

# Koonwarra Village School



School No. 2082

## Annual Report

2019

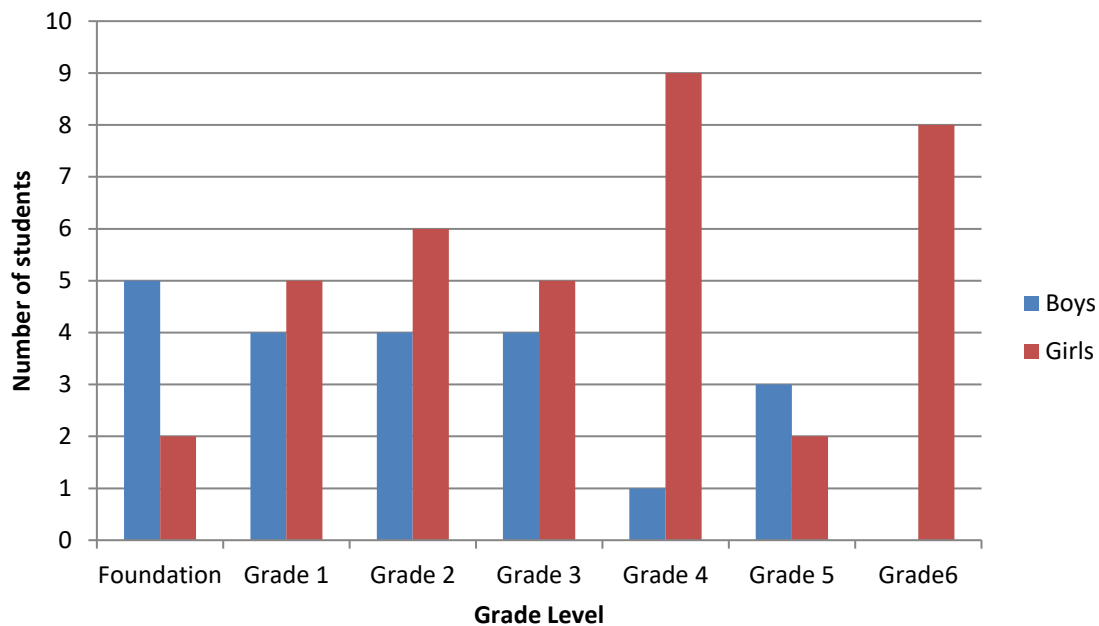


## Contextual Information

Koonwarra Village School (KVS) opened its doors on 13<sup>th</sup> February 2012 in the former Koonwarra Primary School buildings – 20-26 Koala Drive, Koonwarra. The school is an Independent primary school offering enrolment for children in Foundation-Grade 6.

## Profile of the Student Body

At the time of the Federal 2019 School Census, 21 boys and 37 girls were enrolled at the school.



None of the 58 students had Language Backgrounds Other Than English, were indigenous or had a disability.

In 2019, the school's Socio-Economic Score remained at 94. This score is calculated from the residential addresses of KVS students which corresponds to a per-capita funding amount of 58.7% of the average Government School's recurrent cost figure.

## Koonwarra Village School Board

It gives me great pleasure to report on the work of the KVS Board for the 2019 Annual Report. Our KVS Board members are Fiona McKenzie, Alyson Skinner, Rebecca Cooke, Rachel Carruthers and Jamie Sutherland. In addition, Sarah Maclean attends our meetings as Principal and provides information about the operations of our school. Philippa Lloyd provided secretarial assistance to the Board and Natasha Rhodes provided insight to our finance reporting. As Philippa will now take a different role in the school, I would like to acknowledge the wonderful support she provided to the Board over the past year.

We meet eight times a year, each Board member brings skills, interests and expertise and we all work effectively and collegiately together. 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. We are governed by a Board Governance Charter and our Constitution which was reviewed and updated in 2019. We use the guiding standards for governing by Australian Schools Board template to undertake a range of self-assessment exercises to improve and guide the work of the Board.

