“Our aim is to delight and inspire young children to become independent and resourceful learners.”
The Village School remains committed to providing a small community style school education with small class sizes up to 20 maximum for primary aged children only. We enjoy the challenge of maintaining a child-centred curriculum while still adhering to the requirements of the National Curriculum as well as providing both enrichment and learning support programs.

In 2014 the school continued to provide an exciting real life curriculum involving lots of outdoor activities which included the animals on the Village Farm and the kitchen garden program, a whole school involvement in the performing arts, a lot of parent involvement, offering specialised options for the children and a rich, enquiry based learning approach across the four homegroups.

Village School is also committed to providing flexible choices for parents and the home school program has continued on Wednesdays and Thursdays of each week, which is the time when the school offers all the specialist programs and options to the children.

The school has adjusted to the loss of some of the grounds this year, having had the use of the front two paddocks for many years after the actual sale of the land. There is still ample room to provide wide open spaces for play and the building of bush cubbies as well as housing the animals on site.

The school also looks forward to the commencement of a new building program for an administration building. In preparation for this a double portable containing asbestos has been demolished and removed from the site. The existing administration building already houses one classroom and it will be refurbished so that it will contain a new art room and a more spacious fifth classroom.

MEMBERS OF THE BOARD IN 2014

Chair: Kay Newton
Treasurer David Cron
Business Manager Vanessa Yates
Co-opted Education Consultant Geoff Sperring
Grounds and Maintenance Bruce West
Parent Rep. Adua Cipolato
Staff Rep. Edith West
Principal Tanya Heine
A WORD FROM THE CHAIR

Two years ago we embarked upon a new strategy, one of transformation and growth. The primary vision for Village school was firstly to focus upon encouraging enrolments into the early years classes in order to provide a flow of students through the school; and secondly to invest in the school infrastructure to make the environment an inviting and nurturing place to be.

We have increased the number of school tours, both group and individual, and have created more structure around our tours; engaged with kindergartens; and adopted a marketing campaign that puts Village School into the consciousness of the community. In addition to our usual marketing, last year we advertised through shopping centres and on state radio and increased our social media profile significantly through Facebook, increasing our Facebook following from 67 2 years ago to 327 today.

The 2 years have delivered many changes to the way the School operates which has provided a foundation for clarity of role and the benefits that this brings. Decisions about education, both structure and operation sit firmly with Tanya and her team. Strategy, philosophy, viability and governance sit with the Board. This has facilitated robust discussion at our meetings.

We are building a strong business competence in Village School with sustainability at the heart of our focus. We have strengthened our Board with discipline and rigour to our financial management and welcomed an independent voice to the team.

As a result of the activity over the last 2 years we began 2015 with a full complement in our early years and we have begun work on the next stage of transformation for Village school by demolishing the old art block as a pre-cursor to the commencement of the build for a new administration block.

The parents and friends community continues to find ways to draw us together and I am continually surprised at the enormous support you all give us, from running the farm, to managing special lunches, from helping in the classrooms to helping out at working bees. I am very proud to be part of the Village School Board and wish to thank them for their support and commitment over the year, there are many hours of Board and committee meetings, many of which happen out of hours. On behalf of the Board I would like to thank you for your continued support, not only by choosing to entrust your children's education to us but through the endless support you provide to our day to day operations.
Treasurers Report 2014

Key Items:

Profit and Loss
1. The final Reported result was a loss of $93,122, against a loss of $156,442 in 2013
2. Revenue (including Govt. funding) increased to $1,030,179, against last year of $845,548 driven by higher student numbers.
3. Total Expenses increased by $121,311 to $1,123,301 driven mainly by:
   a. Salaries and on-costs increased by $97,074
   b. Advertising increased by $16,571
   c. Doubtful Debts increased by $24,780, as 2013 had a favourable provision adjustment of $18,780
   d. Depreciation reduced by $8,842 as items became fully depreciated and weren’t replaced.

Balance Sheet
1. Cash on hand decreased by $5,539
2. Outstanding fees increased by $12,559 to $19,993. A $6,000 doubtful debts provision has been taken up against people who have left the school.
3. A bank loan of $49,589 was paid out during the year, when we had a surplus of funds, but we are now carrying an overdraft facility of $64,053.
4. Costs related to the new building works of $33,070 have been applied to the assets in progress account.

Cash Flow Statement
1. Cash Flow from Operations increased to $19,517 against last year’s shortfall of $74,408.
2. Purchases of assets were $37,264, of which $33,070 related to the building works.

