

Parry School

Annual Report



2016



Parry School
Rights, Responsibility, Respect

5580

Introduction

The Annual Report for **2016** is provided to the community of **Parry School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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School background

School vision statement

Parry School has a vibrant and innovative learning culture that is committed to delivering excellence within a specialist, rich and diverse learning environment.

At Parry School we respect ourselves, others and the environment through a safe, supportive atmosphere in which the rights and responsibilities of all to learn is acknowledged.

School context

Parry School is a specialist school established in 2002 for students who exhibit disruptive behaviours. The school also caters to the specialist needs of students who have been diagnosed with a range of emotional disorders.

Parry School is an alternative Department of Education facility created to meet the needs of students whose behaviour has prevented them from being maintained in regular school settings.

The aim of the program is to support students in transitioning to TAFE, work, mainstream schooling or returning to their home school based on their individual needs and goals.

Parry School, in the fifteen years of operation, has clearly demonstrated the effectiveness of its program through the quality outcomes achieved. This has been the result of the dedication and persistence of all students, parents, carers and staff.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

LEARNING CULTURE – Parry has demonstrated the level of Delivering within this domain. Parry has a strong learning culture and is aiming to build on this through the continuing to work with Dr Kate Bricknell in regards to Learning Goals, Quality Feedback and Assessment. Also with professional learning with David Barbra in regards to imbedding mathematical pedagogy within Parry.

WELLBEING – Parry has demonstrated the level of Sustaining and Growing within this domain. Student wellbeing is at the heart of the Parry program. We have identified the need to implement PBL to develop clear and concise expectations for students, staff and families.

CURRICULUM AND LEARNING – Parry has demonstrated the level of Delivering within this domain. Our weekly Teacher meetings are designed to improve student learning, teacher quality and collaborative practice. Parry have timetabled weekly sections where teachers have the opportunity to collaborate together, while working with students. We will continue to improve this practice in regards to coaching and development.

ASSESSMENT AND REPORTING – Parry has demonstrated the level of Delivering within this domain. The school has sound systems in place to communicate student progress with families and home schools. Parry have identified the need to further develop and improve our pedagogy in regards to internal and external data to further improve our practices.

STUDENT PERFORMANCE MEASURES – Parry has demonstrated the level of Working Towards Delivering within this domain. Due to the nature of our clientele Parry students generally are not meeting minimum standards on external performance measures. Parry assess students and work towards improving baseline student learning gaps, so that our students grow in confidence, are willing to take learning risks and are able to re-enter their mainstream schools with improved learning outcomes.

EFFECTIVE CLASSROOM PRACTICE – Parry has demonstrated the level of Delivering within this domain. Teachers

regularly review and revise teaching programs. Classrooms are very well managed, with planned teaching taking place. Parry teachers are working towards further improving their practice in regards to genuine and well structured feedback that will improve student engagement and outcomes.

DATA SKILLS AND USE – Parry has demonstrated the level of Sustaining and Growing within this domain. Systems are in place to analyse and record student performance data. Individual Personalised Learning Plans (PLPs) exist for all students.

COLLABORATIVE PRACTICE – Parry has demonstrated the level of Delivering within this domain. Parry are continuing to improve teaching and learning programs with clear links to syllabus, assessment and reporting through our provision of professional learning and collaborative Teacher and Staff meetings.

LEARNING AND DEVELOPMENT – Parry has demonstrated the level of Sustaining and Growing within this domain. Teachers are actively engaged with planning their own professional learning through their PDPs. Learning from targeted professional development is shared and utilised in classroom practice.

PROFESSIONAL STANDARDS – Parry has demonstrated the level of Sustaining and Growing within this domain. All staff have been introduced to the APST and provided a copy of the document. Teacher meetings, Executive meetings and Staff meetings are designed with standards aligned to each meeting.

LEADERSHIP – Parry has demonstrated the level of Working Towards Delivering within this domain. Parents and community members have the opportunity to engage in a wide range of school related activities. Links are developing between communities of schools so that the Parry program can be a positive support to all schools.

SCHOOL PLANNING IMPLEMENTATION AND REPORTING – Parry has demonstrated the level of Delivering within this domain. School planning processes have improved with the second year of the planning cycle. The development and tracking of mile stones are beginning to have a greater impact on continuous and more rigorous ongoing practice.

