



Phillip Island
Village School

School No. 2108

Annual Report

2021



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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 2021 Federal Government Census 46 students were enrolled at the school.

Phillip Island Village School Board

It is my pleasure to hold the role of Chairperson in 2021 and to be able to introduce this Annual Report.

The PIVS Board is made up of a committed group of parents who meet eight or more times each year to ensure that our school is governed in a way that maintains our compliance with the necessary government regulations, is fiscally responsible and well managed, is a safe workplace and environment for staff and students, and provides teaching and learning experiences that are in line with our philosophy. In 2021 the PIVS board members included Paul Morris, Natalie Hodgkin, Caroline Mahoney, Terry Crane and Nick Stephens.

The year continued to be a challenging one for everyone as the pandemic which overtook our lives in 2020 continued throughout 2021. Once again, the school staff and parent community worked hard to maintain continuity of learning for the students as they moved in and out of home learning on multiple occasions. The State Government's response measures to the pandemic became wearing on many of us, and in response, some families decided to move interstate during the year which had a significant impact on our student numbers. The Vaccination Mandate for school staff was introduced in the second half of the year and was similarly impactful on our staffing levels. It was certainly a challenging year for PIVS and a most difficult year for the community more broadly.

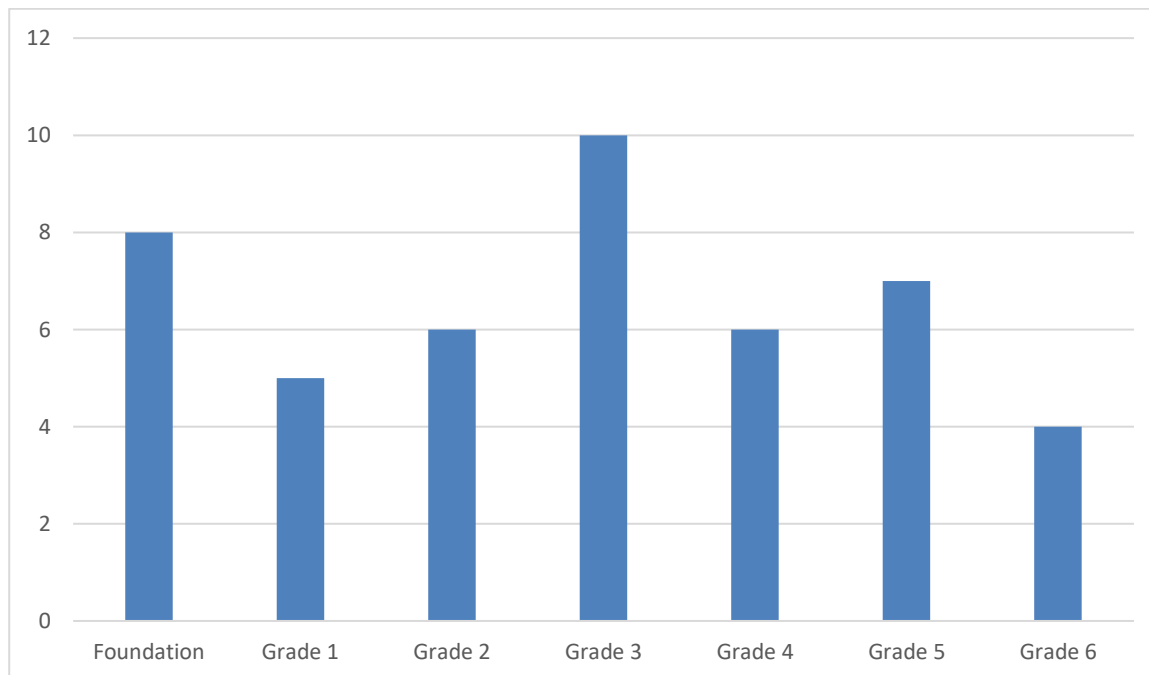
The board was again able to provide support for families by reducing school fees for periods of remote learning and assisting families in times of financial hardship. Considerable time and energy was put into the school's Covid response plans which we worked on jointly with the other Village Schools to provide a consistent and philosophically aligned approach for our communities. We were still unable to secure a permanent home for the school and started to consider options other than our current site. One upside of the reduction in enrolment numbers this year has been the lessening of pressure on our buildings which will hopefully provide us with some more time to resolve this frustrating situation.

