This Annual Report on Parklands School provides information about the school in accordance with the Federal Government’s funding requirements up to December, 2015.

Helping students reach personal excellence within a connected community.

Parklands School is a small, friendly and caring Independent Primary School in Albany. In December 2015 we had 126 students enrolled from Pre-Kindergarten to Year Six.

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 Classes:
In 2015 Parklands offered 6 classes plus Toddler Group (0-3) which were:
Pre- Kindergarten and Kindergarten
Pre-Primary
Year One
Year Two
Year Three/Four
Year Five/Six

Following the Montessori philosophy of early learning, Toddler Group enables children from infants to three years, together with their parents or carers, to enjoy a nurturing environment as their first experience of structured contact with other children. It prepares the way for a smooth transition into pre-kindergarten at Parklands School, but places are also available for anyone in the community.
Parklands’ unique kindergarten programme is governed by Montessori principles and practices for three- and four-year-olds. Children may start after they turn three, and attend for two three-hour sessions a week; four-year-olds attend two full days and one half day (15 hours) per week.

From Pre-Primary students attend school full time through to Year Six. Across all our primary classes, the guiding principle is freedom within limits: students are free to explore and learn, so far as that is respectful to others and the environment. Parklands School culture is based on cultivating respectful relationships; valuing academic achievement and developing a love of the natural world.

With more families joining our community each year we have been in a state of steady growth since 2008. This has been an exciting time, and heralded our inaugural Bright Futures Planning to accommodate our growing student population.

**Bright Futures**

This event was a school-wide collaborative planning and envisioning of our shared Bright Future for our school. Marie Miyashiro, Organisational Consultant and author of The Empathy Factor, helped our Bright Futures team to design and facilitate values-based visioning sessions with both the Board, and the Staff. Both groups were asked to envisage “When you think about Parklands School thriving, what does it look like?”

The Board and staff identified six important areas in which we could identify and measure growth:

- Building Partnerships
- Connection and Belonging
- Academic Development
- School Identity
- Incorporating Digital Technologies
- Developing Futures First Thinking

Six months of planning culminated in our Bright Futures Event, with over fifty members of the school community gathering one evening to hear the Board tell the story of how we got to where we are now as a school, and to hear from the community their responses and ideas about how to progress our school goal of **Helping students reach personal excellence within a connected community.**

At the end of the night, all the ideas were collated and handed back to the Board to consider and from there to identify up to 5 Bold Steps to help us get closer to our Bright Future over the next 3-5 years. Through this process, every voice mattered and there was opportunity for every voice to get heard.
“When you imagine Parklands thriving, what does it look and feel like?

The energy in the room, and the sense of connection that followed, was quite wonderful to experience. Remembering and reconnecting with the values we share – belonging, adventure, achievement, community, respect and connection has had the effect of bringing us back together, and back to our task of creating our future.

New oval and hard court play space re-development.

Another project which has taken a huge amount of consideration for the Board and the staff has been the school redevelopment. Since 2008 student enrolments have steadily grown at the rate of around 10 students per year from 45 students to our current number of 126. It has become apparent that we would need to either limit enrolments or create new play spaces to accommodate our growing need for space.

2015 saw the development of a new oval on land next door to the school through a leasing agreement with the City of Albany. We also relocated a toilet block and built new decking to re-shape the school to include this new wonderful play space. Earlier in the year the school re-configured the existing parking area into a dual-use parking and hard court which has virtually doubled the total amount of new play space.
This project culminated in Aunty Carole opening the new land for us on the first day of Term Three. She exhorted the children to love the birds, the trees and the grass and leaves and many of them immediately ran off to make gifts from the leaves and twigs for Aunty Carole, making it a beautiful start to our term.

**Sports**
The new hard court has increased opportunities for students to play ball sports and last year the inaugural Parklands Basketball team started playing in the local competition at the leisure centre. This was a collaborative venture between volunteer parents and teachers and was a wonderful initiative.

We also made good use of the hard court to display the Jump rope for heart skipping spectacular by the Year 5/6 class at the end of Term Three.

**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 motto is “Learning for Life” and we offer a caring and stimulating environment with gentle and respectful teaching to create this opportunity.

Our average student attendance in reflects an enthusiasm for coming to school, and in 2015 was 94%.

When students leave Parklands they go on to both Government and Non-Government schools, mostly locally unless families are relocating.

Parklands recognises that for most students transitions from home to kindergarten, part time to full time enrolment, and kindergarten to pre-primary classes is significant. We take great care to support students and parents through each of these milestones, so that it is as seamless a journey as possible.

