENKINDLE
VILLAGE SCHOOL

Annual Report 2019

Descriptive Information

Sector	Independent
Co-educational or Single Sex	Co-educational
Year levels offered	Prep – Year 3
Postal address	PO Box 17, James Cook University, Douglas QLD 4811
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Contact person	Kiri Pearce - Principal

From the Principal

School Overview

Enkindle Village School is founded on democratic principles and egalitarian in nature, somewhere children explore their own interests and curiosities at their own pace, in their own way.

We are co-located with James Cook University's Douglas Campus and will have an ongoing collaboration with JCU's College of Arts, Society and Education.

Our school is founded on values such as autonomy, liberty, joy, connection and innovation. It is small by design comprising of flexible and fluid multi-age class groups and is a place where families and guests interact and contribute to the daily life of the school, to create an inclusive and vibrant community.

Vision: All children are capable and free-thinking contributors of their world when offered a voice and choice in learning.

Mission: To ignite the hearts and minds of our students through a vibrant and engaging learning environment that provides structure for self-directed learning.

Motto: Liberty. Autonomy. Joy.

School progress towards its goals in 2019



Enkindle Village School had its inaugural year in 2019, opening with 15 students aged Prep to Year 3 and growing to 21 enrolments by the end of the year, as well as strong interest for 2020 growth.

Our school celebrated its opening ceremony in Term 1, which included collaboration with the traditional custodians of our land, the Wulgurukaba and Bindal people, who performed a smoking ceremony.

Members of James Cook University, Independent Schools Queensland and our local council were in attendance, as well as families, friends, students, teachers, and other members of the community who collaborated in our school establishment.

During the year many relationships were built amongst our region which align with our values of connection and collaboration. These relationships included Dance North, Prof Charlie Veron, Gold Coast Suns, Townsville Fire, Blackhawks, local Emergency Services, JCU Vet, local member of government Hon Coralee O'Rourke and more.

Family engagement was developed throughout the year through events such as Tapas & Arts Night, a Bush Dance and a movie night.

Future outlook

Aims for future growth is on track with expected class size achieved for 2020 and enrolment applications continuing to be waitlisted for future years.

We continue to work with James Cook University to develop our relationship and make plans for ongoing growth and selection of a location for our expansion to include a high school.



From the Board

Board Overview

Townsville Independent School Association Inc. is the governing body of Enkindle Village School, it is made up of volunteer members of our community and is responsible for overseeing the strategic direction of the school.

Mission:

1. To establish a progressive independent democratic school in Townsville by 2019 with one class of 15 children.
2. To expand by one class per year from 2020-2023 with primary school enrolment numbers not exceeding 100 children.
3. To develop a secondary school during 2023 and onwards with enrolment numbers not exceeding 100 children.

Vision: Empowering children through choices in education.

Motto: A voice and choice in learning.

Objects of the Association

To carry on an independent school to be known as Enkindle Village School.

To be and remain a non-profit educational institution without political or religious affiliations, for the advancement of the democratic theory and practice of education.



To support the operation of an alternative educational option to the mainstream traditional practices and theories of education and “schooling”, by means of ensuring the provision of an educational experience that facilitates self-determination, democracy, real choice and learner centered-ness, as much as possible within accreditation and legislative requirements.

Future Outlook

In 2020 the Association plans to review our strategic plan. This is timely given our school has been open for 12 months and coincides with the planning work to apply to open our high school in 2023. As is the Enkindle way we plan to do this work in collaboration with our staff, families and community. In addition to enhancing our systems and processes, we are also working to ensure all board members complete governance training.

Acknowledgements

The success of Enkindle Village School is only made possible by the contributions of our community. Collaboration between Members of our Board, Teachers, Students and Parents is what sets us apart. We would like to thank everyone who has helped us and look forward to seeing what we can achieve together in the future.

