



Phillip Island Village School

School No. 2108

Annual Report

2019



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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 to Grade 6. At the time of the 2019 Federal Government Census 37 students were enrolled at the school.

Phillip Island Village School Board

It is my great pleasure to report on the work of the PIVS Board for the 2019 Annual Report.

The PIVS Board is committed and hard-working, and very rewarding to be part of. We bring together diverse views and experiences into a cohesive and productive group. In 2019 our PIVS board members included Fiona McKenzie, Lien Sim, Peter Wolf and Paul Morris, with Steve Turner and Natalie Hodgkin joining and Peter Wolf leaving in Cycle 8.

Peter has been an extremely valued and important member of the board since he joined, and I thank him for his significant role in the early years of PIVS. Steve and Natalie have brought a range of diverse experiences in education, self-directed learning, the coordination of youth-based activities, leadership and planning to the PIVS Board, and broadened our existing skill set. They have also contributed some valuable fresh perspectives to board deliberations.

Kelly Kirkpatrick joined the PIVS Administration team in a senior role, to support School Operations and Compliance activities.

2019 was a year in which we watched the school move into the next phase of its development; no longer in its early years, but operating with a strong sense of identity and purpose, and a wonderful, cohesive and dynamic mentor team. The broader school community also reached a new level of maturity, with a strong sense of belonging felt by children and adults alike.

The beginning of 2019 saw the finalisation of the PIVS Strategic Plan, which encapsulates the board's vision for PIVS into the future, and details strategic goals in the areas of Curriculum, Communication, Community Development, Infrastructure, Governance & Finance and Staff to guide the evolution of our school. We were pleased to make excellent progress against most of these goals in 2019, leading us to plan and initiate Board Working Groups in the areas of Infrastructure and Community Development, to allow a broader section of the community to be involved in board projects.

Unfortunately, we have not made as much progress as we had hoped in securing a permanent site for the school. However, our long-term lease of the site is still in place, and we are continuing to take action towards purchase of the site.

In 2019, the board had significant involvement in a review conducted by the Victorian Registrations and Qualifications Authority into Minimum Standards for Care, Welfare and Safety of Students, as well as Financial Viability. The review was a great opportunity to review and check many of our

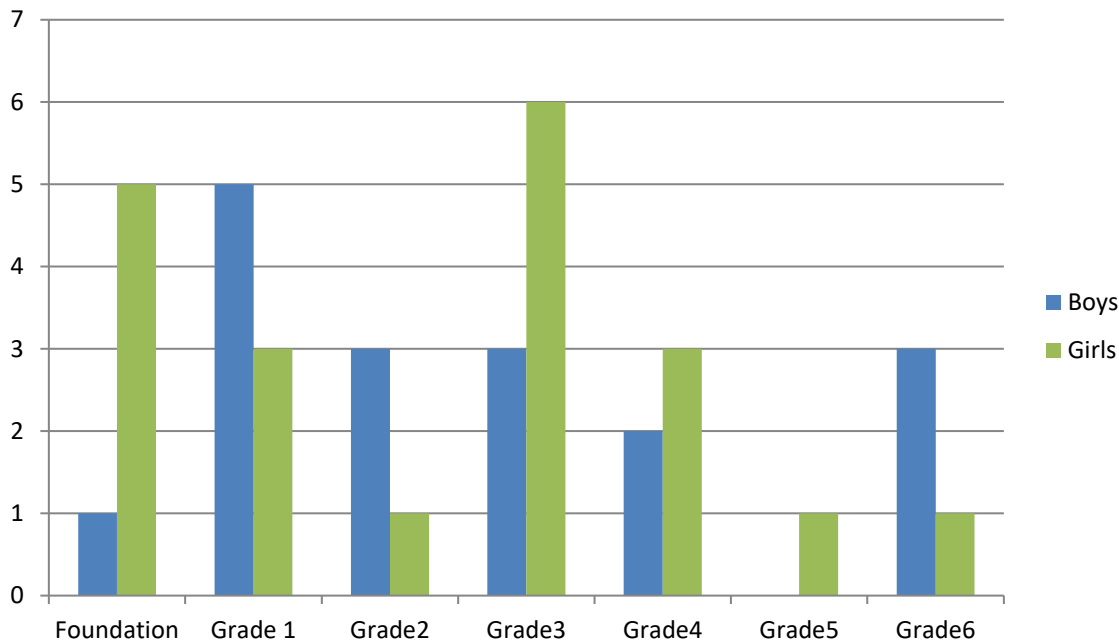
school policies relating to these topics, and to ensure that all of our systems and processes were working well. After a large amount of work by staff and the board to provide the reviewers with all relevant information, including several face-to-face meetings, we were very pleased to receive confirmation that we had successfully completed the review process.

I have continued to greatly enjoy working with the PIVS Board in 2019 and am proud of our hard work in shaping the future of PIVS. I look forward to continuing this work and to watching PIVS develop and mature further.

