



Phillip Island Village School

School No. 2108

Annual Report

2022



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Contextual Information

Phillip Island Village School 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.

Phillip Island Village School Board

It gives me great pleasure to report on the work of the PIVS Board for the 2022 Annual Report. The PIVS Board members in 2022 were Fiona McKenzie, Natalie Hodgkin, Paul Morris, Terry Crane and Caroline Mahoney. Natalie and Paul finished up their time on the board during 2022 and I thank them for their considerable commitment to the school during their terms, particularly the last couple of years that were very challenging as we navigated the COVID-19 pandemic.

Jo Hockett attended all the board meetings in her role as Principal and provided information about the operations of our school to give context to the oversight role of the Board. Kelly Kirkpatrick provided secretarial assistance to the Board and Natasha Rhodes provided insight into our finance reporting.

We met eight times in 2022, and each Board member brought a unique set of skills, interests, and expertise to the table. I thank each board member for their volunteer contribution to our school.

Much of the work of the Board is to ensure that we have good policies and procedures to guide the operation of the school, to provide strategic direction and financial sustainability, and to ensure we meet all legislated reporting requirements. We also liaise between the Board, leadership team and the school community.

As part of our Board policy review process, the following policies were reviewed in 2022:

- OH&S Policy
- Privacy Policy
- Bullying and Harassment Policy
- Duty of Care Policy
- Digital Technologies Policy
- Enrolment Agreement
- Concerns and Complaints Policy
- Critical Incident Plan
- Anaphylaxis Management Policy
- Child Safety and Wellbeing Policy
- Student Supervision Policy
- Protecting Children Policy
- Enrolment Policy
- Staff Discount on School Fees Policy
- Working with Children Policy
- Attendance Policy

The purchase of our site has continued to be a key topic for the Board this year, unfortunately, still without resolution. We hope 2023 has better news in store. Alongside these discussions, much work was done to implement the new Child Safety Standards and saw the investment in a new hard court, and school bus.

The time has now come for me to stand aside from my role as philosophy leader as well as Chairperson. Having been established for seven years, PIVS has reached a point of maturity where its current leadership, staff, and parents can determine its future direction and philosophy. To that end, the Board members undertook two-day governance training with Independent Schools

Victoria and are currently actively working on Board member succession planning for this new phase.

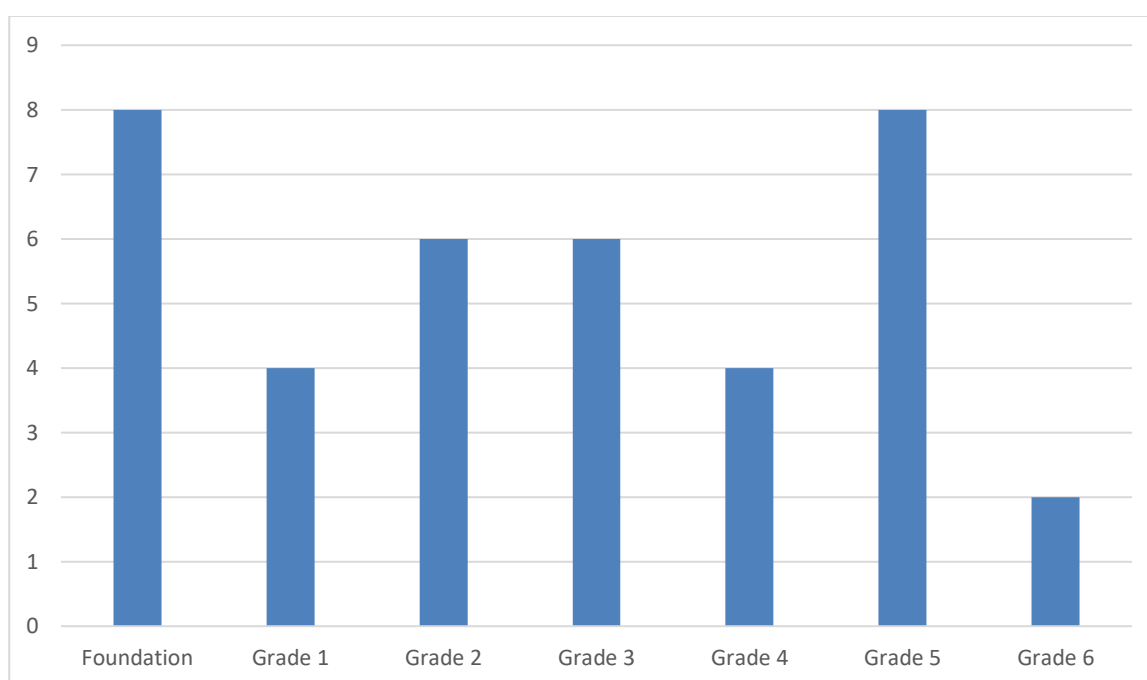
Seeing the achievements of the school in the Annual Report reminds me what a privilege it has been to contribute to the foundation and growth of such an inspiring place of learning. I wish the current and future leaders and families of PIVS all the best with continuing to live and work together in way that will make the world a better place.

Fiona McKenzie

PIVS Chairperson (2022)

Profile of the Student Body

At the time of the 2022 Federal Government Census 38 students were enrolled at the school.



None of the 39 students had Language Backgrounds Other Than English, 1 was indigenous, and 14 were recorded as having a disability.

In 2022, the school's DMI was 87.

Curriculum and Learning Programs

Phillip Island Village School uses the Victorian Curriculum and the Victorian Early Years Learning and 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 1)

In 2022, 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 1 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 Allstars Mentors for Level 2 students during transition sessions in Cycles 7 and 8.

