

2019 PRINCIPAL'S ANNUAL REPORT

Parklands School Board

Joanna Thiel / Iian Murray
Thursday 19 April 2020



Introduction

This Annual Report on Parklands School provides information about the school in accordance with the Federal Government's funding requirements up to December, 2019.

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 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 2019 Parklands offered 8 classes plus Toddler Group (0-3) which were:

- Pre- Kindergarten (11 students)
- Kindergarten (17 students)
- Pre-Primary (23 students)
- Year 1 (18 students)
- Year 2 (20 students)
- Year 3 (21 students)
- Year 4 (20 students)
- Year 5 (15 students)
- Year 6 (15 students)

This gave a total enrolment of 160, with 132 FTE PP to Year 6.

2019 saw the School realise its goal of becoming single stream from Pre-Primary to Year 6. Enrolments in all other levels remained healthy. A larger than usual Pre-Primary class was in operation due to an unusually high enrolment of new students coming from the Albany Community Kindergarten.

2017-2019 School Strategic Plan:

With the growing school population the Board has updated the 2017 - 2019 School Strategic Plan to incorporate the below areas. The school has been working steadily on these and achieved numerous successes.

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

1. GOVERNANCE

At the end of Term 1 we said goodbye to our longstanding Principal, Mrs Marg Pontin. Marg was instrumental in the school's growth over the past 10 years and we wish her well in her future endeavours. This also resulted in the recruitment of a new Principal, Mr Iian Murray, who joined the school at the start of 2020. The interim period was covered by Joanna Thiel.

Review and development of the School's new strategic plan was scheduled for late 2019 however, with the recruitment of the new principal, it was decided to postpone this process until 2020.

The Board's Constitution has been updated which will provide for a clear overview of its operations while ensuring all of its legal obligations are met.

2. ACADEMIC DEVELOPMENT: CURRICULUM AND FUTURES THINKING

An additional EA was assigned to the Pre-primary room in recognition of the larger than usual numbers.

To ensure the ongoing delivery of Italian lessons for our students from Pre-primary to Year 6, the school directly contracted an Italian teacher.

Ongoing training of staff (teachers and EAs) in the Sounds Write programme to ensure that all staff were able to deliver a quality phonics-based reading programme.

On-Entry testing has enabled the tracking of students from Pre-Primary to Year 2 and allowed teachers to target their instruction towards specific students that are not making the expected progress. NAPLAN even years testing was conducted in years 3-6 to enable teachers to identify students that were not making the expected progress, and adjust their instruction accordingly.

Our music programme was extended down, and now includes all classes from Pre-Primary to Year 6.

3. DEVELOPING A QUALITY TEACHING TEAM

Collectively, Parklands staff undertook over 200 hours of AISWA accredited training in 2019. Participants were from all areas of the school: teachers, educational assistants, board members, and administration.

At the end of 2019, all staff completed the AITSL Self-Assessment Tool and reflected their on their progress against the teaching standards. This formed part of the teachers' annual appraisal and supported them to develop goals for 2020.

The school's commitment to Professional Learning is reflected in the budget, with \$48,500 being allocated. Other professional learning for staff and board members during 2018 include:

Whole staff

- Nicola Davidson, AISWA Leadership & Teacher Development Consultant, conducted a two-day team building experience for staff.
- Mandatory Reporting
- Flip the Lid training, presented by the AISWA Psychological Team

Curriculum

- Sharp Reading
- Inquiry-based learning
- Digital Technologies
- Young Mathematicians

Specialist Content Training

- DSF Sounds Write, four day course
- Fundamental Movement Skills one day
- Little Scientists
- NoTosh

School Leadership

- Briefing the Board
- Registration Seminar
- Great Southern small schools collegiate workshop
- AISWA Governance session
- Finland Study Tour
- Privacy and Data Breaches

Staffing

In 2019, we had a total of 9.0 FTE teaching positions; 6.3 FTE teaching assistants; 2.0FTE administration positions; and 0.9FTE maintenance staff in the school during 2018. 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)	12
Total FTE of members of teaching staff (including part time)	9.0

Non-teaching Staff	
Total number of non-teaching staff members (including part time)	15
Total FTE of non-teaching staff members (including part time)	8.1

Teaching Staff Qualifications	
Graduate Certificate	1
Montessori Teaching Diploma	4
Graduate Diploma	6
Bachelor	12
Bachelor of Teaching	2
Masters	2
Non-Teaching Staff Qualifications	
Certificate III	5
Certificate IV	1
Associate Diploma	2
Diploma	1
Advanced Diploma	1
Bachelor	1

Our overall staff attendance was 97.6% in 2019, and our retention rate was 81.5% (being 5 members of Staff, all of whom resigned).

