

What an amazing time of the year to be in Townsville! This has been my first 'winter' here and it is truly magical with the mild temperatures, clear skies, and the gentle calmness of the region, which is in great contrast to the hectic schedule we have had for the first half of the term.

On the last day of Term 2, four students, Janelle, and Anne were invited as guest speakers at the JCU/SCEAA 'Place, Democratic Participation, and Futures of Citizenship Education Conference'. Tommy, Theo, Tamzyn, Eevie each spoke about their experiences at the school and our democratic processes. After individually prepared speeches, the students then participated in a Q & A session where they confidently answered questions posed by over 50 seasoned scholars and educators from Sydney, Perth, Melbourne, Brisbane, and Townsville. They were incredibly articulate and confident, and when asked difficult questions, they did not shy away from answering them but gave clear answers that made us all very proud of who they are and the work we are doing here at the school. At the end of the session, the organisers and other guests congratulated the students and the school as they were very impressed by everything they heard. It was an affirmation for our team to see that we are heading in a great direction with our pedagogy, philosophy, and values, and that our innovation in education is well-received by the larger field of further education.

We ended Term 2 with a fantastic show of support at the working bee on the first Saturday of the school holidays with friends and family arriving early to 'clean up' the grounds. Thank you to our fabulous families as it is with your support that we maintain the village. It was at this time we were able to announce that on the day before we had received confirmation that we had been successful in our bid to purchase the old Stuart State School. After many months of discussions and visits to the school and many other sites around Townsville, we finally found our 'forever home.' This is the first step in a long and very busy road ahead of us as we prepare for our departure from the JCU site to Stuart. At the Annual General Meeting that was held on the 2nd of August we shared our need for members of the community to join different committees that will support our readiness for the new school site, so if you are interested, please check previous uEducateUs announcements about how you can be instrumental in the strategic growth of our school.

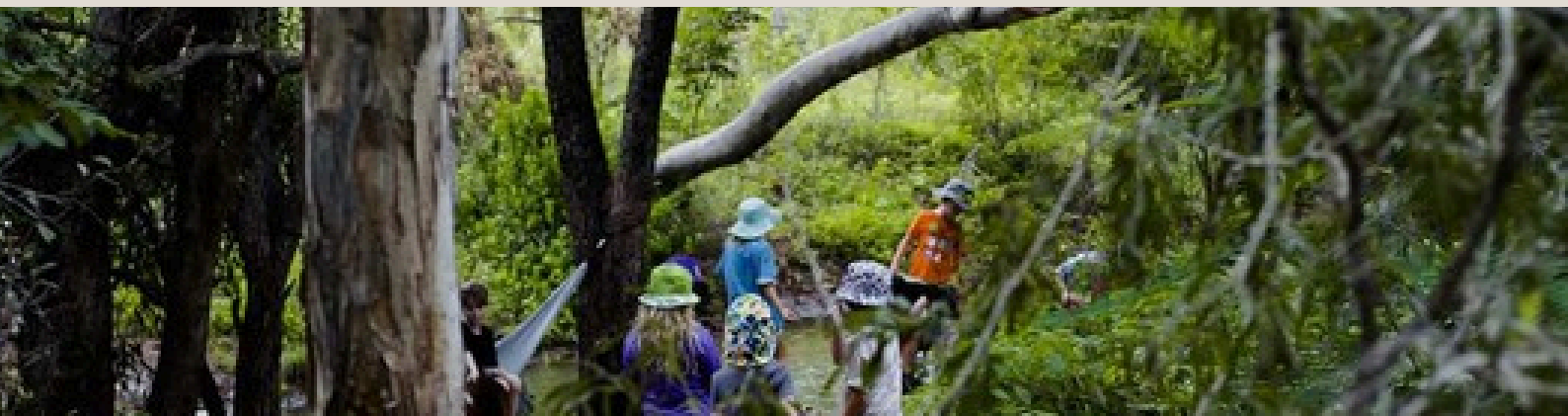




We began our third quarter of the school year with a NAIDOC Week celebration and National Pyjama Day in Week 1. Our whole school community celebrated the traditions and culture of the First Nations' Peoples by learning in class different songs, stories, and histories of our country and then creating a garden of hands scratched with Aboriginal symbols and with student painted flags hanging overhead. Again, our young students demonstrated great behaviour and respect when gathered for an important moment to remember the different people in our lands.