Our School at a glance

Characteristics of the student body

Overview: By the end of 2019 Enkindle Village School has 21 enrolments, comprising of 7 girls and 14 boys. We draw students from a range of cultural backgrounds as our non-religious affiliation welcomes people with all beliefs into our school.

Curriculum Delivery



Our approach to curriculum delivery: At Enkindle Village School, we use the Australian National Curriculum as the basis for our education, ensuring that all students are in line with their peers across the state (and country).

As a school that values community and innovation, our aim is to remain flexible to continue to meet the needs and wants of our local community for decades to come. Through our democratic nature, we have the ability to draw on the best aspects of many different methods of education and to implement them in an effective and seamless way. Our learning is community based and integrated to allow students to understand the connections in their world. We teach Auslan as our second language.

Students, teachers and parents are encouraged to work collaboratively and we help students approach the curriculum in a way that suits their own learning styles, preferences and personality and allows them to develop their autonomy to become self-directed learners. We use multi-age, flexible class groupings to allow students to work at their level of need and ensure that play-based learning is always a part of our day.

As part of our operation as a democratic school, students and teachers will sit together for regular council meetings. Here, all voices are equally valued and students are encouraged to have a say in the day to day operation of the school. By giving students autonomy and responsibility, our aim is to foster a community of engaged and active learners.

Our registered teachers assess students through observation as well as portfolio work. These methods are an effective way of determining a student's understanding of the curriculum content and capabilities.



Co-Curricular Activities: At the heart of Enkindle is connection and we value the opportunity to engage with our community as often as possible. Some of our co-curricular events have been in collaboration with other community groups, incursions and excursions in which visitors have shared their specialized knowledge. These include:

- Sporting events with prominent local sports groups and athletes
- Professor J.E.N. “Charlie” Veron (Marine researcher and former chief scientist of the Australian Institute of Marine Science) to talk about climate change and our oceans
- Straw No More – a not for profit on a mission to stop schools using single-use plastic straws
- Cajam Circus
- JCU vets
- Book week
- Messy Play at Unicare Kindergarten
- The Science Place and Aquarium at JCU
- Local Author Ian McIntosh
- Townsville sitting of State Parliament
- The Turtle Hospital
- Dance North – one of Australia’s leading contemporary dance companies
- Local First Nation Elders such as Uncle Russel Butler and Uncle Alfred Smallwood Snr

Social Climate

Overview: The social climate at Enkindle is one of inclusivity with an understanding of the differences in our community. We pride ourselves on being a place where all members feel supported and valued through:

- Justice committee – which allows all students to participate in restorative justice
- Combined classes for differentiation
- Parent circles/school circles – using the principles of sociocracy
- Open door policy
- Communication, trust, and respect between all members
- Sustainability goals
- Cooperation over competition, self-directed goals for each student
- Harmony day activities in collaboration with other groups at JCU

Parent, student and staff satisfaction:

Enkindle Village School is fortunate enough to boast a very high level of parent, student and staff satisfaction. Our first parent survey showed that we have very happy parents and we regularly receive positive comments from our families. Some of these included in our survey were:

“You will always learn more if you are interested in the subject...and from that one thing your hunger grows for more knowledge! Love Enkindle.”



“We see so much growth in our granddaughter who has only been in prep at Enkindle for a month... love the work the staff are doing!”

“My girl seems to be excelling in maths (which is what I see and probably other subjects I don't) she has been acknowledged for her leadership skills and kindness and asking way too many smart questions for me! This isn't by accident, but rather the nurturing and teaching by the staff at Enkindle. Thank you for embracing my girl!”

