



Annual Report

2022

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Acknowledgement of Country

We would like to acknowledge the Menang custodians of the land who have been living here for thousands of years. We would like to remember the wonderful Elders from the past and present. Thank you for looking after this land for everyone for future generations. We are very lucky to live on this beautiful land and have it as our home.- (Written by Year 4)

Board Chair's Report

2022 was another successful year for Parklands school!

We have continued to work through our strategic plan which is constantly being updated by school community feedback.

The basis of this plan being our vision statement: to develop confident, lifelong learners who are ready to make our world a better place, and our mission of developing a holistic education in a vibrant, nurturing community.

In 2022 we continued to have the following strategic focus.

- Working towards a consistent, whole school curriculum, with a particular focus on literacy (phonics, spelling and reading).
- Wellbeing was also a big focus, in providing holistic education and with the addition of Pepper the wellbeing dog, being a huge success. We also achieved good academic results in NAPLAN and other standardised tests
- In 2022 we had the largest group of year 6 graduating students that we have ever had, which meant that we had the largest number of departing students. A focus on advertising and making the school more visible in the community has become very important to make sure that we keep our enrolments numbers to our desired levels.
- Financially 2022 was a solid year recording a moderate profit.
- The school was impacted by Covid-19 in 2022 more than any other year. As a school, we coped relatively well with staff and students attendance being affected, but this period was short-lived and we had good staff relief resources to support this.
- Feedback from a recent parent survey highlighted the need to redevelop a sense of community and School value, which will be a focus for the coming year.



Space remains an ongoing issue at our school, and we commend the resourcefulness of our staff in finding creative solutions. For instance, we have witnessed the implementation of the new river play area in the Early Years section and the establishment of the peninsula for lunchtime activities. However, our current physical space is limited by various factors. Kindy occupies the northern area, roads border the

east and west, and dedicated greenspace lies to the south, making it impossible for us to expand or enhance the peninsula further.

To address this challenge, the school has initiated collaboration with an independent consultancy group to explore potential options. These options include either staying on our current site or relocating to a different location. Throughout this process, we will actively seek input and feedback from all stakeholders concerning the facilities of any new or upgraded school. It is important to note that if there is a relocation, the primary objective will be to increase the land area of the school rather than accommodating a larger student population.

Along with changes come challenges, I commend principal Iain Murray and his team of staff for embracing the changes and making great progress with our plan!

I would like to thank Wiebke Ebeling and Pete van Schoubroeck and the nucleus of the P and F that have battled in a difficult transitional year. The P and F is such an integral part of School, and I further encourage parents to find a way to contribute to the P and F, as it is the backbone of the school! As a board, we look forward to working with the P and F in 2023 to find further ways to help strengthen our school community.

I would like to thank the Parklands School Board for their time and dedication to the governance and strategic direction of the school. Thanks to our treasurer Kylie Douglas, Kirsten Rudolph, Mark Comer (Board Secretary), Nicci Booth and Rumeena Nizam.

I would also like to take this opportunity to thank our outgoing board member Drew Dymond and thank him for his outstanding contribution to the school.

Lastly a huge thanks to our wonderful staff at Parklands! We are very fortunate to have such a wonderful group and their support in the future direction of Parklands school is essential.

Thanks to the Parklands families, students and staff for their support this year.

Alexandra Riggall

Parklands Board Chair



Principal's Report

Our school vision is *To develop confident, lifelong learners who are ready to make our world a better place*. This year, we have worked hard to embed this into our school and explore what it looks like for our students, especially our Y6 graduates.

Ultimately, it is this guiding statement that truly serves as the measure of success for our Year 6 students. Throughout their time at Parklands, we have nurtured and empowered them to embody the core values that are foundational to our school. As they prepare to transition to new horizons, we encourage them to reflect upon the significance of confidence, lifelong learning, and their role in making our world a better place. These qualities will shape their journeys beyond our school gates, and it is by these principles that we should assess their growth, achievements, and impact on the wider community.

Confidence

Confidence manifests uniquely in each student, showcasing their abilities and strengths across various domains. Some students exhibit confidence on the stage, displaying their talents during events like the Albany Schools Music Festival and our own Presentation Night. Others find their confidence on sports fields, excelling in soccer or basketball. Academic pursuits provide another avenue for students to showcase their confidence, as they excel in specific subjects. Moreover, confidence extends to social interactions, with some students being adept at making friends or assertively standing up for themselves. Additionally, there are those who display confidence by advocating for others.

