

2017 PARKLANDS SCHOOL ANNUAL PERFORMANCE REPORT

“Enabling students to reach personal excellence within a connected community”

This Annual Report on Parklands School provides information about the school in accordance with the Federal Government’s funding requirements up to December, 2017.

Parklands School is a small, friendly and caring Independent Primary School in Albany.

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 Kindergarten programmes are governed by Montessori principles and practices, and our Pre-Primary and Primary curriculum is based on the West 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 2017 Parklands offered 7 classes plus Toddler Group (0-3) which were:

- Pre- Kindergarten and Kindergarten
- Pre-Primary
- Year One
- Year Two
- Year Three
- Year Four
- Year Five/Six

2017-2020 School Strategic Plan:

With the growing school population the Board has updated the 2017- 2020 School Strategic Plan to incorporate these outcomes into the overall strategy of the school for the next three years.

Area 1: Governance

Area 2: Academic Development

Area 3: Developing a Quality Teaching Team and Staffing

Area 4: Infrastructure

Area 5: Building Partnerships

Area 6: Communication

Achievements in these areas include:

1. Governance

- Building levels of leadership into the school structure
- Increasing the School Bursar role from 0.6FTE to 1.0FTE in 2017
- Increased PD budget for staff
- Establishment of processes to create more transparent communication between staff, administration, parents and board

2. Academic Development

- Continue to train staff to embed Positive Education practices across the school
- Develop collaborative and more systematic planning and assessing across the school from K-2 and Years 3-6

3. Developing a Quality Teaching Team

- Improve recruitment policies and processes for both internal and external recruitment
- Further align all staff PD to identified school learning focus areas

4. Infrastructure

- Create a new Year Three class in 2017
- Completion of the New Early Years Learning Area and Play-space

5. Building Partnerships

- Schedule two regular intergenerational events annually
- Maintain and grow partnerships with neighbours and the local community

6. Communication

- Improving engagement with parents through the addition of the Skool Bag app and SMS and newsletters to phones
- Improving engagement with the P and F
- Review of enrolment process to create a more comprehensive induction for new families

1. Governance

In a time when many families are leaving the Non-Government sector in the state, Parklands is experiencing a period of rapid growth with enrolments increasing from 126 in 2016 to 143 in 2017. Not only are enrolments growing, students are also staying on from Kindergarten to Year 6. Further, more families with multiple siblings are enrolling and this is developing growth from within the existing population. In 2017 this resulted in a new Year 3 class being created. The number of families increased to 78 in 2017.

In order to continue the highly individualised educational programme and the expansion of services the Board approved the creation of a 0.4FTE Deputy role at the end of the year.

This growth means other services need to keep pace with the extra workload and the continual improvement happening in education. To this end, the Bursar role was increased

from 0.6FTE to 1.0FTE in 2017 with a focus on management of building, grounds, maintenance, OHS, as well as human resource development.

In 2017 a dedicated staff member was employed to coordinate and administer On Entry Assessment Literacy and Numeracy testing to all students in Pre-Primary and Year One.

The Board approved an increase in funding for teacher professional development which has allowed the staff to access a wide range of expert learning to contribute to our pool of knowledge and skills as a teaching team.

These include

- Montessori curriculum practices and principles
- Curriculum- including Implementation of West Australian Curriculum in Languages Other Than English (Italian); Technologies; Health and Physical Education and The Arts.
- A focus on Science and in particular Technology and Engineering
- Inquiry based student centred learning
- Wellbeing and Positive Education initiatives.

The Western Australian Curriculum requires that all students from Years Three and above participate in a Languages programme from 2018. Our school has been implementing this programme from Pre-Primary to Year Six students for the past 18 years since the inception of the school.

The school has also developed its music and Arts programmes. In 2017 more music was made available to students through the addition of a drumming programme held at lunch times with Tuaari Kuiti. Drumming students complemented the choir to perform at the Albany Music Festival, and the school's annual music assembly.

We also have a school Art Specialist teacher who liaises with teachers to bring Art into many areas of the curriculum.

2. Academic Development; Curriculum and Futures Thinking

Positive Education

Parklands has always been a school which focusses on strengths of all students, and the importance of taking into account the needs of the whole child for play, movement, safety, connection to nature, choice, and self-regulation key amongst them. When these needs are met students are more able to learn to their fullest.