On the Friday of Week 1, Janelle, Jess, Susan, Anne and our two Year 6 students, Jason and Lily, went to Maggie Island to look at where we will have our Year 3-6 camp in Term 4. What a sparkling gem we have in our own backyard! We are so excited about this camp and are happy to share that we will also have one of the days when we will take all the younger students over too, for a 'beach bash' sports day. In previous years, the camp has been at Paluma but due to the weather event at the start of the year, Paluma continues to be closed and we were lucky to find an alternative that is so close and available. As a part of our democratic process and philosophy, we wanted to ensure that student voice was heard with what activities would take place on the camp and the sports day. Lily and Jason, as our senior students, offered great ideas that have since been taken to the different classes to see what they would like to see happen at the camp. More information will be provided once we have finalized the arrangements but the dates are confirmed at Week 2, Term 4, October 15-17.

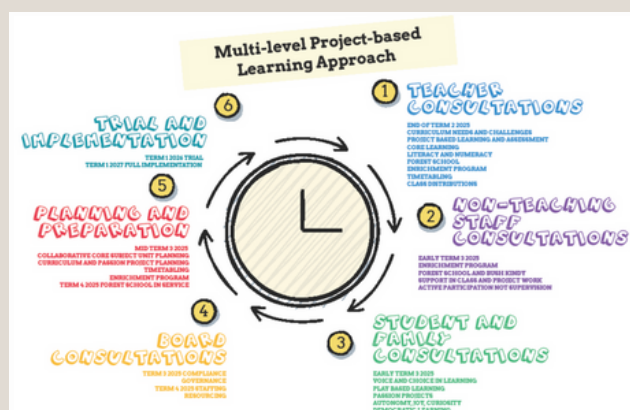




In Week 2, student photos were taken by our wonderful mum and teacher aide, Kristie, who will share these via the uEducateUs platform. As this is a passion project for Kristie and not her full-time job, this may take a little more time than usual as she learns how to put the many beautiful and candid photos of our children up for you to access.



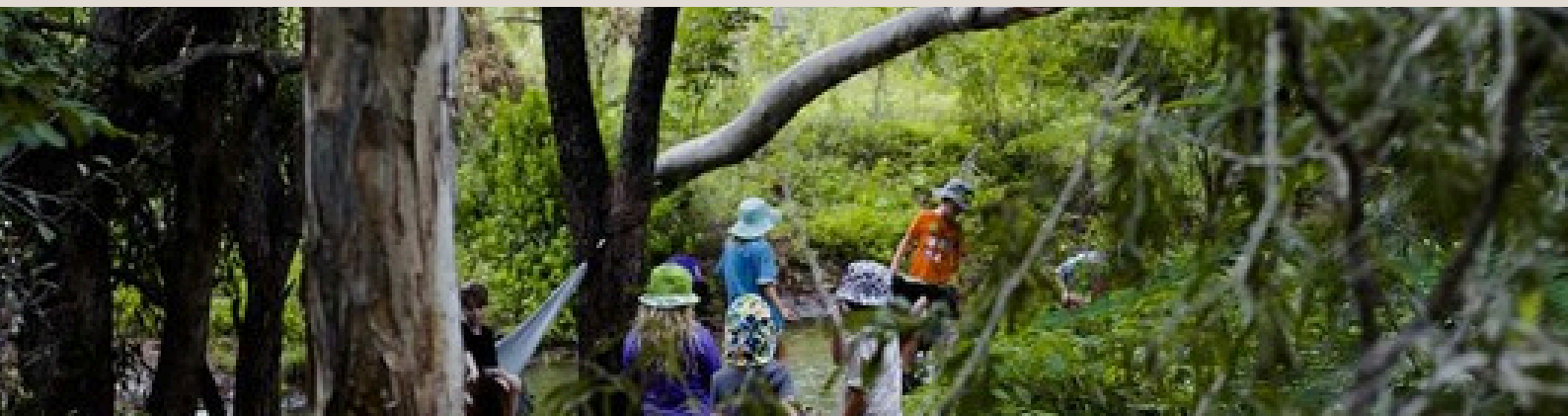
Later that week, the whole school went to the Strand Ephemera to see the fantastic displays by local artists. It was Enkindle's first, whole-school excursion to this community event and the kids were amazing. We even received one of ten of these cute little 3D printed crabs to remember the day.



