

# Phillip Island Village School

School No. 2108

## Annual Report

2016

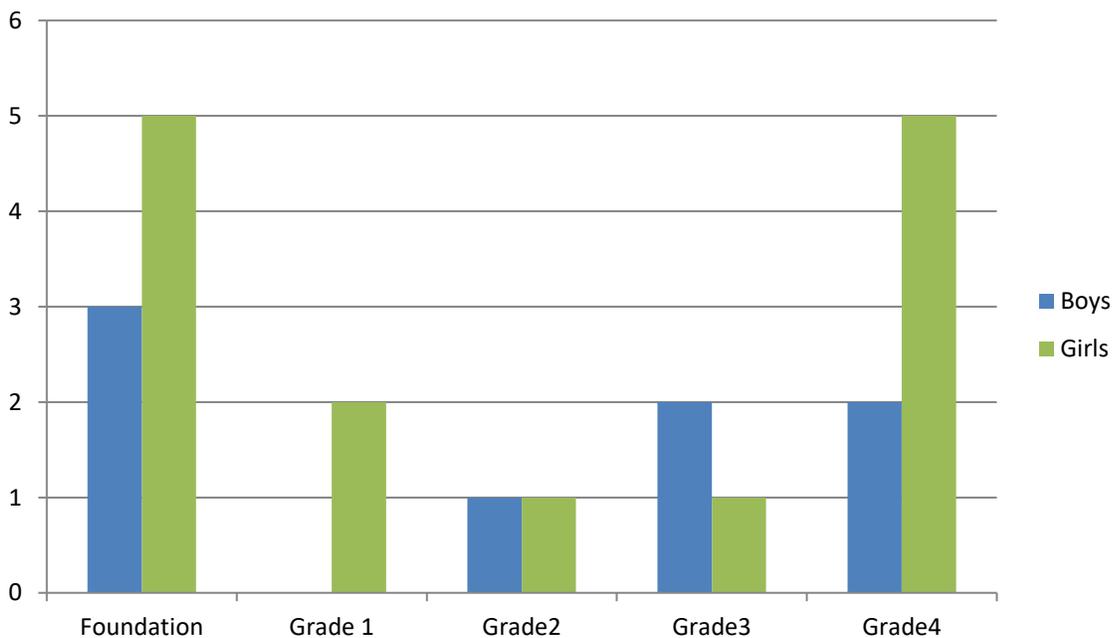


## Contextual Information

Phillip Island Village School (PIVS) opened its doors on the 4<sup>th</sup> of February 2016 at 483 Berry's Beach Road, Ventnor. The school is an independent primary school offering enrolment for children in Foundation-Grade 4 (registered to Grade 6) in 2016.

## Profile of the Student Body

At the time of the Federal Government 2016 School Census, 14 girls and 8 boys were enrolled at the school.



None of the 22 students had Language Backgrounds Other Than English, were indigenous or had a disability.

In 2016, the school's Socio-Economic Score was 97. This score is calculated from the residential addresses of PIVS students which corresponds to a per-capita funding amount of 88.9% of the Schooling Resource Standard. The SRS is defined as the effective and efficient cost of educating one student with no additional educational needs in an Australian school for one year. PIVS also received a School Location and School Size loadings.

## Phillip Island Village School Board

It is a great pleasure to report on the work of the PIVS Board for the 2016 Annual Report. The PIVS Board is guided by a Board Governance Charter and informed by the PIVS Constitution; a range of policies and procedures guides the work of the school. Our role is one of oversight rather than the management of day-to-day operations of the school; we have a role to liaise between the leadership team of mentors and staff and the members of the school community.

The main work of the Board in 2015-16 was the establishment of the school. Sarah Crinall, Lien Sim and Fiona McKenzie were foundation members of the PIVS Board and met formally on 14 occasions prior to Pete Wolf and Craig Jamieson joining the team in March, 2016. There was a large number of threads woven together at these early meetings which eventually brought the vision of our pioneering Phillip Island families to fruition.

Securing a school site was one of the most important elements of the project and after many months of negotiations we were extremely pleased (and relieved) to sign a 10-year lease at our home in Berry's Beach. With a generous contribution of time and effort from the children, parents and extended family members, we demolished, built, scrubbed, painted and fitted out our building over the summer months to be ready to host a school.

Staff recruitment was also high on our list of important activities and after a thorough search we found Anthony Collins and Kiri Ratcliffe to take on the teaching roles. Dinah Brownfield, KVS Assistant Mentor, was part of the team for some of the year which expanded again when Jenny Hanson and Jess Agnello came on board.

The bringing together of the physical elements of a school is one thing, but the building of a vibrant and connected community is quite another. My thanks go to all those people – families, staff and Board members who joined together with open hearts and minds to create this amazing community. We had three large gatherings in 2016 and I think I wouldn't be alone in saying they were real highlights of the year.