At the Positive Schools conference in Perth, 2017 a great emphasis was put on mindfulness being key in developing our young people to flourish. Professor Felicia Hubbert from the Institute for Positive Psychology and Education, ACU, had this to say in her keynote address at the Conference:

“The alarming rates and young ages of mental health issues in our population is driving the positive education agenda in Australia.

The age of onset of major depression is peaking at ages 13-15 yrs of age in 2017.

O:\Public\Admin file\Compliance\annual reports\3. Final Parklands School Annual Report 2017.docx

In the spectrum of disorders the mental health of many young people is languishing, not flourishing.

Mindfulness and compassion are the foundational skills to help our young people flourish”.

As a result of this training mindfulness practices have been made more available to both students and families through the “Smiling Mind” sessions on a regular basis throughout 2017. Many classes embed mindfulness practices throughout their lessons and in everyday processes which create an environment of respect for self and others as well as tools for self-regulation and self-management.

3. Developing a Quality Teaching Team

It is recognised that in times of growth and change attention needs to be given to assisting communities through the change process itself. As part of this support all staff attended a professional development day prior to school start up in 2017 based on the Appreciative Inquiry model of change management. Throughout the day processes and issues which were working and those that could be improved were identified. Action plans were developed on the day to implement in the 2017 school year to improve communication and team effectiveness.

One significant improvement was the more systematic agenda setting for both fortnightly staff meetings and K-2 and 3-6 Collaborative team meetings. More time was given for staff to discuss issues important in teaching and learning like moderation of student work, consistency of programming across the years, identifying student needs and ensuring any gaps were identified as students progress through the school, and providing a consistent level of care and support to students.

A new document which was written was by the K-2 team was the “Parklands Manifesto” to describe more fully the teaching style and ethos of Parklands for new staff. This is an example of how a cultural practice and teaching style has been formalised for a more systematic approach to the pedagogy of the school.

Professional Learning

Each teacher was invited to consider and plan some of their own PD in line with identified passions and curriculum needs, with a budget attached. Where possible the goal is to send teams of teachers to each PD to enable maximum shift to happen after returning to school.

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 \$2,000 (plus relief costs) contributed towards each teacher’s Professional Learning in 2017.

Other professional learning for staff and board members during 2017 include:

Whole staff

- Appreciative Inquiry staff strategic planning day : Conversations that will guide us as we engage in our future together (one day)

- Rock and Water
- Leona Brennan – Strategies for Sensory Learner
- Specific Learning Difficulties – Dana Hotchkin
- First Aid Training update (available to whole staff)
- Musica Viva – music PD

Curriculum

- Smart History and Social studies P-6 Inquiry Approach
- Curriculum: Arts Update
- Collaborative iSTEM Programming

Specialist Content Training

- Core Elements of a Rigorous Play Pedagogy, 2 days
- DSF Sounds Write, 4 day course
- Paul Swan Early Success in Numeracy – one day
- Sharp Reading: Comprehension Strategy Instruction
- DSF – Talk for Writing – one day
- Early Childhood Conference – one day
- DSF – Writing Well Constructed Sentences- one day
- Positive Education Conference, Perth College, one day
- Australian School Bursar’s Conference, three days
- Little Scientists Module 5 – Maths Workshop

AISWA training

- NCCD – Information and Moderation
- Mandatory Reporting of Child Sexual Abuse
- Staff Code of Conduct
- 2017 School Registration Seminar – one day
- 2017 Key Messages – Primary School leader briefings, Schools Curriculum and Assessment Authority
- Early Career Teaching mentoring
- On Entry Teacher’s PL – What next?