2015 Outlook
The key areas:
1. Positive Cash flow from operations needs to be close to increase to allow for the school to pay for the new building program, and fund upgrades to current infrastructure where required.
2. Minimise the impact of increasing costs by re-negotiating or review the effectiveness of current providers.
3. Review of policies and procedures to be conducted in the first half or the year including a review of the operation of the board and its sub-committees.
4. Subject to available cash flow, begin the building of the new buildings in line with the school Master plan.
2014 Income

- Tuition Fees: 45%
- Government grants: 51%
- Fundraising income: 0.3%
- Interest income: 0.1%
- Other income: 3.6%
2014 Expenditure

- Accountancy and audit 0.5%
- Bad debts and debt collection 0.0%
- Borrowing costs 0.5%
- Cleaning 2.3%
- Depreciation and amortisation 8.5%
- Farm expenses 0.2%
- General expenses 0.5%
- Interest 0.3%
- Library expenses 0.2%
- LOTE expenses 0.6%
- Music 0.5%
- Postage 0.1%
- Professional fees 0.1%
- Repairs and maintenance 1.4%
- Security 0.5%
- Teaching (recurrent) expenses 3.5%
- Waste disposal 0.3%

- Advertising and promotion 4.7%
- Bank charges 0.4%
- Camp costs 2.8%
- Computer and software costs 0.5%
- Donations 0.1%
- Fee discounts 5.2%
- Insurance 1.3%
- Lease of equipment 0.3%
- Light and power 0.6%
- Minor equipment purchases 0.1%
- Office expenses 0.6%
- Professional development 0.4%
- Provision for doubtful debts 0.5%
- Salaries and on-costs 61.2%
- Subscriptions 0.7%
- Telephone 0.4%
- Water rates 0.2%
STUDENT ENROLMENT

Enrolment numbers have had a modest rise over the year beginning with 63 enrolled students at the start of February and finishing in December with 67 students on the books and two more on trial. The table below refers to a head count of students enrolled by December 2014, showing grade and gender distribution.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time Prep</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Prep</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Year One</td>
<td>10</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Year Two</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Year Three</td>
<td>7</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Year Four</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Year Five</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Year Six</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Total Numbers</td>
<td>36</td>
<td>31</td>
<td>67</td>
</tr>
</tbody>
</table>

These total numbers reduce when we take note of part-time students. As well as the 8 part-time preps there were two other students who attended less than a full week. So the real full-time students total in December was 63.8. During 2014 we lost two home-schoolers after one term due to them seeking out other enrichment programs, two year 3 students transferred to another private college and one year five student transferred to a local primary school. One of those students left to pursue a different style of education and two left due to peer group issues.

Our five graduates went to a selection of state and private secondary schools, two went to Templestowe College, one to Eltham College, one to Billanook College and one to Tintern.

STUDENT ATTENDANCE

The school maintained the policy of ringing students who were absent after 9:30 each morning if there was no notification from the parent. There were no unexplained prolonged absences and only one notified extended absence due to an overseas trip.

The following are annual attendance averages for each year level:

- Prep: 97%
- Year One: 97%
- Year Two: 97%
- Year Three: 97%
- Year Four: 96%
- Year Five: 95%
- Year Six: 99%

This averages out to an overall school attendance of 97%.
MARKETING

- The school continues to hold regular monthly open days and private tours are provided on request. The internet site and the new Facebook page are proving to be the most consistent source of enquiries after word of mouth.
- We maintained the two advertising signs in Eastland and Chirnside Park and have some modest feedback from those.
- We have continued to advertise periodically in Melbourne Child and around Open Days we also advertised in the local press.
- We held another Kinderfest in term two which was as successful as the original one in 2013.
- We set up an information booth at Chirnside Park Shopping Centre for a week, giving out bookmarks and promotional balloons.
- We promoted the school through a singing performance at the Maroondah Festival in term 4.
- We also trialled radio advertising but had no feedback from that and had no more budgeted funds for this.
- In-house advertising in the form of guest speakers was successful with the educational consultant, Kathy Walker, but the author Ailsa Piper did not attract the outside community at all despite the same amount of promotion.
- Another in-school promotional event “Meet the Grads” was very successful and this is aimed more at retention than new enrolments.

PARENT AND CHILD FEEDBACK

This year the school encouraged informal feedback from parents in the two parent/teacher interviews and also in the four homegroup meetings with individual homegroup teachers. There are also Whole School Meetings run each term for parents to raise business or concerns. The decision was made to run the parent feedback LEAD survey in 2015. Students continue to have a daily voice in their class meetings and weekly whole school meetings. We also administered a maths survey to the older students as part of our focus on students’ attitudes to maths. 38% of students felt maths was boring, 40% said they did not enjoy maths, 51% found maths interesting and 59% said they understood the purpose of learning maths. 61% agreed that they enjoyed doing problems when they knew how to work them out. There are plans to survey parents as well in 2015 and also to increase the focus of maths in the school by running family maths evenings and increasing the number of applied maths tasks in the homegroup programs.