The transition from Primary School to Middle School is also a significant event for our students, and we work cooperatively with families to support them in their choices for school beyond Parklands. Our students go to a range of Non-Government and State schools most of which are in the Great Southern Region.
We continue to receive feedback from students, through our Alumni connections, and from families, that our students thrive and settle into their new environments, taking their confidence and zest for learning with them into their new schools when they move from Parklands.

Every year we celebrate the achievements and graduation of our leaving students at our end of year Presentation Night, and in 2015 we celebrated our 13 Year Six students moving on from our midst!

**Partnerships**
Being part of a connected community and developing community partnerships were other aspects of our school that were mentioned in our Bright Futures event.

One way we do this is to invite parents, as well as other community members, to actively partner with us in their children’s education.

One special group of adults in our community is Grandparents. Grandparents Day is designed to celebrate the tremendous contribution grandparents make to the life and wellbeing of their grandchildren.

This year’s grandparents’ day saw a record number of grandparents joining us over the morning, and it was a beautiful sight to have so many loving and attentive adults throughout the whole school.

This is one partnership we are looking to grow into the future, as the multi-age and multi-generational mix is something special and profound for both students and grandparents.
**Parents**
Another initiative of the Board this year is the new internal partnership with the P and F designed to develop deeper connections. The board has a wealth of experience and knowledge to offer support and enthusiasm, and likewise the P and F have an energetic and positive bunch of volunteers to represent the school parents and support the school through events, fundraising and other activities.

One of the projects the parents have taken on is the creation of our first ever Parklands School Canteen. A dedicated group of parents in the Canteen subcommittee of the P and F plan the menu and shopping and coordinate teams to staff the canteen. Many parent are rostered on throughout the year to cook and serve fantastic healthy lunches. This takes a huge amount of work in the background and we are grateful to the Canteen committee who work tirelessly to make the canteen run so smoothly and productively,

**Whole School Events**
Two events which couldn't run without huge family support are Harmony Day and Dress as a book character.

On Harmony Day Families provided and shared an incredible spread of food representing different countries from around the world in our celebration of Harmony Day and multiculturalism in Australia. The day also raises awareness and financial support of our world vision child in Ethiopia.

Dress as a Book Character is our celebration of Book Week. Everyone comes dressed up for the whole school parade and has the opportunity to share their favourite book characters and stories.
Multi-age Events
Class teachers have many informal mixed age sessions where they share subjects like sport, fitness, shared reading, gardening, cooking, literacy and some excursions with other class groups to promote multi- age learning between the students. The opportunity and freedom to mix with peers of different ages is another aspect of the school that many students report to us as something they particularly value about Parklands School, especially as many of them have siblings in other year groups they enjoy being able to play with if they choose.

Love of nature
At Parklands we aim to instil a love of nature and opportunities for deep engagement with the natural world, both inside and outside of the school grounds. In this way, we hope to grow a student population who intrinsically know how to care for and nurture the natural environment. We are grateful to our gardening- loving parents and staff for sharing their love of growing things with the children and supporting them to create a thriving garden which they share responsibility for.

Many classes have harvested vegetables and cooked them as part of their classroom learning! The students in the Year Three/Four class in particular were passionate about their garden, and along with the Pre-primary students spent a lot of time in and around the garden, even selling their plants to support their sponsorship programmes.

The Pre-primary class even made their own pasta, and pesto, as well as cooking recipes to feature the carrots they harvested from the garden.

The Year Three/Four class got involved in the Stephanie Alexander Kitchen Garden project also by harvesting, cooking and inviting parents to come to eat with them.

Excursions and Incursions
Connecting with the outdoors and visiting the local bush and coastal environments is highly valued at Parklands and students are encouraged to do their learning outside as much as possible.

We have a robust excursion programme across the school. This year classes visited local beaches, the Kalgan River and a little further afield to Castle Rock.

Year Two students and Pre-primary students embarked on their respective hiking programmes to a range of destinations near- by and further afield. They wowed us with their determination, sense of adventure, and respect for nature and all living things, as well as their ability to organise their own gear and manage themselves in the great outdoors.
Some of the Year Two students wrote about their kite making and flying excursion – one of our students suggested the idea to write words on the kites and fly them so people could see them in the air with messages to look after the earth, stop throwing rubbish in the ocean and on the land.

As well as visiting a range of bushland environments further away the Year Three/Four and Pre-primary classes also spent time connecting with our local bushland on Mt Melville and at McKail Park.

Our Year Three/Four class got support from the City of Albany to plant out a section of Mt Melville, under Aunty Carole’s watchful eye, and this has become an ongoing project for them.