Throughout the year, we have witnessed tremendous growth in confidence within our Year 6 class. In Term 1, they seized the opportunity to refine their surfing skills, benefiting from an extended streak of sunny Friday afternoons. They acquired a range of competencies that bolstered their confidence in and around the waves, ultimately achieving the milestone of standing up on their surfboards. Throughout these sessions, students fostered a strong sense of community, supporting and encouraging one another to persist and give their best efforts.

The role of Peer Support Leader presented the class with their most significant challenge this year. Despite the disruptions caused by Covid-related student absences, every Year 6 student rose to the occasion, assuming leadership roles over the eight-week program. Their confidence and exemplary leadership qualities shone brightly and garnered praise from our staff following each session.

Furthermore, the camp experience provided an invaluable opportunity for students to push their boundaries and display remarkable personal growth. They embraced challenges such as jumping off the jetty, constructing rafts, navigating through rogaining activities, cooking meals, racing canoes, and engaging in numerous other activities. Within just a few days, numerous students showcased tangible growth and development.

These diverse experiences throughout the year have cultivated confidence within our Year 6 students, enabling them to thrive in various endeavours and overcome challenges with determination. As they embark on new chapters, we are confident in their abilities to carry this unwavering self-assurance forward and make a positive impact on the world around them.

Lifelong Learners

At our school, learning lies at the very core of our mission. While it encompasses fundamental academic skills such as mastering times tables in maths, crafting well-written recounts in English, or delving into the intricacies of electrical circuits in science, lifelong learning extends beyond these specific subjects. It entails the spirit of inquiry, nurturing a sense of curiosity that prompts students to ask questions, to wonder about the intricacies of the world, and to ponder the reasons behind phenomena. Lifelong learning is about being intellectually stimulated by a particular place or context and feeling a genuine desire to delve deeper into understanding. It is through this holistic approach to education that we instil in our students a passion for learning that transcends the boundaries of the classroom and equips them with the skills and mindset to embark on a lifelong journey of discovery.

Making Our World a Better Place

When we speak of making a difference, we emphasize the significance of our world; the immediate environment that we inhabit and influence. It is essential for each individual to reflect on how they can contribute to improving their sphere of influence. For some, this may involve creating positive change within their own homes or school communities. Others may extend their efforts to benefit the local Albany community, while some may strive to make a difference at larger scales, encompassing Western Australia or even the entirety of Australia.

As our students' educational journey at Parklands progresses, we wholeheartedly encourage them to embrace three fundamental aspirations. First and foremost, we urge them to cultivate confidence by embracing their unique abilities and embracing new challenges with self-assurance. Secondly, we emphasize the value of lifelong learning, recognising that the pursuit of knowledge and understanding is a lifelong journey that fosters personal growth and empowers individuals to adapt to an ever-changing world. Finally, we implore our students to take action and actively contribute to improving their world. By identifying opportunities and utilising their skills, they have the potential to create meaningful change in their immediate surroundings.

Our vision is for students to graduate from Parklands School equipped with the confidence to overcome obstacles, a thirst for continuous learning, and a genuine commitment to making a positive impact on their world. As they embark on their next chapters, we eagerly anticipate witnessing the incredible contributions they will make to their communities, both near and far.

Ilan Murray

Principal

Guiding Statements

Vision To develop confident, lifelong learners who are ready to make our world a better place	Values Community Creativity Fairness Kindness Respect
Mission Holistic education in a vibrant, nurturing community	
Motto Learning for Life	

Statement of Commitment to Child Safety

All children and young people who come to Parklands School have a right to feel and be safe. We are committed to the safety and wellbeing of all children and young people. We are committed to providing a child safe and child friendly environment, where children and young people are safe and feel safe and are able to actively participate in decisions that affect their lives.

We have a zero tolerance for child abuse, grooming and other harm and are committed to acting in students' best interests and keeping them safe from harm.

The School regards its child safety responsibilities with the utmost importance and is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintaining a child safe culture.

Each member of the School community has a responsibility to understand the important and specific role that they play individually, and collectively, to ensure that the wellbeing and safety of all students is at the forefront of all that they do, and every decision that they make.

About the School

Parklands is an independent Pre-K to 6 Co-ed school set in Menang Boodja along the spectacular coastline of WA's Great Southern. Inspired by Montessori principles and guided by the Australian Curriculum, Parklands students' natural curiosity and creativity is encouraged, and their connection to environment, fostered. Small by design and under the guidance of experienced educators and strong leaders, Parklands is the right place for your child. We don't just meet the curriculum. Our dedicated team go beyond to build connections with your child to uncover their unique curiosity. Parklands students leave with more than an education. They leave with the voice and life skills to make a difference.