As part of our Board policy review process, the following policies were reviewed in 2019:

- Off-site supervision Policy
- On-site supervision Policy
- Bullying and Harassment Policy
- Concerns and Complaints Policy
- Mandatory Reporting Policy
- Working with Children Policy
- Privacy Policy
- Digital Technologies Policy
- Conflict of Interest Policy
- First Aid Policy
- Attendance Policy
- Enrolment Policy
- Child Safety Policy
- Behaviour Management Policy
- Concerns and Complaints Policy
- Anaphylaxis Policy
- Emergency Management Plan
- Bus Driver Drug & Alcohol Policy
- Occupational Health and Safety Policy
- Mandatory Reporting Policy
- Delegations Policy

During the past year, the school was involved in a comprehensive review by our governing body, the Victorian Regulations and Qualifications Authority. This entailed a complete review of our financial processes, governance structure, policies and processes; it was a significant amount of work including interviews and panel hearings. I'm pleased to report that our school achieved compliance with all the areas of review.

Another focus for our Board this past year has been to develop our Strategic Implementation Plan; this sits alongside our Strategic Plan which is a template to guide and protect the vision, mission and



strategic direction of our school. The implementation plan allows the board to measure progress against our direction and provides opportunities to identify areas of improvement in our governance and operations. During this year we also refined our long-term financial plan, allowing us to ensure the financial viability of our school. We have overseen the successful funding application from VISBGA for our second large Capital Works project which sees the completion of building works to enhance the learning spaces; this project is due to be completed by mid-2020.

Seeing the achievements of our school in the Annual Report reminds me what a privilege it is to be able to contribute to our inspiring school.