Allstars (Levels 2-6)

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. PIVS **Allstars Program** is also an integrated set of Mentor-led, supported and child-led components, divided into two main areas, and interwoven with the three elements of the school's Philosophy and the Village Schools Curriculum programs:

Presos (presentations) on core skills (e.g. reading, writing, spelling, number, specialist maths, PE). Students are grouped according to ability rather than in age levels or traditional grades, in order to better meet individual needs and extend or support students where a need is identified.

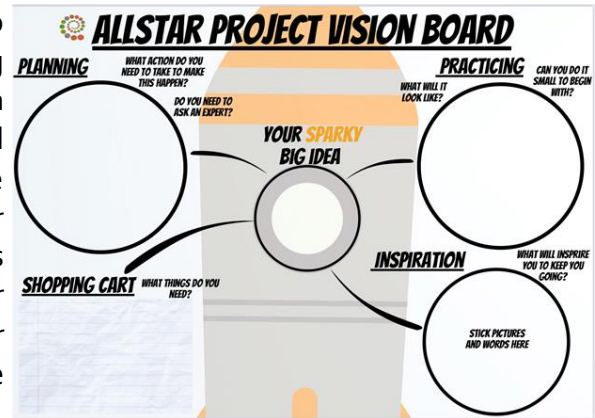
- Students complete follow-up tasks relating to concepts covered in presos. Mentor support is available, but there is also a focus on developing self-management/executive skills and autonomy.

Project-based learning (PBL) allows integration across subject areas, supports, and develops children's sparks, helps students develop the skills to work independently and gives them ownership and agency over their learning.

- Personal projects based on student sparks and interests (supported by a project planning, testing, reviewing and reflection process). The aim of these experiences is for the student to feel a sense of empowerment around the direction of their learning and ultimately to feel fulfilled during the process of exploring what sparks them.
- Mentor projects; areas of the Victorian Curriculum such as science, art and humanities are integrated into Mentor projects that are inspired by the passions of Mentors and students alike. The PIVS project planner is used to guide the students through the steps of the project process to help scaffold their learning, and over time, to apply this knowledge to their individual projects.

Supported projects: in these sessions, students are guided through the Allstars project steps using a pre-planned project. These sessions aim to increase student understanding of the process of project-based learning so that they feel more confident and able to engage and complete their independent projects.

We reinvented many of the Allstars spaces so students could get the most out of their learning experience. Firstly, the Maker Space was moved to a common area that enabled students to be supported with their projects throughout each day. This space also allowed for ample storage and a wet area for messier projects! The existing project space was reimaged and became a larger learning space for presos. It now has a range of furniture to allow for flexible seating, which encourages students to tune into their bodies when making learning choices.



There were also three outdoor learning areas set up, to make the most of the gorgeous weather, and encourage outdoor learning while COVID was still prevalent.

Feedback from staff and students helps inform decisions made regarding student learning and the addition of mission tasks (follow-up learning tasks from presos and ongoing tasks to support student learning) were added back into the weekly program. When students weren't in presos (direct learning with a Mentor), they could work on their missions and projects. A project tracker was also developed and used to keep track of individual and small group projects, and a hand-in spreadsheet implemented to track student progress relating to Key Learning Areas (KLAs). Each student also had a personal vision board where they would display project planners, missions, activities from presos, and images for inspiration.

Whole School Programs

Auslan with Joanna and Angie

In 2022, students were offered the opportunity to learn Auslan. Students in Foundation and Level 1 had weekly Auslan sessions, while students in Levels 2-6 had the opportunity to sign up to weekly Auslan sessions. They all focused on the same topics, and delivered in a way that was appropriate for children of various ages and levels of development. In Cycle 1, Auslan



sessions with Joanna were focused on transport, directions, and time. During Cycle 2, students explored the importance of HOLME (Handshape, Orientation, Location, Movement, Expression). To tie in with other learning happening at school, students learned about the seasons, earth, moon, stars, and weather in Cycle 3. Cycle 4 saw students revising everything that had been covered in

Semester One. Auslan paused in Cycles 5 and 6 and resumed with Angie in Cycles 7 and 8. Angie revised the alphabet and greetings with students and then focused on animal signs.

Social and Emotional Learning (S&E) Program

The PIVS Social and Emotional Program is guided by the needs of the group and a wide range of topics are covered throughout the year. At the beginning of the year, Shooting Stars spent time getting to know each of the Kimochi characters. Using Kimochi character books, feeling pillows and role play, students had the opportunity to learn about each Kimochi character as a springboard for understanding self-awareness and exploring different feelings and emotions. During Cycles 3 and 4, the Shooting Stars were introduced to the Zones of Regulation (a whole school approach to social and emotional learning). While there are several components to this program that students learn over time, in Cycle 3, the program was focused on how to use the 4 Zone colours to self-identify how a student was feeling and categorize it based on colour. Students learned about the blue, green, yellow, and red zones and through stories, games, and role-play, students developed a deeper understanding about their emotions and how they connect to these four zones.

The Allstars students began their year by exploring self-awareness. The activities were focused on helping students understand how their thoughts, emotions, and values can impact their choices and behaviour. Students took part in a range of engaging activities to gain a deeper understanding and awareness about themselves, while maintaining a positive mindset. During Cycle 2, the social and emotional lessons were focused on *self-regulation*. Sessions enabled students to become more confident with managing their thoughts, emotions, and behaviours when they are feeling overwhelmed. Students were introduced to a range of tools to support their self-regulation and role-play assisted students with understanding how to implement these tools. In Cycle 4, the focus for Allstars students was friendships. We explored how to be a good friend, as well as finding ways to improve and strengthen friendships. Semester Two saw us focus on teamwork sessions and co-creating a student code of conduct. The focus of these sessions was for students to think about what it looks like, feels like, and sounds like to be our Best Human at PIVS and to capture these expectations in a child-friendly format.