Thank you to all the families who attended the information session on Thursday of Week 3. We were so excited to share with you and hear your feedback about the direction of the school and our trial of multi-level classes with a project-based approach to learning for 2026. After consultations with staff and other stakeholders, it was great to hear your thoughts and input on this.



We also shared with the community the new Child Safeguarding Laws that will come into effect for Term 4. The response from so many people wanting to help us with the continued growth in our school as a child safe organisation was inspiring and very welcomed. We will be adding to our school website the links to the new laws but for now you can go directly to the [Queensland Family and Child Commission](https://www.qcc.qld.gov.au/) for more information. We are currently working on creating resources to help share information with students about their rights to be safe and will share with you when we will meet our legal obligations to share this information with students.



We have been honoured by one of our First Nations' parents who painted a beautiful painting that tells part of the story of Enkindle in 2025 through the symbols and dot art of the Aboriginal peoples. We look forward to more of this art especially when we move to our new school.



The last couple of weeks have been very busy with the submission of data to the federal government. This data is about our enrolments and staff and is used by the government to identify how much funding our school will receive. At the end of last term and over the past few weeks, we have seen a rapid increase in enrolments, often due to the referrals of our current families but also because of the renewed optimism and stability of the school. These enrolments continue to grow and we currently sit at 64 students enrolled for this year. I have also been conducting enrolment interviews for 2026 and can confirm that first-round offers have been made with second-round offers to be made over the next few weeks. We anticipate a full class for Prep in 2026 and most of our classes will be at capacity for the classroom spaces we currently have available.

Week 4 was Survival Week! Classes took to the wild at our Forest School base camps and set up alliances, 'tents', and survived the weather and all sorts of challenges as each hour became another day. This is a great adventure where students show leadership, collaboration, and incredible skills as they overcome the risks of the wilderness. These included snowstorms and attacks from wombats and the need to seek shelter and food. It is always amazing to see the creativity and excitement in young people and we look forward to the 'documentaries' Jess will produce from students' video diaries.

This week also allowed Years 4, 5, and 6 to attend Queensland Museum Tropics' NAIDOC ochre, art, dance, and weaving workshops with Wulgurukaba Walkabouts. It was a special day where students participated in sessions that allowed them to show their creativity whilst learning new skills and knowledge.



This term we also offered STEM Club that was facilitated by Rod. This club gave families a great opportunity to come together and work on a passion project that was connected to either Science, Technology, Engineering, or Maths. Our classes have all also been working on their projects as have our staff. These were then shared at our STEM Festival in Week 5 where we all had the opportunity to learn and play with enthusiasm, curiosity, and inspiration.

This year we were excited to have a team represent the school at the Interschool Athletics Carnival at Red Track. Based upon results from our Term 2 sports day, we sent students who participated in track events such as relays, sprints, long distance races, and shotput. For many of our students it was their first time at an interschool sporting event so this was a great opportunity for them to grow their confidence in a new space and organized event. Well done to all the students who represented the school and big thank you to Mary for organizing this event and the ones leading to it, and to the staff and families who attended to support our students.

Thank you to Janelle and Fiona for organizing the International Friendship Day café. This day was established by the UN General Assembly in 2011 to promote friendship among peoples, countries, cultures, and individuals. Friendship fosters peace, bridges cultural divides, and encourages mutual understanding and reconciliation.

Anne
Principal

Navigating the challenges of technology and digital wellbeing



Why We're Cautious About Roblox

At Enkindle Village School, we are committed to nurturing safe, creative, and developmentally appropriate environments for our children—both in the classroom and beyond. As part of our ongoing conversations about digital wellbeing, we'd like to share some important considerations about the popular online platform, Roblox.

While Roblox is often marketed as a game-based learning and creativity tool, it also presents several concerns that families should be aware of:

Inadequate Content Filtering

Despite parental controls, children can still be exposed to inappropriate content, including violence, suggestive themes, and unmoderated chat from strangers. Unlike other games like Minecraft where others must be given permission to join a room or chat, anyone can join in a room or chat on Roblox without any control.

