

Phillip Island Village School

School No. 2108

Annual Report

2017

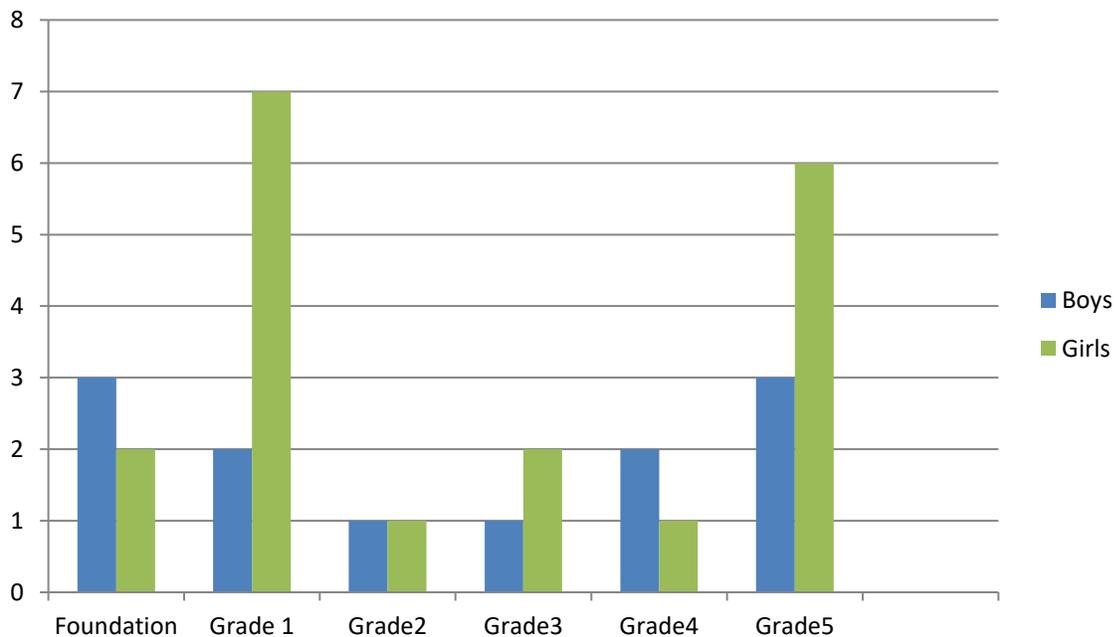


Contextual Information

Phillip Island Village School (PIVS) opened its doors on the 4th of February 2016 at 483 Berry's Beach Road, Ventnor. The school is an independent primary school offering enrolment for children in Foundation-Grade 5 (registered to Grade 6) in 2017.

Profile of the Student Body

At the time of the Federal Government 2017 School Census, 19 girls and 12 boys were enrolled at the school.



None of the 31 students had Language Backgrounds Other Than English, one was indigenous and one had a disability.

In 2017, 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 cost of educating one student with no additional educational needs in an Australian school for one year. PIVS also received School Location and School Size loadings.

Phillip Island Village School Board

It is my great pleasure to report on the work of the PIVS Board for the 2017 Annual Report.

The PIVS Board is guided by a Board Governance Charter and PIVS Constitution; a and range of policies and procedures that guide the work of the school. Our role is one of oversight rather than the management of day-to-day operations of the school as well as to liaise between the leadership team of mentors and staff and the members of the school community.

The PIVS Board has been a dynamic and stimulating group to work with since its inception, with a diversity of ideas but a wonderful ability to work together, innovate and find creative solutions. In 2017 our PIVS board members included Fiona McKenzie, Lien Sim, Peter Wolf and Craig Jamieson.

2017 was another year of exciting development and growth in the early life of our school. The Board was busy guiding the direction of this growth for PIVS and was involved in several major undertakings related to future planning and governance.

Much of our work in 2017 was in the area of future site planning. Our Master Planning process for the Berry's Beach site (which commenced in 2016) was completed in June 2017. The Master Plan looks at how we will use the site into the future and takes into account the current and future needs of the school.

We also looked at ways that the current facilities could continue to meet our needs before we are able to commence any further development of the school site. To this end, the Board approved works on the existing school building to take place after school had finished for the year. We also investigated several options for portable buildings that we could bring onto site.

Other key projects we were involved in were related to organisational growth and staffing. One exciting component of this was the development of an Organisational Chart for PIVS, which included links to the other Village Schools (Koonwarra Village School, and the planned High School). In 2017 we also contributed to the development of a Salary Banding and Allowances structure for Village School Mentors, which has been adopted at both PIVS and KVS.

We made a decision as a Board to support the development of a Village High School, and Fiona (as School Coordinator), Peter (as PIVS Board representative) and Lien (as a PIVS parent representative) all joined the High School Working Group, bringing our perspectives from PIVS to this development team.

