



Phillip Island Village School

School No. 2108

Annual Report

2020



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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 2020 Federal Government Census 44 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 2020 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 2020 our PIVS board members included Fiona McKenzie, Lien Sim, Paul Morris, Steve Turner and Natalie Hodgkin.

2020 was a challenging and unusual year all over the world, and required adaptation in the way in which school was able to operate.

For a community as connected as PIVS, a year of disjointed learning and separation had its challenges, but it was also heart-warming to see the innovative ways in which Mentors kept connection happening with students – everything from online Farm School, to group cooking activities, to little pop-out preso groups, tailored to children feeling comfortable. Take home packs (delivered to doorsteps) were also a huge highlight, and something the children were able to look forward to every week.

The board was able to provide support for families by reducing school fees for periods of remote learning, and assisting families in times of financial hardship. Much of the work of the board in 2020 was in leading the school's response to the Covid situation, as well as policy drafting and review, with several policies focusing on supporting families that were struggling during the pandemic. Considerable effort continued to be put into securing a permanent site for the school, and in the interim, working on options to build or hire additional learning pods to accommodate a growth in numbers looking forward to 2021.

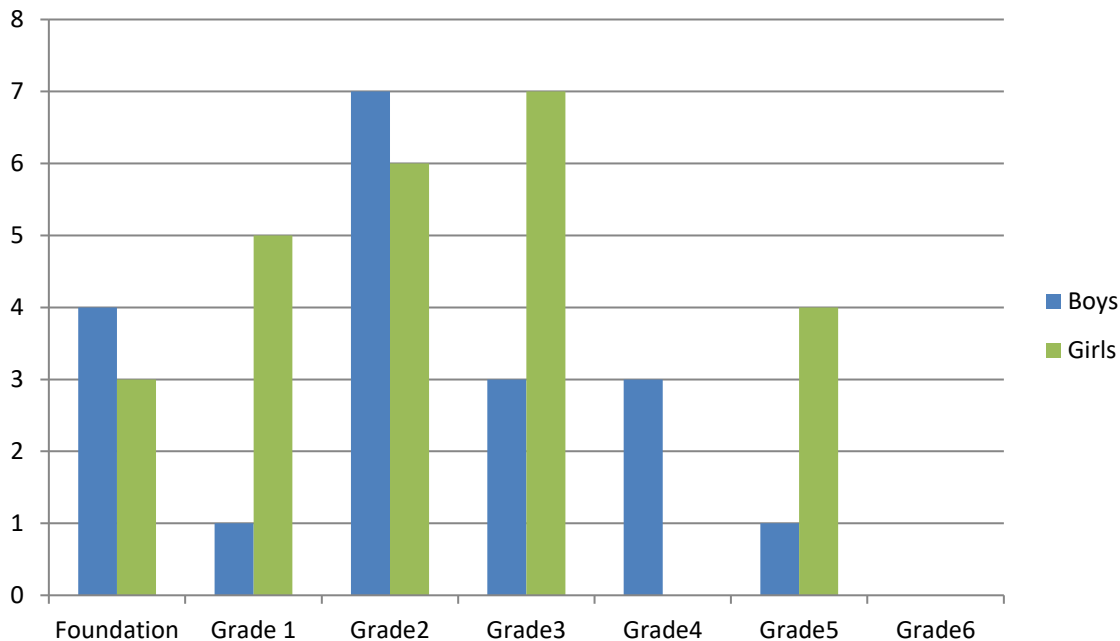
Towards the end of the year, a change of leadership structure for 2021 was proposed, and the idea discussed at length with the board. After a few months of rich discussion and refinement of ideas, the board endorsed a move to the new structure, which saw me step down from my position as board Chair in December to take up a role as Community Leader in the operations team. Fiona moved into the role of board Chair, and is energized to get lots happening on the board front in 2021.

I continued to greatly enjoy working with the PIVS Board in 2020 and am proud of our hard work in shaping the future of PIVS. Although I have now moved into a different role, I look forward to continuing to work with the board and to watching PIVS further develop and mature.