Parliament

During 2022, Parliament sessions continued to run for all students in Levels 2-6 and it was an expectation that they all attended these sessions. Students in Foundation and Level 1 were able to opt in for each individual Parliament session. 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. It was this forum that empowered students to create 'working groups' for two large scale school projects. One of these was the hard-court area (new basketball court) and the other, the new animal area for our PIVS animals. It was Parliament that provided students with the opportunity to suggest a range of Sign-up Activities and Camps.

PIVS Play Cycle and South Gippsland One Act Play Festival

We have a PIVS tradition of throwing ourselves into dramatic performances and in Cycle 5, 2022 students excitedly rehearsed and prepared for two school performances. The Allstars students focused on their One Act Play entry, 'Truly, Madly, Plants', written and directed by Village High School student, Aerin Sutherland, and the Shooting Stars students developed their own production 'Grug and his True Love'. Both productions were performed to the PIVS community at a Play Preview Community Dinner in August.



At the start of Cycle 6, 'Truly, Madly, Plants' was also performed at the South Gippsland One Act Play Festival in Foster, with several students recognized for outstanding contributions including Riven Wolf (Adjudicator's Award Winner), Eli Kirkpatrick and Olive Culhane (Outstanding Achievement Award Winners), as well as many of the other PIVS students

nominated for these awards.



Lunch Program

During 2022 PIVS provided both morning tea and lunch for staff and students as part of its program. Four days a week these meals were prepared by Kelly Berry, with a delicious menu that changed each cycle, and on Tuesdays a volunteer from our school community came in to prepare and serve lunch. All food supplied was vegetarian and organic, and children were free to select what they'd like from the range available (including gluten and dairy free options).

Shooting Stars Programs

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 2022, each week, students headed out with Lilly or Natalie and Vanessa to a local area of bushland to play and explore. The freedom and creativity inherent in Bush School offer 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.



Landcare

The Shooting Stars visited David Rooks' Landcare farm in Ventnor each fortnight throughout the year and explored their beautiful gardens and animals. They learned about what to plant in different seasons and about lots of other important environmental connections that come from regularly immersing ourselves in nature. They particularly focused on seasonal changes on the farm and in our local plants and animals.

Connection to Others

In Cycle 2, the Shooting Stars ran whole school 'Connection to Others' activities one afternoon a week. The intention of this was for the younger years students to share one of their sparks with the Allstars students through a structured activity. It was also an opportunity for students to connect with each other and discover common interests to support student relationships at school.



2023 Foundation Transition

During Cycles 7 and 8, 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 and lunch time. By the end of the sessions, everyone was feeling confident and looking forward to joining PIVS in 2022.



Allstars Programs

Emerging Allstars

In Cycles 7 and 8, students that were moving into the Allstars space full time in 2022 were offered transition opportunities. A Supported Mentor Project was on offer for them, as well as other Allstars activities such as Mission Support sessions.

Students Mentoring others

Science with Isla (teaching science to the Shooting Stars)

In Cycle 3, Isla from the Allstars ran some fascinating and fun-filled science experiments with the Shooting Stars! Isla is a passionate and knowledgeable lover of all things science, and prepared experiments involving elephant's toothpaste, magic milk and clouds.



Riven's Handy History



In Cycle 4, Riven from the Allstars came to teach the Shooting Stars students about some amazing historical inventions and toys used by children long ago.

Allstars sign-ups

Mentor Projects

Mentor Projects are group projects integrating multiple areas of the Victorian Curriculum such as science, art, and humanities, and are inspired by the passions of Mentors and students alike. The PIVS project planner is used to guide the students through the steps of the project process to help scaffold their learning, and over time, to apply this knowledge to their individual projects. Students usually have a choice between 2 or 3 Mentor projects each cycle.

CYCLE 1*Marine Science Marvels with Cass*

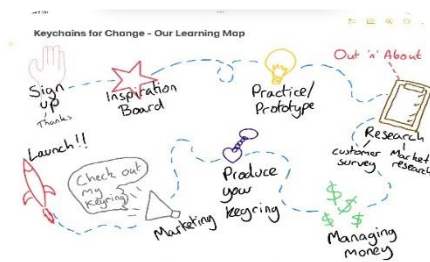
Through this biological science project, students had the opportunity to participate in some beach-based lessons involving snorkeling and rock pool explorations down at Berry's Beach. There, they photographed, videoed, documented, drew, identified, and classified marine life at our amazing local beach. They then followed these sessions up with some school-based lessons as they explored and unpacked their wonderings and findings through research and nature journaling. The project culminated in the production of a documentary about the marine life of and some of the threats to Berry's Beach.

*The Puppet Project with Joanna*

Students used some puppets, props, and backdrops already in Joanna's wonderful collection, and also created their own out of paper mache, fabric and recycled materials. The children had the opportunity to adapt a story to perform from the collection and were supported to use their imagination and skills to write their own.

*Creatures Of Nature with Craig*

Creatures of Nature was our first supported project of the year. In this project, students new to a project-based learning environment will work directly with Craig to learn the PIVS project steps and to have some fun along the way. This short, supported project will see students design and create full-face masks from natural materials around the school. We'll then have some fun playing our make-believe characters out in the natural environment, playing games, and making role-plays.

CYCLE 2 and 3*Keychains For Change with Craig*

This Mentor project guided entrepreneurial students through the main steps of creating a start-up business. This project gave students an opportunity to set realistic financial goals including charitable donations, produce their product, market it and then launch it. Students produced a key ring with 100% of profits going to the Penguin Foundation, the fundraising arm of Phillip Island Nature Parks.