Lien Sim, PIVS Chairperson

Profile of the Student Body

At the time of the Federal Government 2019 School Census, 20 girls and 17 boys were enrolled at the school.



One of the 37 students had Language Background Other Than English, none were indigenous, and nine were recorded as having a disability.

In 2019, 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.

Curriculum and Learning Contracts

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 includes a series of additional programs and elements that are integrated across all the features of school life.

Individualised Learning Contracts provide the framework for teaching and learning at PIVS. The intention of these are 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 and they also integrate into a structured whole school weekly timetable which includes periods of direct instruction and whole group activities.

The Foundation and Level 1 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 mentor about the order and timing of their work tasks (Guided Contracts). Over time, there is an intention that the level of guidance from the teacher reduces until children are working with a fully Independent Contract.

Integrated Learning Projects – A highlight of the 2019 learning program came during Cycles 3 and 4. Mentors developed projects which integrated several learning areas, allowing students to sign-up for the one that they felt most interested in. On offer was *Wind Warriors*, facilitated by Craig Dowell, in which students were inspired by the story of a Malawian schoolboy and built a wind turbine. *Sugar and Spice*, facilitated by Jenny Hanson, saw students design and produce a cookbook which included research on international dishes and their countries of origin, as well as our favourite school dishes. In *Mad Science*, facilitated by Nick Pattison, students learned the process for experimentation before recreating their own favourite experiment for an audience. All the Level 4-6 students were involved as well as some students from Levels 2 and 3.



Whole School Writing – During Semester Two, students participated in whole-school writing sessions, three times per week. Each session was made up of a period of direct instruction, followed by independent writing time or writing activities. The main aims of the program were to generate a positive culture around writing amongst the students as well as develop their writing process and

standard. This was an enjoyable and successful program that resulted in a positive shift in the quantity and quality of student's writing pieces in the second half of the year.

Individualised Learning Program – This program was available to Level 5 and 6 students and saw them participate in activities such as fitness sessions at the PI Leisure Centre gym twice a week, coaching sessions at the skatepark, cooking in the school kitchen, time at the Men's Shed in Cowes and an out 'n' about to the Ripponlea Estate in Melbourne. Students were highly motivated to design and participate in the activities in this program which saw them achieve many of the goals they set for themselves.

Whole School Swimming was a central component of the school's PE program in Semester 1 for Level 2-6 students. The program concentrated on either basic water and swimming skills or more specific technique and swimming drills and took place weekly during Cycle 4 at the Bass Coast Aquatic and Leisure Centre in Wonthaggi.



LOTE - French

Delia Druot returned to PIVS in 2019 to facilitate our French program. Students spent time in small groups learning about French culture and language through activities and by practicing their verbal language skills. The highlight of the year's for the students was the whole school celebration of National Music Day which is held annually in June.



Art and Craft in 2019 had creative pieces appearing on the walls and displayed around the space throughout the year. From self-portraits to works of arts inspired by Cubism through Picasso's eyes, to the contemporary style of Canadian artist Sandra Silzbergweig, Whale Festival themed paintings, the creation of terrariums, cardboard box cities and so much more.

Other School Activities

South Gippsland One Act Play Festival, Foster

For the second year in a row PIVS participated in The South Gippsland One Act Play Festival in Foster, which took place in August and was the culmination of two cycles of theatrical themed work by the students and mentors. The script chosen was *The Wash House Blues* by Liliane Grace. It was a comical play sharing the idea that it is okay to make mistakes. The students immersed themselves in discovering the characters, learning lines, and costume and set design, before auditioning for roles in the play. Students from all levels were involved both behind the scenes and on stage. The students performed the play at the Foster Arts Centre in front of an audience of other schools, community members and the judging panel. Chloe Scott received the Young Players Outstanding Achievement Award.



Foundation Students - The Rainbow Play

Being inspired by the theatrical buzz, the younger years students came together and worked on their own performance of *The Rainbow Play*. For most, it was the first experience of performing in a play and they were all both excited and nervous to be on stage in front of their friends and families at a Community Dinner. Students did a great job of learning lines, rehearsing, and using their voices and bodies for their unique characters. They particularly enjoyed being able to design their own costumes and working together to make the props and scenery.



Parliament

At PIVS, School Parliament is a regular forum in which children and Mentors discuss issues that relate to life at PIVS including school rules, social issues, ideas for Personal Learning Projects (PLPs) and items like the lunch menu. Decisions are made through discussion and consensus. The intention of this forum is to encourage children to become active participants in the development of the school program and culture and to provide opportunities to practice speaking in front of a group, listening to the ideas of others and identifying solutions to group needs.

In 2019, Parliament was held 2-3 times each cycle and we experimented with making attendance voluntary, rather than compulsory. The result of this was much more productive meetings and the students who had an item to raise or were interested in an item raised by another student were highly motivated to attend and participate in the discussions.