In 2022, a total of 19 students were enrolled in the Kindy programme. Each Friday, the School also operated a playgroup for toddlers (18 months - 3 years) and their parents, with around 10 families attending on a regular basis.

The School offers the WA Curriculum from Pre-primary to Year 6 but is authorised to present alternative reports to parents. Reports for students at Parklands School do not record grades but instead report achievement against descriptors and how well a student meets a standard.

In addition, students are able to participate in a number of extra-curricular activities. Lunchtime drumming is held weekly and open to all students from PP to Year 6. Private music lessons in piano, violin, voice and theory are also offered during the school day. The School also has sports teams that participate in local weekend competitions throughout the year in soccer and basketball.

Being small, the School is able to place a strong emphasis on the social-emotional development of students. By focusing on character strengths, students are able to identify their emotions and those of their peers. This helps them to regulate their own emotions while also understanding others. This was further enhanced in 2022 with the introduction of Pepper, our wellbeing dog.

Attendance

Parklands School continues to enjoy high rates of attendance even in a third year disrupted by COVID-19.

Parents are required to provide written justification of all absences and this is usually done via email. An online absence form is also available on the School website. When a justification is not received, the School contacts parents via both telephone and letter.

Annual attendance rates are shown in the table on the right.

Year 1	85%
Year 2	82%
Year 3	87%
Year 4	85%
Year 5	90%
Year 6	85%

Staff

At Parklands School, we are thankful to have a great team of qualified staff dedicated to developing our *vibrant, nurturing community*. We enjoy a high staff-to-student ratio that ensures we are well placed to meet the needs of all of our students.

Parklands School's workforce composition is as follows:

	Male	Female	Aboriginal	FTE	Actual
Teachers	3	9	-	10.0	12
Education Assistants	0	10	-	7.1	10
Administration & Operations	2	4	-	4.85	6

The qualifications and 2022 roles of our staff, as of the August Census, are as follows:

Teachers

Susan Penter	Bachelor of Arts (Literature) Masters of Teaching (Early Childhood)	Kindergarten teacher
Kylie Shepherd	Bachelor of Arts (Education)	Pre-primary teacher
Annelise Babun	Graduate Diploma in Teaching (Early Childhood) Bachelor of Asian Studies	Year 1 teacher
Carly Talbot	Graduate Diploma of Education (Primary) Bachelor of Social Science, Anthropology (Honours)	Year 2 teacher
Matthew Bascombe	Bachelor of Education (Primary)	Year 3 teacher
Margaret Sefton	Bachelor of Arts Graduate Diploma of Linguistics Graduate Diploma of Education	Year 4 teacher

RSA Certificate in Teaching English as a Foreign Language

Upper Elementary Montessori Diploma

Master of Applied Linguistics

Alex Gray	Bachelor of Education (Primary Teaching)	Year 5 Teacher
Conrad Lubich	Bachelor of Education - Primary Education	Year 6 Teacher
Jennifer Shann	Bachelor of Arts (English)	Language Support Teacher
	Certificate III Financial Services	
	Certificate III Business	
	Graduate Diploma of Education (Primary)	
Tina Creese	Bachelor of Arts in Early Childhood Education	Specialist teacher (Art)
	Diploma in Montessori Method of Education	
Freya Swarbrick	Master of Teaching (Secondary Music Education).	Specialist teacher (Music)
	Bachelor of Arts (Music Performance on Violin)	
Petra Simojoki	Bachelor of Education (Primary)	Specialist teacher (Indonesian)
	Teacher Assistant Certificate	
	Certificate III in Children's Services (Childcare)	

Education Assistants

Cheryl Baum	Certificate IV in Education Support	Year 6 EA
Gaye Cochrane	Certificate III in Education Support	Year 3 EA
Myla Robinson	Certificate III in Children's Services (Teacher Assistant)	Year 1 EA
Tess Volckerts	Diploma of Children's Services	Pre-primary EA
	Certificate III in Children's Services	

Paula Pollett	Certificate III in Education Support	Pre-primary EA
Essie Wood	Diploma in Children's Services 0-5 years	Playgroup leader Year 2 EA
Kim Yuswak	Certificate III Education Support	Kindergarten EA
Alison McGarva	Certificate III Education Support	Year 4 EA
Melissa Sims	Certificate III Education Support	Year 5 EA (Special Needs)
Paige Ogden	Studying Bachelor of Primary Education - Curtin University	Year 5 EA

