

Koonwarra Village School



School No. 2082

Annual Report

2022

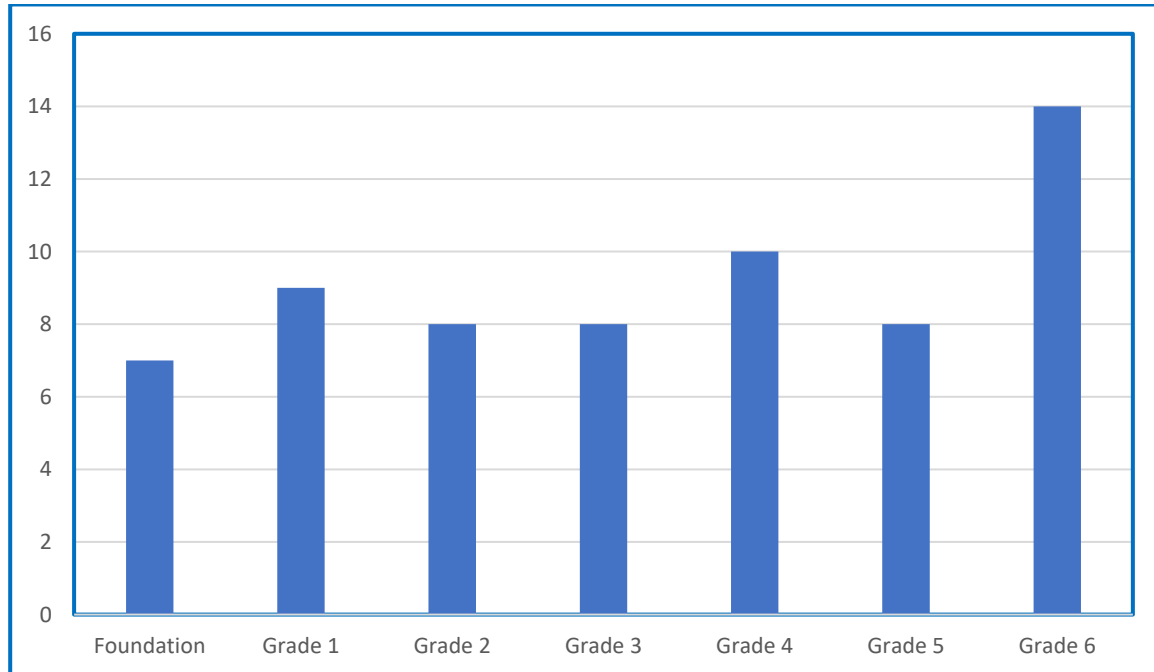


Contextual Information

Koonwarra Village School (KVS) opened its doors on 13th 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 2022 Federal Government Census 64 students were enrolled at the school.



None of the 64 students had Language Backgrounds Other Than English, none were indigenous, and 25 were recorded as having a disability.

In 2022, the school's funding was based on Direct Measure of Income school of 89. This was based on the income of student's guardians.



Koonwarra Village School Board



It is always a pleasure to report on the work of the Koonwarra Village School Board for the Annual Report. The role of the Board is to ensure the school has robust policies and procedures that help to guide and protect the operations of the school, to ensure that all regulatory and compliance reporting is undertaken, to guide the future direction of the school through the strategic plan and to make sure our finances are managed sustainably and responsibly.

Working mostly behind the scenes, the Board nevertheless provides an important connection between the school leadership team and the community. The focus of the Board is on good governance, in the context of the Village School Philosophy and Victorian Curriculum, both which underpin the operations of Koonwarra Village School.

During 2022, board members included Matt Stamm, Jared Osborne, Simon Helps, Fiona McKenzie and Alyson Skinner; each member of the Board contributes their skills, expertise, interest, and time to the volunteer role of serving on the Board who meet eight times each year. The Principal, Sarah Maclean, attended each meeting to provide operational reports and information; executive board policy support was provided by Kelly Kirkpatrick from Small School Business Services, admin support was provided by the KVS admin team lead by Rachel Caruthers and Small School Business Services provided finance reports.

