

VILLAGE SCHOOL

ANNUAL REPORT

2017



"Our aim is to delight and inspire young children to become independent and resourceful learners."

WORD FROM THE CHAIR – Kay Newton

2017 saw Village School continue to build upon the foundations that have been laid over the last few years with a continued flow of new students and families bringing strength and diversity.

The year brought a few challenges with considerable press interest in the annual school performance and while a stressful time for all involved in the managing and governing roles within Village School the situation brought the Board, teaching teams and Village families together and strengthened the community.

Increased focus on learning outcomes for Village children saw further investment in the teaching teams and in IT and infrastructure. We added a number of new options to the curriculum, including the much-requested swimming lessons and made improvements to the class structures.

The school had a successful audit from VRQA and we were successful in securing a grant for further development of the school campus which will be an exciting addition to the 2018 calendar.

The Board welcomed an independent member in Ian Bentley and we have been energized and challenged by his informed and courageous views. We are particularly grateful for his leadership in conversations about Village School philosophy with the teaching team and the broader community.

I would like to thank outgoing Board member Sandra Ambrozic who, with the assistance of her partner Ron, have left a strong legacy for the school in the shape of a very robust set of policies and a stronger focus on OH&S which will help us to continue to ensure that Village school is a safe environment for Village children and their families. My thanks also go to outgoing Board member Adua Cipolato who has been a strong voice for the parent community at Board meetings.

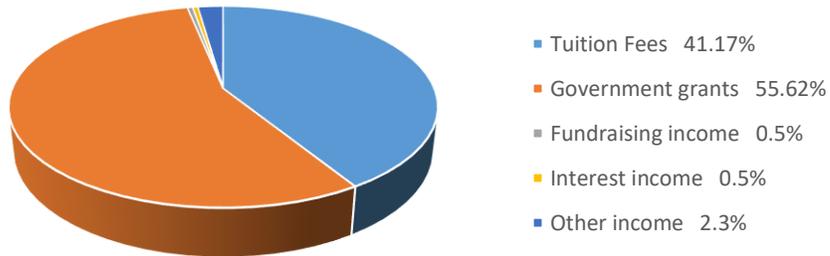
Thank you to Tanya and the teaching team for their unwavering dedication to Village children, their education and well-being; to the rest of the Board for their hours of time spent out of the spotlight in the pursuit of operational excellence and finally to you, the Village community for choosing Village School and trusting us with your children.