SCHOOL RESOURCES – Parry has demonstrated the level of Delivering within this domain. School resources are used creatively to meet a broad range of student learning interest and needs.

MANAGEMENT PRACTICES AND PROCESSES – Parry has demonstrated the level of Delivering within this domain. School priorities and practices are regularly communicated among school staff and administrative staff. We are endeavouring to improve these practices with our school community.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Successful Learners

Purpose

All students are entitled to be successful learners. To support successful learning, school structures will explicitly teach students to be: healthy and socially competent learners. Parry programs teach students to be literate, numerate and creative thinkers and users of technology. Successful learning ensures students will adapt to change, be employable and successfully participate in the 21st Century world.

Overall summary of progress

Our strong commitment to individualised learning and development has enabled us to achieve a range of milestones in this strategic direction. All of our students have Individual Learning Plans that have been designed to address student's learning needs, behaviour needs and future pathways. All students also have a Personalised Learning Plan which allows learning experiences to be targeted to their own aspirations.

It is through our commitment that we have also embedded significant professional development opportunities into our practice. This has resulted in all staff participating, including Executive, Teachers and School Learning Support Officers. This has significantly enhanced teacher confidence in ensuring they could effectively support students to meet their specific goals. This process further allowed executive to identify the specific area for further development which resulted in the employment of an educational consultant who has tailored professional learning experiences for staff into 2017.

All staff developed an individual Professional Development Plan and there was an enhanced process of support through regular review meetings, formalised induction procedures and initial coaching options.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• All students set explicit learning and behavioural goals with their teacher which is evident throughout their ILP's and carer communication.• Evidence of NCCD of learning adjustments recorded in individual students ILP's.• 100% of teachers have Performance and Development Framework plans that identifies at least two goals that improves teaching practice.• All students have one working document to support their learning and behavioural needs relevant to each individual child.	All students have individual learning goals, adjustments and specific strategies for achievement as evidenced in their ILPs and PLPs. Staff surveys report that all students have individual adjustments and are working towards individual learning goals, strategies and documentation. ESES project with Kate Bricknell in building the capacity of staff to embed Individual Learning Goals in classroom practice in English and Math. All students have individual behaviour goals and specific strategies for achievement, evidenced in their weekly monitoring ILPs and PLPs.	RAM Socioeconomic (.012) \$1500 ESES project funding Student Support behaviour, Aboriginal, Low SES, School To Work, Sydney Myer Grant, VET, RAM allocation. RAM Socioeconomic (.012) RAM Socioeconomic (.012)

Next Steps

Continued focus on developing staff understanding and confidence, and embedding learning goals in daily practice in a manner that is student-centred. This includes greater explicit processes and practices for the setting and implementation of progressive goals (learning and behaviour) for students, their documentation and reflective practice.

Enhancing student understanding of learning goals and having clear practices to support their continual implementation and review with students.

Continued focus in developing all staff understanding of a range of explicit teaching and learning strategies to support students with diverse needs.

Greater focus on regular parental/family involvement in the identification and implementation of progressive behavioural and learning goals to ensure higher level support, communication and achievement.

Strategic Direction 2

Confident and Creative Individuals

Purpose

Students will have the confidence and capacity to be able to engage effectively in the complex and ever-changing world. Parry programs lead to positive development of self-esteem, self-concept and self-efficacy so our students can lead rather than be led. Students will be engaged in learning that is creative and focused on problem-solving equips them with the skills to make informed decisions, be confident as individuals and prepared for a variety of roles.

Overall summary of progress

Increased student engagement and achievement is dependent on developing individual student confidence, self-efficacy and sense of empowerment. This has been enhanced significantly through providing staff with targeted professional learning opportunities that has resulted in an increase in teacher confidence in differentiating lessons, using adjustments and developing a range of teaching strategies.