Lien Sim, PIVS Chairperson (2020)

Profile of the Student Body

At the time of the Federal Government 2020 School Census, 25 girls and 19 boys were enrolled at the school.



Two of the 44 students had Language Backgrounds Other Than English, two were indigenous, and eighteen were recorded as having a disability.

In 2020, the school's Socio-Economic Score was 92. PIVS also received School Location and School Size loadings.

Curriculum and Learning Programs

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.

2020 was a year of change in the delivery of learning programs, as well as many other aspects of PIVS life. The Mentor team needed to reinvent the way they could deliver a Village School learning experience during remote learning, and they developed a rich PIVS@Home program, which involved Mentors delivering packages to each child's home, full of materials and prompts for home activities, and the opportunity for lots of connection with peers and Mentors online.

At the start of 2020, **Individualised Learning Contracts** provided the framework for teaching and learning at PIVS. The intention of these was to support children to become independent and effective learners. Contracts included a range of core numeracy and literacy tasks that could be undertaken by each child independently and they also integrate into a structured whole school weekly timetable which included periods of direct instruction and whole group activities.

The disruption of the Covid pandemic provided stimulus and space to re-think the way in which teaching and learning was structured at PIVS. In the first home learning period (**PIVS@Home**), which began in mid-April, home-based learning involved a combination of digital and paper-based activities and a mixture of tasks that could be done independently and some that required assistance.



A small group of students also signed up for a new program '**Skyscraper Allstars**' in which a skyscraper metaphor was used to describe student learning as they visited a series of 'floors'—Maker, Genius, Kindness, and Wellbeing. In this program, all the curriculum areas were visited through a combination of 'old/new' style teacher-directed presentations and wide-ranging student-directed projects. Contracts were replaced by a Learning Blueprint which kept track of the plans for each project and, for some, a timetable of daily activities. Mentors acted as 'scaffolding' to students as they developed their Skyscraper projects each day.

The Kindness Floor of the Allstars program saw the students choose one of three projects with which they felt most connected.

Kindness to the Environment focused on cleaning up our beaches and also involved creating an anglerfish sculpture out of the rubbish we collected. This idea took off, with chalk sketches then a model to help bring our vision to life. As final pièce de résistance students planned for the sculpture to be functional; hoping that you could throw a piece of rubbish into the mouth of the anglerfish and have it fall through the body and out of a hole under the tail into a bin.

Kindness to Animals. Jo organised a partnership with Maru Wildlife Park and we quickly came together to select an activity to help them in their rehabilitation and care for rescued wildlife. Students made items to help with the care and rehabilitation of animals and also fundraised to make a donation to the Wildlife Park.

Kindness to People. In this project, students focused on supporting the elderly and developing sensory mats or fidget blankets for them. The care that went into their decisions about choice of material was beautiful; everyone really thought hard about what would suit the needs of the elderly best. Once the creations were finished, the students visited Banfields Aged Care facility to gift their creations to the residents.



Teamwork

An exciting addition to the weekly line-up in Cycle 5 was the introduction of 'Teamwork' sessions. Students from levels 1-5 met once a week to engage in activities that promoted teamwork. A range



of skills such as communication, giving and receiving feedback, exchanging ideas and strategy and planning, were explored, and reinforced through games and role play. All mentors worked together to plan and deliver the weekly teamwork sessions, helping to model how effective teamwork is part of our everyday lives. Teamwork was a big part of our projects this cycle and the supporting presos have been helpful for students to practice these skills. The room was always buzzing with excitement when the teamwork activities took place and it was certainly a highlight of the Allstars program!

Social and Emotional Learning Program

The Social and Emotional Program covers many aspects of social and emotional learning. The year began with a focus on friendships; what makes a good friend, accepting and embracing differences in others, as well identifying feelings and emotions of our peers. During COVID there were a series of lessons on how to be safe online, which included many engaging videos that resulted in rich discussions amongst students. Interoception was introduced to students, so they can start identifying the feelings in their bodies that result in different choices and behaviours. Interoception is closely linked to the Zones of Regulation and will compliment this school-wide approach. The year ended with a couple of sessions on *being your best human* with Fiona. The students were involved in the topics that felt most relevant to them and how to make choices that model how to be their best human at PIVS.