MEMBERS OF THE BOARD IN 2017

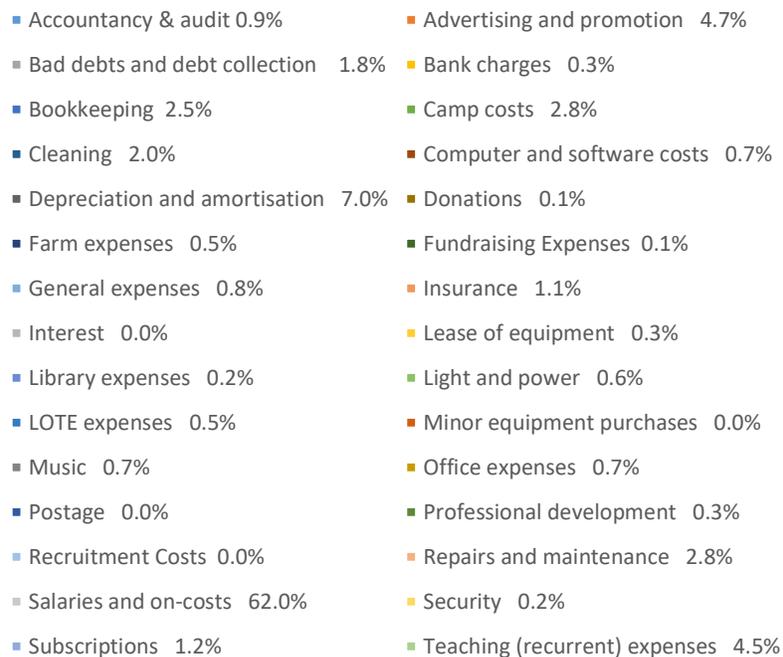
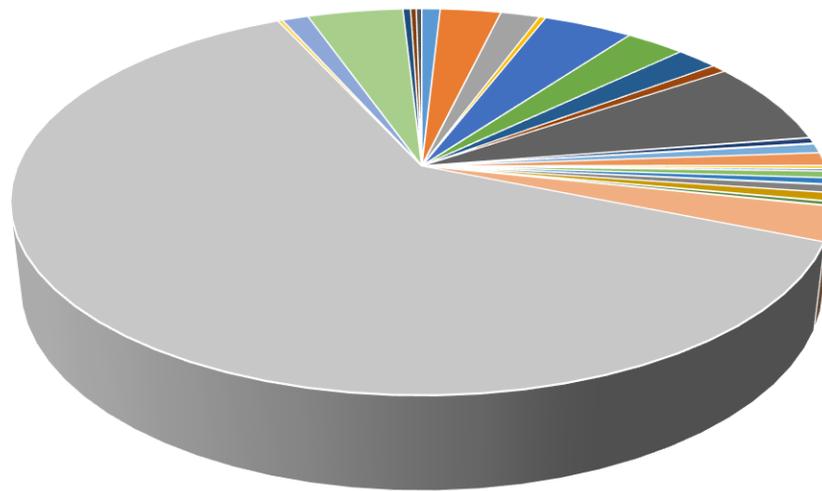
Chair:	Kay Newton
Vice Chair:	Andrew Guthrie
Treasurer:	Aaron Miles
Principal:	Tanya Heine
Business Manager:	Vanessa Yates
Co-opted Education Consultant:	Ian Bentley
Parent Rep:	Adua Cipolato
Staff Rep:	Laura Fraser

FINANCES 2017

2017 Income



2017 Expenditure



TREASURER'S REPORT

From a financial perspective the school is in very good health and is being run well. The audit report show that we continue to be financially secure and there have been no discrepancies or issues.

In the last financial year we made a net profit of \$62,597 from an income of \$1.4M. On a per student perspective, we received about \$16k of income per student, from which we paid our excellent staff \$10.1k per student, spent \$1.3k per student directly on educational outcomes and supplies (like library books, school camps, the production, etc), and spent about \$3.8k per student on operating the school.

Per student, we made a profit of about \$700 for future investment.

This year we have an exciting building project that will give us a much-needed uplift in our facilities, with an improved First Aid facility, breakout rooms for one on one teaching, and improved offices to make meeting the principal in private easier and provide more professional meeting rooms for board and staff meetings.

This building will cost us about \$742k, with \$300k provided by the BGA. This leaves the school with a cost of \$442k. Our current cash accounts will fully cover this cost with sufficient remaining to cover any unexpected building expenses, so we will remain solvent going forward.

For this financial year, our current plan is to have a small profit margin with most of our income being re-invested directly into increased teaching staff hours to continue improving our educational outcomes. We will also be investing this year in resolving the Internet access issues as correcting this is clearly a high priority.

In future years the forecast shows an improved profit margin which will be necessary to maintain an effective basis for future growth and sustainability.

PRINCIPAL – Tanya Heine

Village School's mission is "to delight and inspire children to be resourceful, independent learners". and we focus on our 5 R's values: Respect, Responsibility, Reliability, Resourcefulness and Resilience as a way of developing the children's sense of self-worth and social conscience. We are very proud of the children at Village School who continue to exhibit qualities of leadership, compassion and the ability to talk to adults and their peers both confidently and respectfully. We believe this is the result of the empowerment our children receive during their learning activities and just generally within the school environment. We also maintain our small school policy which allows good relationships to flourish between the staff, parents and students.