2022 was a year of recovery and rejuvenation after the significant impact of the COVID pandemic and it was wonderful to see the resilience and community spirit and respect shining through.

During 2022, the Board supported a leadership development training pathway with three candidates working with the current principal to build leadership capacity. Most significantly, the Board undertook the recruitment and engagement of a new Principal for 2023. The role of Principal is a critical appointment; we were unanimous in our support for Angus Henderson.

On behalf of the KVS Board, I would like to take this opportunity to express deep gratitude and enduring respect for outgoing Principal, Sarah Maclean – a founding member of Koonwarra Village School and a leader who demonstrated her passion, expertise and humanity in every aspect of her role. Her legacy will shine through the spark for lifelong learning, inquiring minds and community spirit she fostered and empowered in students, staff, parents and community.

Alyson Skinner, Chairperson KVS Board

2022: Time to settle in, KVS After COVID

2022 was a year that felt more settled after two years of COVID disruption. For me, personally, it was a hard year, as my children's father died. It is a testament to the KVS staff and community how well the school continued to run, even though I was absent for most of Cycle 4. I would like to take this opportunity to express my deep gratitude to the KVS Staff throughout 2022.

This was also to be my last year as Principal, so 2022 was the opportunity to work alongside some fantastic Village School staff as the Board devised an application and training process for the new leader to emerge. Angus Henderson, a current staff member, accepted the appointment of Principal, and he will be heading up the school team from 2023. I wish him all the best in this extraordinarily rewarding and challenging opportunity. I would like to thank all the KVS community for their support during my time in this role.

For the most part, the year has proceeded with a new normality. FAMP was pushed to the end of the year, as a COVID precaution, and from that a new KVS Tradition was birthed: SCAMP! As always, we discover as things move and change there comes opportunity for new ideas and programs to emerge. Passion Projects took off this year, led by experienced Village School mentor, Craig Dowell, and although Craig has taken a year of unpaid leave for 2023, his ability to make a vision come to life means Passion Projects will continue to flourish in 2023. Grace Elkins (KVS/VHS mentor) joined us to teach Literacy in 2022 but has decided to move away from Village Schools for 2023. All other staff will be returning in 2023.

It was truly a pleasure to watch this year unfold with all our old favourites back: One Act Play, lots of Camps, Winter Gathering, End of Year Celebration and Graduation and, most of all, students learning back on site. The school was busy, energized, and joyful as we returned in full force to KVS in 2022.

Sarah Maclean, KVS School Principal



Curriculum Framework + 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 occur.

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](#).

Teaching and Learning Framework

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 and a range of entrepreneurial and enterprising skills. The intention is to support children to become effective and autonomous learners, with an understanding that these skills continue to develop over a lifetime and there is no 'fixed' endpoint.

There are many structures in place within the day-to-day operation of the learning spaces to allow children opportunities to exercise choice, responsibility and autonomy with their learning. This is scaffolded across the school and is informed by the age and level of each child.

One of the key tools that children are provided with is an individualised Learning Planner. Planners 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 build and extend the student's learning. The Foundation level planners are simple in nature and aim to develop children's awareness of their ability to make choices that lead to success. As the children's skills develop, the complexity of the planner 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 Planners are used in conjunction with a structured daily timetable, which includes periods of small-group direct instruction, whole-group activities and focused work blocks. The Learning Planners 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.

The mentors provide different levels and types of support as needed for individual students. From Foundation-Level 2, children are held more as a group and with a consistent mentor presence. From Level 3-Level 6, daily check-ins are provided and structured mentor support blocks are timetabled, as required for individual children, to facilitate positive learning choices. These levels of support are removed in negotiation with the children, with an understanding that many factors influence what level of support is needed and that it can ebb and flow over time.