The work of the Board will now turn towards policies, financial oversight and strategic planning. To this end we have started a Master Plan for the school site which will be the cornerstone of our future growth. We have achieved so much in such a short time and it has been a very exciting and rewarding experience.

I look forward to continuing to work with the Board to develop a sound foundation and pathway for growth for PIVS into the future.

**Fiona McKenzie, PIVS Chairperson**

## Program Highlights

Phillip Island Village School uses the Victorian Curriculum as the basis of its academic program. The school's Philosophy and Guiding Principles outline the broader framework in which teaching and learning occurs. The Village School Curriculum is a series of additional programs and elements integrated across all the features of our school life.

### Learning Contracts

Learning Contracts provide a framework for teaching and learning at PIVS. The intention of this program is to support children to become independent learners and proficient time managers.

Contracts include a range of core numeracy and literacy tasks that can be undertaken by each child independently. The Foundation level contracts are simple in nature and aim to develop children's awareness of their ability to make choices which lead to success. As the children's skills develop the complexity of the contract increases and they begin to share the decision making with their teacher about the order and timing of their work tasks (Guided Contracts). Over time, the level of guidance from the teacher reduces until children are working with a fully Independent Contract.

Learning Contracts integrate into a structured daily timetable which includes periods of direct instruction, whole group activities and community service tasks.

### Nature Journaling

Nature Journaling is the regular recording of observations, perception, and feelings about the natural world from first-hand experience. It can be done in a variety of ways, including written prose or poetry, drawing or painting, photographs, tape recordings or musical notation. A nature journal primarily



records these responses and reflections. Our intention for including regular nature journaling sessions in our program, is to expose children to the value of the connection between people and their environment. In our first year, we were fortunate to have great weather to kick off the year and this supported our Science study of Biology, in particular, living and nonliving things. During this time, students searched for mini-beasts in the school environment. They then grouped them according to their attributes and used microscopes, magnifying glasses and bug-catchers to closely study their differences. Students then used

their Nature Journaling time to sketch what they had found. Students made a display of mini -beasts from materials within the studio to accompany their sketches.

## Personal Learning Projects (PLPs)

A PLP is an elective. It is a sign-up series of classes where students in Level 2 and above have the opportunity to learn new skills. Each cycle two PLPs are offered. One is usually a physical activity and the other is from the arts. They run for one session per week during each cycle and if the children are interested, the same PLP will be offered again, presenting similar skills at a more advanced level.

The idea is that it becomes a taste of new skills that will inspire the children to investigate and practice new things.

The children had ongoing opportunities to sign up for a wide range of electives as part of the PIVS Personal Learning Project program. In 2016 these included: tennis, table tennis, golf, swimming, circus school, music, drama, cake-baking and decorating, facilitation skills for morning meetings and parliament, arts and crafts – quilling, printed bag and soft toys. A significant PLP for 2016 was the bush survival skills that ended with the opportunity to put all their newly obtained skills in action at a camp at Bear Gully.



## Kitchen Garden

In 2016, PIVS made a great start in setting up a kitchen garden with the assistance from our talented parent and community and neighbours. The school received a generous donation from the Phillip Island Lion's Club which covered the costs of materials for six wicking beds and fencing to protect the produce from all manner of local nibblers.

Each week students enjoy spending time working in the Kitchen Garden. As it flourished, the food produced in the organic garden beds contributed to the snacks and lunch menu which was provided each day. Children are also involved in the food preparation.



## Resource Smart

The ResourceSmart Schools initiative, delivered by Sustainability Victoria in partnership with the Department of Education and Training, supports schools to take action towards minimising waste, saving energy and water, promoting biodiversity and reducing greenhouse gas emissions. We received practical support from ResourceSmart Schools to enable the ongoing monitoring of our actions and work towards both saving the school money and lessening our impact on our natural resources.

## Camps

Throughout the year there are a number of camping excursions to support personal learning projects as well as developing student's independence, confidence and resilience. Our camp activities have been as diverse as the interests of the students and this year included fishing, kayaking, swimming, bush survival skills and walking in the rain.