In 2017, the school reapplied for a BGA grant to build a new administration building and this was granted by the federal government and accepted by the school. The project is to go ahead in 2018 and includes moving the existing portable which houses the office and library into a new position, on the footprint of another portable which has been demolished. The new administration area will include withdrawal rooms and first aid facilities and free up the space in the portable for another classroom, to be designated as a 'Making Room' rather than just an art room, so that we can better cater for STEAM activities as an ongoing focus in the school

2017 was our year to be inspected by the VRQA and there was a lot of focus on bringing policies up to date and making sure we met the requirements of a registered school. The Child Safe factor was a major area of work and we especially thank two of our parents who worked with the principal to achieve these requirements. The VRQA inspection also prompted the teachers to review their report writing practices and minor changes have been made to ensure we are compliant with government expectations.

We maintained our connection to our local indigenous people by once again attending the Sorry Day commemoration service at the local Ringwood Estate. We continued to maintain the bush tucker garden which is part of our environmental program and the teachers continued to seek out authentic experiences which acknowledge the influence and presence of our indigenous people in both our school and the wider community.

EDUCATION PROGRAM

The school continued to run the usual skill-based sessions for numeracy and literacy, as well as investigations and enquiry-based learning modules. Themes in the lower primary included discovering change, eggs, hatching chickens and butterflies, and following the progress of one of the newborn siblings and fairy tales. The older children were exploring colour, super heroes, countries around the world, indigenous peoples, settlement and exploration, exploring modern Australia and passion projects.

All teachers were committed to a style of teaching that empowered the children to make choices and decisions about their own learning. The specialist subjects were performing arts, science investigations, Auslan, art, environment and gardening, and library studies. The sporting program offered games skills, Freeform, gymnastics, swimming and horse riding.

In third term, part of the environment program was to involve all the children in building an outdoor classroom which was coordinated by a visiting landscape/sculpture teacher. Another innovation in the environment program was to set up a beehive in the wetlands at the front of the school.

The animal program continued, and this involved the daily care of horses, a sheep, two goats and various chickens.

The annual school performance was an adaptation of the Mikado renamed “In the Land of Trump-Dee-Doo” with the usual input from the older children to the plot and providing tickets, advertising and programs. Despite attracting some controversy, or maybe because of it, the performances were all well attended and well received. The school now has three separate performances to cater for all the extra extended family members as well as past parents and students.

The school continued to provide outdoor farm animals for the children to interact with. This included riding the ponies, watching the sheep shorn, and collecting eggs from the chickens. It also included lots of hard work, picking up horse manure, cleaning out hen and duck coops and cleaning guinea pig or reptile cages. The ongoing attention to outside work and the responsibility developed while caring for these animals provides a real-life context for developing these skills.

EXCURSIONS AND INCURSIONS

- Planks was a STEM styled incursion attended by both parents and children one evening in term one. This captured the imagination and showed the children and parents just how many designs could originate from a simple ‘plank’ of wood.
- “Dance around the World” was an incursion particularly related to Melissa’s and Carmel’s countries of the world theme, but other groups also enjoyed the dancing and performance.
- The year 5/6 group visited Werribee Mansion for a look back in time
- Melissa’s and Carmel’s group also went to the Museum
- The older children also visited Science Works and the Planetarium.

CAMPS

There was the usual performance camp at Oasis in Mt Evelyn, where all the children spent three days and most stayed for the two nights. In term 4 there was an upper primary camp at Wilson’s Promontory for five days and a four-day camp for the younger ones at the Lord Somers camp at Somers on the peninsula. All children are invited to camps except for the part-time preps, and the majority attend, if not for the full time than for a time worked out between the child, teacher and parents.

