This annual report on Parklands School provides information about the school in accordance with the Federal Government’s funding requirements up to December, 2012.

About Our School.
Parklands School is a small, friendly and caring Independent Primary School in Albany since 1998. In December 2012 we currently had 111 students enrolled from Pre-Kindergarten to Year Seven.

We pride ourselves on providing a caring and nurturing environment where children can develop a sound foundation for the crucial development stages of childhood. Our Kindergarten programmes are governed by Montessori principles and practices, and our Pre-Primary and Primary curriculum is based on the Australian Curriculum and influenced by Best Practices in Education.

Our Vision:

To create a safe, cooperative learning community.
To celebrate individual achievement.
We foster a lifelong love of learning and a sense of wonder and joy.
Our learning environment supports respect for self and respect for others.
We respect and live in harmony with the environment, natural and cultural.

Our Classes:
Kindergarten classes
Three year olds - two morning sessions per week;
Four year olds – four half day sessions per week;
Pre-Primary and Primary classes are full time attendance.

Whole School Programmes:
Parklands is committed to developing cultural and artistic understanding amongst students. All students from Pre-primary learn Italian language and culture. Class teachers present their own music programme, and students from pre-primary and above are invited to access private piano or voice lessons at school.
Getting students together in multi-age groupings is highly valued in our school, and in 2012 we began a Peer Support programme. Students in the Year 5/6 class attended a two day leadership training workshop. This was delivered by school staff who had attended a district-wide training in Albany delivered by Peer Support Australia.

The students worked in pairs to prepare and lead 8 half hour sessions on friendship which was a module prepared by Peer Support Australia. Each group consisted of a group of 10 mixed aged students from Year 1 and older.

Class teachers have many informal mixed age sessions where they share subjects like sport, fitness, shared reading, and some literacy sessions with other class groups to promote multi age learning between the students.

**Funding Sources.**
Sources of income for Parklands School in 2012 was broken down into

- Tuition fees 23.15%
- State per capita grants 18.15%
Commonwealth Recurrent Grants 48.98%
AISWA Commonwealth Targeted Programmes 4.65%
Other sources including donations 5.07%

**Our Students.**
At Parklands School we believe that each child is unique and should have the opportunity to achieve his or her full potential. Our School logo is “Learning for Life” and we offer a caring and stimulating environment with gentle and respectful teaching to create this opportunity.

Our student population is made up of children from 3 years old in Pre-Kindergarten to students in Year Seven. In December of 2012 we had a total of 81 Full time students from Pre Primary to year Seven, and 30 Pre-kindergarten and Kindergarten students.
Our average student attendance in 2012 was 94%
When students leave Parklands they go on to both Government and Non Government schools, mostly locally unless families are relocating.
From the feedback we get from families and past students, it seems that whatever school our students go on to from Parklands the transition to other school systems is smooth and successful, both academically and socially.

**Student achievement as assessed in standardised tests**
Students participated in the National Assessment Program in Literacy and Numeracy (NAPLAN) in 2012. Assessments were completed in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. Although the number of students who participated in each year level is very small, the whole of the cohort in both year three and five showed steady upward progress since their previous NAPLAN testing in all five areas tested.

In 2012 in Year Three, all students tested at or above benchmark in reading, writing, grammar and punctuation and numeracy. 87% of students tested at or above benchmarks in spelling.

In 2012 in Year Five all students were at or above the benchmark in writing, spelling, grammar and punctuation and numeracy. 67% of students from a very small cohort of under five students were comfortably above the national benchmarks in reading.

In 2012 in Year Seven all students were above benchmark in reading, spelling, grammar and punctuation. All students tested were at or above benchmarks in both writing and numeracy.

We are very pleased with the overall results in all three year levels of Naplan testing at Parklands in 2012.

**Staffing.**
We are fortunate to have an energetic, committed and harmonious staff who work together to create a well-balanced and holistic programme across the Kindergarten, Pre-primary and Primary classes.

We have a total of 6.8 FTE teaching positions and 3.8 FTE teaching assistant and admin positions in the school. Some staff work part time so we have a total of 17 staff overall.
All our teaching staff are members of the WA College of Teaching. One is 3 year trained and 9 are 4 year trained.

Our staff attendance was 99.5% overall in 2012, and our retention rate was 94% which is a wonderful indication of how satisfied teachers are at Parklands. The school’s philosophy of supporting teachers in the classroom and encouraging professional development contributes to high level of staff retention. When staff left the school they did so mainly for personal reasons, related to family situations.

**Staff Professional Development**

Parklands School is proud of the extent and depth of its Teacher Professional Development

All staff members participate in professional learning. Many activities occur on the six professional development days, which are distributed throughout the year. The school is fortunate to be able to access high quality professional learning which is provided in Albany, through the Association of Independent Schools of Western Australia (AISWA). The school’s commitment to Professional Learning is reflected in the budget, with an average of $750 contributed towards each teacher’s Professional Learning in 2012.

Other professional learning activities undertaken during 2012 were:

- Strategic Planning
- Anaphylaxis
- Montessori Training
- Interpreting NAPLAN data using Appraise
- Inclusive Education
- Understanding and managing students with autism in the classroom
- Australian Curriculum Implementation – recording and assessment
- Australian Curriculum - Grammar
- Australian Curriculum – Mathematics (Place value, mental strategies)
- Australian Curriculum - History
- National Quality Standards Training in the early years (K-2)
- Creative governance and decision making
- Restorative Justice
- Kids Matter
- Micro circles – conflict resolution
- School governance for Board Members
**Parent Involvement and satisfaction:**

Parents are regarded as active partners at Parklands School and we seek and value parental input and support in the school. We have an active and committed group of parents involved in the Parents and Friends Association who work energetically to assist the school to continually improve resources for our students.

Some of the events the P and F have organized in 2012 are a Fun Run, coordinating the soccer canteen at the local Soccer Association; School-based Easter and Mothers’s Day Markets; whole school bush dance and an Open Garden. The P and F also organized a family BBQ as well as numerous social events to welcome new parents to the community and meet the Board members for 2012.

Overall, parents show their satisfaction and confidence in the school by continuing to enroll their children here. Feedback from parents who left the school indicate that many do so because they are relocating, entering a middle school campus or the practicality of having other siblings at other schools.

**Value Added.**

Parklands School adds value to its outstanding educational programme through a focus on social and emotional development practices which are embedded within the curriculum and practices of the school.

These include a whole school approach to conflict resolution, based on Nonviolent Communication; ability to thrive in multi age classrooms; nature based learning; and connection to local Indigenous culture and history.

We have an Active After School Sports Programme with a range of coaching skills twice a week in term time throughout the year. Skills include soccer, basketball and netball, hip hop dance, yoga, tennis and multi ball skills.

The school fields a Soccer team in the local Saturday morning competition. Our senior class travels off campus at least weekly throughout the year to engage in local sports training, including Surfing, Badminton and Tennis.
Class based excursions are a feature of our school with classes from Pre-Primary and above involved in at least one each term. Excursions are linked to curriculum studied and in 2012 included many local bushland walks including the Luke Penn walk and the Bibbulmun Track as well as local museums and buildings.

Whole school excursions include annual swimming lessons to the local aquatic centre, participation in interschool events like the Interschool Cross-country and Book Week excursions.

Incursions include school performance shows, visiting authors or performers and every second year Musica Viva performances.

Involvement in community events ranged from our annual stall at the Albany Agricultural Show.

Overall we are satisfied that Parklands provided outstanding teaching and an outstanding learning programme for its students in 2012.