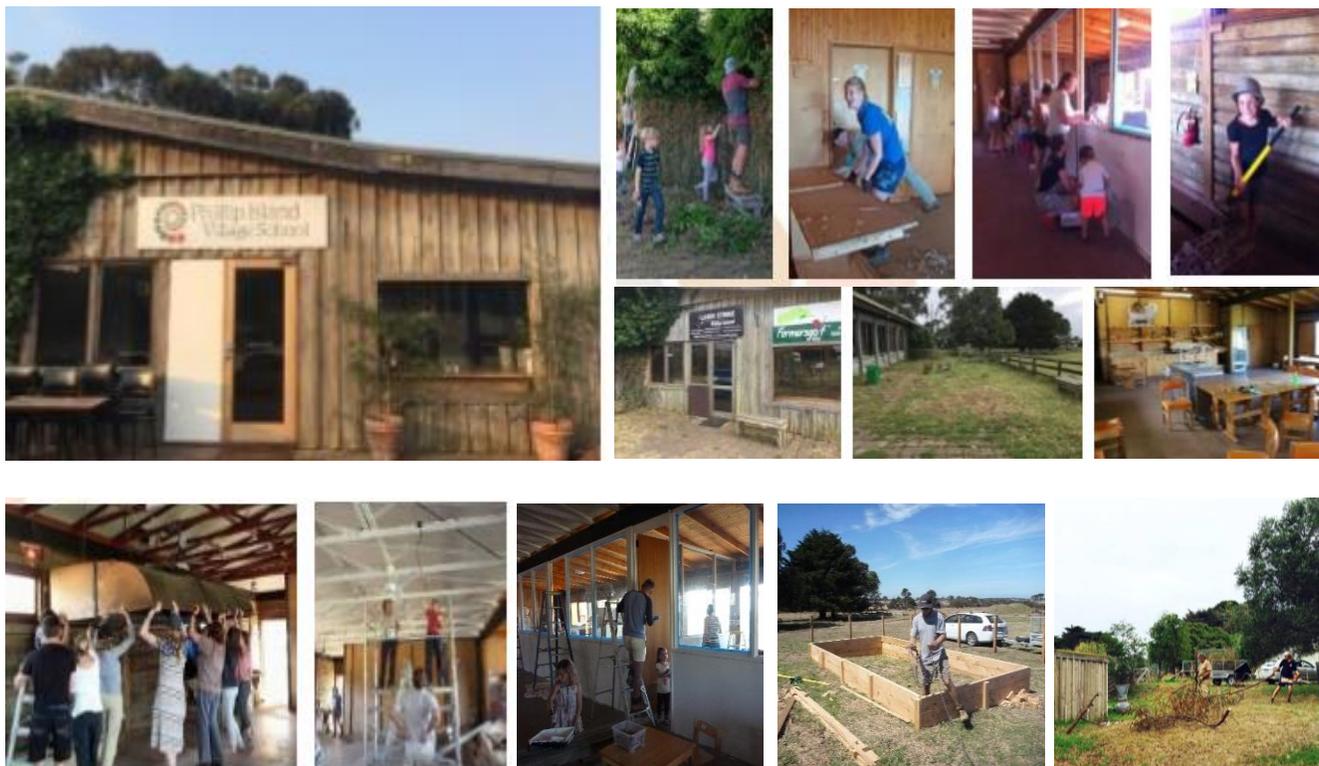


In addition to the PLP Bush Survival Skills Camp in Bear Gully, an annual event that was held during the year is the larger community Family Camp (FAMP). All students, their parents and siblings got together for 2-3 days for a mix of structured activities and informal times of connection and community development. In 2016, FAMP was held at the Powlett River Caravan Park.



## Buildings & Grounds

From October 2015 into 2016 many hours (and hands) went into the transformation of the school building to make it a comfortable and inviting learning space. Plenty of enthusiastic parents and children contributed time and effort at the working bees and on multiple occasions in between. Spending time together on the site allowed us to build our community connections and meant that the children were very familiar with their surroundings during their first days.



During 2016 our application for funding from the Victorian Independent Schools Block Grant Authority (the body responsible for distributing Commonwealth Government capital works funding) to develop a Master Plan for the school site at Berry's Beach, was successful. The project involves strategic planning (projecting enrolment levels, finances, future building needs) and a site plan (information gathering about the site, identification of opportunities and constraints, establishment of a staged plan for the development of buildings and grounds).

The work involved regular meetings of representatives from the school's board, School Coordinator (Fiona), Principal (Anthony) and other interested school community members and was facilitated by independent consultant (Isley Sutherland—architect and project manager of the recently completed Koonwarra Village School building project). The process commenced in October 2016 and will continue through to the middle of 2017.

## Playgroup & Foundation Transition Group



Held each Wednesday morning, the PIVS playgroup allows families who are planning on joining the PIVS community to become familiar with each other, the school's philosophy and routines. In 2016, playgroup was facilitated by Dinah Brownfield on the school grounds and the PIVS students come together for morning tea and a play during the morning break. It is great to see so many families embracing all weather conditions, enjoying the connections and outdoor adventures.

### Staff

Two teachers were employed for classroom duties in 2016. Anthony Collins (B. Ed (Primary)) worked full-time with children in the Grade 2-4 group, Kiri Ratcliffe (B. Ed (Primary)) worked full-time with children in Foundation-Grade 1.