Bush Playgroup

Our Bush Playgroup was able to operate more smoothly and consistently in 2022. The group meets on Friday mornings, and it allows families who are planning on joining the KVS community to become familiar with each other and the school's philosophy and routines. In 2022, the program was facilitated by Trace Fraser. The playgroup meets at Nirvana Park, Koonwarra and then the group joins the KVS community for morning tea.



Sun Room Programs (Foundation + Level 1)



Nature Journaling



Nature Journaling is the regular recording of observations, perceptions, and feelings about the natural world from first-hand experience. The intention of 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 2022, the Sun Room students had weekly Nature Journaling sessions, getting out and exploring our beautiful local environment.

Sparks



Each cycle the Sun Room is treated to a new Spark or provocation. These are elaborate but open-ended creative exploration spaces that allow the students endless opportunities to create, collaborate and communicate. In 2022, Sparks were a consistent part of the children's experience when they were at school. One of the most popular Sparks was the theatre, which captures the nature and intention of Sparks perfectly.

Out n Abouts



Often bouncing off the Sparks theme, the Sun Room children get out and about in the local community at least once per cycle. This year the students' visits included the locally owned pizza shop, galleries, and bicycle shop, as well as regular visits to our local libraries and playgrounds. The intention behind the out and abouts is not an excursion as such but for the children to interact with local community members as they go about their day-to-day lives, so they feel an active participant in their local community.

Triskel Programs (Level 2 – Level 6)



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. The concept builds on Sparks in that it provides opportunities to explore and create and/or expand and extend skills in a far-ranging spread of offerings. Generally, two PLPs are offered to Triskel students each cycle. In 2022, we were able to offer more PLPs again. These included paddling, surfing, snorkelling, and hiking.

Passion Projects



Passion Projects are student-generated projects designed around their sparks and involve developing entrepreneurial skills. Again, this builds from our foundational sparks program. The concept is an 'applied spark'. How do you take something you feel passionate about and build/expand/investigate/create with it? 2022 was the year this program came to life! We had billy carts, boats, two cooking businesses raising funds for a variety of charities, and landscaping designs for the school, just to name a few. The planning and design elements of the program were refined, so now we have a solid base to operate from moving into the future.

Out n Abouts



2022 saw a resurgence in Triskel Out n Abouts, mainly driven by our kitchen team. Students visited local farms and went foraging for wild mushrooms. Students also participated in local climate change demonstrations with passion and vigor and teamed up with Phillip Island Village School for some friendly basketball competitions.

One Act Play



Each year, KVS participates in the One Act Play Festival in Foster. In 2022, we finally got back there and won many prizes for exceptional performances. About 30 students worked extraordinarily hard to create two dynamic performances. This program offers so much opportunity for growth for students, and we often look back and say that participating in this program was a pivot point for particular students.

Camps + Specialist Outdoor Activities



Camps and outdoor activities are a key program at Koonwarra Village School. This program encapsulates the philosophy and guiding principles, working with children from a perspective of awe and wonder as we get out and explore our world. The camp program deliberately allows time and space for slowing down and pausing, as well as challenging and exploratory activities. Each camp has a maximum of 10 students attending. Our outdoor education day program blossomed in 2022, and it dovetails in with both the PLP program and the earlier years Out n About program. In 2022, we continued to strengthen our program and develop a consistent flow and structure to our camp calendar! One camp needed to be cancelled due to a staffing shortage caused by COVID. We invested in our latest gear addition: blow-up paddling boats and paddling featured on several camps in 2022 and was also a PLP option for the Triskel students.

Level 5-6 Camp Program



This was the second year of the Level 5-6 Camp program. Three camps are designed to meet varying challenge levels, and Level 5 and 6 students need to attend one of these. Any spare spots on these camps are offered to Level 4 students. The 10-Day Camp featured, again, a hiking extravaganza in the Grampians, including a visit to Little Desert National Park, abseiling and the Halls Gap Zoo!