School Leadership

- Emotional Intelligence, Resiliency, Optimism – A Closer Look at Social & Psychological -Leadership Practices – one day
- Hard Conversations Unpacked – one day
- Being Generationally Savvy: Working Effectively with all Generations – one day
- Building a Positive School Culture Symposium
- 2017 Key Messages – Primary School leader briefings, Schools Curriculum and Assessment Authority

Staffing

In 2017 we had a total of 8.9 FTE teaching positions; 4.9 FTE teaching assistants; 2.0FTE administration positions; and 0.8FTE maintenance staff in the school during 2017. Some staff worked part time so we had a total of 24 contracted staff overall.

| Teaching Staff | |
|---|-----|
| Total number of members of teaching staff (including part time) | 14 |
| Total FTE of members of teaching staff (including part time) | 7.9 |

| Non-teaching Staff | |
|--|-----|
| Total number of non-teaching staff members (including part time) | 14 |
| Total FTE of non-teaching staff members (including part time) | 7.7 |

| Teaching Staff Members | |
|-------------------------------|-----------------------------|
| Qualification | No of Teaching Staff |
| Graduate Certificate | 1 |
| Montessori Teaching Diploma | 4 |
| Graduate Diploma | 6 |
| Bachelor | 12 |
| Masters | 2 |
| Bachelor of Teaching | 2 |

| Non-Teaching Staff Members | |
|-----------------------------------|---------------------------------|
| Qualification | No of Non-Teaching Staff |
| Certificate III | 5 |
| Associate Diploma | 2 |
| Certificate IV | 1 |
| Bachelor | 1 |
| Advanced Diploma | 1 |
| Diploma | 1 |

Our overall staff attendance was 98.01% in 2017, and our retention rate was 93%.

4. Infrastructure:

O:\Public\Admin file\Compliance\annual reports\3. Final Parklands School Annual Report 2017.docx

One of the key areas of development identified through the Bright Futures consultation project has been developing the school's infrastructure. The completion of the Early Childhood Learning Block which included two new classrooms, kitchen, toilets and new play-space in mid-2017. It was a huge milestone in the growth of the school. It has enabled us to maximise our outdoor play space, accommodate for a greater number of students, improve facilities and amenities for student learning, and provide a more engaging and spacious playground for students of all ages.

In mid-2017 five classes from Years One to Year Five/Six shifted classrooms in what was a very smooth transition after a significant building development. A celebratory event was held in early August to commemorate the opening of the new classroom block and the milestone of the completion of this part of the Master Plan.

The build is expected to accommodate the projected growth up to 160FTE students by 2019. This will allow robust class sizes and cohorts who will be able to enrol in Pre-Kindergarten and stay at Parklands until the end of Year Six.

Multi-age Events

Due to the class sizes growing in 2017 a new Year 3 class was created leaving the Year 5/6 class the only mixed class. However, multi- age learning is an important feature of Montessori education and teachers created opportunities to mix their class groups together in sport, fitness, shared reading, gardening, cooking, literacy and some excursions to promote multi- age learning between the students. The quality and interaction of students across the age groups during lunchtime says a lot about the quality of relationships and respect which is fostered in the school.

5. Building Partnerships

Parents

Improvements in communication and connection between the Board and P and F executive was a focus of Governance improvements in 2017. With a vibrant and engaged parent body new structures have developed to improve the responsiveness of the school to the needs of families. The Board worked closely with the P and F over 2017 to support them to develop a strategic plan to manage spending of funds raised in conjunction with the school's Master Plan development of grounds and classrooms.

Parents continue to support the school in a myriad of ways, including running a weekly canteen which provides healthy lunches for the majority of students. This doubles as the major fundraiser for the P and F and funds are spent on projects which fit with the needs of classes and the Master Plan.

Parents also volunteer to drive the major out of school sports activities which are soccer and basketball. In 2017 Parklands fielded 3 soccer and 3 basketball teams in the local competition.

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, 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.

One way the school demonstrates its interest in parent feedback is by embedding regular light sampling at significant school events to gauge parent response. The idea of this is to encourage the regular easy communication between home and school about how things are going when there is no problems, but rather as a matter of course between parties to keep in tune with each other. Examples of times when light sampling was taken were at parent/teacher face to face interview days; the School Athletics Carnival; playgroup and new families orientation sessions.

The school developed a satisfaction survey of all 35 families who enrolled in the school in 2017 to ascertain effectiveness of the induction process for new families. Further improvements were made to the staff exit procedure and interviews; and the exit questionnaire for families leaving school. Further to this, regular spot surveys of significant school events were offered to get feedback about areas of improvement.