4. INFRASTRUCTURE

In 2019, the school applied for a grant to help with the development of the metal play structures but was unsuccessful. After their contributions in 2018, the P&F began to re-assess future projects that they would be involved in. The P&F were still interested in further improving the playground facilities and consulted with school staff about possible next steps. It is hoped that further playground developments will be realised in the near future.

The music programme, run by a specialist musician, was implemented in the newly created library/playgroup rooms, providing for a better music experience. The library was re-established allowing classes to have weekly sessions including the borrowing of books.

The canteen was refurbished and ready for use for the beginning of Term 2.

A bore was sunk during the Easter school holidays which has allowed the school to reduce its water costs and consumption. It is anticipated that the use of the bore will pay for itself within two years.

The toilet block was refurbished to include a cleaner's cupboard and male staff toilet. This was completed over the 2019/2020 summer holidays.

The school was able to lease the adjacent empty block of land from the City of Albany on the condition that it remain usable by the community outside of school hours. The development and fencing of this location, including community consultation, is still ongoing.

5. BUILDING PARTNERSHIPS

Parents

The P&F offer key support to the school to develop and implement the Board's strategic plan and their support enables continual improvement in both resourcing and provision of effective play and learning spaces.

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&F and funds are spent on projects which fit with the needs of classes and the Master Plan.

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.

Community

The school continues to engage with the community through being a good neighbour in our district and contributing to the beautification of the area. The school has taken on responsibility to care for the land south of our school fence perimeter and has planted trees and shrubs to improve the ambience of the shared space. Plans exist to make this more usable by the school throughout 2020.

Our Students

Our average student attendance reflects an enthusiasm for coming to school, and in 2019 overall attendance was 94%.

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 2019, we celebrated 15 Year Six students moving on, representing our biggest cohort yet. Eight of these 15 students started at Parklands in Kindergarten. They were also our first graduating single stream class.

A leadership programme has been developed to build confidence and skills of senior students. The Year 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 Five. They presented the Peer Leadership Curriculum module over 8 weeks in Term Two.

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

6. COMMUNICATION

In early 2019 the school's website was redeveloped and incorporated information from the SkoolBag app, which was initiated in Semester 2 of 2018. This, in addition to email, provided the main forms of communication with our parents and the public. Weekly newsletters containing information, important dates, reflections, student work, updates and advertising of community events were sent out weekly via the SkoolBag app.

NAPLAN results 2019

MySchool

The My School website has been updated in 2020 to reflect changes agreed by education ministers, following a review of My School in 2019. These changes are to:

- reduce the number of displays of NAPLAN data
- provide a greater focus on student progress using NAPLAN results, rather than on comparisons of statistically similar schools.