The Festival of Cookie with Cass

This project offered students the chance to go through the planning and event management process, working on skills such as organisation, time management, delegation, advertising and decoration creation, budget planning and of course - cooking! The students' learning was supported by an Out 'n'



About to the San Remo Bakehouse where they discovered how to make a range of delicious cookies by working with some real life cookie experts! The project culminated in a wonderful school and community event, our first ever PIVS Cookie Festival.



Let's Go Fly a Kite with Craig

In this project, emerging Allstars were supported to begin their journey in stepping through a project by designing, producing, and testing kites. They started by building tried and true designs before the students let their creativity run wild with their own 'far out' designs.

CYCLE 4

MINI PROJECT ROTATIONS

With Cycle 4 being slightly shorter, the Mentor team designed three skills-based projects for the Allstars to sign up for. Each week, the Allstars participated in two different mini-Mentor projects.

Plushies/Soft Toys

Our Plushies/Soft toy mini project started by looking at some different examples of soft toys. Students looked at different aspects such as pattern designs, stitching techniques and fabrics used. They then drew their own design, selected their fabrics, and made their own soft toys.

Hiking

Each week hiking groups visited different parts of the island and enjoyed a range of scenery while providing the students with a variety of hikes, each with a different focus. A flat, pathed, longer hike to build stamina, a shorter hike with an incline and uneven surfaces and a longer hike with a range of terrains. Through this mini-project, students developed their skills of teamwork, perseverance, resilience, and fitness.



Digital Art

Digital art sessions used Procreate to change images that were drawn on paper into digitally coloured and displayed art works. The skills developed

in this project added to the repertoire of skills which could be used in future projects.

CYCLE 5

Wings of Life with Cass

In this Mentor Project, students learned about pollinator bees, butterflies and birds and their significance to native plants. They visited some local hives and undertook some research into the critical balance of life that exists between plants and pollinators.



Power The Future with Nick

This Mentor project investigated renewable energy and how it can benefit our earth. Students were introduced to solar, wind and hydro energy solutions and experimented with each to properly understand their usefulness.

CYCLE 6

The History of Art with Cass

In this Mentor Project, students looked at a range of famous artists from Vincent Van Gogh to Frida Kahlo, to more contemporary Australian artists like CJ Dixon and Pete Cromer - explored what makes these artists special and the famous works that gave them a place in the history books. Students had some fun trying their hands at everything from collage, oil paintings, water colours, sculpture, photography and more.

Street Art with Nick

This Mentor Project had a focus on street art. Students looked into the history of street art, as well as exploring the many different styles and tools used within this art form. As part of this project they explored some local street art and got inspiration to create their very own mural for PIVS.

CYCLE 7 and 8

Marine Biology Season 2 with Cass

After multiple requests for a second round of marine biology, students once again headed back to the beach. During this cycle they explored Kitty Miller Bay beach. This is another wonderful local beach, home to many rays, fish, and beautiful sea life. The students once again worked together to



create a wonderful documentary with plenty of photos, videos and documentation of their adventures on the beach. The project culminated with a boat trip to snorkel with seals.



Worm Warriors with Emma

In this Mentor Project students got their green thumbs out and worked on restoring our school veggie garden area into a beautiful edible garden again! They looked at the importance of



healthy soil and how to improve soil health to grow delicious vegetables and herbs. They also explored the amazing work that bugs and insects do in our gardens, supported by a visit from



Lisa from Landcare. Lisa also ran a Coastal Bush Pantry walk at Swan Lake where students were able to discover edible native plants growing in our area.

Mythical Marvels – Emerging Allstars Project with Craig

The Emerging Allstars spent some time with Craig on a supported project, in which they created their own mythical creatures. The underlying aim of this project was to introduce the children to the everyday language and concepts involved in PIVS project-based learning. The main aim was to have fun and create some truly unique and marvellous creatures, to share stories about where these creatures live, how they behave and what they feast on.

OTHER SIGN-UPS

CYCLE 2

PIVS Performing Arts PLP with Jo

Each week in Cycle 2, students focused on different elements of Performing Arts- singing, drama and mime just to name a few! Drama games and activities were incorporated into each week's

session to help children develop skills in characterisation, imagination, improvisation, and teamwork.

Protect the Chickens PLP with Vanessa

In Cycle 1 the children expressed their concerns about the chickens getting swooped by magpies.



One of Vanessa's passions is the art of woodwork, and she thought it would be a great opportunity to create, build and decorate triangle shaped chicken shelters with the help of the children. Through-out the cycle they learned about how to safely use a range of tools, and to design and decorate the shelters using a range of natural materials.

CYCLE 3

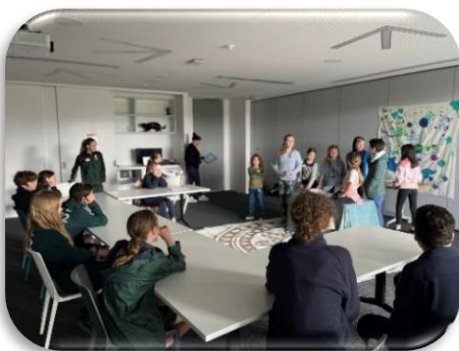
Animal Rescue with Jo

During Cycle 3, Allstars students could choose to be part of a collaborative group project to support local animal rescue group One at a Time Pet Rescue. Many of the students are avid animal lovers that wanted to support animals in need. With the support of Mentors, students organized a donation drive. They worked closely with the rescue group to find out they types of donations that were needed.

CYCLE 6

Kids Teaching Kids Conference

Students were able to sign up to be either audience members or presenters at a conference run by local school children,



teaching one another about local environmental issues and the actions they can take to make positive change. The 11-strong cohort of presenters were excited to combine their



environmental knowledge, teamwork and Allstars presentation skills, and in two short sessions have come up with an engaging 40-minute workshop for their fellow youth audience.