Overstimulation and Addictive Design

Many Roblox games are designed to keep children engaged for long periods, which can lead to screen time battles, disrupted sleep, and reduced interest in offline play and learning.

Unmonitored Social Interactions

Roblox includes chat features that can expose children to unkind language, peer pressure, or even online predators. While moderation tools exist, they are not foolproof.

In-App Purchases and Pressure to Spend

The platform encourages spending real money on in-game currency ("Robux"), which can create unhealthy attitudes toward consumerism and social status.

Navigating the challenges of technology and digital wellbeing



Important Update: New Laws About YouTube Use for Children

We want to keep you informed about a significant change in Australian law that affects how children engage with online platforms—particularly **YouTube**.

Starting **December 10, 2025**, children under the age of **16** will **no longer be permitted to have YouTube accounts** or subscribe to channels. This is part of a broader federal initiative to protect young people from online harm and ensure safer digital environments.

Why This Matters

Government research found that **40% of children** reported experiencing harm on YouTube, including exposure to inappropriate content and addictive design features. These changes aim to reduce risks and promote healthier online habits.

What's Still Allowed

Children can still:

- **Watch YouTube videos without logging in**
- Use **YouTube Kids**, a safer, curated version of the platform
- View educational content in class under teacher supervision

What Families Can Do

We encourage families to:

- Talk with children about the new rules and why they exist
- Use **parental controls** and **screen time settings** to guide usage
- Explore creative alternatives like **ABC Kids**, **National Geographic Kids**, or **school-approved educational platforms**

At Enkindle, we believe in empowering children to explore technology in ways that are **safe, respectful, and developmentally appropriate**.

We encourage families to have open conversations about online platforms and to explore creative, collaborative alternatives that align with our values of curiosity, kindness, and community.

If you'd like support navigating digital choices at home, please don't hesitate to reach out. We're here to help.

New Child Safe-Guarding Laws

Are you ready to be a Child Safe Organisation?

Does your organisation work with children or provide services and spaces for them? If so, you need to be getting ready for Queensland's new child safeguarding law that will come into effect from October 2025.



To help you prepare, the Queensland Family and Child Commission (QFCC) has released comprehensive Guidelines to help you understand your new obligations and the actions you need to take for your organisations to be considered compliant and child safe.

The Guidelines include information about:

- the 10 Child Safe Standards and the Universal Principle
- how your policies and processes should look once you have successfully implemented them
- the documents and actions you need to demonstrate compliance with the new laws.

Every organisation will be at a different stage on its journey to being child safe. To help you determine your level of readiness, the QFCC has also developed a Self-Assessment Tool, which will help you identify the actions you need to take.

This new law will affect more than 40,000 organisations across the state, representing the biggest change to child safeguarding in Queensland's history. These include small, community or volunteer organisations, such as a sporting clubs, playgroups, tutors, music teachers and children's photographers, through to larger, well-established organisations, such as schools, hospitals and churches.

Start work today to help build a culture of safety and wellbeing for all children in Queensland. Access the Guidelines and the Self-Assessment Tool at:

www.qfcc.qld.gov.au/childsafe/resource

**Parenting is hard. Parents have to choose their battles.
Here are 8 fights worth picking with your kids:**

The Reading Fight:

Make your kids read. Because reading is tied to everything from cognitive development to the ability to focus. Make your kids read now.

The Outside Fight:

Make your kids go outside. The natural world teaches us things. Plus, outside there's sunshine, fresh air, and exercise waiting for them. Most importantly, nature is full of things in short supply in our world: Discovery, wonder, peace, joy.

The Work Fight:

Make your kids work. I'm saddened by how many parents don't require their kids to lift a finger at home. There are priceless life principles you can only learn with a mop in your hand. Let sweat be their teacher.

The Meal Fight:

Make your kids eat as a family. Our lives are a blur of incessant activity. Meals together are a physical pause to recover a truth so easily sacrificed at the altar of busyness. Nothing's more important than family.

