**Parklands School Annual Report for 2013.**
This annual report on Parklands School provides information about the school in accordance with the Federal Government’s funding requirements up to December, 2013.

**About Our School.**
Parklands School is a small, friendly and caring Independent Primary School in Albany. In December 2013 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 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:**
In 2013 we began offering full day Kindergarten classes and in line with Government Early Access requirements we extended the Kindergarten sessions to two and a half days. We had two kindergarten groups, totaling 19 students in all. We continued to offer our two mornings a week pre-kindergarten programme to 16 students, and our weekly Toddler group to parents with children up to three years of age.

In 2013 we offered full time Pre-Primary to Year Six classes. We ceased enrolments for Year Seven at the end of 2013, a year earlier than Government requirements, as this fitted better with our strategic growth planning and class sizes for 2014.
Whole School Programmes:
In 2013 all students from Pre-primary to Year Six continued with weekly Italian language and culture lessons with Signore Barbara. Italian is very popular with our students and families, and the annual Italian assembly is a highlight of our year.

In 2013 class teachers developed their own class-based music programmes, presenting performances at assemblies and our end of year Presentation Night. Ms Lou McKenna continued to offer private piano or voice lessons at during and after school and in 2013 we also added violin lessons to the choices available to families.

Multi-age programmes.
Getting students together in multi-age groupings is highly valued in our school, and in 2013 we continued our popular Peer Support programme. Students in the Year 5/6 class attended a two-day leadership training workshop. This was delivered by the Principal and Yr 5/6 class teacher and the topic was Harmony.

The students worked in pairs to prepare and lead 8 half hour sessions prepared by Peer Support Australia. Each group consisted of a group of 10 mixed aged students from Year 1 and older. For many students, this opportunity to actually be the group teacher, is one of the most challenging and satisfying leadership roles they experience in their role as student leaders. It is the third year Parklands has offered the Peer Support Programme.

The Year 5/6 class also attended the district wide Grip Leadership seminar in Albany, giving them the opportunity to mix with their district wide peers.

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 2013 was broken down into

- Tuition fees 24.05%
- State per capita grants 21.07%
Commonwealth Recurrent Grants 47.78%
AISWA Commonwealth Targeted Programmes 4.01%
Other sources including donations 3.09%

**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 2013 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 and 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 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 prepare students for the behaviours expected of them in middle schooling by developing skills of independence and resilience and self responsibility.

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.

**Student achievement as assessed in standardised tests**

Our NAPLAN results in 2013 give the school useful feedback about the effectiveness of teachers delivering the Australian Curriculum, and also show parents how their students are progressing over the years from years 3, 5, and 7.

We are delighted with the indication, even of our small cohort, of a steady improvement of all students tested. Student improvements were due to a range of factors including:

- Excellent coverage and depth of teaching of the Australian Curriculum which is the content of most of the NAPLAN testing
- Effective PD for teachers on interpreting NAPLAN data resulting in clear foci for teaching for the following year, and for year groups prior to those being tested, to ensure depth of understanding across the curriculum areas
- Effective teacher diagnostic testing and school based diagnostic testing targeting learning areas for individuals and the whole school
- Effective collaborative whole school improvement in planning and delivery of curriculum and focused attention on key areas like phonics and spelling
- Teachers effectively diagnosing learning needs of the range of students in each class and effectively adapting curriculum delivery to meet this diverse range of needs.

This has resulted in many students recording outcomes off the scale as well as almost all students achieving benchmark in literacy and numeracy from year 3-6.

All but 1 student in the Year 3 and Year 5 cohorts tested above national averages in reading with some of our Year 3 students reading upwards of Year 9 standards.

In Mathematics Geometry and Algebra were deemed as focus areas due to transitioning from the WA Curriculum to the Australian Curriculum, and this is consistent in schools across WA.

We are very pleased with the overall results in all three year levels of
Naplan testing at Parklands in 2013.

**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 had a total of 7.35 FTE teaching positions and 3.52 FTE teaching assistants and 1.5 FTE admin positions in the school during 2013. Some staff worked part time so we had a total of 20 staff overall.

All our teaching staff were members of the WA College of Teaching. One is 3 year trained and 9 are 4 year trained.

Most of our classes have a teacher assistant for a minimum of two mornings a week, and others up to four mornings a week. This, coupled with small class sizes, effectively creates a literacy and numeracy core learning ratio of one staff member to every 10 students right across the school.

Our staff attendance was 99.987% overall in 2013, 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 $1,000 contributed towards each teacher’s Professional Learning in 2013.

Other professional learning activities undertaken during 2013 were:
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 organized in 2013 were 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 2013.

Overall, parents show their satisfaction and confidence in the school by continuing to enroll their children here and be encouraging their friends and neighbours to do likewise. 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.

In 2013 the Principal and a teacher went to Scotland as part of the AISWA Early Childhood Education Nature Study Tour. This has strengthened one area of our school life which we believe works so well for student learning – time to connect and learn in nature.
Since then the staff have been implementing these ideas to increase the time all students have to play and learn in the outdoors, both in the playground, nearby open spaces, and through our excursion programme to coastal and bush settings.

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 2013 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 to involvement in the ANZAC day parade. 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, golf and tennis.
Overall we are satisfied that Parklands’ focus on a research-based approach to pedagogy and our excellence in teaching continue to provide an outstanding teaching and learning programme as demonstrated in improved student outcomes for all students in 2013 both academically and socially.