**Alyson Skinner, KVS Chairperson**



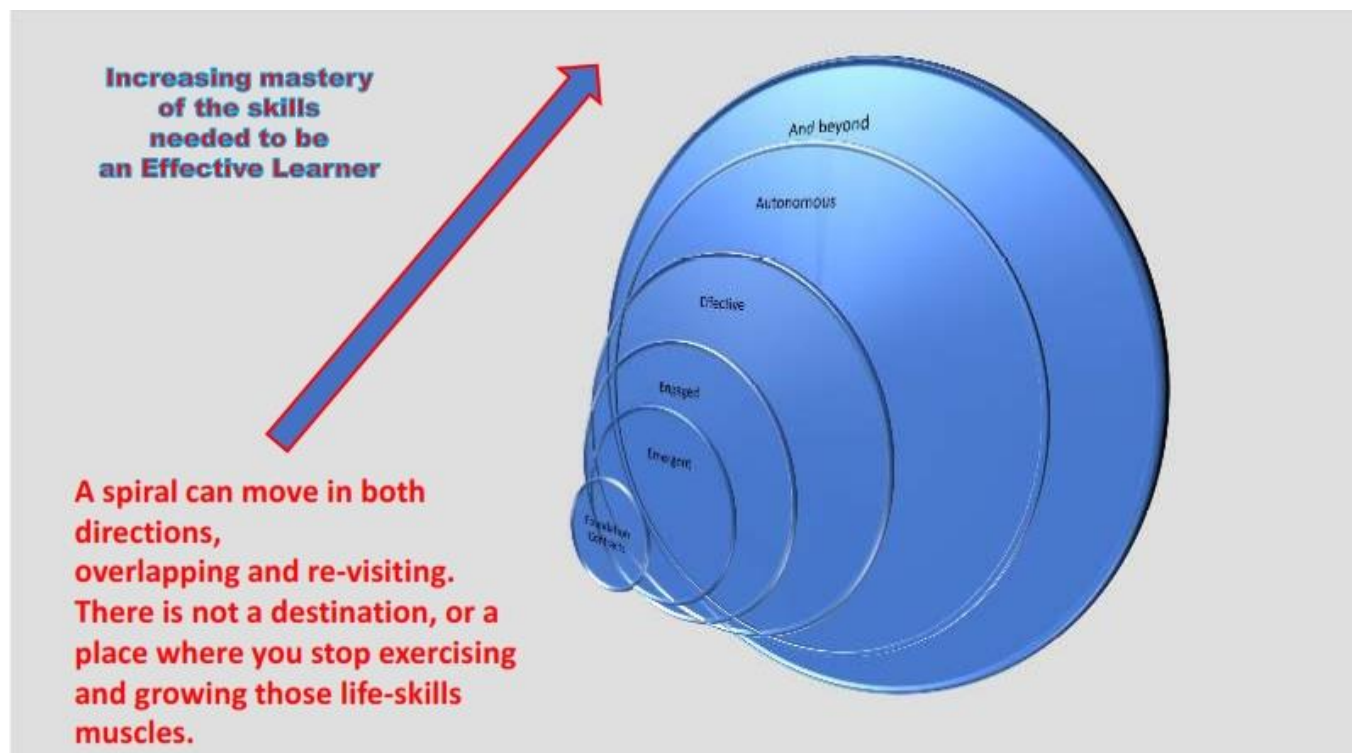
## Program Highlights

Koonwarra Village School uses the Victorian Curriculum as the basis of its academic program. The school's Philosophy and Guiding Principles outline the broader framework in which teaching and learning occurs.

The Village School Curriculum is a series of additional programs and elements integrated across all the features of school life and overviewed on our [website](#).

## Learning Contracts

At the heart of our teaching and learning model is a comprehensive (KVS-created) framework that allows incremental development of the skills and attributes to become an Effective Learner.



An effective learner understands the skills needed to work independently and collaboratively to achieve learning success. A growth mindset allows students to 'exercise' and develop these skills, which include the suite of eleven executive skills.

Learning Contracts provide the framework for teaching and learning at KVS. The intention is to support children to become effective learners, with an understanding that these skills continue to develop over a lifetime and there is no 'fixed' endpoint.

Contracts include a range of core numeracy and literacy tasks that can be undertaken by each child independently, as well as tasks that are set by mentors in small group presentations each week that