The Boredom Fight:

Make your kids live with boredom. Don't show a DVD on each car ride. Kids need unscheduled time. Odd as it sounds, boredom is a skill. It's hard as a parent to deal with the assault of boredom complaints but if you give in and fill up their time with external stimuli, you'll raise an activity addict. Make them learn how to be.

The "Me First" Fight:

Make your kids go last. Not every time for everything but enough to remember that the world doesn't revolve around them. Take the smallest piece. Give up the remote. Do someone else's chores. Get their least favourite choice. They won't like it, but they need it.

The Awkward Conversation Fight:

Make your kids have uncomfortable conversations with you. Consent, dating, body image, values... Your kids will roll their eyes and resist. You will stumble and stutter. They need and want your perspective, lessons learned, and wisdom.

The Limitation Fight:

Learning to live within limits is a valuable life skill. In fact, many adult problems arise from an inability to accept them. Screen time limits, dietary limits, activity limits, and schedule limits are all good.

As a parent, you have to pick your battles. They're not easy, but they're worth the fight.

HOW REDUCING SCREEN TIME HELPS YOUNG CHILDREN



COGNITIVE DEVELOPMENT

- Improved attention span
- Better language skills
- Enhanced creativity



PHYSICAL HEALTH

- Better sleep
- Reduced risk of obesity
- Eye health



SOCIAL & EMOTIONAL GROWTH

- Stronger relationships
- Emotional regulation
- Reduced behavioral issues



ACADEMIC PERFORMANCE

- Improved concentration, memory, and executive functioning

SCHOOL HOLIDAY GUIDE 2025

SEPTEMBER-OCTOBER EDITION

REGISTER YOUR ACTIVITY FOR FREE!
SUBMISSIONS CLOSE 17 AUGUST 2025



This guide will be a digital booklet that can be downloaded from Council's website from **Friday 12 September**.



INTERNATIONAL CHEMISTRY & ART COMPETITION




[RACI.ORG.AU/ICAAC](https://raci.org.au/icaac)

Dear Students, Parents, and Teachers,

There's still plenty of time to get creative for the **2025 International Chemistry & Art Competition – Children's Round!**

If you haven't started your artwork yet, now's the perfect time to gather your ideas and explore how **chemistry influences the world around you** – from colourful reactions and materials to nature's wonders and everyday objects.

 Some inspiration:

- Acids and bases
- Chemical reactions (e.g., explosions, colour changes)
- Atoms, molecules, and the periodic table
- Chemistry in the kitchen or environment
- Inventions made possible through chemistry
- Influential people and careers in chemistry

 Key Dates

- **Entries open:** 1 August 2025
- **Entries close:** 1 October 2025
- **Shortlisted artworks released for viewing:** 13 October 2025
- **Winners announced:** 11 November 2025

 Who Can Enter?

The Children's Round is open to students aged **5–19**, in four age categories:

- **Junior Section:**
 - **5 - 8 years**
 - **9 - 12 years**
- **Senior Section:**
 - **13 - 15 years**
 - **16 - 19 years**

Entries can be submitted by students/parents directly, or via teachers.



INTERNATIONAL CHEMISTRY & ART COMPETITION



RACI.ORG.AU/ICAAC

Submission Guidelines

- Artwork must be based on the theme **"What is Chemistry to me?"**
- **All submitted artwork must be the original creation of the student.**
- It can be created using **any traditional medium**: painting, drawing, mixed media, photograph etc.
- Digitally created artworks are not permitted (i.e. created with the use of AI, Adobe, Canva or similar).
- Submit a **clear digital photo or scan** of your artwork via the **Online Submission Form**. Physical entries will not be accepted.
- File formats accepted: JPG, PNG, or PDF.
- Maximum file size: **2MB**
- Each submission must include:
 - **Student's name and age**
 - **Gender (for Inclusion & Diversity reporting purposes)**
 - **School Name & Location**
 - **Details of Parent/Guardian for Communication**
 - A **short written description** (max 50) explaining the artwork (this is 10% of the judging criteria!).
- **Only ONE entry per student**

Prizes & Recognition

- Shortlisted Entries in each age category will be featured on the **official ICAAC online gallery**.
- All participants will receive a **certificate of participation**, regardless of whether they are prize winners.
- Winners in each age category will receive **\$500AUD cash**.
- The highest viewed artwork in our online gallery will be awarded the **Peoples Choice Award**, and **\$500AUD cash**.