The smaller numbers will also allow us time to re-calibrate ourselves and our programs as we bring our community back into the school after two challenging years. We are looking forward to a more consistent time together in 2022.

Fiona McKenzie, PIVS Chairperson (2021)

Profile of the Student Body

At the time of the 2021 Federal Government Census 46 students were enrolled at the school.



None of the 46 students had Language Backgrounds Other Than English, four were indigenous, and 21 were recorded as having a disability.

In 2021, the school's DMI was 88.

Curriculum and Learning Programs

Phillip Island Village School uses the Victorian Curriculum and Early Years Learning Development Framework 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.

Shooting Stars (Foundation – Level 2)

In 2021, the Early Years Learning Development Framework, Victorian Curriculum, and Village School Curriculum were used to support student learning and guide the framework of activities in the Shooting Stars. Our Shooting Stars program recognizes that children in the early years of their school journey greatly benefit from a play-based focus to their learning. For this reason, we utilise the Victorian Early Years Learning and Development Framework for our Foundation to Level 2 students. This program integrates the adult-led components of school, such as the development of core literacy and numeracy skills, and Mentor supported activities, with a strong focus on child-led play-based time.

Children in the Shooting Stars had extended periods of time to discover and further explore their interests. A balanced approach was taken between self-directed play, and Mentor supported play-based learning, where students are building and practicing the skills they need to be sparky and

empowered learners. Some sessions in Project-Based Learning were held by Shooting Stars Mentors for Level 2 students in Semester Two.

During periods of home learning, Shooting Stars students had regular phone or Zoom check-ins with Mentors as well as some opportunities to join in with online group sessions. There was a group of vulnerable students and children of essential workers that were onsite during periods of home-based learning. They were supported to log on to any Zoom sessions and complete any other activities.

Allstars (Levels 3-6)

In 2020, the disruption of the Covid pandemic had provided us with an opportunity to re-think the way in which teaching and learning was structured at PIVS. We introduced project-based learning to students in Allstars and it ran alongside our academic program. When students were not in a preso for a key learning area, they had the opportunity to explore their passions, sparks, and curiosities through individual and small group projects. Project-based learning continued to have an important focus in the Allstars throughout 2021. Students were explicitly taught the steps of the project process and used a detailed planner, which was refined through the year to support their learning. Mentor-led projects were also introduced to help integrate other areas of the curriculum and to model how to effectively use a project planner. At the beginning of the year, a project tracker was introduced to provide Mentors with the ability to follow each project in detail. During this time, individual learning contracts were paused, and students completed all follow-up tasks in class, with the support of a Mentor.

We continued to experience periods of home-based learning, particularly in the second half of the year, and most Allstars students engaged in presos and activities via Zoom and Seesaw. We held regular online classes for key learning areas, and students on IEPs and balanced this with a range of wellbeing activities. As for the Shooting Stars, there was a group of vulnerable students and children of essential workers that were onsite during periods of home-based learning. They were supported to log on to their Zoom sessions and complete any follow-up activities.

In summary, the Victorian Curriculum, Village School Curriculum and project-based learning was used to support student learning and guide the framework of activities on offer to students in Allstars.

French with Sandra

In French during the first semester, student learning was focused on conversation with Sandra, who is a native French speaker. She introduced vocabulary and simple phrases through games, books, songs, role play with puppets, crafts, and activity sheets.

Auslan with Joanna

In the second semester, we students were offered the opportunity to learn Auslan. A significant number of students signed up for Auslan and learned vocabulary including greetings, families, around the home, school, colours, animals, numbers as well as the Auslan alphabet. There were discussions around how Auslan is a visual language of Australia's deaf and hard of hearing (HOH) community and its grammatical structure differs from English. Auslan lessons were also focused on how facial expressions and body movements (non-manual markers) change the meanings of signs.

Allstars Transition

In Semester Two, students that were moving into the Allstars space full time in 2022 were offered transition opportunities and joined the Allstars Mentor-led projects, as well as other Allstars activities on Wednesdays.