Grandparents

Grandparents are an important part of our community with many supporting their grandchildren in daily routines to and from school. The school is committed to two intergenerational events every year to celebrate this special bond between grandchild and grandparent. One of these was Grandparents day and another was during Book Week. Many grandparents travelled to be here with their grandchildren, and we are delighted to welcome this vital part of our community into school to support families.

Community

Our commitment to deepen our connections with the broader community was expressed through the school's engagement in the Lockyer Action Network. Students engaged in the project of designing plans for the improvement of Weerlara Park across the road and remain active champions for the wellbeing of flora and fauna both nearby and further afield. Class groups have participated in cultural activities around Albany led by Noongar Elders, as well as local interest groups, scientists, TAFE, parents and conservation groups.

Our Students

In December 2017 we had 148 students enrolled from Pre-Kindergarten to Year Six. Our average student attendance reflects an enthusiasm for coming to school, and in 2017 was 91%.

Transition to High School

The transition to High 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 unless families are relocating.

We continue to receive feedback from students, 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.

We regularly invite ex- students to present a speech to our leavers at Presentation Night. In 2017 we celebrated 13 Year Six students moving on from our midst!

Preparing students for High School is a focus of the Year Five/Six class. Some ways we do this is through the regular weekly off-site sporting programme, including surfing, ball sports and tennis throughout the year.

A leadership programme has been developed to build confidence and skills of senior students. The Year Five/Six students attended a two day leadership training event at Camp Quaranup to prepare them to present and manage small multi-aged groups of students from Years One to Four. They presented the Peer Leadership Curriculum module over 8 weeks in Term One.

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.

6. Communication

As the school community grows the challenge of transparent and effective communication is a constantly in front of us all. In 2017 the Skool Bag App allowed greater efficiency in providing newsletters and messages to phones as well as through text messages at times. Parents gave feedback that this helped them to keep up with the flow of information on the run. The school also encouraged more families to engage with the app and this was successful.

Among the policies which were reviewed were the enrolment process, with more sessions of induction to new families. This is in an effort to be clear at the start about what responsibilities both the school, families and students themselves have at school. There is so much information for families to know about the culture and pedagogy of any school, and for a Montessori learning environment in particular there are many details to communicate about why things are done in the way they are, and how parents can engage with this learning style both at school and at home.

The school is continuing to develop induction and orientation for both new families, students and staff through the improvement of policies, documents, through school tours, and forums and workshops.

NAPLAN 2017

Naplan is four evenly spaced assessments over 10 years for students from Years 3-9 across Australia. It is identifying the progress/achievement over time for a cohort and so schools can identify effective teaching programmes.

Of the five NAPLAN tests, the two most significant indicators for schools are the Numeracy and Reading results. Schools are looking to keep up with the expected average improvement from Years Three to Five.

In Primary schools the cohort over time graphs indicate the level of student improvement in each of the five areas of NAPLAN from Year Three to Year Five.

In **Reading** Parklands students progressed by more than the National Average from Year 3 to Year 5 showing overall outstanding scores. In **Numeracy**, Parklands students improved by more than the national average between Year 3 to Year 5.

In **Writing**, Parklands students improved by the national average.

Students also achieved higher than the national average in **Punctuation** in 2017, and were at national averages for **Spelling**.

Outstanding reading improvements in particular are widely considered the foundation of learning in all other areas. This is because once students can read well they make better sense of all their other learning and thus improve their outcomes across the other learning areas.