FRI-YAY SIGN-UPS

Rolling with Robots with Cass

In Cycles 6 and 7, Cass offered Allstars students the opportunity to have some fun with robotics on Friday afternoons. Using a variety of different kinds of robots, including Spheros, Bee-bots and more, each week students were set challenges and worked together in small groups to problem-

solve and program in a range of different ways. From obstacle courses to storytelling - students explored the uses and abilities of different robots and had fun using joysticks, buttons, digital drawings, voice response, and written code to instruct their robots.

The Cubby Collective with Craig

In Cycle 6, Craig ran a weekly Cubby Collective on Friday afternoons. This was an opportunity for students to discuss the finer social dynamics of cubby construction as well as having the opportunity to work together as a team to overcome a challenge-based activity to earn cubby tokens. These tokens could be redeemed at The Shed for resources. In the past it has been the availability and ownership of resources that has been particularly difficult to navigate through. So, with the weekly Cubby Collective, Mentors were able to support any cubby Allstars as required and lessen the power that limited resources can have on creative play.

CYCLE 7

Rolling with Robots with Cass

Continued from Cycle 6

All the World's a Stage with Aerin

After the excitement of rehearsing for and performing the One Act Play, many of the Allstars were keen to continue developing their drama skills and wanted to be involved in this type of performing arts at other times of year. This was an idea strongly supported by the PIVS Mentors and taken up enthusiastically by high school student Mentor, Aerin, who arranged to come to PIVS to run drama sessions on Fridays in Cycle 7. Aerin worked with the students to build their acting and drama experience, and to allow them the opportunity to develop characters and short performances in small groups.



CYCLE 8



All the World's a Stage with Aerin

In Cycle 8 drama, students focused on developing characters and learning a monologue of their choice, as well as continuing to practice skills in improvisation and some well-loved drama games.

Health with Leonie

PIVS usually offers several sessions on health to graduating students, and this year there were some additional optional places for other older students. These sessions were run in small groups by parent volunteer and nurse, Leonie Wolf, with a supporting PIVS Mentor. Leonie has run health sessions for PIVS in the past and is experienced in being guided by the needs of the group in what level of information needs to be covered, and what children are comfortable with.

Camps

Camps are a regular and important feature of the PIVS Allstars calendar. There are four main intentions: being Confident, Comfortable, Competent and Connected with each other, within ourselves and in the outdoors. Camps have many layers! Importantly, these types of experiences can help to create positive pathways between the primitive, unconscious part of the brain (responsible for emotional responses and survival) and the cognitive, focused learning, conscious part of the brain, which helps these areas to work together better when tackling challenges at school and outside school. The magic happens when we bring all of our wonderful experiences from camp back into our everyday lives.

Camp Reignition (Cycle 2)

Camp Reignition was held at Cape Paterson for two nights and Students and Mentors had a wonderful time engaging in nature based and connection/team building activities. The intention of Camp Reignition was to reignite our passion for a true Village School camp experience. It was aimed at students that had already completed at least one overnight camp away from home. On this camp, students slept in tents, planned meals together and cooked their own food.

Some of the activities at Camp Reignition included:

- Hiking
- Rockpooling
- Beach games
- Orienteering
- Night walk
- Giant's treasure
- Nature craft



Camp Unite (Cycle 2)

The intention of Camp Unite was to focus on developing our camping skills in a familiar environment and connecting with others through teamwork activities in our local area. It was aimed at students that want to build their camping experience. Camping took place indoors (not in tents), like a slumber party. Food was prepared by Mentors, with the help of students. The camp took place at PIVS and at local beaches, parks and facilities. We aimed to be off-site for most of each day.

Some of the activities at Camp Unite included:

- Swimming
- Teamwork activities
- Movie
- Clip 'n' Climb
- Craft
- Bandana making



Snow Camp (Cycle 6)

In Cycle 6, we held a Snow Camp for the older Allstars students. 11 students and 4 Mentors headed to Mt. Baw Baw for 3 days where they participated in lots of fun snow activities such as skiing, snowboarding, tobogganing, snow sculptures and more!

Island Immersion Camp (Cycle 6)

An Island Immersion Camp was on offer in Cycle 6 for the younger Allstars students to attend. This was an overnight camp held at the Newhaven Big 4

and was a great opportunity to have a local camp experience. The camp had a focus on students building connections and relationships with the students they will be progressing through their schooling journey with. The

Island Immersion camp activities encouraged students to build relationships and make lasting memories with their cohort.



Grad Camp with Nick, Jo, and Chrissie

In Cycle 8, Graduation Camp took place and involved three of the 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 in Melbourne for one night and in Inverloch for the other night with several outings planned around the interests of the graduating students.



PIVS Community Activities

A Celebration of Allstars Projects (September)

The Allstars student projects form a big part of the learning journey at PIVS and continue to create an opportunity for students to pursue learning experiences based upon their passions, interests, and curiosities. Throughout the week, students have multiple opportunities to work on individual and small group



projects. The aim of these experiences is for students to feel a sense of empowerment around the direction of their learning and to develop key enterprise skills such as thinking critically, problem

solving, communicating, and presenting. In this celebration afternoon, there were a range of projects on display for families to look at and Mentors and students were available to chat about all things projects!

FAMP (Family Camp)

This year, due to restrictions on community gatherings early in the year, a decision was made to postpone our annual **FAMP** (Family Camp) from February to October. In October 2022, **FAMP** was held at Lang Lang Caravan Park for the first time and saw around 70 students and family members attend the three-day event. Activities such as face painting, giant games, Tough Sandy Mudder, shelter building, ninja line, animal spotlighting and craft were complemented by lots of casual mingling of students and families. The campground was great 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 Pink Party Animals.