Towards the end of the year, we accepted Craig Jamieson's resignation. I would like to acknowledge the wonderful contribution that Craig made to the PIVS board during his term.

I have found it a true privilege to be involved with the PIVS Board during its formative years, and to be able to contribute to its continued growth. I look forward to continuing this work and to watching PIVS develop.

Lien Sim, PIVS Chairperson

Staff

Anthony Collins (B. Ed (Primary)) worked full-time with children in Grades 2-5 with Nicholas Pattison (B.Ed (Primary) who worked two days per week. Hadassah Wanstall (B. Ed (Secondary)) worked four days per week with children in Foundation-Grade 1.

Children in both classes were supported during the year by classroom assistants –Jenny Hanson and Jess Agnello. Jess also worked in the kitchen and as the kitchen garden mentor and playgroup facilitator.

Fiona McKenzie (B.Com, Grad. Dip. Ed. (Primary)) was the School Coordinator, responsible for administration activities and facilities, and was supported by Franciska Johnston (employed part-time in administration) and Adrian Scott.

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



L-R (back row): Franciska Johnston (Administration), Jenny Hanson (Assistant Mentor), Hadassah Wanstall (Mentor, F-Level 1)

L-R (front row): Nicholas Pattison (Mentor), Anthony Collins (Mentor, Levels 2-5 & Principal), Jess Agnello (Assistant Mentor, Kitchen Garden Mentor & Playgroup Facilitator), Fiona McKenzie (School Coordinator)

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 and effective learners.

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 and whole group activities.

Whole School Projects

Alice in Wonderland

A whole school production of Alice in Wonderland provided opportunities for children to experience the world of script writing, auditioning, performing, producing, directing, set design and costume/make up design. It was performed to the school community at the end of Semester 2.



Funkytown

A student created school shopping precinct provided the setting for children to design and produce unique pieces of work for sale in their individual stores. Funkytown was in place for two cycles and provided experiences of learning about small business, public service, government, taxation, currency and being a part of community.



Animation Project

Animator Annie Duncan joined us in 2017 to share her expertise with students, immersing them in the exciting world of animation. The styles of animation explored by the students included claymation, hand drawn, digital 2D flash animation, and even included animation using sandcastles and pizza faces. Students learned to work with lighting, operate a camera and edit using computer equipment. The final project was an animated film that showcases the animals that are special to us on Phillip Island and in our homes and the unique aspects of our school and the students that form our community. The film can be viewed at <https://youtu.be/FloFNcsBT8A>

Personal Learning Projects (PLPs)

A PLP is a sign-up series of classes where students in Level 2 and above can attend classes to learn a new skill. PLPs generally run over a whole cycle and cover a mixture of topics to provide broad appeal. PLPs can be hosted by PIVS staff, parents or people from within the community – some who visit us, and for others we head off-site.

The idea is that it becomes a taste of new skills that will inspire the children to investigate and practice new things. In 2017 the following PLPs were held: Basket Weaving, Coiling and Dance.



Kitchen Garden

In 2017, the school received a generous donation from the Phillip Island Lion's Club that enabled us to set up six large wicking beds (raised garden beds that are continuously watered from a reservoir of water beneath the soil). Students added some 'pop' and 'inspiration' to the wooden crate wicking beds by creating stencils and applying painted words to their walls.

The funding also supported a fully netted 15m x 6m enclosure, built to keep our local possums, wallabies, rats, rabbits and birds from eating our produce, and a larger coop for the chickens.



The Kitchen Garden also provided opportunities for the children to combine practical mathematical skills with creative applications in the building of an external herb garden, a green house, an insect hotel, a worm farm, berry beds and an indoor flower garden display. Many of these projects used up-cycled materials including old door frames, bathtubs and guttering.

Each week students enjoy spending time working in the Kitchen Garden and checking on it's progress. As it flourished, the food produced in the organic garden beds contributed to the snacks and lunch menu that is provided and prepared in the kitchen each day.



Environmental Priorities

ResourceSmart Schools

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.

In 2017, the introduction of a three-bin recycling station was a key resource smart initiative. This helped our waste system to be more visual, clear and simple to use. The bins separate general waste from compostable waste and recyclables which resulted in a reduction in general waste, and the need for an extra curb-side recycling bin and a thriving worm farm.



PIVS Environmental Policy

During the buildings and grounds master planning process it became clear that an Environmental Policy would be a useful way to embed the environmental values of the PIVS community into the future development of the site.

Jess Agnello, Adrian Scott, Kelly Kirkpatrick, Lien Sim, Isley Sutherland (Architect), Fiona McKenzie, a mentor and parent team gathered and facilitated by Alison Taylor (Gippsland Coordinator of the Resource Smart Schools program) created a draft Environmental Policy that covers water, waste, energy and resources.

Camps

Our main camp experience for 2017 was our annual Family Camp (FAMP) which was held at Yanakie Caravan Park. All students, their parents and siblings get together over 3 days for a mix of structured activities and connection as a community.