This has allowed student achievement of outcomes and goals specifically relating to choice based learning, alternative learning experiences and individualised ways of demonstrating achievement. Students have been exposed to a significantly greater number of community driven learning experiences.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All students set explicit learning and behavioural goals with their teacher which is evident throughout their ILP's.Evidence of NCCD of learning adjustments observed in classrooms.100% of teachers have a Performance and Development Framework plan and staff feel confident they are working towards achieving their individual goals.A coordinated approach to effective community partnerships as evidenced in reflective feedback.In line with Great Teaching, Inspired Learning Document teachers will be embedding the Australian Accreditation practices into all areas of their pedagogy.	<p>All staff engaged with colleagues and supervisors to develop individual PDPs and set at least three goals which were aligned with the school plan, strategic directions and the Australian Professional Standards for Teachers (APST).</p> <p>All staff accessed professional learning to support the achievement of goals, further develop knowledge, skills and capabilities and support future aspirations.</p> <p>All staff gathered data that aligned with the SEF and the APST.</p> <p>All staff have participated in two lesson observations, which were negotiated and directly linked to the teacher,s PDP goals.</p> <p>All staff completed the annual review through a structured meeting with the principal to review and celebrate progress towards goals and inform the next PDP cycle.</p>	<p>RAM Socioeconomic (.012). Student Support behaviour, Aboriginal, Low SES, School To Work, Sydney Myer Grant, VET, RAM allocation. RAM Socioeconomic (.012)</p>

Next Steps

Greater staff confidence in the identification, implementation and review of individual learning goals with students. This will be enhanced with school wide supported practices. This should include greater development of all staff ability in providing effective feedback to students.

Processes to be reviewed and enhanced to support the more regular review and documentation of adjustments for students across subjects and classes.

Continued focus in developing staff understanding of a range of explicit teaching and learning strategies to support students with diverse needs.

Greater processes for regular classroom support and collaboration between teachers/supervisors, teachers/teachers and SLSOs/teachers.

Continued exploration on how to enhance our community partnerships so that they are sustainable across areas within the school to build strong relationships and create long-term change. This will include community agencies, groups and our community of school.

Greater focus on a common language embedded in school wide practices to support consistency and effective staff collaboration.

Professional development for all staff in best practice support for students in identifying and setting short term behaviour goals and strategies. This will enhance student empowerment and ownership, make goals more targeted to individual need, make them more purposeful, useful and individualised.

Strategic Direction 3

Active and Informed Citizens

Purpose

Consistent with the goals of the Melbourne Declaration Parry School is committed to building creative, critical thinkers and self-directed, lifelong learners who are active and informed contributors to society. Parry programs are delivered with the support of strong community partnerships through consultation and active engagement with links to community sectors such as the Tamworth TAFE, Police Citizens Youth Club and The Opportunity Hub.

Overall summary of progress

The strong focus on building connections has resulted in a significant enhancement in community partnerships for alternative learning, partnerships with schools for collective understanding and partnerships with our students and families for more targeted individualised planning and learning.

In conjunction with staff professional learning, this has allowed our students to be able to develop a much clearer and stronger future pathway and set achievable goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Effective professional learning that engages in continuous research based improvement.• School satisfaction surveys indicate that the school's community partnerships operate effectively and are central in creating connections between school, home and community.• Student goals and choices have led to them making informed decisions in regards to the next stage of their life.	<p>All staff participated in weekly professional development sessions.</p> <p>Employment of an educational consultant lead staff in best practice approaches towards identified priority areas within the school plan.</p> <p>100% of teachers are confident in implementing and utilising PLP's for individual students.</p> <p>100% of teachers are confident in providing a range of teaching and learning experiences that suit the needs of the students and that work towards engaging in learning.</p> <p>Parry implemented a range of programs that incorporate strong community partnerships and all teaching staff identified they are working towards enhancing student development with self-esteem, self-concept and self-efficacy.</p> <p>90% of students felt that community based programs run in partnership with Parry are interesting.</p>	<p>RAM Socioeconomic (.012). Student Support behaviour, Aboriginal, Low SES, School To Work, Sydney Myer Grant, VET, RAM allocation. Deadly Aspirations Minor Expenses (RAM). RAM Socioeconomic (.012). Student Support behaviour, Aboriginal, Low SES, School To Work, Sydney Myer Grant, VET, RAM allocation. RAM- Hospitality for afternoon teas and Deadly Aspirations Minor Expenses.</p>

Next Steps

Future Directions

Focus on the use of PLP's as a more regular working document to support other plans and goals such as learning goals, behaviour goals and management/transition plans.

Greater identification of processes that can be embedded within the school for which parents and other stakeholders can be collaboratively involved in the development of plans and goals on a more regular basis.