This year Parliament discussions were held and decisions were made in relation to camps, PLPs, playing piano during presentation times, people using other people's things, attending the School Strike for Climate, cubbies – ownership and sharing materials, eggs being broken in a nest, computer games for the computers, access to Mentors during Mentor Assistance Time.

Personal Learning Projects (PLPs)

The year kicked off with the popular **Farming PLP** which saw students heading Out 'n' About to several local farms including:



Jo Hockett's hobby farm, Warrook Farm in Lang Lang and to Churchill Island. The interest in this program was so high that it continued throughout the year as a weekly Farm School experience visiting Jo and Joel's farm in Bass.



Horse riding at The Horse Workshop in Bass was as a very popular program in 2019 and it ran weekly throughout the year. The equine therapy approach used by Di and Mark McIntosh is well aligned with the PIVS philosophy and helped the students build their personal confidence and their riding and horse care skills.



Surfing was offered in Cycle 2. facilitated by Henry Rushford and Jess Agnello. The students visited several different beaches around Phillip Island and enjoyed an activity that is synonymous with life in this region.



This year, PIVS and Koonwarra Village School jointly offered students the opportunity to participate in a **learn-to-sail** program hosted by Cowes Yacht Club. During the program students



completed the Sailing Australia Tackers 1 or Start Sailing 1 course which included learning to rig a sailing boat, different steering techniques, how to adjust the sails to move in different directions and to generate different speeds, how to capsize the boats and get them up the right way.



Cycle 3 presented a **Mountain Biking** opportunity which allowed students to "get their bikes, go over rocky tracks and dirt hills, through the bush with tight turns and jumps". The PLP outings began modestly at the Oswin Roberts Reserve and built up to riding at The Gurdies Nature Conservation Reserve before culminating with an overnight camp at the Erica MTB Park.

A **Netball** PLP was offered in Cycle 3, with students learning the skills, rules and strategies of the game with great enthusiasm. The tradition of a friendly match against Koonwarra Village School was held at the Bass Coast Leisure and Aquatic Centre in Wonthaggi to conclude the program.



A student-initiated **Running Club** began in Cycle 3 for students who were interested in increasing their fitness levels. It subsequently evolved into **Walking Club** in Cycle 4 as students noticed how much of the natural environment they were missing as they ran past. The before-school program allowed parents to participate, and everyone enjoyed the early morning adventures on our local walking tracks.

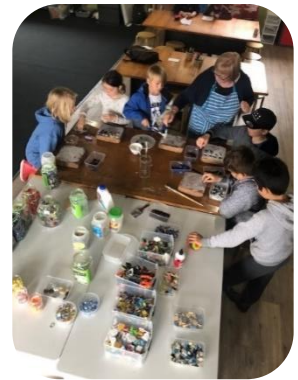
Alice Through the Opera Glass was an Opera Victoria program that included several live stream events from behind-the-scenes of the theatre production of Alice in Wonderland. It included rehearsals, orchestra, set design, set builds, costumes, singers and an exploration of the origins of opera. The highlight of this PLP was the opportunity to see it all come together on stage by attending a live performance at the Arts Centre in Melbourne. The visit to The Playhouse Theatre was a highlight for the group.





Skateboarding was a popular PLP offered in Cycle 6. It was held at the new Cowes Skatepark and the YMCA provided skateboard, protective equipment and a qualified skate coach to support the student's skill development and teach them skatepark etiquette. The students topped off the program with a day trip to the Cranbourne indoor skatepark.

A **Mosaic PLP** was offered in Cycle 7 and quickly filled with students eager to learn a new skill. Annie Brookes (Classroom Assistant Placement Student) assisted by Jenny Hanson guided the students from design through to glueing, grouting and polishing. The finished pavers have made an attractive addition to the walkway leading to the playground.



Kitchen & Garden Program

PIVS provides both morning tea and lunch for staff and students as part of its program. Four days a week these meals were prepared by Jess Agnello and Christine Irvine, and one day a week a volunteer from our family community came in to prepare and serve lunch. Students are involved in the daily preparation of our shared meals through a roster and volunteer system.

In addition to the lunch program, students were involved in specific Kitchen Garden activities across the year such as planting and harvesting potatoes, wildflower exploration, flower pressing, seed sowing, creating a minimal waste seed raising mix, restoring the greenhouse, chicken care, nutrition and the discovery of herbs for culinary and medical use.

Foundation students also undertook cooking once a week to prepare morning tea for Playgroup.

A significant garden project this year was the new **Waste Management Zone**. In 2019, Jess Agnello successfully applied for a grant from Sustainable Schools Victoria for a re-vamp of our waste management zone. Composting and recycling are very much a part of our daily routine

at PIVS and we wanted to make the area more inviting and simpler to use. A well-attended community working bee saw the completion of a timber cladded designated zone for our rubbish bins, a crushed rock pathway leading out from the kitchen door to the bin area and our worm farm bathtubs now featuring easy to use lids, colourfully painted by students.