Administration

Iain Murray	Certificate of School Management & Leadership Master of Educational Studies (Leadership) Postgraduate Diploma in Education (Primary) Bachelor of Science (Geography)	Principal
Joanna Thiel	Master of Educational Leadership (Ongoing) Graduate Certificate in Early Childhood Bachelor of Education Bachelor of Teaching (Primary)	Deputy Principal Inclusive Education Coordinator
Jenny Bunn	Advanced Diploma (Accounting) Diploma of Business (Accounting) Certificate IV in Training & Assessment Certificate IV in Superannuation	Business Manager
Chelsey Jackson	Associate Diploma of Business (Management)	Office Manager

Operations

Arun Burton

Maintenance

Kaitlin Bunn

Cleaning

Student Learning

Wellbeing

In 2022, we introduced a wonderful addition to our school community, Pepper the wellbeing dog. Recognising the importance of supporting our students' holistic needs, we welcomed Pepper as a cherished member of our team. Pepper, a specially trained therapy dog, has brought a wealth of comfort, companionship, and emotional support to our students throughout the year.

Pepper's presence has had a positive impact on the overall wellbeing of our students. With his gentle and affectionate nature, Pepper has provided a source of comfort during times of stress, anxiety, or sadness. The therapeutic benefits of interacting with a dog like Pepper are well-documented, including reduced stress levels, increased feelings of happiness and relaxation, and improved social interactions.

Our students have formed a strong bond with Pepper, finding solace in his company and experiencing the unconditional love that only a dog can offer. Whether it's during designated wellbeing sessions or simply during breaks and free time, Pepper has been there to lend a sympathetic ear and offer a reassuring presence.

Furthermore, Pepper has played an important role in fostering a sense of community within our school. He has become a beloved figure, bringing students and staff together through his warm and playful nature. Pepper's friendly interactions have facilitated connections and conversations, creating a more inclusive and supportive environment for all.

We are immensely grateful for the positive impact that Pepper has had on our school community. His presence has exemplified our commitment to addressing the multifaceted needs of our students, ensuring their emotional wellbeing remains a top priority. Pepper's unwavering companionship and ability to provide comfort and support have truly made a difference in the lives of our students, reinforcing the importance of nurturing their holistic development.

As we look towards the future, we remain dedicated to providing a nurturing and inclusive environment for all our students. Pepper will continue to play a vital role in our commitment to promoting emotional well-being and fostering a sense of belonging within our school community.

Excursions & Incursions

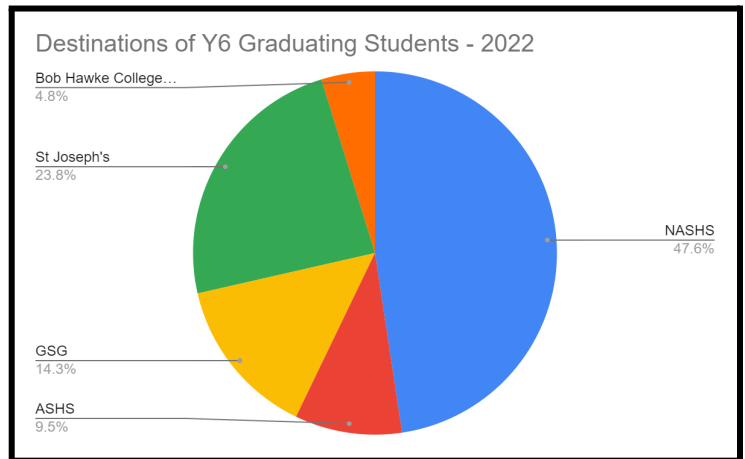
Excursions and incursions provide an opportunity to enrich the learning experiences of students and provide a connection between the classroom and the community. Despite restrictions due to COVID-19, our students were still able to participate in the following activities:

- AFL Workshops
- Albany Entertainment Centre (various shows)
- Albany Heritage Trail
- Albany Music Festival
- Albany Wind Farm
- Albany Youth Symposium
- Annual school athletics carnival
- Boardwalk at Middleton Beach
- Bush School
- Camp Quality Puppet Show
- Camp Quaranup
- Eyre Park
- Interschool Athletics Carnival
- Interschool Cross Country
- Interschool Multisport Carnival
- Jump Rope for Heart
- Luke Pen Walk
- Menang Cultural Tour
- Musica Viva
- Museum of the Great Southern
- National Anzac Centre
- North Albany Senior High School
- Oyster Harbour Fish Traps
- P&F Disco
- P&F Lantern walk and Bonfire
- Scitech
- Southern Edge Arts - circus skills workshop
- Spare Parts Puppet Theatre
- Surfing at Middleton Beach
- Swimming Lessons at Albany Leisure & Aquatic Centre
- WA College of Agriculture, Denmark
- Weerlara Park
- Year 6 Dinner

Life after Parklands

21 students graduated year 6 at the end of 2022. Students went on to join the following schools:

- Albany Senior High School (ASHS)
- Bob Hawke College (Perth)
- Great Southern Grammar (GSG)
- North Albany Senior High School (NASHS)
- St Joseph's College



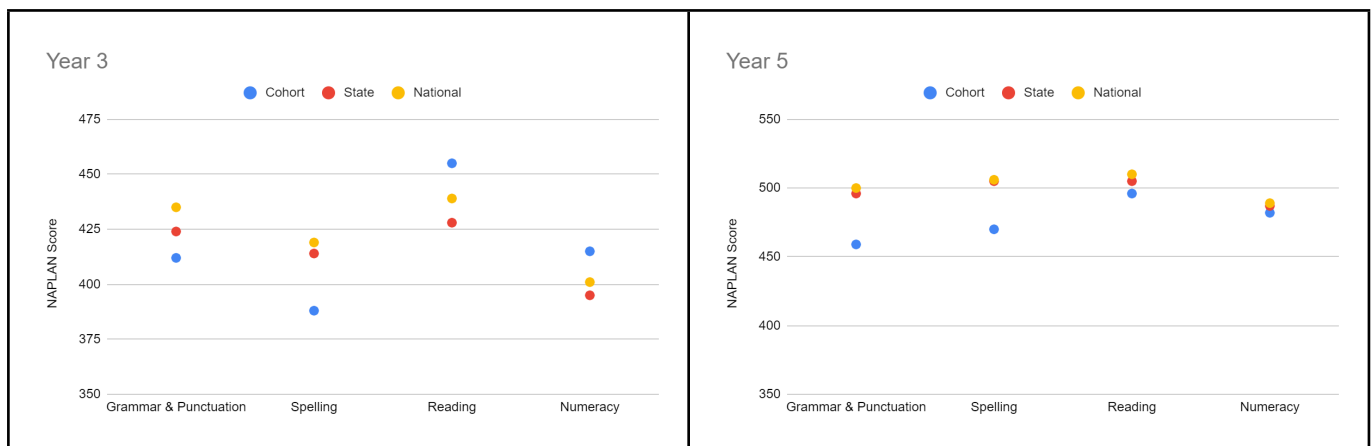
NAPLAN

NAPLAN is a nationwide measure through which parents, teachers, schools, education authorities, governments and the broader community can determine how well young Australians are developing the literacy and numeracy skills that provide the critical foundation for other learning and for their productive and rewarding participation in the community.

NAPLAN tests are one aspect of each school's assessment and reporting process. NAPLAN does not replace the extensive, ongoing assessments made by teachers about each student's performance. A child's teacher will have the best insight into the child's educational progress. NAPLAN results do not measure overall school quality.

In 2022, Parklands students participated in online versions of the tests except for Year 3 writing.

The results of our students compared to the national, state and similar school averages are shown below.



Stakeholder Feedback

Parklands School is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2022, just 30 parents responded to a short annual survey focused on what they value and where they would like to see improvement.

Parent Quotes on what they value about Parklands School:

- *Community across the whole school, and kindness of students and staff*
- *Overall culture of the school*
- *The focus on students; their growth and development*
- *I feel like my opinions and feedback to the school are genuinely listened to & valued.*
- *Small class sizes. Opportunity for my children to be known by all staff in school and not just their classroom teachers.*

Parent quotes on areas for improvement

- *Introducing a Phys-Ed teacher to have dedicated sports classes each week*
- *Better sport facilities*
- *Community coming together again more post covid public health measures.*
- *I'd like the opportunity to be involved in class more and to get to know the teacher*
- *Cultivate culture of care for others across the school - whole school assemblies need to return!*

Income

School income is drawn from a variety of sources, as shown in the graphs below. We are very grateful to our families whose school fees allow us to provide additional resources, such as a high number of Education Assistants.