Parent and community engagement: Connection within our community is maintained and encouraged in many ways. During 2019 these looked like:

- Family circles – where family input in school decisions is supported
- A private facebook group just for families to share experiences, resources and ideas with each other
- School open days and attendance at other open days
- Participation in the local Ecofiesta
- Various festivals and community events

- Mangiamo Restaurant – a local food truck and chef who taught a cooking class for the students
- School satisfaction survey
- Regular School Newsletter

Environmental Footprint

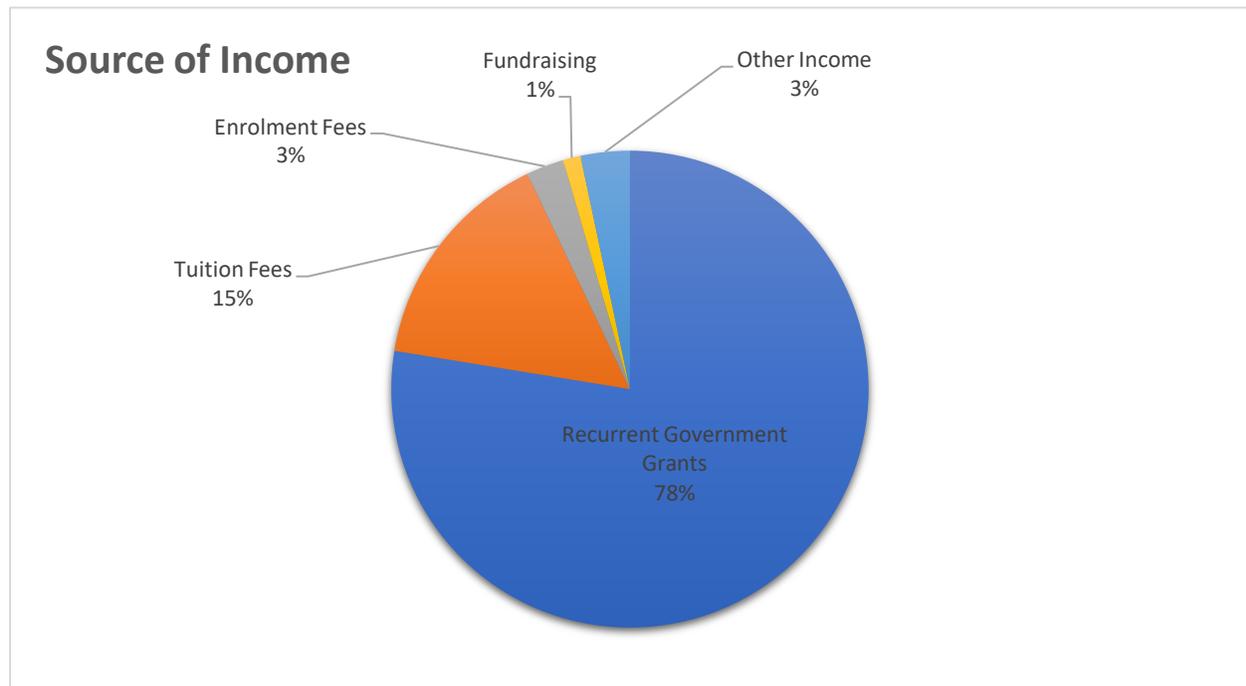
Reducing this school's environmental footprint:

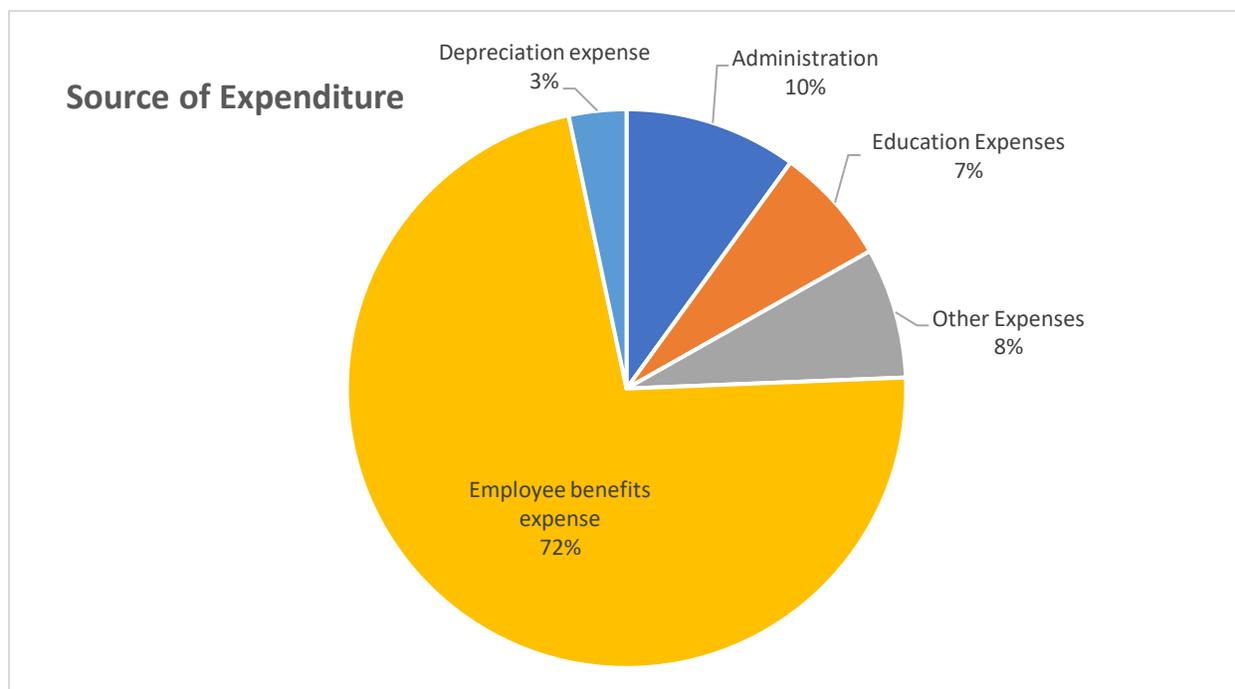
Enkindle values our environment and encourages our students to be aware of their impact on the world. We currently utilise buildings that were flagged for demolition, use recycled furniture and equipment and incorporate many environmental initiatives such as:

- Containers for Change
- Composting
- Worm Farming
- Tree planting
- Wicking beds
- A lights off system when we leave a room
- Framing our learning around the World Sustainability Goals

School Funding

Net operating surplus for the **2019** financial year was **\$54,412**. The school experienced a strong financial year in line with the budget expectations.





Our staff profile

Workforce Composition

Qualifications of Teachers:

Highest level of qualification	Number of qualifications
Doctorate	-
Masters	-
Graduate Diploma etc.*	-
Bachelor degree	100%
Diploma	50%
Certificate	-

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Staff composition, including indigenous staff:

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4	2	-
Full-time equivalents	2.2	0.6	-

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Professional development

Expenditure on and teacher participation in professional development: The total fund expended on teacher Professional Development in **2019** was **\$13,906**.

The major professional development initiatives are as follows:

- Gifted and Talented Education, Professional Development Package for Teachers
- New Principals Program ISQ
- ISQ Online Professional Development
- Small Schools Forum
- First Aid Training
- Various Professional reading

The involvement of the teaching staff in Professional Development activities during 2019 was 100%.

Staff attendance and retention

Due to our small staffing numbers we have not reported on staff absences to maintain privacy.

Proportion of staff retained from the previous school year

Due to the school only being operational as of the beginning of 2019, there is no staff retention data to report from 2018.

Performance of our students

Key Student Outcomes

Student attendance:

Description	2019
Overall attendance rate* for students at this school	94%
Attendance rate for Indigenous** students at this school	-

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Description of how this school manages non-attendance: Parents are required to notify the school either by telephone or email, if their child is unable for any reason to attend school on a particular day. If a child is not present by 10a.m and the school has not been notified, the school telephones the family to check on student welfare and wellbeing.

NAPLAN

Our school participates in NAPLAN as a required part of our participation in the ACARA framework. Parents may sign a conscientious objection to not participate. Due to the small number of students no data is provided on NAPLAN results in 2019.