A Level 2-6 camp was held later in the year at Bear Gully, a bush camping site near Walkerville South. The aim of the camp is to help the students' develop independence, confidence and resilience in an outdoor setting. Over three days, students enjoyed cave walking, fishing, hiking, lime kiln exploration, beach time, cooking on an open fire and sleeping under the stars.

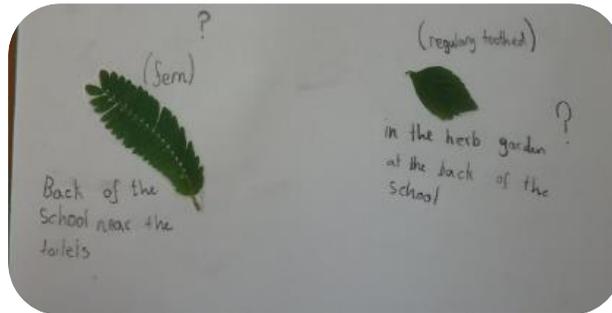


In the lead up to the Bear Gully Camp, the students participated in hikes that increased in kilometres and intensity, preparing them for the explorative walks in Bear Gully and Walkerville South. Hike locations included: Swan Lake, The Nobbies, Cape Woolamai, The Pinnacles, Conservation Hill and Rhyll Inlet walk and Pyramid Rock to Berrys Beach.





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.

Nature Journaling throughout 2017, had its primary focus on exploring our immediate and local surrounds. Students researched and documented their findings about native and non-native trees and wildlife on our school grounds and through various local Out 'n'ABOUTs.

Playgroup & Foundation Transition Group

Held each Wednesday morning, the PIVS playgroup continues to allow families who are planning on joining the PIVS community to become familiar with each other, the school's philosophy and routines.

In 2017, playgroup had Jess Agnello (Mentor) transition into her new role as playgroup facilitator alongside Lien Sim (board member) on the school grounds each Wednesday morning. Each week the PIVS students take part in preparing delicious treats for the 'Welcome to Playgroup' morning tea with Jess. A great experience for the children in learning how to 'host an event', having both children and play groupers come together for morning tea and a play. It is great to see so many families embracing all weather conditions, enjoying the connections and outdoor adventures.



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.

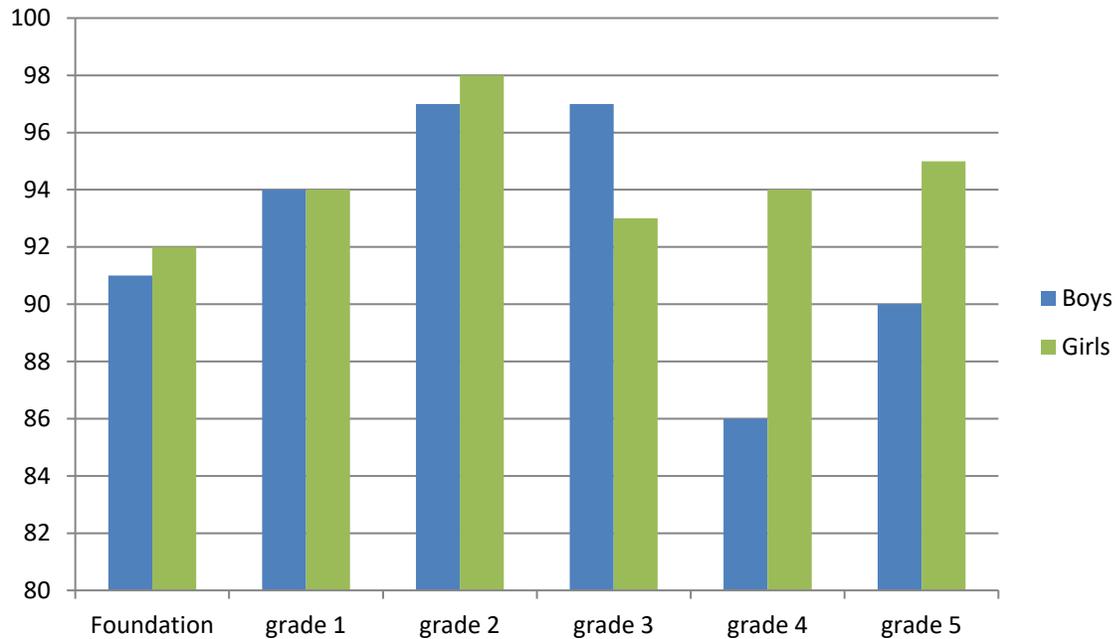
In June and December, parents were involved in formal meetings (20 minutes) with a panel of staff members to discuss their child's academic performance. This is also an opportunity for staff to receive parents' response to the semester's activities.

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 2017 was 93.4%. 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 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, 2017.

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

2017 Income