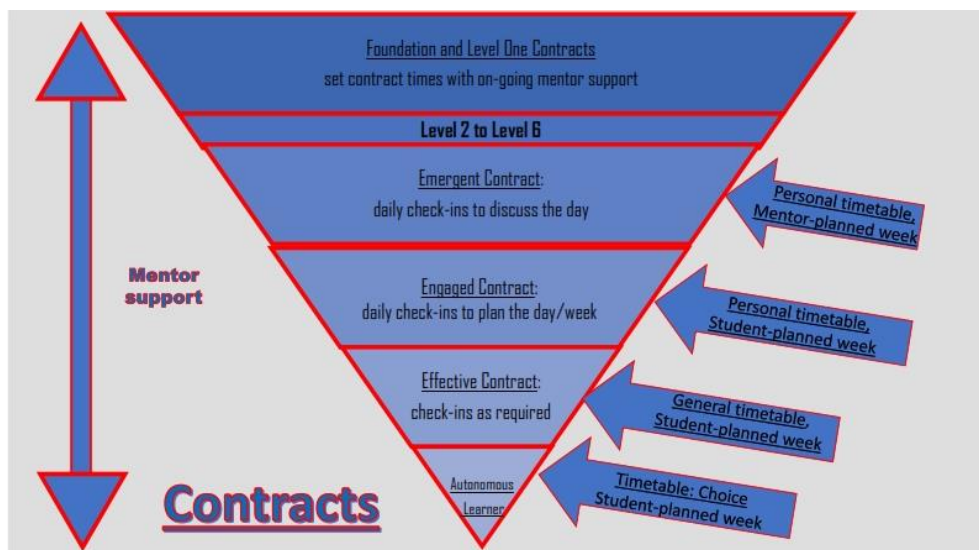
Emergent Learner Contract

Cycle 1, Week 2: Feb 3rd – Feb 7th

Name

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45			MORNING MEETING		
9:00	Triskel On-Going Tasks Discussion	Triskel Parliament	Passion Project Chai Tent John	Spec Maths Portable Scotly	Practice Speeding/TT Cards
9:45	Decorate Speeding Cards	Art Task	Cog/Con Task	Speeding Cards with Sarah (assessment)	Kilchen/Garden Angus
10:30					
11:00	Independent Reading	Reading Task	Piano (11.00- 11.30)	Maths Portable Kelly	Independent Reading
11:45	Reading Hub Angus	Writers Notebook	Handwriting (2 pages)	Maths Portable Kelly	Spec Maths Task
12:30					
1:30	Art Stage Shan	Cog/Con Portable Sarah	Sparks	Writing Task	Unfinished work
2.15	Art Stage Shan	PE Jacqui	Writing Hub Angus	Sparks	Sparks
3 – 3:15	CLEAN UP / HOME				

build and extend the student’s learning. The Foundation level contracts are simple in nature and aim to develop children’s awareness of their ability to make choices which lead to success. As the children’s skills develop, the complexity of the contract increases, and they begin to share the decision making with their mentor about the order and timing of their work tasks. Over time, the level of support provided by the mentor reduces until children are working as Autonomous Learners.



Learning Contracts are used in conjunction with a structured daily timetable, which includes periods of small group direct instruction and whole group activities. [Sample contracts](#) are on our website.

The Learning Contracts and timetables are coupled with detailed Learning Task Cards that show clear Learning Intentions and Success Criteria, curriculum links and instructions on how to complete the task.

Curriculum: VCS2356

Why are we here?

Cog/Con: Level 4 + 5

Cycle 1, Week 2

Learning Intention

WALT identify singularity and unity

Task 45 - 60 minutes, Independent

Due: Friday 8th Mar

\* Design your own personal flower for remembering the concept of singularity and unity. Medium: black and coloured fineliners

\* Include your three intention words for the year

\* Use your Cog/Con Book

Success Criteria

- I can discuss the way of looking at things from the point of view of singularity and of unity



## Playgroup & Foundation Transition Group



Held each Friday morning, the KVS Bush Playgroup allows families who are planning on joining the KVS community to become familiar

with each other and the school's philosophy and routines. The program was facilitated by Dave Paxton. The playgroup meets at Nirvana Park, Koonwarra and then the group joins the KVS community for morning tea.



## Tribes



After a successful introduction in 2018, we continued with our whole school program called Tribes. Each student is placed in a tribe group along with a number of mentors. All students and mentors are included. The intention is to create smaller, supportive 'webs' of cross-age groups, so the students have the opportunity to develop stronger ties with a broader range of students. Tribe Time occurs each cycle and includes activities and, on occasions,

shared meals. This dedicated time together encourages conversations between students across different age levels and allows new relationships to blossom. It is also a group of people from across the school that you can go to for support and allows older students to role model to younger students. This program is expected to deepen and become further embedded in the school culture in 2020.



## Nature Journaling



### Nature

Journaling is the regular recording of observations, perception, and feelings about the natural world from first-hand experience. The intention for including regular nature journaling sessions in our program is to expose children to the value of the connection between people and their environment. We have found that it also helps to develop stillness in the children as they tune in to the sounds, sights and smells of nature.



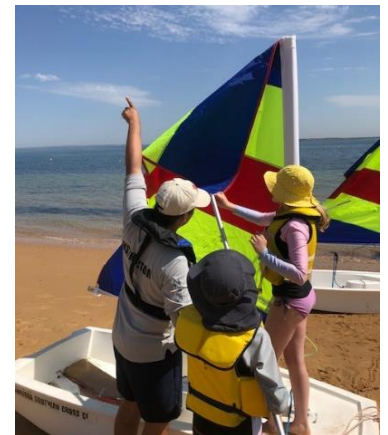
In 2019, Nature Journaling was incorporated into our Camp program and Art for students in Level 2 to Level 6. The Sun Room students have weekly Nature Journaling sessions, exploring our beautiful local environment.

## Personal Learning Projects (PLPs)



PLPs are a series of sign-up classes where students have the opportunity to learn and practise skills beyond those offered through regular curriculum activities. Generally, two PLPs are offered to Triskel students each cycle.