 **Submit your entry here:** <https://raci.wufoo.com/forms/zuiqmub13u8zgjl/>

If you have any questions, feel free to contact us at education@raci.org.au.


Let your art tell a science story — we can't wait to see what you create!

With warm wishes,

The Education, Careers & Outreach Team

Royal Australian Chemical Institute

 education@raci.org.au

 www.raci.org.au/icaac

Messages from our Enkindle Community



We unintentionally cut back screentime and our family is reaping the positive changes!

We never intentionally cut back our son's screentime; he is neurodivergent, so we always used screen time as a tool to help regulate him and also to be able to regulate myself when I was feeling overwhelmed and needed 30-minutes to myself.



When my son started with a new therapist last year he was very, very reluctant to engage in therapy and the only way the therapist was able to successfully get him to engage was to do 5 minutes of engaging in therapy = 5 minutes of screen time at home - he could earn up to 80-minutes of screentime a week if he actively engaged in 40 minutes of therapy twice a week. Sometimes he would only be able to have 10 minutes of screentime, sometimes 20... very rarely the full 80-minutes.

At one point in time, for 5 weeks, we completely took all devices away. It was hard to stick to it but slowly, after a week, I noticed subtle changes in his demeanour changed. He was more imaginative, wanted to be outside more, and was able to wait in lines at the shops and restaurants without getting upset and irritable. Even when he did have his device, when it was time to turn it off, we rarely had crying meltdowns anymore. Sometimes he would even put his device down before his screentime timer went off as he would rather play outside than be on his device.

I never thought that we'd be a family that limited screentime as we let our child have unlimited screentime for 5 years. It's been about a year now since we limited screentime and we still feel like we're reaping the rewards. Although we have limited screentime, we are not screen-free. Our son is still allowed to play video games with his dad and is allowed 30-minutes on the weekend to play by himself. He has an iPad, but apps have been culled to only a few streaming services such as Netflix, Disney and some colouring apps.

I understand first-hand how much of a life-line devices can feel as a parent when you need to have a break and when you're in survival mode. If someone told me even a year and a half ago that we would have limited device time as much as we have, I wouldn't have believed them as they were a part of our normal everyday routine. They came in the car, shops, restaurants, friends' houses. But now that I'm able to step back and look at the bigger picture I can see all the missed opportunities for my child to be in the moment, learn life lessons, grow patience, be imaginative, and have the chance to be bored which is something I've learnt is okay and really important for kids because **boredom sparks innovation and imagination.**

Enkindle Village School Parent

Prep

Prep have had a wonderful term filled with exciting learning experiences. In English, we have been focusing on retelling stories and have enjoyed exploring favourites such as Wombat Stew and The Three Little Pigs. The students have loved making props and performing their own mini shows for small audiences, bringing the stories to life in creative ways. For Science Week, our Prep students proudly created a colourful 'Senses' display. Other classes were invited to test their own senses by predicting what they could feel, see, smell, taste, or hear. Our "feely box" filled with jelly was a big hit and left many students very surprised! It has been a busy and joyful term so far, and we look forward to the fun and learning still to come.



Year 1

Year 1 has had a fun Term 3 so far! The class voted to do a star display for our science project and discussed what materials to use and how they wanted it to look. It was messy to make but they were excited to show the school. We have enjoyed learning about how to be healthy and move our bodies with dance! We are looking forward to the rest of the term!



Year 2

This term in Year 2, we have been exploring the properties and purposes of materials. This has included chemical changes, such as when you make playdough or bake, as well as using the same materials for different purposes, such as weaving. Our maths investigation of 3-digit numbers supported deeper understanding of place value.

The students were excited to find a class mascot during the Strand Ephemera for our Brave Eagles.



Year 3

This Term, Year Three have been learning about Persuasive Writing in English. We are currently writing a persuasive letter to our principal Anne. In Science we have been learning about soil and rocks and have been conducting lots of experiments. We are now attempting to grow our very own crystals. We had an awesome time at the Strand Ephemera. Catching the banana bus started off our amazing excursion. We walked around kissing point first, stopping for a play in the giant playground, then we appreciated all the permanent art pieces around that area. We had many scenic snacks and lunch spots throughout the day and enjoyed all the exhibits. The Fearless Frogs had a FANTASTIC time and were a pleasure to take out into the community.