Children in both classes were supported during the year by classroom assistants – Dinah Brownfield and Jenny Hanson. Jess Agnello worked part-time as the kitchen garden assistant.

Fiona McKenzie (B.Com, Grad. Dip. Ed. (Primary)) was responsible for administration activities and facilities and was supported by Philippa Lloyd and Adrian Scott.

None of the staff identified themselves as being of Aboriginal or Torres Strait Islander descent



L-R: Jess Agnello (Kitchen Garden Mentor), Kiri Ratcliffe (Mentor, Foundation – Level 1), Jenny Hanson (Assistant Classroom Mentor), Philippa Lloyd (Administration), Anthony Collins (Mentor, Levels 2-4 & Principal), Fiona McKenzie (School Coordinator)

## Community Feedback

Parents and students have various forums in which to feedback their level of satisfaction on the programs and operations of the school. The weekly Whole School Parliament allows students the opportunity to input suggestions into the development of school activities and programs.

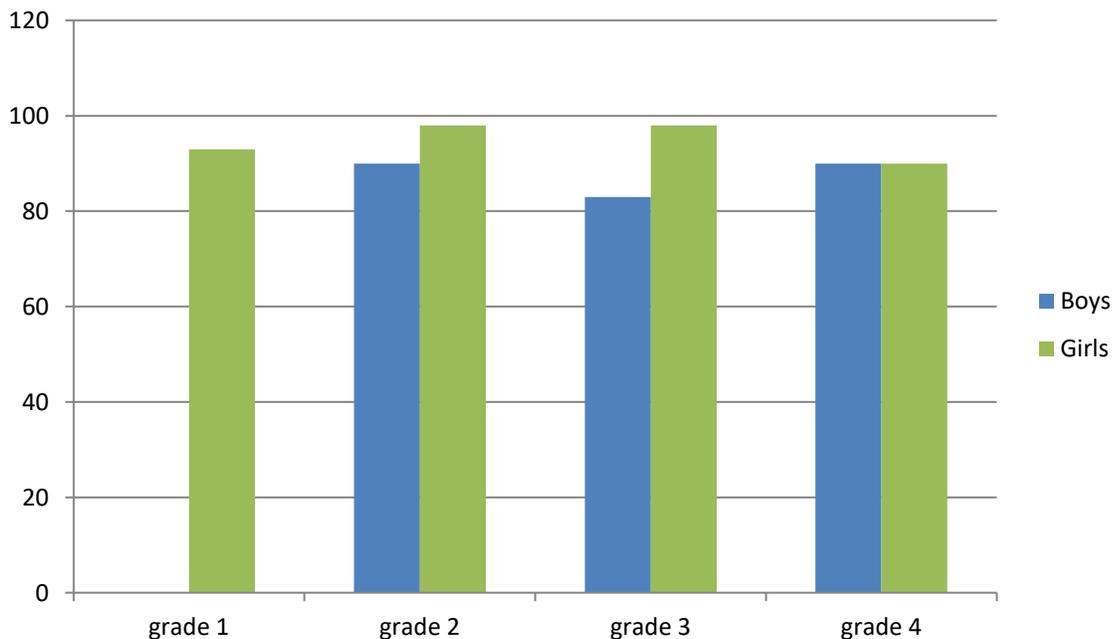
In June and December, parents were involved in formal meetings (20 minutes) with a panel of staff members to discuss their child's academic performance. This is also an opportunity for staff to receive parents' response to the semester's activities.

Teachers maintain regular contact with parents via email, phone calls or direct contact after school throughout the school year to ensure the flow of information between home and school is timely and frequent.

Staff have the opportunity for feedback during weekly staff meetings, planning days each cycle and professional conversations held annually.

## Student attendance

The average attendance rate of all students who were enrolled at PIVS for 2016 was 92%. Some students were absent for longer than usual periods of time due to overseas and domestic travel and with a small cohort of students this significantly impacts the percentage rate.



When a child is absent, parents are expected to notify a staff member by phone call, email, text message or direct contact. If no contact has been received from parents, and a child is away for more than one day, staff make contact with the parents to determine the cause of the absence.

## Student Outcomes

Written reports relating to student academic progress were provided to parents in June and December, covering all learning areas as well as Self-Directed Learning and Social and Emotional Learning. These reports were accompanied by a parent/teacher/student meetings, scheduled for all families.

### *NAPLAN testing*

All students in eligible grade levels were prepared for the testing in the weeks prior to NAPLAN which was conducted in May, 2016.

According to the MySchool Website the small number of participants means that results were not made available.

PIVS will continue to support NAPLAN and other types of outcomes testing to ensure student achievement in all areas of the curriculum.

## Income by Funding Source

### 2016 Income