TESTING AND ASSESSMENT

The school continued to run formal assessments twice yearly, focussing on the literacy and numeracy skills of each child. The ACER P.A.T. tests were used in conjunction with Diagnostic Maths Test, the Australian Spelling Test and the ACER TORCH tests for comprehension. Neale Analysis for reading levels was mostly used with the younger children but in some cases, it was used with older children identified as having literacy issues. We maintained our policy of keeping these results private for the parents and continued to write our reports addressing the children themselves. We also included comments or graphs comparing the children’s results with the benchmarks from the Victorian Curriculum.

NAPLAN

In 2017 12 students sat the year 3 NAPLAN but two students missed sessions and as these did not overlap, the results show just 11 participants each day. Please note that **A** stands for the national average and **O** represents one child. These results accurately reflected the year 3 cohort from last year. There were 3 or 4 students who constantly achieved way above their year level. There were also quite a few with diagnosed learning difficulties, particularly dyslexia and this is reflected in the spelling scores. Teachers are focussing on spelling this year as a result.

One student who only sat for spelling and grammar & punctuation, then found the test conditions highly stressful and did not complete either test. However, we were obliged to include the scores as the paper had been marked. We were also quite pleased with the group's maths results as we had identified this as an area needing improvement in the 2016 School Improvement Plan. We were also pleased that just over 70% were above the average for reading and over 80% were above average for grammar and punctuation.

YEAR 3 RESULTS

Reading		Writing		Language Conventions		Numeracy		
				Spelling	Grammar/Punc.			
	OOO			O	OO		OO	
Band 6	O	Band 6	O		Band 6	O O	Band 6	O O
Band 5	OO OO A	Band 5	O O OO	OO O	Band 5	OO OO O A	Band 5	O O
Band 4		Band 4	A OO O	A OO O	Band 4		Band 4	O O A
Band 3	O O O	Band 3	OO O	O O	Band 3	O	Band 3	OO
Band 2		Band 2		OO	Band 2		Band 2	O
Band 1		Band 1			Band 1	O	Band 1	

Five students out of a total of six sat for the year 5 tests but two were absent at separate times and were not available to sit again on the Friday. Three of these students had results from their year 3 NAPLAN tests Results were satisfactory, showing students had moved up an average of two bands, except for one spelling result and one grammar and punctuation result from the same student. However, this student showed a substantial improvement in reading, moving up four bands also improving by two bands in the remainder of the tests.

YEAR 5 RESULTS

Reading **Writing** **Language Conventions** **Numeracy**
 Spelling Grammar/Punc.

Band 8		Band 8		0	Band 8		Band 8	
Band 7	0 0	Band 7			Band 7		Band 7	0
Band 6	A 0 0	Band 6	0	000 A	Band 6	0 A 0	Band 6	A 0
Band 5		Band 5	A 0 0		Band 5		Band 5	0
Band 4		Band 4		0	Band 4		Band 4	
Band 3		Band 3			Band 3	0	Band 3	

SCHOOL IMPROVEMENT

To cater for children on the spectrum and those with dyslexia, dysgraphia etc we had almost full-time learning support staff in every room as well as another floating learning support staff member who could provide for individual tuition or helping out in any session as may be needed. To increase the children's interest in STEM subjects we employed a science specialist to run sessions on the Thursdays, along with the other specialist subjects. We noted an increased enthusiasm for science throughout the year.

STUDENT ENROLMENT TERM FOUR 2017

YEAR LEVEL	MALE	FEMALE	TOTAL
PART-TIME PREP	5	4	9
PREP	4	2	6
YEAR ONE	4	5	9
YEAR TWO	9	8	17
YEAR THREE	8	9	17
YEAR FOUR	5	8	13
YEAR FIVE	5	2	7
YEAR SIX	4	5	9
TOTAL STUDENTS	44	43	87

Three of our students have indigenous background, one of which was very young and only attended about half the time. One student spoke a language other than English at home.