Social & Emotional Learning Program

Zones of Regulation and S&E Toolboxes

At PIVS, we practice our social and emotional skills on a regular and ongoing basis. Weekly S&E classes are offered to students from Foundation to Level 6 throughout the year. In 2019, students continued learning about Zones of Regulation, with a focus on the creation of personalized Toolboxes. These toolboxes provide strategies to assist each child throughout the different zones. Each child in the school has their own toolbox of strategies to assist them with their self-regulation. Students came up with their own strategies and these were developed through lots of enthusiastic discussions as students learnt about themselves and each other. All the toolboxes were displayed in the main building so we could learn how about the strategies that would support each other throughout the school day.



Nature-based Programs

Nature Kids

2019 was a fantastic year for Nature Kids which was formed in late 2017 by three young PIVS naturalists and continued by renewed interest from passionate students. Cycle 1 welcomed some new students to the group, and their first venture was a trip to San Remo Back Beach to collect rubbish and explore the playground. In Cycle 2, Nature Kids mentored the Foundation students on the ins and outs of a beach cleanup after the younger students expressed an interest in our local beaches.



In Cycle 6, Nature Kids made a visit to the Melbourne Aquarium after a very successful fundraiser in which they raised almost \$170. Alongside the adventures of getting there by school bus and train into the city, the highlight of the day was the huge walk-through section, where huge sharks and manta rays could swim right above you.

Climate Change March



Our passionate and dedicated Nature Kids were very keen to be involved in and attend the School Strike 4 Climate march on Friday



15th March. Student members of the Nature Kids group think very deeply about the environment, so the march was a natural

fit for them to express how important the environment is to them and to feel connected to a larger movement. In the lead up to the big day the PIVS students also visited Koonwarra Village School to learn about climate change and its effects from Alison Taylor, a KVS parent and ResourceSmart Schools Coordinator.



Bush School

In Semester 2, Bush School was launched again as a feature of the PIVS program for Foundation and Level 1 students. Weekly outings to various nature reserves around Phillip Island such as Swan Lake, Oswin Roberts Nature Reserve and Conservation Hill Reserve at Rhyll, allowed students to practice their 'Out 'n' About' skills and spend time in the natural environment. Bush School is an all-weather program and the children enjoyed returning to the same location on multiple occasions to see how it changed throughout the seasons. Spending time in nature is an important part of school life at PIVS and it is great to have a program specifically for the younger years students.



Camps

Camps are a regular and important feature of the PIVS calendar. Many camps are held throughout the year for smaller groups or specific purposes, but the start of the year always kicks off with our largest community celebration – **FAMP** (Family Camp). In 2019, FAMP was held at Cape Paterson for the second time and saw 76 students and family members attend the three-day event. Activities such as rock pooling, snorkeling, hiking, games, shadow puppet theatre, sandcastle making, plate spinning, and craft were complemented by lots of casual mingling of students and families. The campground was ideal for bike riding and outdoor adventures, and throughout the three days many parents spent time volunteering in the camp kitchen, helping with activities, and getting to know each other and the PIVS team. Quiz night was a highlight of the event with carved pumpkin trophy going to the winning team – The Dandelion Tree Climbers.



Joint Democratic Schools Camp

Over the years, as PIVS Mentors have crossed paths and developed professional relationships with colleagues in other small, alternative schools, they had regularly discussed how valuable it would be to bring students together to have a shared camp experience. Well this year the PIVS team brought this vision to life by being the key organisers of a Joint Democratic Schools Camp that was offered in Cycle 3. Ten students and a teacher were invited from each school to the two-night camp which was held at the Iluka Camp at YCW Beach on Phillip Island.



The schools involved were the Hurstbridge Learning Co-Op (Melbourne), Peregrine School (Tasmania), School of Creative Education (Cockatoo), Koonwarra Village School and PIVS.

In Cycle 4, the finale of the Mountain Biking PLP was the one-night **Mountain Biking Camp** where students were able to experience the trails of the Mt Erica MTB Park. Mentors Craig Dowell and Jess Agnello reported that the student's riding skills, teamwork, and perseverance really shone through during the camp.



A highlight of the One Act Play preparations is the overnight rehearsal intensive which allows cast and crew to fully immerse themselves in their roles and team building. The **One Act Play Camp** held just prior to the first performance at the community dinner contributes significantly to bringing all the threads of the performance together and is loved by students and mentors alike. This year students camped out at school, enjoying the tradition of making personalised pizzas for dinner. They also enjoyed a dance party and, of course, the dedicated time to rehearse and refine their performances.



Snow Camp in Cycle 5 was an exciting idea that evolved out of Parliament discussions. Students expressed interest in going skiing, tobogganing and experiencing the snow. The adventure was dubbed "Sno Dawgz" and students were the key drivers of the camp and also researched and put together the itinerary, and budget for equipment hire, resort entry, and accommodation. They also developed an intention for the camp: "Because it would be a great experience for young people that live far from the mountains. And it would be a great opportunity for young kids like us. And it could spark the love for snow and snow sports. This could be a great opportunity to have a team building experience. It would be good to experience nature. We could be active too." After the green light was given five students were accompanied by mentors Craig Dowell, Henry Rushford and parent helper Joel Hockett for the amazing experience.