Year 4

Term 3 has been an exciting time for the Year 4s, also known as 'Froggy Fours'! Students have had a range of opportunities to explore the wider Townsville region, with an artsy adventure to the Strand during the Ephemera, where they all got to test out some photography skills and techniques. Further cultural experience was enjoyed through an excursion to Queensland Museum Tropics – Townsville, where we got to learn indigenous culture skills and crafts with the Wulgurukaba Walkabouts group. Exciting sports days have been happening with the students really diving into our Baseball5 games. The Frogs are very active with at least half the class representing Enkindle at the Interschool Sports day at Red Track this term. The students still get to share the expertise of Janelle during English sessions. Everyone is thoroughly excited for the Term 4 Magnetic Island camp, with the class driving the democratic process of a whole school planned camp.



Year 5/6

Term 3 with the newly formed “Fleas” in the new space has been exciting so far. The students chose the class name using the democratic process. While “fleas” are normally an unwanted pest, a quick search revealed fleas are very resilient and can jump long distances. I made it clear to the students that I didn’t want them to enter “a dormant state” during class time...ha ha! We have been on several excursions and teamed up with Rod and the year 4 class to rotate for English, HASS and Science. We have started planning for the Years 3-6 Magnetic Island camp coming up in Term 4.



Forest School: Surviving in the Wild Week

Surviving in the Wild Week – Week 4 Reflection

What an unforgettable Week 4 as our young adventurers embraced Surviving in the Wild Week down in Wadda Mooli Creek. This much-loved annual tradition continues to be a highlight for our students and for a very good reason. Throughout the week, children formed tribes, created tribe names, and engaged in reflective conversations around their chosen tribe values. One student beautifully summed up the heart of the week by asking, “If a community doesn’t have values, how will it succeed?”

This experience is about so much more than spending time in nature. It’s a powerful opportunity for our learners to develop conflict resolution skills, build resilience, strengthen independence, share, show empathy, grow their imaginations, and form new friendships.

We’re incredibly proud of the way our students supported one another, explored deeply, and embraced the challenges that the wild presented.



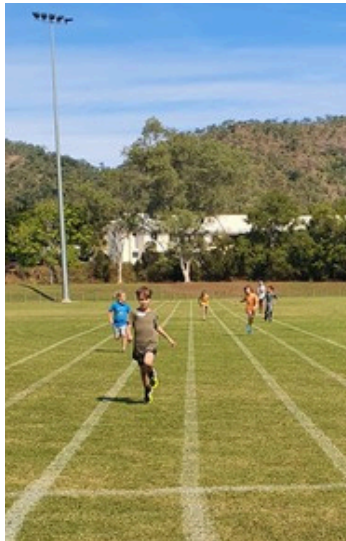
Thanking everyone involved, Jess



Term 2 Enkindle Talent Show



Term 2 Enkindle Sports Day with JCU





EcoMarines Excursion to Magnetic Island

Last term, our EcoMarine Ambassadors spent the day on Magnetic Island taking part in sustainability workshops, it was such an inspiring day.

We explored big topics like coral bleaching, recycling, and local habitats, and worked together with students from other schools to brainstorm ideas for building more sustainable school communities.

It was affirming to see that many of the sustainability practices other schools are just beginning to adopt are things we've been doing at Enkindle from the very beginning. While we know there's always more to learn and do, our students are true nature warriors and they represented our school with pride, curiosity, and care.

-Jess



Magnetic Island Camp Planning

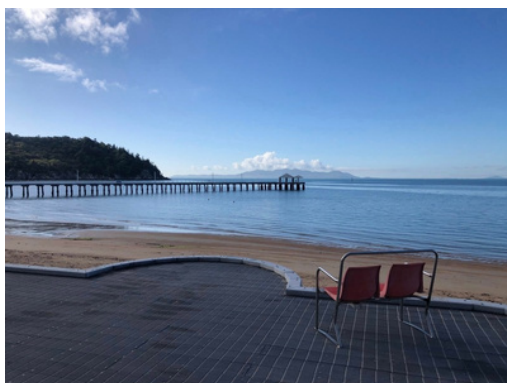
Magnetic Island Camp – Week 2, Term 4

We're excited to share that our Year 3–6 School Camp will take place from 15th–17th October (Week 2, Term 4) at the Picnic Bay Lifesaving Dorms on Magnetic Island!