- 1) **Wilson's Prom 3-Day Camp**
 - Went on the Prom Boating Tour, stayed in a lodge, exploring
- 2) **Licola 4-Day Camp**
 - This was the camp that needed to be cancelled
- 3) **Little Desert and Grampians 10-Day Camp**
 - A ten-day trip included 2 past students who now attend Village High School

Levelled Camps Program (expectation is that students attend these camps)



- 1) **Level 2 Sleepover Challenge and Outdoor Adventure Day**
 - Level 2s first experience, a sleepover at school, followed by a day filled with bowling, beach time and a yummy lunch
- 2) **Level 2 Waratah Bay 3-Day Camp**
 - A two-night camp that happens later in the year, we stay in a lodge and explore gentle activities together (walks, play, swimming)

- 3) Level 3 Walkerville 3-Day Camp
- Camping, exploring and hiking
- 4) Level 4 Bear Gully 3-Day Camp
- More remote camping, drop toilets, fire time and forest exploration

Sign Up Camp Program



Our Sign-Up Program involved a range of diverse activities including paddling, exploring and plenty of campfire time! Whittling is a big part of our sign-up program, as well as lots of bush adventures and hiking. Both of these camps had the maximum number of students attending from Levels 3 to 5.

- 1) Level 3 -5 Bear Gully 3-Day Camp
- 2) Level 3-5 Wilsons Prom 4-Day Camp

Level 6 Camp Program



This program really found a strong rhythm in 2022. A triad of camps, just for the Level 6 students.

- 1) Level 6 Leadership 3-Day Camp
The Leadership Camp comes at the start of the year and builds on the content covered in Cognition and Connection around the practice of leadership. The camp provides a safe space to take risks with regard to how you may interact with the group. There is a focus on leadership as an action, and the camp provides activities and a dynamic program that allows students to feel into themselves as a leader.
- 2) Level 6 Transition 3-Day Camp

Transition Camp occurs towards the end of the year and covers all the transitions the students are experiencing at this time of their lives: physical, emotional, and moving to secondary school. This camp allows students time and space to discuss and explore the appropriate elements of growth and change that occurs as they enter their teenage years. We cover a lot of work on personal boundaries and consent, as well as identity and emotional regulation.

3) Level 6 Graduate Camp 4 Day Camp

A four-day adventure for our Graduate students. This camp is a long-standing KVS tradition and the location and activities are planned by the graduates. This year involved a visit to the Peninsula, the Hot Springs, Tree Surfing and snorkeling were the highlights.

Whole School Programs



Kitchen + Garden

Kitchen/Garden 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. In 2022, the program expanded into more specific learning opportunities taking place in the kitchen, as well as the garden. 2022 also saw the students getting Out n About to explore elements of food production and harvesting, including wild harvested products. Several Passion Projects dovetailed into the kitchen, as they involved cooking, and these projects were supported by kitchen mentors.

Cognition + Connection

A key whole school program, which runs from Foundation to Level 6, is our social and emotional literacy program, known as Cognition and Connection. It is developed around the brain (executive functioning skills, growth mindset and brain plasticity) and the heart (connection to self, to others and the world). In the Sun Room, the program uses Kimochis to help the children identify and articulate

their feelings and needs. As the students move up through the school the content shifts to match their increasing maturity.

Parliament

Parliament is a decision and discussion forum in which the students and mentors come together to discuss ideas or issues that are relevant to the school. The Sun Room run a smaller version of Parliament.

Community Events



SCAMP



In 2022 SCAMP was born. A school-based 3-day camp, it was created to encapsulate the spirit of FAMP, as we were not able to run FAMP at the start of the year. A range of new traditions evolved: K VX Games, Sprinkler Ninja Fest, and Chalk-O-Rama. SCAMP quickly became a highlight for students and mentors alike, and will be returning to our program in 2023. Although it is an event for staff and students, it captures the KVS Community spirit beautifully.