Social and Emotional Learning Program

The Social and Emotional Program is guided by the needs of the group and a wide range of topics are covered throughout the year. The Shooting Stars spent time getting to know the Kimochi characters. Their sessions were focused on connecting with each other, sharing hobbies and interests, and learning about friendships and emotions. The Kimochi books and characters play a big part in delivering the social and emotional program in the early years. Later in the year, the Shooting Stars started learning about the Zones of Regulation and students became familiar with the connecting their emotions to the four colours related to the zones. Allstars began their year by revisiting what being your *best human* looks at PIVS, using the topic cards they had created. This display is located in the hallway for students to be able to refer easily to. They also deepened their understanding of the Zones of Regulation by learning about *How does your engine run*. This resource uses the analogy of a car engine to teach self-regulation skills. Teamwork sessions were integrated into the Social and Emotional program and each session there was a different focus on teamwork skills such as communication, problem solving, time management and trust. Students also learnt about the safe use of digital technology at school and home and collaboratively worked with Mentors to develop a code of conduct for digital technologies.

Parliament

During 2021, Parliament sessions continued to run as opt-in sessions. However, when learning from home, Parliament sessions didn't take place online. We spent quite a bit of time learning from home in the second semester, so Parliament sessions were not as frequent. The focus of Parliament was to provide a forum for students to raise any thoughts, concerns, or ideas they had about school and to collaborate and agree together on outcomes relating to various topics. Students continued to run Parliament sessions, with Mentor guidance and all commentary was recorded and emailed out to staff.

Farm School

At the beginning of the year, the PIVS animals made their way to school and were based in the small paddock near the carpark. Students were there for their arrival and had the opportunity to watch the alpacas get sheared and to ask the shearer questions. Each week, onsite Farm School sessions were held, and this was a sign-up activity open to all students. Sessions were based around learning about animal care, maintaining the animal space and connecting with the sheep and alpacas. Students loved being able to visit the animals at their leisure and students were often found making connections with the animals outside of the formal Farm School sessions. Unfortunately, the space wasn't big enough to



withstand the rain and the paddock became too boggy for the animals to stay. The animals were moved back to Jo's farm mid-year and remained there for the rest of the year. There were opportunities to visit the animals at Jo's farm in Semester Two, and Zoom sessions were offered

during periods of home-learning. Alongside caring for the animals, Jess also taught the students how to spin wool and regular sessions were held to learn and develop this skill.

PIVS Play Cycle

We have a Village Schools tradition of throwing ourselves into dramatic performances and in 2021 students excitedly rehearsed and prepared for two school performances. The Allstars students focused on their One Act Play entry, 'Billie's World' and the Shooting Stars students developed their own production 'The Wattleseed Biscuit'. Regular rehearsals took place onsite, at a community hall in Cowes and on Zoom when we were learning from home. Costumes were organised and props designed and painted, but unfortunately the impact of the Covid-19 pandemic meant the South Gippsland One Act Play Festival in Foster in August was cancelled. We also found it difficult to run a community event at school due to periods of home-learning and the ongoing challenges of Covid restrictions. Neither of the plays were performed to the community this year.



Visit from Steve Parker

Steve Parker, a local Boonwurrung man with connections to the PIVS community, met interested PIVS students and families at Berry's Beach, to guide them through an immersive experiential morning of local indigenous culture and art. Steve also shared with students and Mentors the context and perspective of the original care takers of Phillip Island.



Personal Learning Projects (PLPs)

Some of the PLPs on offer in 2021 were:

Photography PLP with Cass

Thursday afternoons were dedicated to photography, where students explored different types, including wildlife and landscapes. They experimented with a range of cameras including iPads, SLR and Go Pros. While photographing wildlife and landscapes, students were encouraged to experiment with different techniques and lighting. The conclusion of the PLP considered the ways in which the photos could be edited and presented.



Mini Wheels PLP with Craig

Monday afternoons were spent carving up the skate parks on Phillip Island with either skateboards, scooters, or roller skates. Students explored the connection between risk and ability, whilst being supported by Mentors. It was great to get back out into the community again as a group and appreciate everything we have on offer locally. We were lucky enough to have a local skater join us at some of the sessions to demonstrate skills and inspire the students.