STUDENT ATTENDANCE

YEAR LEVEL	ATTENDANCE %
PART TIME PREP	90%
PREP	93%
YEAR ONE	90%
YEAR TWO	86%
YEAR THREE	91%
YEAR FOUR	85%
YEAR FIVE	90%
YEAR SIX	94%
TOTAL AVERAGE	90%

The school follows up all absences if we have had no notification after 9:30 am in the morning. Parents are rung, and if no answer a message is left and an email sent. If the child is absent for subsequent days without notification the school will persist with ringing the parents and if there is still no answer the school will ring the emergency numbers for the child to ascertain that the child is accounted for. If we cannot contact the emergency numbers and or there is no information given, we will notify the police. If there are too many absences lowering the child's attendance rate to under 90% they will be noted on the child's report, as having an impact on the child's learning. If attendance falls dramatically without explanation or the school has concerns for the welfare of a child in that instance the school would also contact the Department of Education.

STUDENT SURVEY AND FEEDBACK

The children were asked to evaluate the specialist subjects offered to them on Thursdays. In particular, staff were trying to ascertain whether the Auslan program, was catering to the wishes of the children or whether we should consider a spoken language. We received a lot of positive feedback from the upper primary students, particularly those who had studied it since prep. There were some students, particularly those on the spectrum, who found it harder to focus in these sessions due to the need to maintain eye contact with the teacher and everyone else signing. The survey results indicated that we should maintain all the specialist subjects, but we moved Auslan to another day to have the Auslan teacher interact with the children during their classroom time and also with more one on one conversations rather than a long session with the whole group.

PARENT SURVEY

The board and principal initiated a parent questionnaire targeting the school's philosophy document which was due for review. There was a modest number of replies, (about a dozen only) but it brought out a group of parents who wanted to be heard. There was a follow up workshop run by our co-opted education board member and the outcome of that was fed back to the staff, board and eventually the parent body. Staff have responded to some of the concerns this group brought up about staff/parent communication and have also planned a 'think tank' as part of the Southern Cross program run by the ISV. This comprehensive project which has communication to parents as its main goal, is scheduled to run in November 2018.

MARKETING

1. The school still maintains the marketing plan organised through Grant Day James. This included:
 - Advertising in Melbourne Child
 - Advertising in Maroondah, Manningham and Yarra Valle Lilydale Leader community papers.
 - Maintaining signs at the North Croydon shops, Maroondah Highway and Dorset road junction, Chirside Park Shopping Centre and Eastland in Ringwood.
2. The school website continues to be one of the main sources of enquiries and the monthly school tours ensure people are brought into the school. We also offer private tours.
3. The school ran a Bunnings Barbecue, a cake stall and a Xmas wrapping stall at Chirside Park which was another way for the school to advertise to the local community.
4. We also held another Kinderfest in May. This is aimed to attract toddlers and is purposely low key to allow for a quiet gentle experience which includes craft activities, animal petting, horse riding, face painting and music activities.

SPECIAL EVENTS

The Parents and Friends group continued to be a 'fun raising' body Their main aim was the welfare of the parent community and so they were responsible for organising the school barbecues and various suppers for whole school meetings like the AGM. PnF also organised a family Roller Skating night which was very well attended and a Bollywood Night where numbers

were low but the enthusiasm of the people there was high. The PnF also coordinated coffee mornings both at school and at a nearby café, ongoing through the year. They were also responsible for co-ordinating the delivery of meals for families in crisis throughout the year.

FUND RAISING

The parents chose to keep this as a separate group and we are particularly grateful to one of our parents for soldiering on with maybe a couple of helpers or sometimes being a solo act. The school appreciates the help we get from the fundraising and last year the funds were put into the environment/gardening program.

STAFFING

There were two full-time homegroup teachers and three four days a week homegroup teachers. On the Thursdays we replaced the three part-time teachers with specialist teachers, one for performing arts, one for science and one for art. One of the full-time teachers worked with the Auslan teacher and the other full-time teacher ran the environment/gardening sessions. The science teacher also took the library sessions on Mondays and Fridays allowing time release for all the teachers. The principal also covered as bus driver for sport sessions which meant that each term one teacher had Wednesday afternoons for time release. The prep teacher missed out on Wednesday time release because of the time release due to the transitioning of the preps into a full-time program over the first four weeks of term one.