Nature Kids Camp was once again part of the program in 2019. To celebrate another year of amazing experiences in the natural world, they headed off to Tidal River campground, at Wilsons Promontory. In true Nature Kids style, they did plenty of nature walks and explorations, including a walk to Tongue Point and an expedition to Big Drift – a giant, landlocked sand dune system at the fringes of the Prom.





In Cycle 7, Level 3-5 students and mentors headed off for the fourth annual **Bear Gully Camp**. This is bush camping at its finest, with unpowered camp sites, long drop toilets and campfire cooking. Students enjoy returning to the same location each year to seek out their many favorite activities and to re-attempt the physical challenges they experienced in the previous year. Students attending this year also got to experience our newly developed **Pre-Camp S&E program**. Students had lots

of involvement in the preparation, being part of picking tent groups, creating the menu plan and building S&E camp toolboxes to help them set up for a successful camp experience.



Being so close to home, **Iluka Camp**, the YMCA Coastal Discovery Camp at Smiths Beach provides a perfect venue to practice staying away from home. This camp was designed with the intention of developing student confidence and awareness of a school camp experience. Over the two days and one night, students had the opportunity to be involved in a range of fun and exciting activities and was a great success with students exhibiting growth and resilience.



An established PIVS tradition of offering a Grade 6 Graduation Camp meant 2019's graduating students got busy researching and planning to create their special **Year 6 Finale Camp** to Torquay. Including a ferry trip from Sorrento to Queenscliff the three days were filled with water play at the Geelong Adventure Park and plenty of good times cooking together, playing board games, and relaxing together. The students learnt some amazing project planning skills in the lead up, and



enjoyed a final year 6 experience together, reminiscing about their years at PIVS and plans for the future.

Out 'n' Abouts

Phillip Island Moto GP – Little Long Walk

In Cycle 7, PIVS students had the chance to visit the Phillip Island Grand Prix Track and be a part of the buzz with bikes and tourists from all over the world during the Moto Grand Prix.



Students also participated in a Little Long Walk (inspired by the work of former AFL footballer Michael Long) to raise awareness of Aboriginal and Torres Strait Islander health, wellbeing and life opportunities. This unique Out 'n' About experience was a great opportunity for the students to see the bikes in action with practice runs, qualifying, championship races, and interactive



workshops.



Nick Stephens (PIVS Parent), guided Level 3 and 4 students through the complex inner workings of water treatment and storage at the **Candowie Reservoir**. Seeing the bottom of the reservoir and the treatment process in action was a unique and informative opportunity for students.

As part of a wider Animal Study program, and to continue to practice their 'Out n About' skills Foundation and Level 1 students ventured to the **Cowes Library** to research animals and learn how to borrow books, took a trip to **Jo Huckett's hobby farm** to meet the animals, and then a final trip to **Maru Koala and Animal Park**.



Bald Hills WindFarm

As part of the Wind Warriors project, students visited the Bald Hills Wind Farm, located close to Tarwin Lower. Tours of the workshop, handling of the largest nut, bolt and spanner they are likely to ever see and seeing the delicate measurement equipment and electrical control computer for the whole site make it a fabulous experience. Students were also able to look at the massive turbines up close and venture inside one of the towers. It was an amazing learning experience for everyone involved.



Broader Community Engagement

Toy Making – Men’s Shed, Cowes and Sunshine Day Care Centre, Malawi



At a PIVS Community Dinner, Craig and Sarah Dowell introduced the school community to the story of their involvement in the foundation of the Sunshine Day Care Centre in Malawi. This led to the PIVS students and Phillip Island Men’s Shed joining forces to design and construct wooden toys for the children of the day care centre, which Craig and Sarah then visited at the end of the year. PIVS students enjoyed seeing photos and videos of the Malawian pre-schoolers receiving the handmade toys that they had worked so hard to produce just weeks before.



Bass Coast Shire Council Planned Activity Group

In 2019 we continued our relationship with the Bass Coast Shire Council Planned Activity Group. Planned Activity Clients are people who live in their own homes in the Bass Coast Shire and who come together to enjoy social activities and outings in a group. Over the many visits students shared activities such as knitting, sketching, reading, board and card games, musical performances and of course delicious morning tea treats. Both the young and old enjoyed imparting knowledge and sharing stories. Different groups of students joined the PAG on two occasions in 2019.



Following on from our PAG visits and keeping in touch with community, this year we introduced the PIVS students to the residents at the **Banfields Aged Care Home** in Cowes. We took along the students’ readers and games to play and spent time with the residents.