Sewing Circle with Brooke

Sewing Circle was a friendly and relaxed group open to everyone. It was a great way to combine creative projects with learning a range of other skills including collaboration, building new friendships, developing, and honing fine motor skills, learning new sewing techniques, developing design skills, exploring measurement and scale through the creative process, and exploring how to express creative thoughts and ideas to others.

*Face Painting PLP with Cass*

Students that signed up for face painting learned line techniques and how to utilise the brush to make patterns and pictures. They experimented with blending and shading colours and explored henna body art, using mandalas, lines, and dots. There were a range of willing participants from those that enjoyed practicing the skills, to those that were happy to be models for our keen face painters to practice on.

Climbing PLP with Craig

With so many passionate climbers at PIVS, one of the focuses for this PLP was on teamwork and encouragement whilst climbing. Students practiced by climbing a range of trees at school (which including participating in teamwork climbing sessions), going on Out 'n' Abouts to small climbing rocks and finished with a surprise climbing experience at Bayside Rock.

*Chess PLP with Craig*

Chess has been a regular addition of PIVS PLPs for a long time and in the past has even led to a chess club. In Cycle 3, students got back in front of the checked board, brushed up on their forward planning and had fun along the way. They also connected with

previous Chess Club extraordinaire, Klaus, to engage in some online chess sessions and communicated with email about different chess moves via email.



Surfing PLP with Jess

During Cycle Three, a surfing PLP was on offer to interested students from levels 2-6. YCW beach was their go-to location for the surf lessons and sessions were focused on developing surfing technique, especially learning how to stand up on a board. Nick Kirby (student teacher) also assisted with the surf lessons and completed a water safety component with students as a part of his placement.

Recorder PLP with Daina

In this PLP, Daina offered weekly recorder lessons to students. They learned to sing and read written notes on the musical stave, practice the finger position for playing notes, and play songs individually and as a group. Students learned traditional songs as well as playing along with a new series of works written for student recorder in collaboration with the Tasmanian Symphony Orchestra.

Coding PLPs with Jasmine and Brent

For this PLP, there were weekly coding lessons on offer for students in both the Shooting Stars and Allstars. This much-loved creative process involved children using computer software to create a set of sequences and directions that worked together to produce digital works of art. It was framed as the modern version of putting pencil to paper to create comic books, with each step meaning that a character would do something else on the screen. The children who were already proficient with coding found themselves using this skill to produce digital creations as part of their independent projects.



Acrobatics PLP with Jo

In Cycle 4 on Tuesday afternoons, Acro classes took place at the Corinella Hall. Jo Hockett teamed up with Steph from Spark Studio of Dance, to teach students how to safely perform a range of acrobatic skills using a wide range of Acro equipment. Throughout the Acro sessions, students focused on developing their core strength and learning ways to increase their flexibility and control when performing acrobatic skills.

Survival Skills with Henry

A group of students signed up to learn skills that could help them survive with minimal equipment in the bush. They learned about fire starting, water purification, basic first aid and shelter building. This sign-up activity was intended to be followed by a camp, but this was unable to take place due to Covid-19 lockdowns.



Bike Ed with Craig, Jasmine, and Don

Bike Ed was on offer to all interested students at PIVS. Jasmine and Craig teamed up with Don Turner to facilitate this 5-week program. Alongside general riding competency, students learned to navigate road safety, and about bicycle positioning and signalling in our school carpark and driveway. After a few sessions, some students took these skills out onto Watts Road and down to Berry's Beach, whilst being supervised.

Book Club with Cass

During Book Club, students regularly visited and borrowed from San Remo local library during school time. They participated in some shared reading and comprehension activities as well as taking advantage of the beautiful spring weather and enjoyed our books on Out 'n' Abouts; finding quiet places across the island to read here, there and everywhere!