TEACHING REVIEW AND FEEDBACK

In 2014 we focussed on assessing teaching practice at the school. All were requested to run through the AITSL questionnaire as a starting point. Staff then produced their own document of Teaching Competencies as related to the different and unique teaching expectations at Village School. There has been ongoing peer evaluation through observation during teaching times and follow up evaluation at staff meetings. This has been a particularly valuable way of informing the new teaching staff of expected
teaching practices and standards at Village School. It was found that most staff were implementing the style of program we advertise while a minority were still in the process of adapting teaching methods to suit our individualised learning approaches. This has also led to the development of different planning practices and new individual learning plans set up for every student in the school.

WHOLE SCHOOL REVIEW
The school finalised a Strategy Plan which will be an ongoing working document and will also connect with the School Improvement Plan, both of which have been developed by staff, board members and a sub-committee comprised of Geoff Sperring, Bronwyn Cron and Tanya Heine. These documents have been put on the website and will also be reviewed and discussed at the school’s AGM.

EDUCATION PROGRAM
The school continues to look at big picture topics as a way of shaping the curriculum and addressing key learning areas through these topics. During 2014 some topics were shared across the groups, for instance in term 3 the school production provided two different themes for the homegroups, one was “Computers” and one was “Countries Around the World”. Other themes were “Discovery”, “Help (related to different community bodies such as firemen, health etc. who help us), “Anybody Out There?” (Communication) “In Search of Yin and Yang”(balance, opposites etc.), Fairy-tales, Gemstones and Geology, Natural Disasters, Media, “Maths In Our World” and “Passion Projects”; the latter allowing children to follow up individual topics of enquiry which were supported by both the teachers and various mentors. The Maths and Language curriculums continued to be addressed on a daily basis and also through the weekly specialist subjects of Performing Arts, Environmental Studies, Library/IT and Language Other Than English (AUSLAN- Australian sign language for the deaf). The sport program continued formally on Wednesday afternoons rotating through Games and Skills, Freeform, Gymnastics and Horse Riding. Each homegroup teacher also included daily physical activities as part of their homegroup programs. Thursday afternoon options over the year included, archery, art, ceramics, science, pinhole cameras, cooking, cake decorating, voice production, spinning, knitting, yoga, woodworking, craft, reptiles and gemmology.

EXCURSIONS
Excursions included “The Big Day Out” when the whole school went to the city for a day to visit the Shrine, ACMI and the Dreamworks Exhibition. Other excursions were two trips to RMIT for the older students to record a radio program, a visit to Telstra in Box Hill for the “Communications” theme, Warrandyte Bakery for the preps as well as a visit to a local resident who is a prospector and who also has a full size aeroplane in his back yard! There were three visits to the Ringwood Federation Estate; one for a children’s book illustrators’ exhibition, one for the Reconciliation Day ceremony and one to follow up with some language learning of the local Warundgeri language. This resulted in forward planning for a whole school Warundgeri culture and language term in 2015. We also had a visit from the paramedics as part of the “Help” topic and were surprised to meet one of our ex-students now working in this profession.
Some of the older children also attended the Andy Griffiths exhibition and Edith’s group also visited the mines in Warrandyte and Crystal World in Cranbourne.

**SPECIAL EVENTS**
The Whole School Performance, “Where in the World is Carmen San Diego?” ran for two nights and was very well received. As usual this involved a lot of help from the wider school community. The older children decided to break tradition and instead of hosting the annual “Dog Day” they organised a Mediaeval Sports Day, which was very successful. In term 4 we had the opening of the “Mary Walk”. This was a project dedicated to honouring our previous principal, Mary Hawthorne and the children had been involved in preparing a wetlands walk as part of the environment program, and also a mosaic sign with the help of a parent. The “Meet the Grads” night was also a success, as we not only met up with last year’s graduates for their feedback, but also had a visit from six other grads, three doing their VCE and three now out in the workforce. These evenings are always valuable feedback about life after Village for the current parents. There were family BBQs each term and in the final term we incorporated the Graduation Concert with a Bush Dance to finish off the year. Some upper primary students elected to do the Mastery Club sessions with author Liliane Grace.

**CAMPS**
The end of term two Sleepover at the school was part of the school’s camp program, introducing just one night away from the family. Then In term three, the whole school attended a three day/two nights Production Camp at Camp Oasis in Mt Evelyn, where the children had intensive rehearsals but also managed to take part in some recreational camp activities as well. In term 4 the Whole School Camp ran for five days at Portsea Recreation Camp.