**ICT**

2015 saw a big capital investment changing and updating our school-wide computer system. Engaging with an IT consultancy, we installed new desktops and data projectors and screens in each of the six classrooms, and 3 class sets of 36 student laptops. This has enabled much more flexibility and creativity in the application of IT across the curriculum.

**Italian**

In 2015 all students from Pre-primary to Year Six enjoyed an activities-based Italian language and culture class each week with Signore Barbara. Italian is very popular with our students and families, and the Italian assembly is a highlight of our year.
**Music and the Arts**

Music is a big and growing part of Parklands – Lou McKenna created the music ensemble, Pride of Parklands, last year, and this year they performed a number of times in the community as well as at our music assembly.

Our music programme has grown this year to include guitar and violin tuition in addition to Lou’s piano and voice lessons. This has been made possible in part because of our dedicated soundproofed music room which was created early in 2015.

We also have partnerships with local music and dance specialists. Many of our classes have welcomed local, dance and circus skills teachers, to help them prepare their performances for Presentation Night and their class assemblies, thus including circus and dance skills into their curriculum.

**Sport**

Lots of Physical activity, movement and sport of all types are necessary for optimum learning. Apart from the regular and daily fitness activities, this year students also enjoyed a range of ball skills with the netball and football clinics; soccer, skipping, basketball, and athletics.

The Year Five/Six class once again enjoyed an extended surfing session early in the year, with Tony Harrison taking them through their paces over six weeks at Middleton Beach. Many Year Five/Six students cite this surfing experience as a highlight for confidence building and group bonding.

Students showcased their fitness in the Parklands School Cross Country event which involved students from Pre-primary through to Year Six. This led on to a group of sixteen students participating in the Non-Government School’s, Interschool Cross Country held in term Three.

A group of enthusiastic parents continued the Parklands tradition of a soccer team in the Saturday morning competition through the Winter. As well as learning ball skills, being part of a local competition gives students the chance to connect with their peers in the community.

By term Four everyone was ready to go all out in our school athletics carnival which was once again a magnificent display of sportsmanship and enthusiastic participation by all students.
For the second year Parklands students from years Three to Six competed in the Non-Government School’s Interschool Athletics carnival as well. This is one way we can connect with other schools in the district.

**Leadership**

Many school traditions continued in 2015 amongst them our Peer Support programme in Term Two. The Year Five/Six students attend a two day leadership training event to prepare them to present and manage small multi-aged groups of students from Years One to Four. They present the Peer Leadership Curriculum module over 8 weeks during school.

At the Bright Futures Event, this was talked about as one of the most popular whole school programmes, both for the student leaders, and for the younger students, who love both the mixed age learning groups, and the modelling of their older peers.

Involvement in the district wide annual Grip Leadership Conference is another whole day event where our Year Five/Six students mix with other Senior Primary students across town to build confidence and skills in leadership.

We are already planning for 2016 leadership events for next year’s Year 5/6 students!

**Academic Achievement**

The balance of inquiry-based learning, mutual respect, cultivation of a sense of awe and wonder, support for their natural curiosity about the world, and plenty of outdoor learning and movement make a great environment for solid academic achievement.
NAPLAN indications for Parklands School, 2015

NAPLAN is designed to give parents feedback about their students’ progress over time, as well as give schools diagnostic information to inform the effectiveness of their delivery of the Australian Curriculum. Teachers at Parklands use NAPLAN data together with their own diagnostic information to diagnose learning needs of their students and effectively adapt curriculum delivery to meet this diverse range of needs. Results in Numeracy and Reading are generally regarded as predictors of overall student outcomes across the curriculum.

Since 2012 our Year Three students are sitting above benchmark and above National Mean scores in Numeracy Reading and Grammar. Since 2012 our Year Five students are sitting above benchmark and National Mean scores in Numeracy, Reading, Writing, Spelling and Grammar.

In Reading, our cohort of Year Three students from 2013-2015 started above the Year Five National Mean (511 points) and are now just below the Year 9 National Mean (571 points). This is one indicator of a sound reading programme across the school. (The other is the sheer amount of books students from Early Primary through to Year Six manage to read!) see graph below.

Looking at the overview of 2015 NAPLAN scores, the consistent progress and good growth of this small cohort of students indicate an improvement above the national mean (about 90 points over the two years) in all areas of Numeracy, Reading, Writing, Spelling and Grammar Punctuation.

For further information you can visit the My school website on https://www.myschool.edu.au/StudentGain/Index/101306/ParklandsSchool/49081/2015

Parklands School, Albany, WA

Gains are reported in reading, writing and numeracy. A measure of gain will not be reported in some schools; for example, in secondary schools that do not include Year 7.