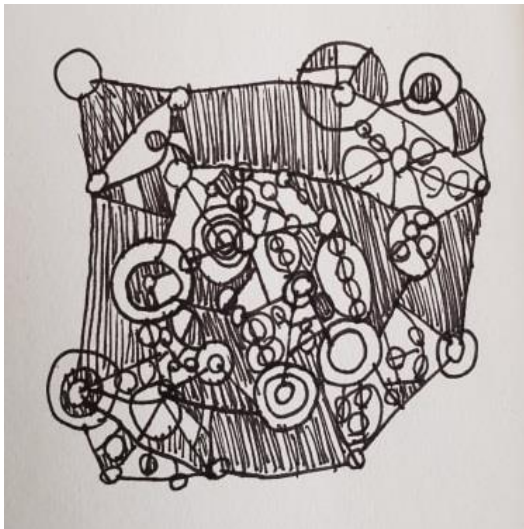
In 2019, the children signed up for a wide range of PLPs, kicking off with both Surfing and Sailing PLPs in Cycle 2. The Sailing PLP was a great experience for students with lots of new skills learnt, including how to rig a sailing boat, different steering techniques, ways to adjust the sails to move in different directions and speeds, how to capsize the boats and then get them up the right way. The Surfing PLP was equally popular. Using big, soft boards, Henry ran through surf awareness, safety and technique as part of every session.







Students also had the opportunity to try their hand at a number of art-based PLPs. These included: puppet making, wood burning and basket coiling. Later in the year students had the option to try a drawing PLP. This PLP involved putting drawing ideas into a box and pulling them out as a lucky dip. They looked at Manga techniques, face proportions, drawing eyes, worked on artist block ideas and learnt some basic one-point perspective skills.



Various life skills PLPs were also offered, sewing and cooking were very popular. The cooking PLP involved students from across the school preparing



morning tea to share with the KVS Bush Playgroup families and our school community each Friday morning. Survival PLP was a camp based PLP that allowed students the opportunity to hone their basic camping skills: shelter creation, fire making, cooking and tracking.





## One Act Plays

Each year, KVS participates in the One Act Play Festival in Foster. In 2019, we had two entries in the Young Players Festival section 'The Grimmuss' and 'The Little Good Wolf'. A total of 36 students from Levels 1 to 6 acted in the plays. The students were dedicated with their preparation, and their practices included some lunchtimes, an overnight camp and a day in the cycle break. The Grimmuss won the overall best youth performance, and many of our students were recognized with excellence awards.



The first performance at the Winter Gathering (whole school community event) delighted the parent audience and was a highlight for the students. The process of auditioning, rehearsing and performing provided many challenges for students to overcome personally and collaboratively. Being involved in a one act play always means pushing boundaries and taking risks. Staff and community members were heavily involved with preparing costumes and stage props for the performances.





## Kitchen Garden

The KVS kitchen garden curriculum incorporates the Victorian Curriculum and the Village School Curriculum. It involves garden and kitchen activities for all the year levels and builds on the skills and knowledge acquired in the previous year. Many activities are related to growing,



harvesting and cooking as well as delving into the world of food production and

processing, including looking after our own beehive. There are also projects involving improvements to the overall kitchen garden environment. In 2019, students learnt many new skills including hand weeding, aerating the soil using a broadfork, raking the soil into seedbeds, and finally sowing seeds. They also built and managed a large hot compost pile and learnt to look after the school chickens, treating them for scaly leg mites. In Cycle 7, after much research and planning and multiple days of hard labour, a new dripper system was installed in the KVS veggie garden.



## Camps

### Family Camp (FAMP)

An annual event that kicks-off each year is the larger community Family Camp (FAMP). All students, their parents and siblings get together over three days for a mix of structured activities and connection as a community. In 2019, FAMP was held at the Cape Paterson Caravan Park.



### Level 2 School Sleepover Challenge.

Our camping program for younger students begins with the Level 2 School Sleepover Challenge. This is the first camp KVS students attend without parents. The aim is to provide an experience that is fun and relaxed in a comfortable and familiar environment with mentors who are well-known to the students. A small number of older students are also present to provide peer support and build on their leadership skills.