PIVS Chess Club

Chess Club has become a weekly fixture on the PIVS program, and it all started after a PLP with the Phillip Island Chess Club at PICAL (Phillip Island Community and Learning Centre). Our now resident PIVS chess master, Klaus Kollner, was as usual enthusiastic and patient with the children



and had great success in moving them beyond single moves into strategy and planning. As well as the chess knowledge increasing, and the level of game skill evolving, the relationships between all members of the group has strengthened and created another wonderful link between PIVS and the broader community.

Playgroup

The PIVS playgroup is an opportunity for families who are planning on joining the PIVS community to become familiar with each other, the school's environment, philosophy and routines.

In 2019, relaxed, informal playgroup sessions were held on the school grounds each Wednesday morning during school cycles. It was great to see so many families embracing all weather conditions, enjoying the connections and outdoor adventures. During the year Christine Irvine joined PIVS as Playgroup Facilitator.



2020 Foundation Transition Group



During Cycle 7, the 2020 Foundation students visited PIVS each week for a transition session. They read lots of stories together, played games, learned all about PIVS and got to meet mentors and other students. The new Foundation students became more and more confident and comfortable at school as the weeks progressed. Over the weeks they stayed for increasing lengths of time getting to experience morning meeting, morning tea, school routines, lunch time and they also got to buddy up with one or two older students.

By the end of the sessions, everyone was feeling confident and looking forward to joining PIVS in 2020.

PIVS Community Activities

Community Dinners



Community Dinners were held in Cycles 3, 5 and 7 in 2019. These are informal evenings in which students, staff, families and often extended family come together to share a meal, socialise, and sometimes have the added bonus of a student or mentor presentation. In Cycle 5, guests were treated to a prelude performance of Wash

House Blues and the Rainbow Play. In Cycle 7 Craig (mentor) and Sarah shared about their inspirational journey to help build a Day Care Centre in Malawi, Africa.



Working Bees

Our main working bee for the year was in January prior to school starting back, after reconfiguring some of our internal learning spaces. Parents, students and extended family came along and helped with painting the new rooms and re-fitting curtains. A bit of TLC was also given to the sandpit area, gardens and driveway. In addition to this the New Waste Management Zone was created.



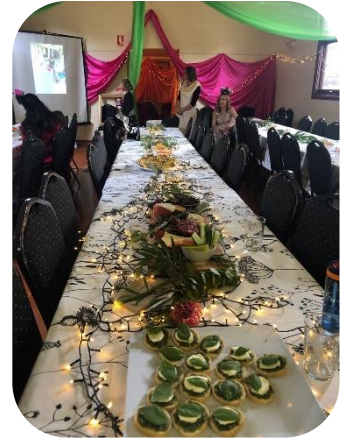
PIVS Community Working Groups



In Cycle 6, we launched the PIVS Working Groups for parents who are interested in getting their teeth into a range of fun PIVS projects. The first major Community Development Working Group project was the coordination of Graduation activities (including our whole school end of year dinner celebration) for our Year 6 students. The other group that was established this year will work on the school's infrastructure projects.

Grade 6 Graduation – ‘Formal with a Touch of Weird’ at the Rhyll Hall

The 2019 Graduation Dinner was a collective effort with many hands and much love involved in the planning the special evening. Rhyll Hall was transformed to reflect the theme ‘Formal with a Touch of Weird’, and the interpretation of this theme was diverse and personalised. Children and adults dressed up for the occasion and enjoyed mingling both inside and in the grounds surrounding the Rhyll Hall. There were lots of spaces to sit, stand, chat, wander and take advantage of the delicious food being served.



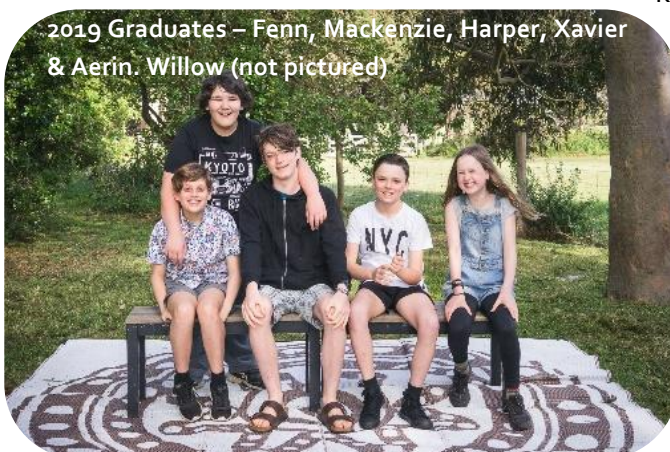
The speeches by Paul Morris (parent and Board Member) as MC, Fiona as Principal, and from Harper and Mackenzie as two of the graduates truly summed up our wonderful community, school experience and the celebration of journeys and personal achievements that our Graduation Dinner was all about. The highlight was

seeing how much the graduates themselves enjoyed the night; their glowing faces speaking volumes. It was also amazing to feel the pride of our collective community in seeing such wonderful young people ready to move on to high school, while knowing that they will always remain part of the Village.