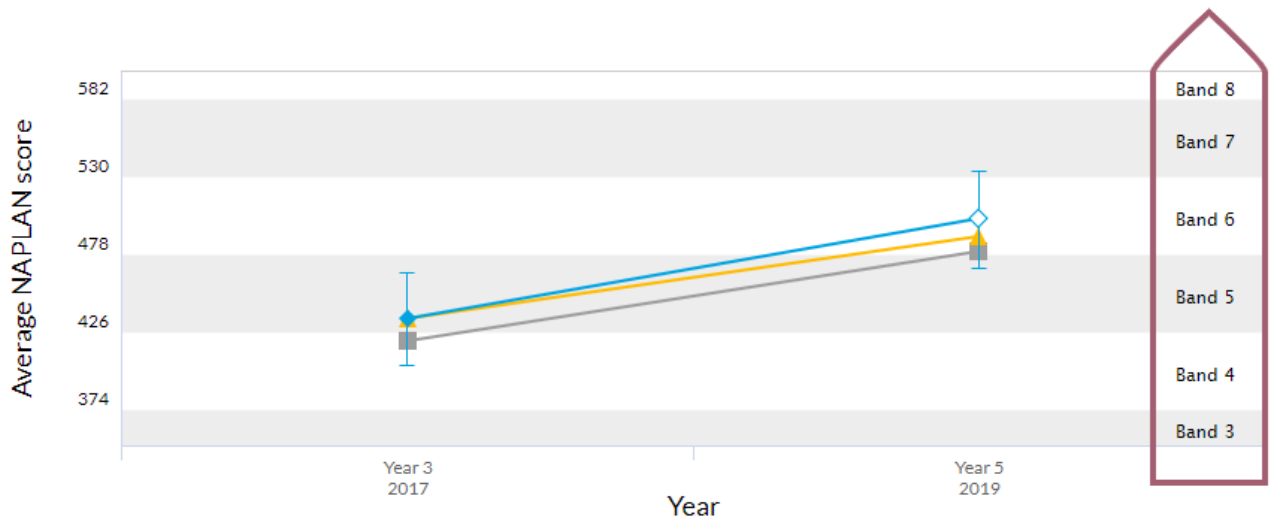
Progress

The following graphs have been taken directly from the Myschool website. They represent the progress made between Year 3 and Year 5 for our students in Writing, Reading & Numeracy. The progress of Parklands students is compared to similar students (based on parental education levels and occupation, geographic location, and student indigenous status) with the same starting score as well as all Australian students. Measuring progress is a better indicator of the *value* of an education that achievement scores as it takes into account the starting point of the students.

In literacy (reading and writing), Parklands students made slightly greater progress than similar students with the same starting point, however it is not a significant difference. The Myschool website reports that the average score of Parklands students "is close to" the average score of students with the same starting score and similar background.

The progress of Parklands students in numeracy is almost exactly the same as similar students with the same starting score.

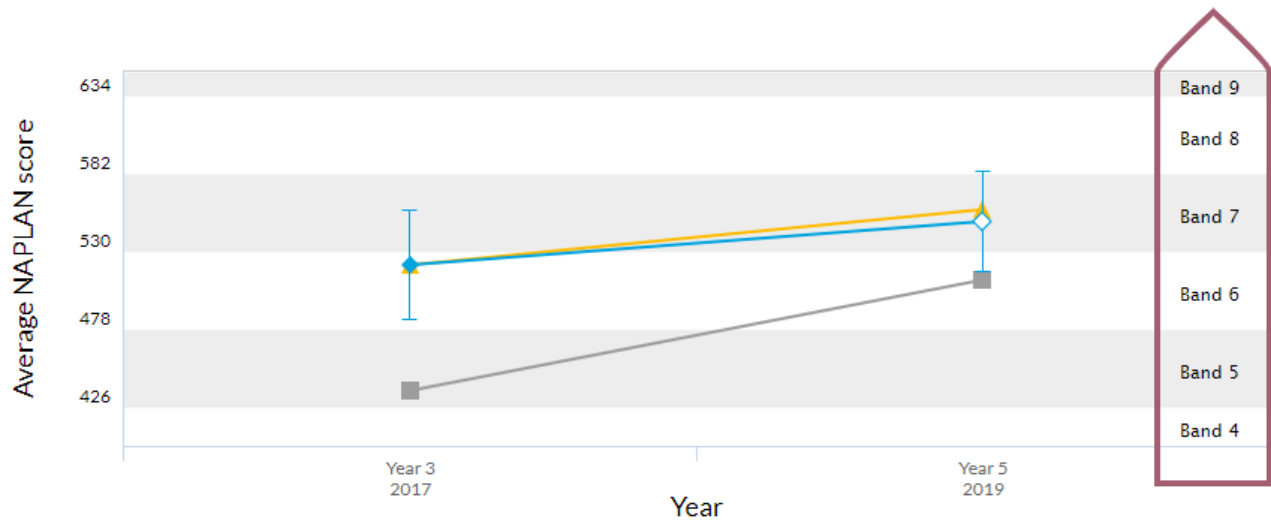
Year 3-5 Writing 2017-2019



Select categories:

- Selected school
- Students with the same starting score and similar background (i)
- All Australian students