FAMP



An annual event that usually kicks off each year is the Family Camp (FAMP). All students, their parents and siblings get together over four days for a mix of structured activities and connection as a community. In 2022, FAMP was held at the Walkerville North Caravan Park, and we decided to run FAMP later in the year as a COVID precaution. It was the wettest FAMP ever! But that did not stop the good times rolling, as we celebrated being together as a community.

Coming to Light Winter Gathering



Our annual winter gathering felt particularly special this year, as it was the first community event in a very, very long time. Dancing to the beats of SMILK, fire twirling and a massive bonfire, we came together once more and celebrated with our vibrant community. Students and mentors performed a surprise flash mob to the Time Warp. People feasted on the bounty provided by the food trucks and faces were painted in glow-in-the-dark paint.

End of Year Celebration + Graduation



In 2022, we were able to gather together for our end-of-year celebration and graduation. The event is a BYO shared picnic, and KVS provides an extensive array of desserts to share. The Triskels and Sun Room students perform for the whole school, and we then farewell any departing staff. In the Graduation Speeches, the graduates receive a word that describes who they are and a beautifully crafted graduation quilt. The Graduates also have the option to purchase a photo book, which includes all Level 6 students and photos of their time at KVS. The night finishes with dancing.

Alumni Event



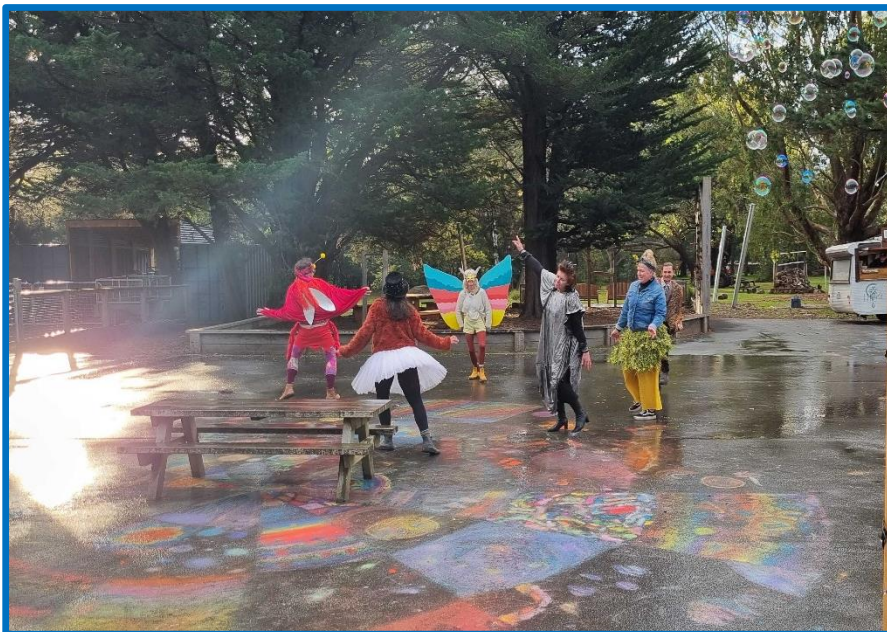
In 2022, 11 years since the first year of KVS, we held our first Alumni Event. We gathered for a shared afternoon tea on a Saturday n, and there were about 40 of us there. As old students and families mingled together, I was reminded of the fact that although these people are no longer part of our everyday lives, they are still part of the KVS community web. We hope to make this an annual event.

2022 Graduates



13 students graduated in 2022! Our biggest graduate year yet! Each graduate received a beautiful quilt created with lino cut designs by the students and staff of KVS, and 2022 was a particularly special year as we were able to celebrate their graduation with a whole school event. Their journey continues with 7 students attending Village High School, 3 students attending a local independent school, 1 student homeschooling and 2 families having moved out of the area.

2022 Staff



At Koonwarra Village School, teachers are known as mentors, to reflect the partnership that we consider is involved in a holistic approach to academic learning, and social and emotional development. Students work with several mentors during the week, which allows them to experience a variety of relationships. Eight teachers were employed part-time for classroom duties in 2022.