GLP (Goat Love Program) with Jack, Maya, Shayla, and Ebony

Throughout the year, graduating students Jack, Maya, Shayla, and Ebony worked on developing a creating their own PLP. After feeling inspired from their Leadership Camp, they met regularly to plan the GLP. This involved lesson planning, to create a sequence of activities that was centred around their love of goats. They worked with Jo and Craig to create these

lessons and run it as a PLP towards the end of the year. Some of the goat activities on offer were a goat obstacle course, goat care and safety, and a goat Olympics. They ran all these sessions themselves at Jo's farm with the support of Jo and Joel.

**Kitchen Garden Program**

Christine ran the Kitchen Garden program with the Shooting Stars throughout the year and Jess worked with the Allstars in Semester One. Some of the activities on offer included making trips around the island to pick and preserve olives, preparing and cooking foods that are healthy choices for our bodies, looking after our school veggie garden, planting and harvesting vegetables, and growing our own supply of garlic.

**Lunch Program**

During 2021 our lunch program started the year as 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. Later in the year we moved back to the much loved a shared cooked lunch each day, which works well in the flow of the PIVS day.

Bush School

Bush School has been running at PIVS for several years, and has become a much loved part of our Shooting Stars Program. In 2021, each week we were on site and able to run excursions, students headed out with Lilly and Christine to a local area of bushland to play and explore. The freedom and creativity inherent in Bush School offers children a wide range of physical, social and sensory benefits, and fosters independence, healthy risk-taking and problem-solving skills; experiences that they bring back to school with them. We firmly believe that learning doesn't just happen in a classroom.



Camps

Camps are a regular and important feature of the PIVS calendar, although due to Covid-related restrictions in 2021, 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 2021, FAMP was held at Cape Paterson for the fourth time and saw just over 70 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. Face painting by skilled Mentors and community members plus introduction of a bubble tent were great hits! 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 Super Rainbow Blob Fish.





Leadership Camp with Jo and Craig

In Cycle 1, graduating students Jack, Maya, Shayla, and Ebony ventured to a farm in Grantville for Leadership Camp. The intention of this camp was to help the group connect, while also focusing on identifying and developing their leadership skills. A range of leadership activities were run during the camp and the idea of the GLP (Goat Love Program) was born.

Adventure Camp with Jess and Craig



Jess and Craig were super excited to join Sarah and Henry and 10 PIVS students on an awesome camping adventure to Walhalla in Cycle 3. The campers tented in the bush, cooking on campfires and spending time connecting as a small group. The intention of Adventure Camp was for students to have a camping experience in a remote setting, to develop connection with nature and enhance how comfortable they felt in natural settings.



Grad Camp with Jo and Nick

In Cycle 8, Graduation Camp took place and involved all four graduating students. With some Mentor support, they planned the whole camp including the location, activities, itinerary, packing list, and food. They stayed in an Airbnb on the outskirts of Warragul and the main outing for this camp was a day visit to Gumbuya World, alongside visiting a range of local playgrounds and parks.



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 2021, relaxed, informal playgroup sessions were held on the school grounds each Wednesday morning from March unless they were prevented from taking place by lockdowns, and then by ongoing Covid-19 restrictions. Lien Sim was Playgroup Facilitator for 2021.

2022 Foundation Transition Group

During Cycle 7, the 2022 Foundation students visited PIVS each week at the end of the year for transition sessions. 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 2022.



PIVS Community Activities



Most of our usual community events were unable to be run in 2021 due to Covid-19 restrictions. We ran a working bee on site in January 2021 at which many community



members attended and helped us to undertake lots of jobs. We

were able to run one picnic-style Community Dinner in March, which was a lovely balmy evening of connection. Lien continued to organize Cuppa and Chat sessions throughout the year, whenever (and wherever) Covid-19 restrictions permitted. Plans were made to hold our traditional Graduation Dinner off site, but this wasn't able to go ahead due to ongoing restrictions, which also prevented us from including the wider PIVS community. Instead, a fun Graduation event took place at school, attended by all students, Mentors and the immediate families of the four graduating students.

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 2021, the PIVS Mentor team, led by Jo Hockett (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. The demands of Covid-19 were evident at times it was a big year of change for the Mentor Team, especially in the second semester.