Parliament

Due to the disruption of COVID-19 during 2020, engagement in our student-run Parliament declined. Towards the end of 2020, the Mentor team re-launched Parliament sessions, but as an opt-in rather than a whole school activity. As the focus was on students that had identified needs, desires or concerns to come along to raise their topics, the attendance was lower but results were targeted and relevant to these students.

Additional programs

Nippers – Students in the younger years were offered a Nippers style program in Cycle 2 aimed at covering different elements of water safety knowledge and techniques, and giving an opportunity to get in the water to practice these techniques.

Nippers was cut short due to the first lockdown, but prior to that, students

engaged in activities such as learning about rips and water safety, paddling techniques and also enjoyed beach games and swimming with an inquisitive dolphin.



Farm School – students in levels 1-5 were offered a weekly Farm School experience visiting Jo and Joel's farm in Bass. During lockdown, Farm School became a virtual experience, open to all students, and was a very popular connection and community activity during PIVS@Home. PIVS were kindly donated two alpacas and four sheep which stayed at Jo and Joel's farm to settle in and provide time for PIVS to adequately set up. Students spent time bonding with them and learning how to care for them.



Personal Learning Projects (PLPs)

Some of the PLPs on offer in 2020 were:

Restoration

Late in 2020, students were able to participate in a project to restore an old tricycle. A small but passionate number of students learnt restoration skills such as sanding, spray painting, fiberglass repairing and general bike maintenance. The result was a very snazzy bike that was donated to the Salvation Army Christmas Drive.



Arts Afternoon

The PIVS students strong love of the arts resulted in a regular Arts Afternoon space that ran every Tuesday afternoon, offering three options: singing, dancing & acting, with 'Glee Club'; 'The Readers Theatre'; and the 'The Play'. Students were proud to perform in front of family and friends at the end of the year.



Pottery

Pottery was another popular PLP, with opportunities for students to try both hand building and wheel throwing techniques. It was clear how therapeutic the children found the pottery wheel. The clay itself has very grounding properties and everyone that had a turn on the wheel naturally had many of the skills to create cylindrical shapes by themselves, providing a very free safe space to create, rebuild, and practice perseverance.



Tie Dyeing.

A fun and creative PLP in Cycle 8 was tie dyeing. Students learned techniques to turn items of clothing and pillowcases into bright, personalized creations. This PLP was very popular across the whole school.



Kitchen Garden Program

Through our periods of home learning during COVID-19 students were provided with a variety of Kitchen Garden activity packs including alfalfa growing, seed planting, garlic planting and avocado growing from seeds. Students shared their progress online throughout the program and even once school resumed on site. 2020 saw 3 broods of baby chickens hatch at PIVS and students were involved on-site in learning how to care for chicks and making sure they were well fed and safe.



Lunch Program

During 2020 our lunch program transitioned from a shared cooked lunch each day to a picnic style lunchbox. Students bought empty containers and lunchboxes from home and would fill them up on arrival at school with a variety of picnic style foods that they could eat and enjoy as they felt the need. The change was prompted due to COVID-19 but the benefits had a flow on effect as the students were better able to satisfy their hunger in moments of need rather than waiting for designated meal times, so the program continued with positive feedback on the ground.

Camps

Camps are a regular and important feature of the PIVS calendar, although due to Covid-related restrictions in 2020, we were not able to run as many as in previous years. The start of the year always kicks off with our largest community celebration – **FAMP** (Family Camp). In February 2020, FAMP was held at Cape Paterson for the third time and saw 101 students and family members attend the three-day event. Activities such as rock pooling, snorkeling, hiking, games, sandcastle making, plate spinning, reader's theatre 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 for a second year – The Dandelion Tree Climbers.



Walkerville North Camp



Walkerville North was a camp designed for students in Levels 3-5. It is a great opportunity for students to build camp skills and comfortability in the natural world, whilst also building connections with other students, mentors and nature. The campers went on a number of explorative walks and hikes around the area and even bumped into KVS whilst exploring the lime kilns. They played a cool game of footy on the beach whilst others were swimming. There was a lot of base camp time: footy kicking practice, scavenger hunts and time at the playground.