There was an ongoing focus to improve our teaching resources so that we could better cater for individual differences. All rooms had substantial or full-time learning support staff working alongside the teachers, according to the needs in each group. We also had an extra learning support staff member to work one to one with students needing literacy support.

The teachers were:

Sally Boyd	Bachelor of Education	Preps	
Carmel Arnold	Bachelor of Education	Years 1/2	
Melissa Langford	Bachelor of Education	Years 2/3	
Laura Fraser	Graduate Diploma	Years 3/4	Environment Program
Leanne Fitch	Graduate Diploma pending	Years 5/6	Auslan assistant
Michelle Payne	Graduate Diploma Visual Art	All years	Art -3 terms
Rachelle Senior	Bachelor of Education	All years	Art – 1 term
Sandra Barnes	Bachelor of Education	All years	Library/Science
Tanya Heine (Principal)	Master of Education		
	Diploma of School Music	All years	Performing Arts

Learning support staff were:

Lyndall Levy (first two months)	Certificate 3 Education Support
Kim Thomson	Certificate 4 Education Support
Meredith Macrae	Certificate 3 Education Support -pending

Angela Heine
Leah Grier
Kath McCann
Karen Toomey

Certificate 3 Education Support -pending
Certificate 3 Education Support
Certificate 3 Education Support
Steiner Teachers Qualification
Environment program as well as learning support

Administration

Vanessa Yates	Business Manager
Kelly Gilmour	Reception/Records
Michelle Newstead	Reception/ Newsletter

Grounds/Cleaning/Maintenance

Kerry Walton

NEW TEACHER

In term 4 we advertised for a new teacher for the lower primary. The best candidate by far was Yonny Chang, who was a resident of Korea, but had trained in Melbourne had taught in Hong Kong for several years. The school made the decision to sponsor Yonny to come out and work in Australia. She has a goal to become a permanent resident. The visa process is very slow however and we have needed to employ another teacher in the interim. The school hopes to have her start no later than the beginning of 2019.

PROFESSIONAL DEVELOPMENT

Sally Boyd and Carmel Arnold have been attending a two year long Prep Literacy Project which included collaborating with staff from other independent schools and implementing strategies aimed at improving literacy outcomes for prep aged children. All staff updated their first aid qualifications, and each attended either a Sue Larkey course or ones run by ISV on children with disabilities..Other PD's were Fire Management for all staff, a Child Safety in-service from ISV for all staff. We also had one of our part-time experienced staff members take in-house maths and literacy sessions for the class teachers. An ex-village teacher also gave the staff a workshop on brain gym. Towards the end of the year four different PD's were booked with the ISV but were held over until the new year.

TEACHING REVIEW AND FEEDBACK

Due to the VRQA inspection processes and the need for the teachers to re-examine their reporting procedures, the other more formal peer evaluation was delayed until 2018. Teachers continued to discuss programming and behaviour management processes throughout the year as this was seen as valuable for the current staff members, two of whom are a graduate teacher and a still relatively new second year graduate teacher, both needing peer mentoring.

OH&S

Towards the end of the year a full Risk Management document was instigated and parts of it assigned to the teachers, the office staff and to the students themselves. The OH&S team met as needed to review the risk management process and OH&S needs were regularly monitored at the board meetings.

THANK YOU

The Village teachers continue to be grateful for the enormous amount of work that many parents put into the school. Last year we had parents or grandparents helping with the horse riding, cooking with groups of children, or cooking the weekly special lunches, feeding the animals on weekends or listening to reading in the classrooms. We had parents running the family barbecues and other social nights for parents and children and parents involved in fundraising. Parents also rallied to help each other when sickness or other difficulties afflicted some of our families. The Village School Community is a very warm, caring group of people and the teachers in particular are very grateful for your support.