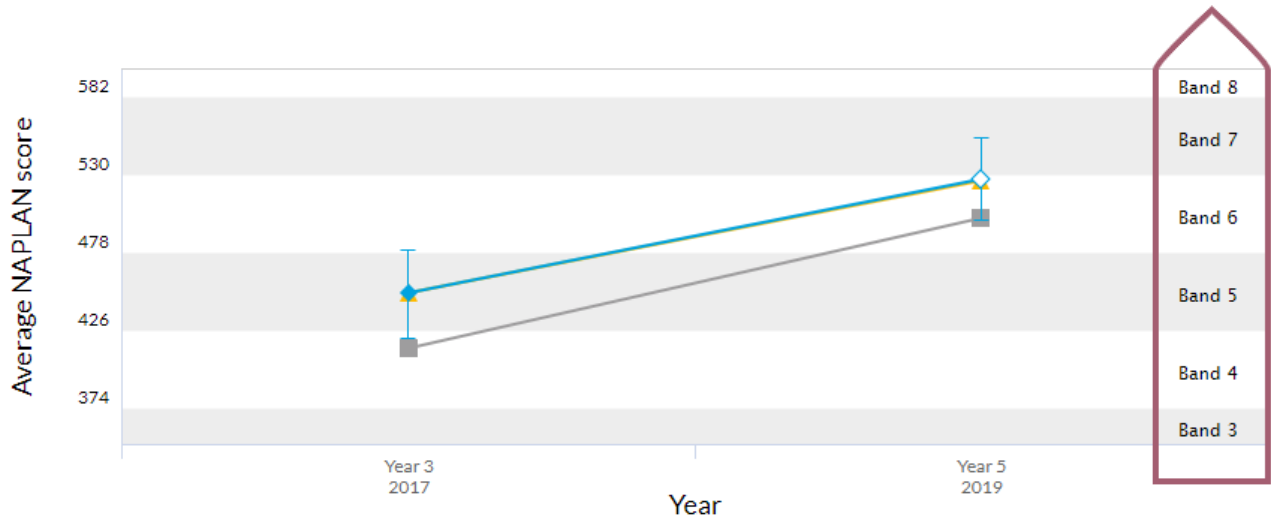
Year 3-5 Reading 2017-2019



Select categories:

- Selected school
- Students with the same starting score and similar background (i)
- All Australian students

Year 3-5 Numeracy 2017-2019



Select categories:

- Selected school
 Students with the same starting score and similar background (i)
 All Australian students

Results

The below tables show the actual average scores, for each tested subject area, compared to students with a similar background and all Australian students. The tables are colour coded to indicate variance from the selected comparison group. A white background indicates that Parklands students “are close to” the comparison group. Light green indicates that the Parklands average is “above” the comparison average, while the darker green indicates that Parklands students are “well above” the comparison average.

Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	474	443	439	488	403
Year 5	547	501	521	553	520

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	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	474	443	439	488	403
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The average score of Parklands students, in both Year 3 and Year 5, “was close to” the average for all students with a similar background across all NAPLAN tested areas. By contrast, Parklands students were either “above” or “well above” the average for all Australian students in all NAPLAN tested areas, except for Maths in Year 3. Historically, Parklands students have demonstrated sufficient growth between the Year 3 and Year 5 tests for this discrepancy not to be a major concern.

Attendance

	Semester 1	Term 3
Student attendance rate	94%	93%
Student attendance level (proportion of students attending 90% or more of the time)	83%	76%

Whilst overall attendance is satisfactory, there is room for improvement. According to the WA Department of Education, when a student's attendance falls below 90%, the school principal is required to investigate the matter and develop a plan (in consultation with the family) to address and restore regular attendance. Of particular note is the proportion of students that are regularly absent from school. In Term 3, almost one quarter of Parklands students attended school for less than 90% of] available school days.

Funding Sources

Sources of income for Parklands School in 2019 can be categorised as follows:

- | | |
|--|-----|
| • Enrolment fees/tuition | 22% |
| • State per capita grants | 16% |
| • Commonwealth Recurrent Grants | 60% |
| • AISWA Commonwealth Targeted Programmes | 1% |
| • Other sources, including donations | 1% |

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 2020 as it redefines its vision and strategic plan for the future.