Graduation Dinner

The 2022 PIVS Graduation Dinner was a whole school celebration event for which we gathered as a community at the Corinella Hall. It was a great opportunity to celebrate the special milestone that Dom, Jakob, Riven and Thomas are reaching as they move on from primary school to high school.



Pizza and Ice-cream Community Lunch, hosted by the Shooting Stars

As the result of some sparky cooking ideas coming from Shooting Stars students, the Shooting Stars hosted a Community Lunch on Tuesday 13th December (the last day of cycle), for which they made pizza and ice-cream for all interested community members!

This was followed by an opportunity to check out the culmination of our Cycle 7 and 8 Allstars Mentor Projects and some of our Cycle 8 debating students showcased their debating skills for interested members of the community.



Community Dinners

Community Dinners are a PIVS tradition, in which the community gathers at school in the evening, bringing food to share. Three Community Dinners were held on site in 2022.



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 2022, relaxed, informal playgroup sessions were held on the school grounds each Tuesday morning during school cycles. Lien Sim was Playgroup Facilitator for 2022.

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 2022, the PIVS Mentor team, led by Jo Huckett (Principal and Curriculum Leader), worked hard together to build on existing relationships with students and each other to create a stable, effective, and enjoyable school environment for everyone.

Jasmine Wales, Lilly Stafford (Cycles 1 and 2), Natalie Hodgkin (Cycle 3 onwards), Missy Steiner and Vanessa Speed worked with the Foundation to Level 2 students. Jo Huckett, Craig, Dowell, Cassandra Crane, Nick Kirby, and Emma Thompson (Cycle 6 onwards) all worked with students from Levels 2-6 in the Allstars space. Jo taught Social and Emotional classes across all year levels, as well as Number for level 2 and Specialist Maths for levels 2-4 in Semester One, and IEP sessions and Executive Skills for some Allstars students. Cass taught Literacy for levels 2-6, Science for levels 2-6 and Mentor Projects. Nick taught Number for levels 3-6, Specialist Maths for levels 5-6, PE for levels 2-6, and Mentor Projects. Craig focused on teamwork sessions and coordinating individual and supported projects. Emma covered Number for level 2, as well as Specialist Maths for levels 2-4, Handwriting for levels 2-3, Spelling for level 5, and Mentor Projects in Semester Two.

Students were supported during the year by classroom assistants –Joanna Bovell (Cycles 1-4), Angie Ray (Cycle 5 onwards), Shiana Harris (Cycles 1 and 2), Missy Steiner, Vanessa Speed, Chrissie Richards (Cycle 6 onwards) and Nick Kirby. Kelly Berry worked as the Kitchen Coordinator, with Lien Sim as the Playgroup Facilitator.

Melissa Steiner and Michelle Pepper both completed student teaching placements in the Allstars space and were supported by Jo Huckett and Cassandra Crane.

Jo Huckett as Principal and Curriculum Leader worked closely with Lien Sim (Community Leader) and was supported by Fiona McKenzie and Amanda Black in Administration, and Chris Chivers and Tara-Maree Lynch as bus drivers.

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

No staff members 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. Curriculum sessions

The team attended the following courses and professional development experiences in 2022:

- Teacher Tom's play-based learning- Jasmine Keogh
- Principal Professional Development Training- Craig Dowell
- The role of a leader- Jo Hockett
- ISV Board training- Jo Hockett and Fiona McKenzie
- Village School workshops- Jo Hockett, Cass Crane, and Craig Dowell
- SSBS accounting with Natasha Rhodes- Jo Hockett
- Wilderness Training- Nick Kirby
- Introduction to Auslan training- Chrissie Richards
- Little Learners Love Literacy- Natalie Hodgkin
- Supporting placement students at PIVS- Jo Hockett and Cass Crane

An end of year social dinner was held at the Woolli Tavern in Cape Woolamai for all PIVS staff. The event was catered for, and staff spent the night connecting in a relaxed environment.

Staff Feedback

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 2023.

Professional Conversations were modified again in 2022 and were directly linked to the Village School Wage Banding process. Staff met with Principal, Jo Hockett, on two occasions throughout the year to give and receive feedback about their performance at PIVS. One of the professional conversations was focused on the Responsibilities, while the other one was focused on the Traits of a Village School employee.

Parent and Board Involvement

In 2022, the impact of the global pandemic on school operations had reduced, and we were once again able to welcome parent involvement at school in the form of kitchen volunteers, helpers on Out 'n' Abouts, assistance with Reading, and Playgroup attendance. This greater level of interaction and connection was strongly felt in a rekindling of the strong PIVS community spirit it has been more difficult to maintain during periods of extended home learning.

In 2022 the PIVS Board was Fiona McKenzie (Chairperson), Natalie Hodgkin, Paul Morris, 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 the 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, school pick up and drop-offs and Community Dinners.

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

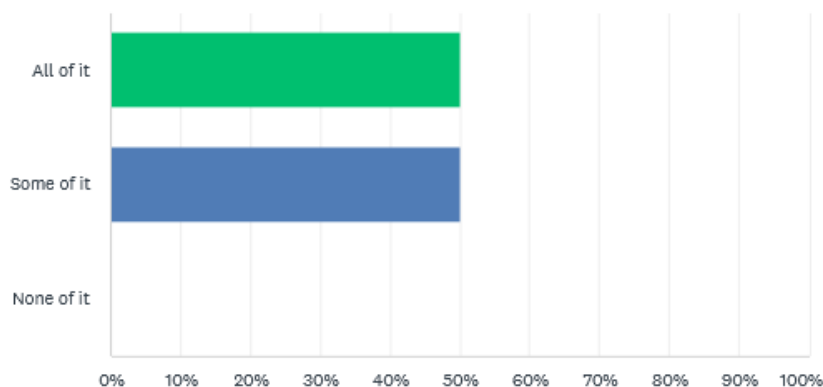
In January 2022, before the start of Cycle 1, a brief anonymous **Family Covid Survey** was sent to all Village Schools families to get a sense of how people felt about returning to school. Family feedback was helpful in the preparation of the COVID response plans for each school.