### Level 3 Walhalla Camp



The camp focused on bonding and connecting as a group. A range of games and exploring took place, all capped off with fireside stories and shared meals.

Nine students enjoyed ten-pin bowling, campfire cooking and swimming in the clear and fresh river water. The train ride was a highlight for all, as was trekking the high road into town.



### Level 4 Shared Schools Camp

In Cycle 3, students from five schools gathered together at the Phillip Island Discovery Camp to co-create the first ever combined schools

camp. KVS students connected with students from Hurstbridge Learning Co-op, Peregrine School, Maxwell Creative School and PIVS. Over the three-day camp, the students selected from

a range of activities including surfing, rock pooling and bird watching. The communal area of the camp provided many opportunities for craft and board games. This camp will become an annual event, as it was a fantastic opportunity for students to connect with other students from similar schools.



### Level 2 and Level 3 Phillip Island Camp

In Cycle 6, the Level 2 and 3 Triskel students enjoyed a Magical Mystery Tour of Phillip Island. The camps were filled with rockpool rambles, boat trips to visit the seals and a night-time visit to the Little Penguin Parade. The stunning weather allowed the students to make the most of the magnificent coastline, as they explored caves and rocky nooks and greeted the pelicans.



One of the camp highlights was the discovery of an old ship that had crashed into the shore at Kitty Miller Bay.



### Level 4 to Level 6 Snow Camp



The Triskel Snow Camps at Mt Baw Baw were a highly anticipated event in Cycle 6.

The Level 4 to Level 6 students attended two separate camps where they created their own toboggan runs, had snowball fights and the Level 5 & 6s were lucky enough to try downhill skiing. At nights, the students enjoyed their beautiful lodge accommodation with tasty food and hot

chocolates, as well as giant games of hide and seek and karaoke.



### Survival PLP Camp

With a large group of students eager to learn more about survival skills we were off on a camp every week for the first three weeks of the cycle. First up was Turtons Creek and then two camps at Bear Gully. Students learnt (and revisited) skills around building shelters, fire building and safe ways to live in nature. Fire building was a huge hit with students enthralled in



creating cosy fires. They then used the fires to do all of the camp cooking. Some students also had opportunities to try some solo time in nature, which had some great outcomes. Other highlights were regular refreshing dips in the ocean and waterfalls.



### Graduates Camp



The graduates spent weekends prior to this camp fundraising at local markets and at the school, the money raised was spent on fun

activities and lots of snacks. They travelled from Koonwarra to the Mornington Peninsula, where they camped on the beachside at Point Leo. The graduates decided to go to the Peninsula Hot Springs, where they relaxed in the different hot pools. The following day they tried tree surfing and went out for a fancy dinner in Mornington. The camp was a fitting way to wrap up their time as students of KVS.





## Immersion Learning



In 2019, this week-long program was focused on the Snowy River. The idea of the program is to 'immerse' the students in an environment and explore different learning areas on site. For this experience the students learnt about a range of topics and areas including river hydrology, fungi, water testing and how the damming of the Snowy River has impacted the environment and the area.

Each student then found what sparked them and completed a project over the remainder of the cycle and presented their projects at presentation night. A major highlight of the trip was an overnight white-water rafting expedition. The student's feedback from the camp was extremely positive, and we are looking forward to next year.





## School Strike 4 Climate Change

KVS students participated in two Global School Strikes 4 Climate in Cycles 2 & 6.

In March, KVS students were among the 20 thousand people that attended the School Strike 4 Climate at the Old Treasury Building in Melbourne. More than 1.4 million young people around the world took part in school strikes for climate action, to show their support for more action on the issue.



Later in the year, many KVS students and families once again made the journey into Melbourne to attend the third and biggest major rally in the city. A smaller contingent of KVS students attended a local community gathering in Fish Creek. Approximately 400 people attended the Fish Creek event, which created a space for participants to connect, share, sing, chant, and march as a community who care about a safe climate future. The event was spearheaded by a collection of inspiring young people in our local community. A number of KVS students spoke in front of the 400-strong



crowd to voice their concerns and share how they feel. KVS will continue to create spaces for our community to gather, connect and collaborate on climate change-related projects and solutions.