On this page NAPLAN results for the selected school relate only to matched students. Matched students are those who sat two consecutive NAPLAN tests at the same school and have results at two year levels. Results are shown only for schools with five or more matched students.

The selected school’s scores are shown in dark blue. Click on the boxes to compare the results for the selected school with results for schools serving students from statistically similar backgrounds, students with the same starting score and students in all Australian schools.

It should be noted that in NAPLAN testing, students starting with lower scores tend to make greater gains over time than those starting with higher scores.
How to interpret this chart

- ◆ Average achievement of students in the selected school
- Margin of error at 90% level of confidence
- ■ Average achievement of students in all Australian schools
Staffing
At Parklands we invest highly in staffing. We make it a priority to provide a high ratio of teachers to students, with most classes having a ratio of one member of staff for every twelve students throughout the morning literacy and numeracy block.

We had a total of 7.7 FTE teaching positions and 4.63 FTE teaching assistants and 1.5FTE admin positions in the school during 2015. Some staff worked part time so we had a total of 24 contracted staff overall.

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<th>FTE</th>
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<tr>
<td>Total number of non-teaching staff members (including part time)</td>
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<td>6.13</td>
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All our teaching staff were registered members of the Teacher’s Registration Board of WA.

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<td>Diploma</td>
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Our overall staff attendance was 97.57% in 2015, and our retention rate was 87% which is a wonderful indication of how satisfied teachers are at Parklands. When staff left the school they did so mainly for personal reasons, related to family situations.
Professional Development

We have a dynamic and committed team who model Parklands’ motto of “learning for life”. The School invests in the Professional Development of the staff and links learning to the needs identified by staff both through Performance Appraisals and emerging needs of the students.

In 2015 there was a particular focus on improved teaching methods in Reading, Writing, Mathematics and Science and professional learning activities were focused on building teachers’ understandings of highly effective teaching strategies in these areas.

Clarity about what students are expected to learn and be able to do, high expectations of every student’s learning, explicit teaching of skills and content, individualized attention as required, and timely feedback to guide student action are key elements of the school’s push for improved teaching and learning.

This is evidenced by a comprehensive Professional Development programme for each teacher with a budget attached to enable teachers an element of choice and to be opportunistic in their PD needs. All Professional Development is linked to identified needs for each teacher’s learning journey.

Areas for further learning in 2015

In 2015 the following areas were identified as areas for further learning:

- ICT
- Indigenous education
- Inquiry- based learning
- Student self- assessment strategies, and creating learning programmes for students with learning difficulties.
- Supporting students to develop courtesy and resilience

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 $1,170 contributed towards each teacher’s Professional Learning in 2015.
Other professional learning for staff and board members during 2015 include:

- Principal as Numeracy Leaders two day course – Principal and Staff member
- Dyslexia Spedl one day workshop on Reading Comprehension
- Marie Miyashiro Bright Futures designing community collaborative facilitation training
- Montessori Diploma Training
- Positive Education Conference
- Interpreting NAPLAN data using Appraise
- Two day Senior First Aid Training
- K-3 Oral language and comprehension
- National Consistent Collection of Data
- AISWA Early Childhood Conference, Perth
- Data base training for administration staff
- Planning for Assessment inquiry approach
- Anxiety training – separation anxiety and generalised anxiety disorder
- Inquiry based curriculum design
- National Quality Standards refresher – Principals and School Curriculum Leaders
- Cooperative Maths Games and NAPLAN analysis
- ICT in the Curriculum
- Little Scientist Programme – Early Years Staff
- DES School Registration Seminar - AISWA
- Behaviour management/Support – transitions, staff well-being
- Protective Behaviours
- Australian Bursars Association Conference
- Sounds Write 4 day course

Funding Sources
Sources of income for Parklands School in 2015 was broken down into:

- Tuition fees: 21.40%
- State per capita grants: 17.23%
- Commonwealth Recurrent Grants: 55.41%
- AISWA Commonwealth Targeted Programmes: 2.46%
- Other sources including donations: 3.49%

Parent Involvement and satisfaction
Overall, parents show their satisfaction and confidence in the school by continuing their children’s enrolment at Parklands from year to year. Enrolment patterns indicate more families staying enrolled through to Year Six enabling classes to maintain robust sizes and balanced gender mixes.

Surveys and exit feedback and anecdotal data tells us that most families left the school because they relocated, were moving to a Middle School Campus or in some cases because of siblings at other schools.

In the rare event of families expressing a genuine dissatisfaction with the school every effort was made to resolve the situation, and feedback is always taken on board to improve our services and update our policies and procedures to reflect an environment of continual improvement and self-reflection.
Parklands continues to enjoy a reputation as a school which provides a nurturing and outstanding learning environment for all its students.