Jasmine Wales, Lilly Stafford, Daina Fanning and Chrstine Irvine worked with the Foundation to Level 2 students. Jo Hockett, Craig, Dowell, Cass Crane, Jess Agnello and Brent Crowley all worked with students from Levels 3-6 in the Allstars space. Jo taught literacy, numeracy and spelling with the upper year levels and



social and emotional lessons with all the Allstars students, Cass taught middle years literacy and numeracy and then moved on to spelling as well, Jess taught PE to students in Levels 3-6 and spelling to most students, Craig focused on specialist maths, teamwork and projects and Brent covered maths with all students in the second semester.

Students were supported during the year by classroom assistants –Jess Agnello, Christine Irvine, Brooke Johnston, Sandra Langhoff, Sinead Keating, Isabelle Langhoff, Nicola Smith, Nick Kirby, and Dinah Brownfield. Clare Bailey worked in the kitchen with Lien Sim as Playgroup Facilitator.

Dianne McIntosh, Nick Kirby both completed student teaching placements in the Allstars space and were supported by Jo Hockett.

Jo Hockett as Principal and Curriculum Leader worked closely with Kelly Kirkpatrick (Compliance Leader) and Lien Sim (Community Leader) and was supported by Fiona McKenzie as Philosophy Leader, Franciska Johnston and Sarah McDonald 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 joint-school Professional Development sessions, as well as First Aid, CPR and Anaphylaxis training.

As a result of Covid-19 many PD opportunities were continued to offered online, and the team attended the following courses and professional development experiences in 2021:

- John Spencer online training - Craig Dowell
- Online webinar - Information Sharing Schemes relating to Child Safety and Family Violence- Kelly Kirkpatrick
- Online training for Smart Spelling - Christine Irvine and Jess Agnello
- Restorative Practice 3-day workshop (online) - Cass Crane
- Bike Education planning with Don Turner - Craig Dowell and Jasmine Keogh
- Village School wage banding sessions - Craig Dowell
- Four day Wilderness First Aid training - Craig Dowell

An end of year social dinner was held at a private home (Airbnb) in Cowes for all PIVS staff and was a great way to ensure inclusiveness amongst the challenges of Covid-19 restrictions. The event was catered for, and staff spent the night connecting in a relaxed environment.

Staff Feedback

In 2021, the Leadership teams across all three schools developed a staff satisfaction survey, allowing anonymous reflection on the school philosophy, school leadership and staff remuneration. From this was borne a cross-school Wage Banding Team, who worked together over many weeks to create a shared document around remuneration.

In September, a Staffing Questionnaire was distributed which enabled staff to directly state their preferred teaching levels, learning areas and days of work for the following year. This information was used to prepare the timetable and spread of teaching responsibilities in 2022.

Professional Conversations were modified again in 2021, with ongoing discussions with all staff as we responded to the COVID pandemic.

Parent & Board Involvement

With another year of interruptions and restrictions due to the global pandemic, there was less opportunity of parent involvement at school. Many families continued to gain greater insight into their child(ren)s day-to-day learning and were welcome to join online classes with their children.

In 2021 the PIVS Board was Fiona McKenzie (Chairperson), Paul Morris, Natalie Hodgkin, Terry Crane and Caroline Mahoney.

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, Cuppa and Chat sessions 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 2021, Phillip Island Village School employed staff in the capacities below. The total teacher FTE was 3.6