## KVS Film Night

2019 was the third time KVS older year students entered the ACMI Screen It! Competition. This involved students creating stop motion or live animation movies. Students worked in groups of three, and each student had a defined role: Writing Director, Art Director and Digital Director. The groups created a storyboard of their ideas, developed sets and characters and wrote scripts. There were multiple filming stations set up and each group spent several hours creating films, editing and adding a soundtrack or voiceovers. All the films were showcased at our school community KVS Film Night and the students were excited to see how they had built on their previous years' knowledge and experience. One of the films won the 2019 ACMI Screen It Junior Animation category with their Stop Motion entry, 'Cheese Box' and another group was a finalist their entry 'Always Listen to Your Parents!' There were hundreds of entries from all across Australia, which included around 2000 students, so to win the category was truly something special and it was a great experience for the students to attend the awards ceremony in Melbourne.



## Grounds Master Plan and Capital Works Project

During 2018, we applied for and were successful in securing funding for a capital works project to extend our learning spaces, improve our kitchen facilities and also provide an on-site school office. The capital works project is due to begin in early



2020. We also commenced some playground improvements identified in the Master Grounds Plan and held a much-needed working bee in Cycle 5. The grounds work has been led by Board members and parents, Rachel Carruthers and Bec Cooke, and involved volunteer time from a large number of community members.



## 2019 Graduates

Eight students graduated in 2019. Three of these students completed their entire primary school journey at KVS! The graduates were sent off with a rousing Graduation Ceremony and dinner at the school. Each graduate received a beautiful quilt created with lino cut designs by the students and staff of KVS, as well as a photo book of their journey through primary school.



## Staff

Our teachers are known as Mentors, to reflect the partnership that we consider is involved in a holistic approach to academic learning and personal development. Students have the opportunity to work with several Mentors during the week which allows them to experience a variety of relationships. Seven teachers were employed in a part-time capacity for classroom duties in 2019.

Sarah Maclean (B.Sci, Grad. Dip. Ed. (Primary)) is the Principal and works across the school in a range of Village Curriculum areas.

Lizzie Price (Graduate Diploma (Primary Ed.)), worked with our Foundation students and Kristen Elliott (B.Ed (Early Childhood)), worked in the Sun Room with children in Foundation-Grade 1 as well as across Literacy and Numeracy for our Level 2s. Angus Henderson (Grad Dip Ed, BA, M Soc Sc) worked as a specialist teacher, working across the school for Kitchen Garden and Literacy for our older students. Scott Egan (B.Ed (Primary)) held the role of specialist





teacher, working with the Level 2-6 students for Specialist Maths, Humanities, Spelling and Handwriting. Brent Crowley (Master of Teaching (Primary), B. Design (Multimedia)) delivered Digital Technologies across the school and Mathematics for Level 2-6 students.



*Back L-R: Belinda Gray, Jacqui Haysom, Shannon Letcher, Sarah Maclean, Angus Henderson  
Front L-R: Kristen Elliot, Brenton Crowley, Lizzie Price, Scott Egan, Philippa Lloyd  
Absent from photo: Dinah Brownfield, Dave Paxton & Donna Clark*

Children in both classes were supported during the year by classroom assistants – Dinah Brownfield, Belinda Gray and Shannon Letcher. The administration and facilities activities were supported by Philippa Lloyd and Donna Clark. The kitchen was managed by Jacqui Haysom and our Bush Playgroup was coordinated by Dave Paxton.

At the end of 2019 we had a number of staff changes, for various reasons. We would like to take this opportunity to thank Brent, Dinah, Kristen, Belinda and Dave for all their hard-work and dedication to KVS over the time they were employed.

## Staff Feedback

All teaching staff participated in Professional Conversations during the year, which provided a formal opportunity to provide feedback to the School Principal about their work experience. Mentors discussed issues such as work-life balance, timing and number of planning days during the year.