Iluka Camp

Being so close to home, **Iluka Camp** at the Newhaven Big 4 Holiday Park provided a perfect venue to practice staying away from home but in a close and familiar environment. 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.

Stretchy Camp - Noojee

What a camp! A fantastic experience for both students and mentors. The intention was laid out at the very start of the sign-up process. Students were invited to stretch themselves by exploring risk and fears. Students and mentors walked over a trestle bridge and stretched the students that were scared of heights. They panned for gold in the river at camp. They rock hopped at the local fast flowing river. The students still talk about this camp to this day.



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 2020, relaxed, informal playgroup sessions were held on the school grounds each Wednesday morning during Cycles 1 and 2 until they were prevented from taking place by lockdowns, and then by ongoing Covid-19 restrictions. Christine Irvine was Playgroup Facilitator for 2020 and continued a sense of connection during lockdowns via the closed Playgroup Facebook page.



2021 Foundation Transition Group

During Cycle 7, the 2021 Foundation students visited PIVS each week at the end of the year 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 older students. By the end of the sessions, everyone was feeling confident and looking forward to joining PIVS in 2021.



PIVS Community Activities

Most of our usual community events were unable to be run in 2020 due to Covid-19 restrictions. At the end of the year in Cycle 8, we were able to hold a couple of outdoor gatherings to bring the community together in a safe manner.



Farewell breakfast for Jenny

We were sad to say farewell to long-term staff member, Jenny Hanson, when she retired at the end of 2020. In order to provide an opportunity to mark Jenny's contribution to the school and for community members to wish her well, we held a ceremony with the students, followed by an outdoor community breakfast in Cycle 8 to say thank you.

End of Year Twilight Dinner Dec 15

Being responsive to COVID-19 guidelines, but still wanting a way to connect within our community we elected to hold an outdoor Twilight Picnic towards the



end of the year. This allowed families and staff to spend time together whilst still adhering to



health and safety advice at the time. It was a very relaxed affair and was well attended by families and staff. At the twilight picnic, we also took the opportunity to thank

Fiona for her massive contribution to PIVS so far and to acknowledge her transition from the role of Principal to the roles of Philosophy Leader and Board Chairperson.

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 2020, 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. Although the demands of COVID-19 were evident at times it was a very fulfilling year for the Mentor team.

Jasmine Wales worked with the Foundation students while Emma Newton focused on the Level 1 and 2 students, with the support of Cassandra Crane. Emma began Maternity Leave early in the year and there was a seamless transition with Cassandra taking on her duties. Lilly Stafford joined the younger years team in Cycle 6. Jo Hockett worked across all levels for Social & Emotional learning, and focused on all key learning areas for Levels 3-5 students. Craig Dowell worked with students predominantly in Levels 3-6 Specialist Maths and PE.



Students were supported during the year by classroom assistants –Jenny Hanson, Jess Agnello, Christine Irvine and Brooke Johnston. Jess also worked in the kitchen and garden with Christine continuing as Playgroup Facilitator. Jenny supported students with their Art, while Brooke worked predominantly with children who required additional support.

Fiona McKenzie as Principal was supported by Kelly Kirkpatrick and Franciska Johnston in Administration, and Adrian Scott and Paul Morris as bus drivers and maintenance services.

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.

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.

As a result of COVID-19 much of the PD within our area was moved online so it was easier for staff to access, as such the team attended the following courses and professional development experiences in 2020:

- Rising to the challenge: How to ensure students (and teachers!) thrive through challenges – Fiona McKenzie
- Anti-Fragile leadership in the decade of disruption – Fiona McKenzie
- You made Bold Moves: what has transformed? / how do we capture them? (ISV Webinar series) – Fiona McKenzie
- John Spencer webinar – Project Based Learning – Craig Dowell, Jo Hockett & Fiona McKenzie
- VRQA Minimum Standards, an ISV Interactive Webinar – Kelly Kirkpatrick
- Carol Sanford Masterclass: Regenerative Business, Small Giants Academy – Fiona McKenzie
- School Law: Managing Whole of School, WHS and Offsite Risks - Fiona McKenzie, Kelly Kirkpatrick
- VRQA Financial Management for Schools – Fiona McKenzie
- Aligning Pedagogy with School Learning Space Design Conference - Fiona McKenzie, Jo Hockett, Craig Dowell
- Understanding ASD through the Lens of Executive Functioning – Kelly Kirkpatrick
- ISV Principal Learning Forum: Strategic Management – Leading Out of Crisis – Fiona McKenzie
- ISV The Strategic Management of Transformation, Prof. Donald MacLean – Fiona McKenzie
- VRQA Family Violence & Information Sharing Webinar – Kelly Kirkpatrick

An end of year social dinner was held at Village High School for all staff and board members across PIVS, KVS and VHS and it was a great evening filled with stories, knowledge sharing, laughs and good vibes.

Parent & Board Involvement

With periods of home learning and Covid restrictions, there was less opportunity of parent involvement at school, although many parents gained greater insight into their child(ren)s day-to-day learning than had been possible in the past.

In 2020 the PIVS Board was Lien Sim (Chairperson), Paul Morris, Fiona McKenzie, Natalie Hodgkin and Steve Turner.

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 (during face-to-face schooling) 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 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 2020, PIVS employed staff in the capacities below. The total teacher FTE was 3.8

Principal	Part Time x 1
Classroom Teacher	Part Time x 4
Classroom Teacher	Full Time x 2
Classroom Assistant	Part Time x 4
Administrative Staff	Part Time x 2
Support Staff	Part Time x 2
In 2020, PIVS employed 3 males and 11 females.	

Teacher qualifications

In 2020, 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 2020 was 88.9%. Due to COVID-19 a breakdown of attendance across enrolment areas was not possible.

When a child is absent, parents are expected to notify administration by phone call or email. If no contact has been received from parents, staff contact parents to determine the cause of the absence.

Covid-19

Given the small size of the school, we were able to adapt and make flexible changes to our school year, such as altering when our cycle breaks occurred in order to minimize the disruption to families as much as possible. The Mentor team were also skilled in adapting programs to suit the remote-learning periods and needs of our student cohort and this was very successful. Many students engaged very well during these periods and both online and offline activities were on offer for students and families to select to best meet their family needs during repeated periods of lockdown.

During periods of regulated school closure, PIVS remained open for students who had parents or caregivers who were deemed essential workers, or were considered vulnerable. The students who attended periods of learning on site during school closures undertook the same program as students learning from home and were supported and supervised by Mentors.

Key COVID-19 dates:

Closed from Monday 23 March due to initial COVID-19 Lockdown (mandated as extended school holidays through to Easter) to Monday April 13.

School Reopened with home-based learning Tuesday April 14

School Reopened for on-site learning from Monday 25 May

Home-based learning from Monday 17th August (Cycle break moved one week earlier to 10 August)

School reopened for on-site learning from Monday 5 October.

Student Outcomes

Written reports relating to student academic progress are usually provided to parents in June and December, covering key learning areas from the period as well as Self-Directed, and Social and Emotional Learning. Due to COVID-19 and the inability of schools to obtain adequate assessment data to make comprehensive judgements about where students are placed, the Federal Government allowed non-government schools to report on student progress without assigning a grade. Consequently, the Level 1-5 reports included an outline of the areas of the curriculum that had been covered and an overview of the PIVS@Home program. Children also received their personal letter from a mentor. Foundation students had their portfolio presented to them along with their mentor letter. Reports and portfolios were accompanied by parent/teacher/student meetings (Family Conferences), and designed to allow inclusive, open and thoughtful discussions from the students about their achievements from the period, desires for the future and the 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 the PIVS philosophy.



NAPLAN

Education ministers made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic. The decision to not proceed with NAPLAN in 2020 was taken due to the difficulty in obtaining consistent and valid data when schooling had been significantly interrupted during the year.

Income by Funding Source

2020 Income