Cycle Preview Survey

In April, a short anonymous **Family Cycle Preview Survey** was circulated to gather feedback from families on whether they find the information included in cycle preview interesting or useful, or if it's arriving in their preferred format.

How much of the Cycle Preview do you usually read?

Answered: 18 Skipped: 0



-
- It would be nice if the kids could learn another language, other than that we're really happy 😊
5/2/2022 1:56 PM [View respondent's answers](#) [Add tags▼](#)
-
- We love knowing what the cycle will bring and it's really helpful to read together with child so they know what to expect and can get excited about new projects coming up
5/2/2022 12:21 PM [View respondent's answers](#) [Add tags▼](#)
-
- Na
4/30/2022 7:21 PM [View respondent's answers](#) [Add tags▼](#)
-
- The Facebook posts about what is happening seems more engaging than individual emails as you can comment with other parents.
4/29/2022 7:51 PM [View respondent's answers](#) [Add tags▼](#)
-
- Thanks and regards
4/22/2022 3:49 PM [View respondent's answers](#) [Add tags▼](#)
-
- You're awesome, don't change a thing, not even your underwear!
4/22/2022 12:46 PM [View respondent's answers](#) [Add tags▼](#)
-
- Its such a wonderful community learning enviroment, thank you for all the work you (whoever is reading this) and the team do :-)
4/22/2022 11:20 AM [View respondent's answers](#) [Add tags▼](#)
-
- This cycle we received a cycle overview from Jas which had each days program on it and I found that really helpful
4/21/2022 8:51 PM [View respondent's answers](#) [Add tags▼](#)
-
- The current system works well for us.
4/21/2022 3:19 PM [View respondent's answers](#) [Add tags▼](#)
-
- 4/21/2022 3:17 PM [View respondent's answers](#) [Add tags▼](#)
-
- thanks, I do read them all :-)
4/21/2022 2:44 PM [View respondent's answers](#) [Add tags▼](#)
-
- I think it's fine to include less detailed info on all the learning areas in the preview if it is a burden for mentors
4/21/2022 1:49 PM [View respondent's answers](#) [Add tags▼](#)
-

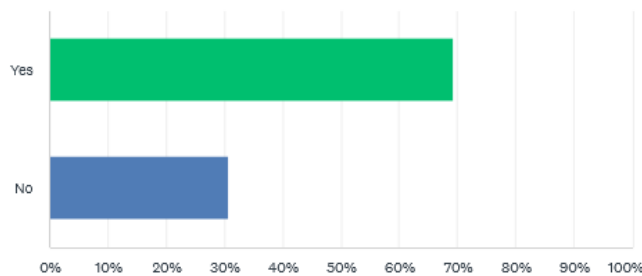
- Happy with current communication
 4/21/2022 1:38 PM [View respondent's answers](#) [Add tags](#)
- The level of communication is excellent and I love the regular Facebook posts
 4/21/2022 1:34 PM [View respondent's answers](#) [Add tags](#)
- I appreciate the time and effort that's put in with the previews. Thank you.
 4/21/2022 1:23 PM [View respondent's answers](#) [Add tags](#)
- Happy with the communication! I love hearing about what my child has been involved in
 4/21/2022 1:03 PM [View respondent's answers](#) [Add tags](#)

Lunch Program Survey

In May, a brief anonymous **Lunch program survey** was circulated to get feedback on how families are finding kitchen volunteer days, whether families would prefer a day of BYO (bring your own) lunches, or if they had suggestions about other ways to ensure volunteer coverage in the kitchen.

Have you previously volunteered in the PIVS kitchen?

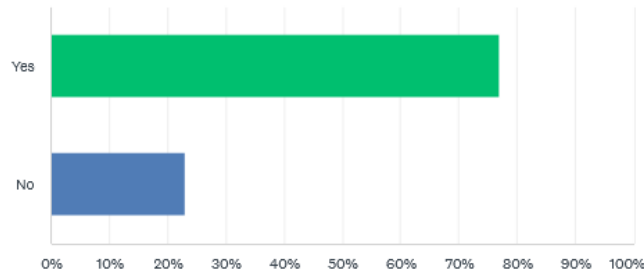
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	69.23% 9
No	30.77% 4
Total Respondents: 13	

Is a member of your family (parents/guardians or grandparents) willing and able to volunteer in the kitchen a few days throughout the year? All community members are welcome to help in the kitchen.

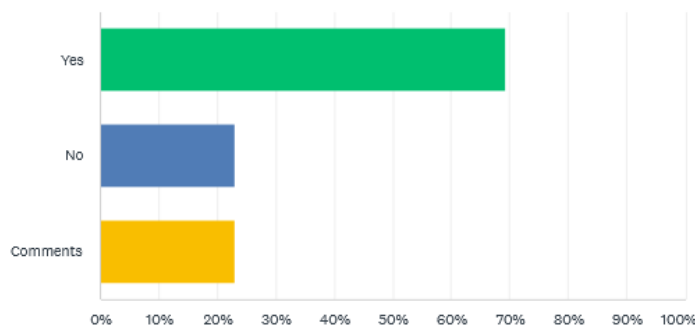
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
▼ Yes	76.92%	10
▼ No	23.08%	3
Total Respondents: 13		

Would you be supportive of having a rostered volunteer day in the kitchen a few times a year, so that volunteering is shared between families, and everyone knows their days in advance?

Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
▼ Yes	69.23%	9
▼ No	23.08%	3
▼ Comments	Responses 23.08%	3
Total Respondents: 13		

Showing 3 responses

- In theory yes, but i appreciate this might put some families in a difficult situation so i think it is better to be voluntary
5/10/2022 9:41 AM [View respondent's answers](#) [Add tags](#)
- If some parents are able to do this
5/3/2022 2:21 PM [View respondent's answers](#) [Add tags](#)
- I can only volunteer if I can find someone to care for my younger child who isn't old enough to entertain themselves or help while I'm in the kitchen. They also have a lunch tap sleep usually
5/2/2022 11:59 AM [View respondent's answers](#) [Add tags](#)

General feedback or questions

Answered: 13 Skipped: 0

RESPONSES (13) WORD CLOUD TAGS (0) Sentiments: OFF

| | | Filter: by tag

Showing 13 responses

- I value the school lunch program at PIVS so thank you for continuing to make it happen
5/12/2022 9:18 PM [View respondent's answers](#) [Add tags](#)
- You're great
5/11/2022 8:58 PM [View respondent's answers](#) [Add tags](#)
- Happy to volunteer to keep the day a community /village style day. This is part of the philosophy of the school and great to keep this part as important for the school
5/10/2022 11:23 AM [View respondent's answers](#) [Add tags](#)
- I have not been in a position to help this year, but thought it was wonderful to be there in the past
5/10/2022 9:41 AM [View respondent's answers](#) [Add tags](#)

-
- I would love to see all the kids eat together when the gong goes rather than having them eat anytime in the hour. I think it is important to eat together and to ensure they all eat.
5/10/2022 9:36 AM [View respondent's answers](#) [Add tags▼](#)

 - Have 2 days of children bring lunch from home.
5/3/2022 2:21 PM [View respondent's answers](#) [Add tags▼](#)

 - thanks for reaching out to ask for feedback!
5/2/2022 8:26 PM [View respondent's answers](#) [Add tags▼](#)

 - Thanks
5/2/2022 1:46 PM [View respondent's answers](#) [Add tags▼](#)

 - Will be better able to help once my younger child is older
5/2/2022 11:59 AM [View respondent's answers](#) [Add tags▼](#)

 - Happy with the current arrangements, but understand the difficulties in getting volunteers.
5/2/2022 11:48 AM [View respondent's answers](#) [Add tags▼](#)

 - it might be worth looking at how many students actually bring their food from home to see whether the school providing lunch is still relevant to most families or not
5/2/2022 10:35 AM [View respondent's answers](#) [Add tags▼](#)

 - So grateful for lunch being available at school
5/2/2022 9:31 AM [View respondent's answers](#) [Add tags▼](#)
-

Statistical Information

Staff composition and qualifications

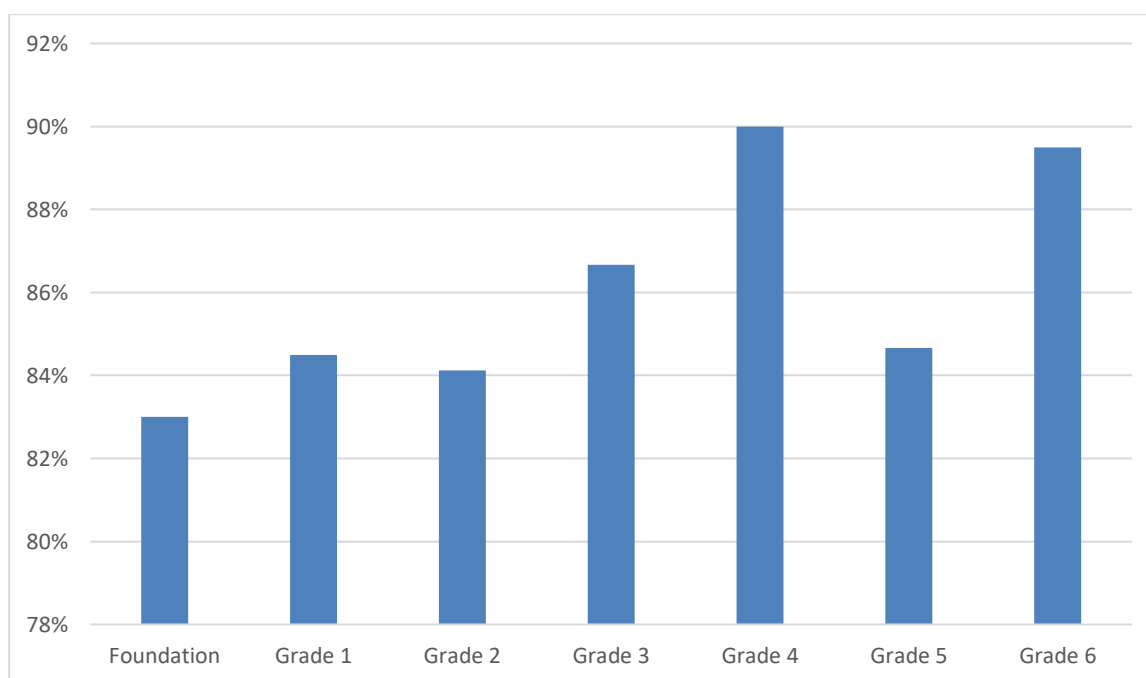
In 2022, Phillip Island Village School employed 13 staff in the capacities below. The total teacher FTE was 3.3.

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

In 2022, all Teaching staff held a Bachelor's Degree, none held a Masters or Doctorate and none 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 2022 was 85.3%.



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.

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 2-6 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 also 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. Allstars students were able to request which Mentors were in attendance, indicating the importance of relationships and student agency in the PIVS philosophy.



NAPLAN

In 2022, 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