With Paluma Road currently closed to the public, we've taken on the exciting challenge of planning our very own Enkindle-style camp. A few weeks ago, our Year 6 students alongside Anne, Janelle, Jess and Susan spent the day at Magnetic Island to risk assess and explore the site and it's a fantastic location full of potential for learning and adventure.

Students are currently planning what they'd like to cook and do, while staff are busy behind the scenes preparing logistics and risk assessments.

More information and camp costs will be shared with families soon. We can't wait for this special island experience and hope it can become a new Enkindle tradition.



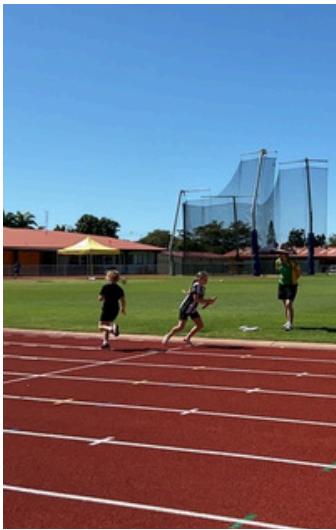
NAIDOC Week Celebration



Enkindle at the Strand Ephemera



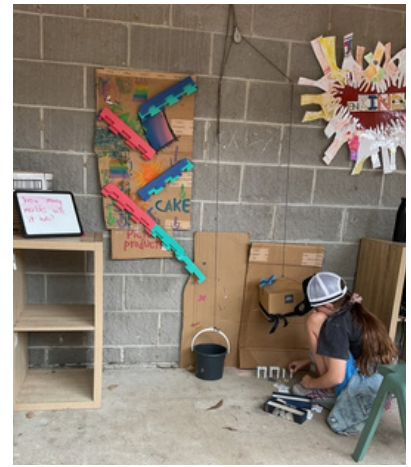
Interschool Athletics Carnival



Interschool Athletics Carnival



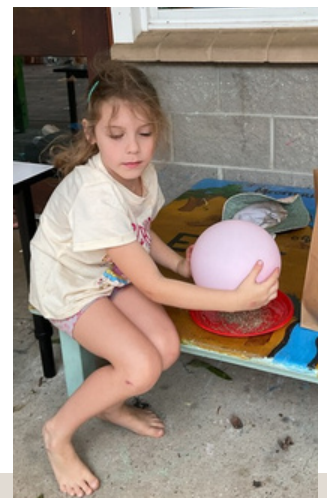
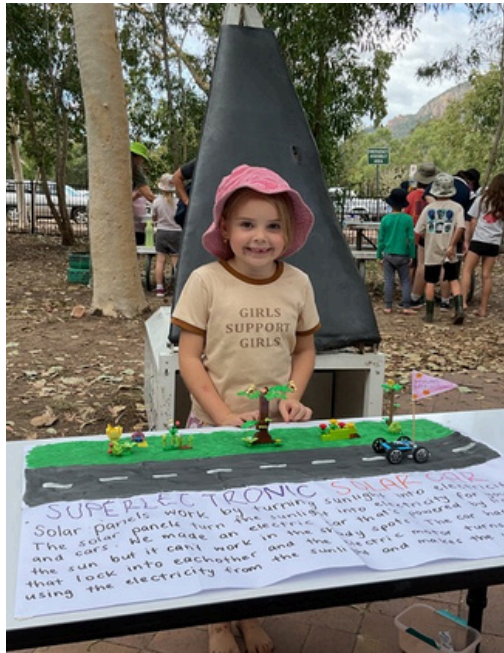
STEM at Enkindle



STEM at Enkindle



STEM at Enkindle



STEM at Enkindle

Whole-school chicken cup making!



STEM activities by our teachers



Enkindle Book Week Parade



Baseball excursion