**TESTING AND ASSESSMENT**
The teachers continued to use the Schleiger Diagnostic Maths Tests and the ACER Progressive Achievement Tests and TORCH as a way of assessing student levels and reporting these back to the parents in the two school reports. Parent/Teacher interviews were held formally in terms one and three, although there were often more of these on a needs basis for different students. Written student achievement reports were sent out in terms two and four. Other assessment practices were of a formative nature and occurred continuously in all homegroup rooms.

**NAPLAN**
In 2014 six of our twelve year five students, and four out of our seven year three students participated in the NAPLAN, the others were withdrawn by their parents on philosophical grounds. All six year fives scored in the above average band 8 for Reading, in Persuasive Writing three were in the average range and two below, four out of five were in the above average for Language Conventions, one being below average for Spelling. Four were in the average range for Numeracy, and one was above average. Three of the year threes were in the high average range for Reading, one was just below average. All were in the average range for persuasive writing, three were high average for language conventions and one below average, three were in the average range for maths and one was above the highest band.
Overall the results for the people sitting the test were good, but in view of the students not sitting for the test being almost 50% of the age cohorts the results for the school could not be considered to be totally representative.

**STAFFING**

**Education**

We had two new staff members join the school, Tracy Loebert to teach in the upper primary, replacing Portia Chiminello who resigned to go overseas, and Carmel Arnold as a one year replacement for our prep teacher Laura Fraser who went on maternity leave. We had job sharing in the oldest group between Tracy Loebert and Kari O’Gorman who had previously worked just one day a week providing time release for other staff. Max Yardy worked full-time with the middle primary group, also being in charge of the environmental programs and Edith West worked full-time in the year 1-2 area. Tanya Heine continued to teach Performing Arts on Thursday morning and offer an option on Thursday afternoons and spent the rest of the week as principal, occasionally helping out as a casual relief teacher. Sally Boyd continued to work across two days, taking library sessions, doing library administration and occasionally filling in for absent staff. We had three learning support staff: Leanne Browney, Lyndall Levy and Meredith Macrae. Visiting contracted staff were Jenni Kadiki for AUSLAN and Marie Smith for horse riding. Three visiting teachers offered musical tuition to the children; David Ruberto drums, David Bremner piano and Priscilla Stevens guitar.

**Administration**

Vanessa Yates worked full-time as the Business Manager and also as the main Administration person. Michelle Newstead worked in Admin. for two days a week and Bruce West worked 5 hours a week on grounds maintenance. Kerry Walton’s business was contracted to work as the school cleaners.

**VISITING TEACHERS AND VOLUNTEERS**

We received quite a few trainee teachers over the year mainly from Deakin or RMIT. Some of these teachers also volunteered their services after their official training time finished as they were interested in the philosophy of Village School and were happy to have more teaching experience. We also had a trained teacher who offered some volunteer time to the school, purely for philosophical reasons.

**PROFESSIONAL DEVELOPMENT**

All teaching staff had Level Two First Aid updates. Max attended Lego Robotics and Emergency Management PDs, Edith attended a seminar on Grief and Loss, Tracy did “Differentiation with Numeracy” and Carmel did a Letterland workshop and a PD on Art Therapy. Kari went to “Identifying and Dealing with Student Anxiety”, Leanne attended the “How to Write an ILP” workshop and Tanya attended an information session for principals at ISV. Sally attended a PD on “Curating Digital Collections. The work done by all the teachers with the AITSL website and the follow up was also professional development for all the teachers.
OH&S
Max Yardy, Edith West and Kay Newton were the sub-committee for Occupational Health and Safety and this year Max Yardy updated the fire component of our Emergency Management Plan, producing a comprehensive document which satisfied VRQA requirements. In keeping with this the school has developed phone groups and email groups as a means of contacting the community in any emergency. There were several fire drills and one lock down drill was also practiced and the logistics of these were discussed and some procedures changed in the new fire policy. The school is considered to be in a high risk fire zone and we would be required to close on a Code Red day.

ANIMAL PROGRAM
Village School continued with the animal program which involved all the children. The younger children were involved in collecting and dating the eggs and taking lunch scraps to the chickens and ducks. They also cared for guinea pigs within their own homegroups. The older children fed the goats, sheep and horses and were also required to lead, water and tether these animals, pick up the horse poo and bag it for selling, and do weekly clean outs of the animal hutches. They also cared for guinea pigs, a bearded dragon and a long necked turtle. The parents were also involved in the weekend feeding of all the outside animals, and some took animals home for the holidays.

THANK YOU
The school is very grateful for the ongoing support of the PnF and the whole parent body. Without their volunteer help the school would not be able to effectively run the animal program, Learning Centres, the PMP program, the weekly gym visits, the Options program and the various Whole School Events.

This report has been distributed to all parents present at the school’s AGM on Thursday 26th March 2015. It will then be uploaded onto the school’s website. A copy is also forwarded to VRQA later in the year, upon request.