Sarah Maclean (*B.Sc. GradDipEd Primary, DipHort*) is the Principal and worked in conjunction with Thomas Top on the Camps Program.

Lizzie Price (*B.A , GradDipEd Primary*) worked with our Foundation students and Kelly Hunter (*B.Ed., B.Teach.*), worked in the Sun Room with children in Foundation-Level 1, as well as across Literacy and Numeracy for our Level 2s. Angus Henderson (*B.A, GradDipEd Primary, M.Soc.Sc.*) worked as a mentor and specialist teacher for our older students, working across the school in Kitchen+ Garden and Level 2-6 students in Cognition and Connection. Scott Egan (*B.Ed. Primary*) held the role of mentor working

with the Level 2-6 students for Humanities and Science, and Level 3-6 students for Numeracy. Daylene Bolch (*B.Ed. EC, B.Ed. Primary*) worked with Levels 3 + 4 Literacy and Literacy Support for older students. Grace Elkins (*B.A, M.Teaching Primary + Secondary*) joined us as a mentor in Literacy for the Levels 5 & 6 students. Craig Dowell (*B.Ed. Primary*) delivered the Passion Projects program, and Thomas Top (*B.A, GradDipEd, GradCert OutdoorEd*) specialized in camps and outdoor education PLPs.

Children in both classes were supported during the year by classroom assistants – Trace Fraser and Jacqui Haysom. The administration and facilities activities were supported by Rachel Carruthers and Sarah Forrest, and the kitchen was managed by Declan O’Sullivan and Leah Stamm. At the end of 2022, we had two staff changes, we would like to take this opportunity to thank Craig and Grace for all their hard work and dedication to KVS. We may see Craig Dowell return in 2024.

Staff Composition & Qualifications

In 2022, KVS employed staff in the capacities below. The total teacher FTE was 5.4.

Principal	Full Time x 1
Classroom Teacher	Part Time x 8
Classroom Assistant	Part Time x 2
Administrative Staff	Part Time x 2
Support Staff	Part Time x 2

In 2022, all Teaching staff held a Bachelor’s Degree, and two staff held a Masters or Doctorate qualification. No staff identified as having an Aboriginal and Torres Strait Islander background.



Back L-R:

*Trace Fraser, Rachel Carruthers, Leah Stamm,
Thomas Top, Scott Egan, Declan O’Sullivan,
Jacqui Haysom*

Front L-R:

*Lizzie Price, Daylene Bolch, Kelly Hunter,
Sarah Maclean, Grace Elkins, Angus Henderson*

Absent from photo:

Craig Dowell, Sarah Forrest

Staff Feedback

Staff are regularly consulted with regard to programming and decision-making and encouraged to speak to the leadership team as required. Professional Conversations were modified again in 2022, due to personal circumstances, and they were documented using forms developed that align with the Responsibilities and Traits developed with the Wage Banding Committee in 2021.

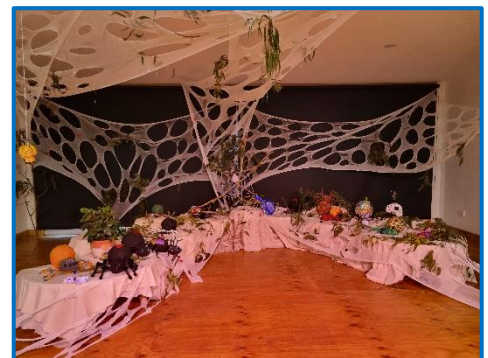
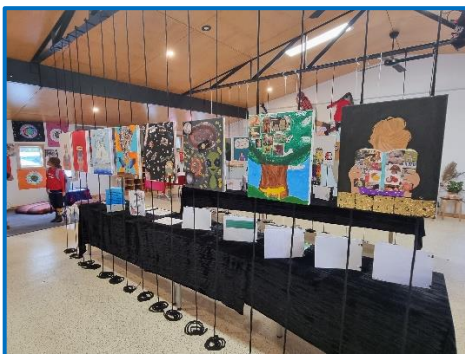
Community Feedback

Parents and students have various forums in which to feedback on their level of satisfaction with the programs and operations of the school. 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' responses to the semester's activities.