2019 Graduates

2019 was just the second year that PIVS had Grade 6 graduates. The students themselves were keen to create some memorable events across



their final year, including the Graduation Dinner and Year 6 Camp. In addition, each student was presented with a Graduation Book, which they themselves and students and mentors from PIVS collectively filled with memories, photos, letters, hopes, dreams, sketches, songs and poems during the last few cycles of the year. The completed books were presented to the students at the Graduation Dinner and it was a proud moment to see our

PIVS students head onto the next phase of their journey.

Staff

At PIVS our teachers are known as Mentors, to reflect the wholistic approach we take to academic learning and personal development. Students work with several Mentors each week which allows them to have a broad range of learning experiences, and exposure to different styles of teaching. It also allows students to form strong relationships with a range of people, who will work with them for their whole time at PIVS.

In 2019, the PIVS mentor team, led by Fiona McKenzie (Principal), worked hard together to build on existing relationships with students and each other to create a stable, effective and enjoyable school environment for everyone. It was a very successful and fulfilling year for Mentors.

Emma Newton worked with the Foundation Level Students across key learning areas. Nicholas Pattison worked across Maths, Science and Digital Technologies with all Levels of students. Jo Hockett worked across all levels for Social & Emotional learning, Spelling across Levels 1 to 4, English and Maths for Levels 1 and 2, LOTE for Foundation and Level 1. Henry Rushford worked across the school for P.E., Camps and PLP's. Craig Dowell worked with students predominantly in Levels 3-6 within the Humanities, Specialist Maths and Reading.

Students were supported during the year by Assistant Mentors Jenny Hanson and Jess Agnello. Jess also worked in the kitchen and garden with Christine Irvine joining during the year to take over as Playgroup Facilitator. Also joining later in 2019 was Brooke Johnston as an Assistant Mentor working predominantly with children who require additional support.

Early in the year, PIVS welcomed Kelly Kirkpatrick to the Administration team to support School Operations and Compliance activities.

Fiona McKenzie as Principal was supported by Kelly Kirkpatrick, Franciska Johnston, Adrian Scott and Paul Morris.

Mentors met once per cycle on student-free days to plan for upcoming programs, collaborate on curriculum planning and share knowledge and resources.

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

L-R: Top Adrian Scott, Craig Dowell, Jenny Hanson, Franciska Johnston, Jo Hockett, Paul Morris

L-R: Middle Brooke Johnston, Jess Agnello, Nick Pattison, Fiona McKenzie, Kelly Kirkpatrick

L-R: Bottom – Henry Rushford, Emma Newton, Christine Irvine.



Staff Development

Across the year, mentors from PIVS had the opportunity to come together with mentors from KVS for multiple joint-school Professional Development sessions, as well as First Aid, CPR and Anaphylaxis training.

PIVS Mentors attended the following courses and professional development experiences in 2019:

Junior Great Books (shared inquiry program) delivered by staff from Independent Schools Victoria. This was a joint session between PIVS and KVS held in Wonthaggi in April, attended by four PIVS mentors.

Soetkin Beertin (Occupational Therapist) did a presentation to mentors of both Village Schools at the joint schools planning day in May. She is an engaging presenter and the session contributed to mentor understanding of Autism Spectrum Disorder, sensory processing and self-regulation.

Jenny Hanson and Jo Hockett attended a workshop on Talented and Gifted Education held at Star of the Sea Primary School in Cowes and shared what they had learned with PIVS mentors at the following staff meeting.

We also had a cross-school administration planning day in May which involved Principals and Senior Admin staff from both schools.

Other professional development included:

- MSL (Multi-Sensory Learning) Training, Jo Hockett
- Presentation to the Mentors on Dyslexia by Jo Hockett
- Asia Pacific Democratic Education Conference, Fiona McKenzie, Sydney
- Hosting visitors from The Small School, Murwillumbah
- Deloitte Courageous Principal's Program, Melbourne, Fiona McKenzie
- ADHD & Demand Avoidance Seminar, Traralgon, Fiona McKenzie
- NCCD Presentation by Independent Schools Victoria, Kelly Kirkpatrick
- On-site medical training for student condition by Royal Children's Hospital, Craig Dowell, Henry Rushford, Fiona McKenzie
- Using Outdoor Programs to Support Students with Trauma, presented by Sarah Maclean, Village School Planning Day
- Restorative Practices, Independent Schools Victoria
- Glasser Australia National Conference – Craig Dowell

An end of year social dinner was held at Saltwater restaurant in Newhaven for all staff and board members across PIVS and KVS. It was a great evening filled with stories, knowledge sharing, laughs and good vibes.

Parent & Board Involvement

With lots of new families at PIVS in 2019 it was great to see continued enthusiasm to be part of school life at PIVS. In addition to participation in working bees and helping with lunches, there was some great parent involvement in PLPs and Camps.