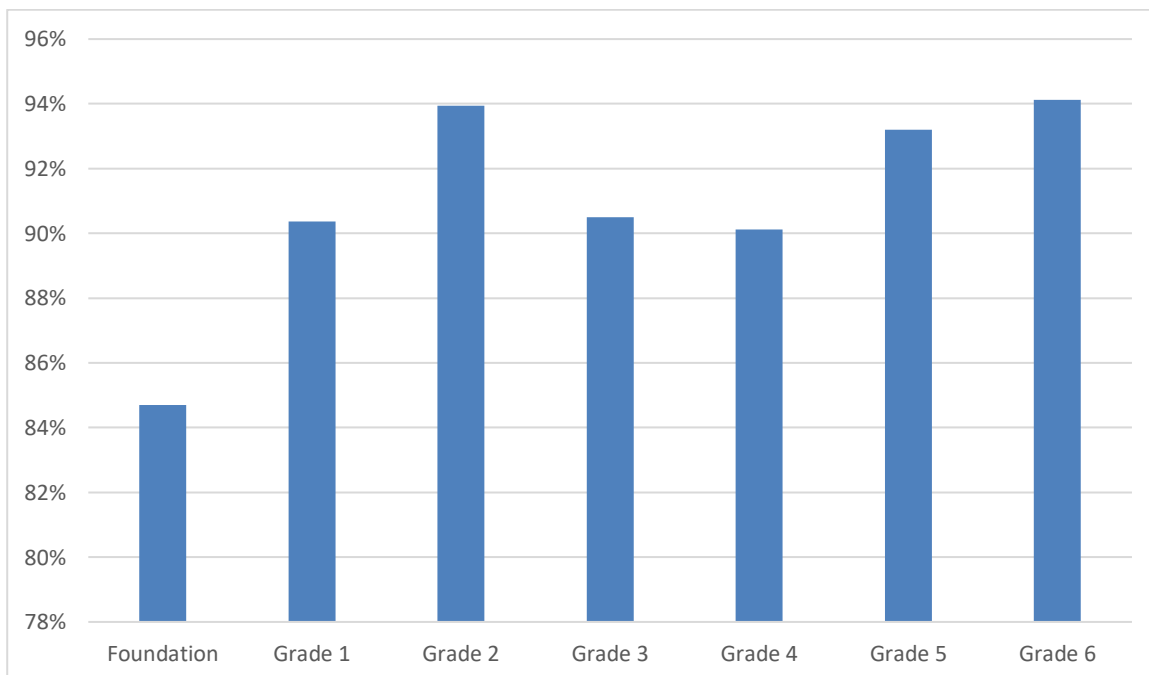
Principal	Part Time x 1
Classroom Teacher	Part Time x 5
Classroom Teacher	Full Time x 1
Classroom Assistant	Part Time x 3
Administrative Staff	Part Time x 1
Support Staff	Part Time x 2

Teacher qualifications

In 2021, all Teaching staff held a Bachelor's Degree, none held a Masters or Doctorate and no-one identified as having an Aboriginal and Torres Strait Islander background.

Student attendance

The average attendance rate of all students who were enrolled at Phillip Island Village School for 2021 was 91.03%.



When a student is absent, parents are expected to notify a staff member by phone call, email, text message or direct contact on the day of absence. If no contact has been received from parents, the School makes contact to determine the cause of the absence.

Covid-19

In 2021, like other schools throughout Australia, PIVS was once again impacted by the Covid-19 pandemic. Given the small size of the school, we were able to adapt and make flexible changes to our school programs, 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. After the shorter (July and early August) lockdowns, a family survey about home learning needs was distributed, and feedback from this was used to shape the plans for the next lockdown, which took place very shortly afterwards. 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:

The first period of home learning occurred from Monday 14th to Friday 18th February, which became Cycle 1 break, (brought forward by a week). Cycle 2 then commenced on Monday 21st February, becoming a 6-week cycle.

In May 2021 there was a home learning returned from Thursday 27th May 2021 to Friday 4th June.

Between 16th July and 10th September (Shooting Stars) or 12th October (Allstars), all Victorian schools followed State Government directives to return to home-based learning on several occasions.

The Shooting Stars returned to face-to-face learning from Friday 10th September in Cycle 6, with the Allstars back for two days a week initially in the week of 11th October, and all year levels back full time from Friday 22nd October.

Student Outcomes

Written reports relating to student academic progress are provided to parents in June and December, covering key learning areas from the period as well as self-directed, and Social and Emotional Learning. A five-point scale is used to identify where a child is working at for key learning areas. All students in levels 1-6 receive a written report that includes academic progress in literacy and numeracy, however the Allstars reports (students in levels 3-6 in 2021) also include an overview of any Mentor-led projects undertaken and stepping stones they relate to (e.g. science and

humanities) and a project page that discusses progress related to individual student projects. All children received their personal letter from a Mentor and Shooting Stars students had their portfolio presented to them. 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 request which Mentors were in attendance, showing the importance of relationships and student agency in the PIVS philosophy.



NAPLAN

In 2021, 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. 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