In September, a Staffing Questionnaire was distributed which enabled Mentors 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 2020.

## Community Feedback



Parents and students have various forums in which to feedback their level of satisfaction on the programs and operations of the school. The weekly whole school parliament allows students the opportunity to input suggestions into the development of school activities and programs.



In June and December, parents were involved in formal meetings (20 minutes) with a panel of staff members to discuss their child's academic performance. This is also an opportunity for staff to receive parents' response to the semester's activities. A Presentation Night is held in conjunction with the distribution of Triskel students' written reports. The activities on the night showcase learning activities from the curriculum areas of Art, Science, Digital Technologies, PE and our Kitchen Garden program. The aim of the evening is to give families a more experiential understanding of the skills their children have developed during the semester.

Teachers maintain regular contact with parents via email, phone calls or direct contact after school throughout the school year to ensure the flow of information between home and school is timely and frequent.

The first Friday of each school cycle a whole school parent meeting is held to cover a range of topics, policy updates and for parents to feedback any queries or concerns.



## Student Outcomes

Written reports relating to student academic progress were provided to parents in June and December, covering all learning areas, as well as including a personal letter written to each child from a Mentor. These reports were accompanied by a parent/teacher/student meeting, scheduled for all families. Foundation students receive a Portfolio rather than a written report, it contains work samples, photographs and provides a fantastic reflective record of student growth during their first year of school.

### NAPLAN testing

	Student Participation	Withdrawn from Test
Grade 3	60%	40%
Grade 5	100% (except for writing which was 62.5%)	0% (except for writing which was 37.5%)

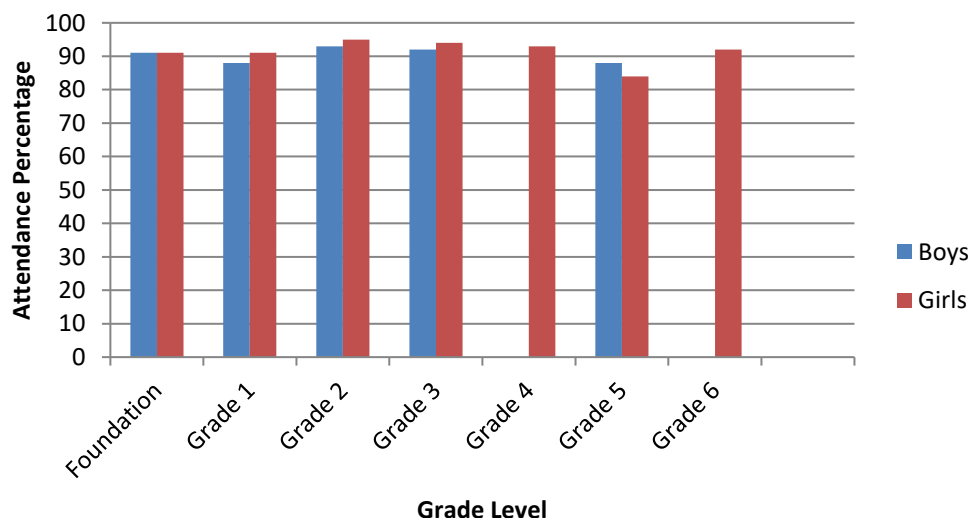
All students in eligible grade levels were prepared for the testing in the weeks prior to NAPLAN which was held in May 2019. This was our first year participating in NAPLAN on-line, which preceded well with some small technical difficulties. A number of staff participated in professional development for this new format.

The small number of participants means that results fall below the reporting threshold therefore no data is available for comparison with previous years testing. KVS will continue to support NAPLAN and other types of outcomes testing to ensure student achievement in all areas of the curriculum.

### Student attendance

The attendance rate of all full-time students who were enrolled at KVS for the whole year was an average of 92.54%. Some students were absent for longer than usual periods of time due to overseas and domestic travel and with a small cohort of students this can affect the overall percentage.

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





## Income by Funding Source