In 2019 the PIVS Board was Lien Sim (Chairperson), Pete Wolf, Paul Morris and Fiona McKenzie with Natalie Hodgkin and Steve Turner joining in Cycle 8.

Community Feedback

Feedback from the PIVS community is always welcomed and happens in many ways across the year.

Parents and students have various formal avenues 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 with mentors and their child (Family Conferences) to discuss their child's academic progress and overall achievement and wellbeing. This is also an opportunity for staff to receive parents' response to the semester's activities and provide feedback.

Teachers and staff maintain regular contact with parents via email, phone calls or direct contact before and after school throughout the school year to ensure the flow of information between home and school is timely and frequent. Many parents also take up the opportunity to have regular scheduled update sessions with either Principal or Mentors when there is relevant information to pass on.

In addition, informal feedback can be provided at community events such as working bees and community dinners.

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

Statistical Information

Staff composition

In 2019, PIVS employed staff in the capacities below. The total teacher FTE was 4.0.

Principal	Full Time x 1
Classroom Teacher	Part Time x 5
Classroom Assistant	Part Time x 4
Administrative Staff	Part Time x 2
Support Staff	Part Time x 2
In 2019, PIVS employed 5 males and 9 females.	

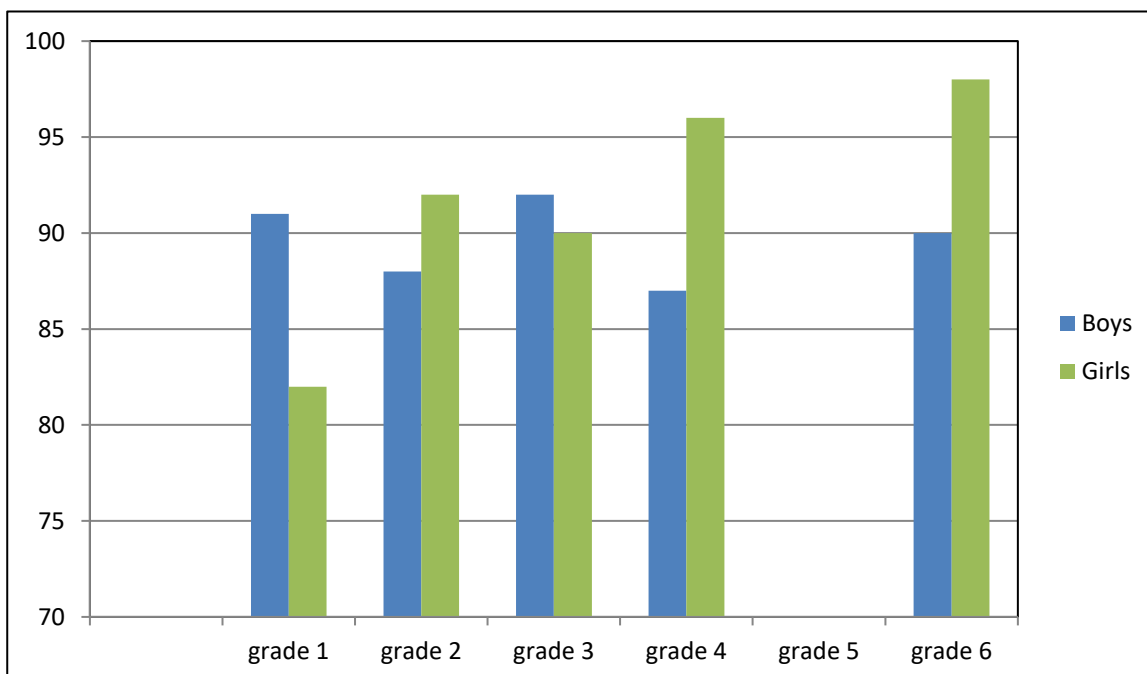
Teacher qualifications

In 2019, all Teaching staff held a Bachelor's Degree, none held a Masters or Doctorate.

Student attendance

The average attendance rate of all students who were enrolled at PIVS for 2019 was 90%. 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.

Some data has been removed due to small sample size and privacy requirements.



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, staff contact 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 key learning areas from the period as well as Self-Directed, and Social and Emotional Learning. These reports were accompanied by a parent/teacher/student meetings, scheduled for all families. In 2019, these were renamed Family Conferences and were designed in a much more relaxed way, paving the way for inclusive, open and thoughtful discussions from the students about their achievements from the period, desires for the future and a chance for them to share their favourite pieces of work or experience from the year with their family members. Students were able to choose which mentors were in attendance, showing the importance of relationships and student agency in PIVS philosophy and practices.



NAPLAN testing

In 2019, PIVS transitioned to NAPLAN Online. All students in eligible grade levels were offered the practice test for the online portal in the weeks prior to NAPLAN which was conducted in May, 2019. The small student numbers mean that results were not made publicly available although all families received the test results for their child.

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

Income by Funding Source

2019 Income