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.

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. In 2022, we were able to also run two Triskel Celebration Nights, these are opportunities for families to see what students have been working on and to discuss their children's learning with mentors in a more informal way than the parent/teacher/student interviews.



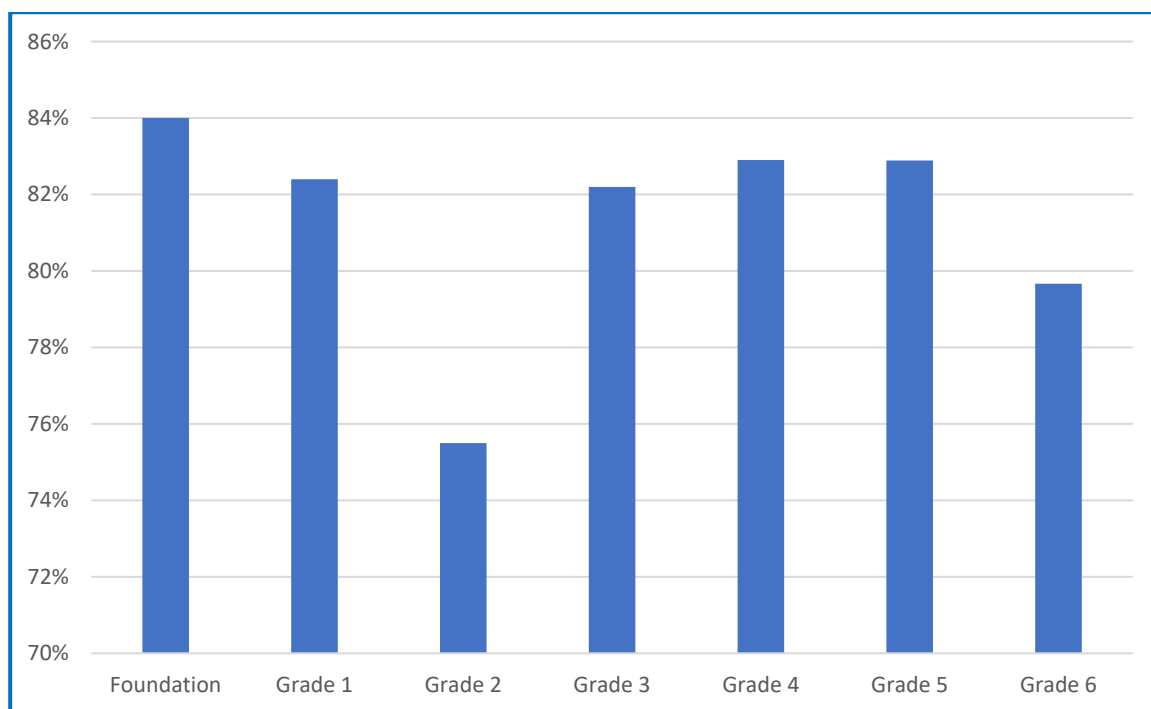
NAPLAN Testing

All students in eligible grade levels were prepared for the testing in the weeks prior to NAPLAN which was held in May 2022.

The small number of participants means that results fall below the reporting threshold. Therefore, no data is available for comparison with the previous year's 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 average attendance rate of all students who were enrolled at Koonwarra Village School for 2022 was 81.0%. This was lower than previous years for a number of reasons, mainly because we had a number of families travel extensively in 2022. This is probably in direct response to the lack of travel in the previous two years. A number of students had increased absences due to illness, and the community seems particularly aware of not sending students to school when they are unwell. Finally, we had two students involved in Family Court matters, and they were absent for extended periods.



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.

Income by Funding Source