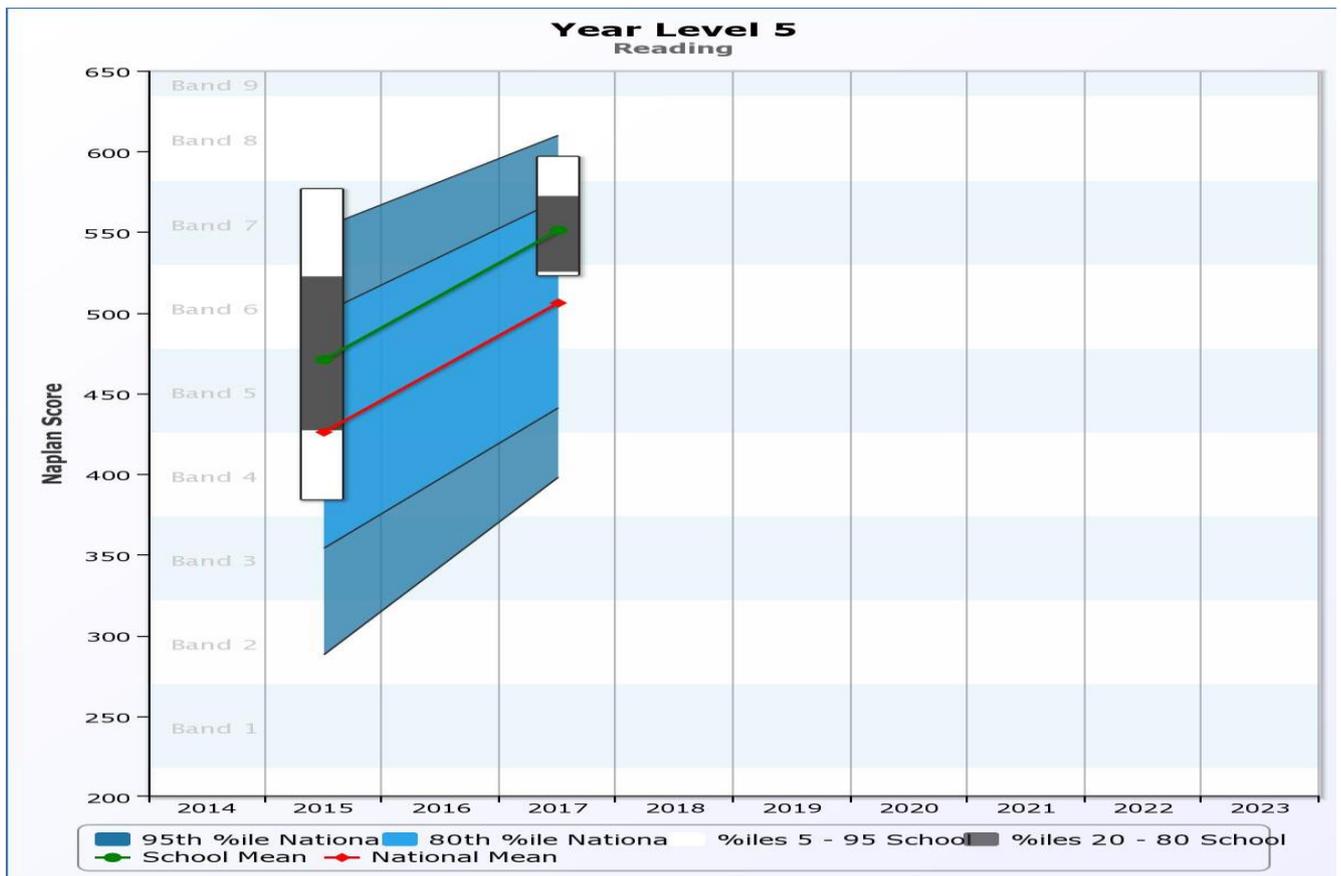
What this means?

These levels of improvement in Parklands' students indicate:

- An outstanding delivery of curriculum to students across the school
- All students are making progress in their learning
- A consistent and effective flow of learning from class to class right from Kindergarten through the Primary years
- Enrolment at Parklands from the early years through to the end of primary gives a sound foundation for learning for all students

We are delighted with the results of our Year Three and Five students. All students and their teachers are to be congratulated and parents on their preparation, positive attitude, their efforts and their achievement.

In the graph below, the red line is the National average and the green line is Parklands' average.



Funding Sources

Sources of income for Parklands School in 2017 was broken down into:

- ✓ Enrolment fees 22.5%
- ✓ State per capita grants 16.8%
- ✓ Commonwealth Recurrent Grants 57.1%
- ✓ AISWA Commonwealth Targeted Programmes 2.1%
- ✓ Other sources including donations 1.5%

Parklands continues to enjoy a reputation as a school which provides a nurturing and outstanding learning environment for all its students.

Parklands looks forward to another wonderful year in 2018 consolidating growth from 2017 and continuing to improve our processes and programmes in keeping with the changing world around us.