Increased collaborative experiences among staff to share effective teaching and learning ideas.

Development of sustainable practices that ensure effective partnerships between the school and our community of schools in supporting student educational needs.

Streamlining transition processes and flexible timetabling, with role expectations, to ensure a transition is as smooth and as successful as possible.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Employment of an additional SLSO allowed for increased liaison with students, parents and relevant community members for the development and implementation of PLP's.</p> <p>PLP format established and utilised in all classes. All students have and participated in the development of a functional PLP.</p> <p>Employment of an additional SLSO allowed for enhanced student access to school and community engagement activities including, TAFE programs, Deadly Aspirations activities, work experience, PCYC programs, White Ribbon and transition activities.</p> <p>Yearly academic milestones met by most students (relevant to attendance patterns).</p> <p>NCCD data collected and entered for all students and reviewed for staff development.</p>	\$18731.31
Socio-economic background	<p>Professional observation, support and learning procedures in place and timetabled.</p> <p>Staff mentoring/coaching systems identified and staff development occurred.</p> <p>Program implementation (Deadly Aspirations/Sport).</p> <p>Community collaboration enhanced for implementation of alternative programs and transition processes that meet individual behaviour, well-being and learning needs.</p> <p>Executive grant applications for targeted programs 2017 were completed in line with school needs and directions.</p> <p>All students have access to relevant, differentiated curriculum (PLP, IEP).</p> <p>CRT employed to release executive from class to ensure actions could be implemented effectively.</p>	\$30612.38
Norta Norta	<p>Employment of an Aboriginal Literacy/Numeracy tutor to enhance the academic skills and achievement of identified students who require additional support. This was timetabled and implemented for Terms 1 and 2.</p> <p>Review of Acquittal document.</p>	\$5950.25

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	13	13	12	13
Girls	5	4	3	4

Students referred to our program regularly have significant absence from schooling prior to attending Parry. This attendance rate generally significantly increases once the student is engaged in our program.

Throughout 2016, Parry School sought to continue targeting attendance as outlined in our school plan. This was achieved through the utilisation of the Tamworth Office personnel and a range of outside agencies. By working as a team we were able to continue the ongoing task of bridging the gap between the needs of the school, students and families in achieving educational success for students.

Parry School implements a range of strategies for students who are not regularly attending the program. These have included parent communication and meetings, revised Individual Learning Plans, Behaviour Management Plans, Personal Learning Plans, inter-agency support and referral to the home school liaison program.

As Parry is a valuable resource, the management committee has determined that students who do not attend regularly or who remain disengaged may be removed from the program.



Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	2.42
Teacher Librarian	0.17
School Administration & Support Staff	4.18
Other Positions	0.3

*Full Time Equivalent

One of our staff members identifies as being Aboriginal.

Workforce retention

During 2016 we have had a change in staff. Our School Administration Manager, Trisha Clark, was successful in her application for School Administration Manager role at Tamworth High School. Parry School has been fortunate enough to have Christine Ivin relieve in this role for the remainder of the year.

Andrew Ward, one of our classroom teachers, was also successful in obtaining a position at Manilla Central School during Term 1. Martin Courtney transferred into this position and commenced with us in Term 3.

Tina White has been relieving in the Principal's position since the commencement of 2015. During Term 4 she successfully applied and received the Permanent Principal position here at Parry School.

We have been very fortunate in gaining the skills, experience and expertise of these staff. We also wish the staff who have left all the best for their future.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	80

Professional learning and teacher accreditation

Professional learning is embedded within both the school plan and everyday practices at Parry School. All staff believe that student success lay in our ability to

create positive, proactive and responsive learning environments. In 2016 staff participated in a range of learning experiences both during our Professional Development Days and through additional courses. These have included;

- Hawker–Brownlow conference
- Online Training Australia: Understanding and Managing Behaviour
- Child protection training
- Code of Conduct awareness
- Anaphylaxis and Emergency Care
- MAPPA
- Oliver library systems training
- ARCO training
- Disability Standards for Education
- School communities working together
- Performance and Development Framework
- Headspace suicide awareness and processes

All the Parry School staff participate in weekly Professional Learning sessions were staff work as a team to develop their group understanding, skills and awareness of targeted issues. In 2016 these areas have included;

- Behaviour management
- Feedback
- Rights, responsibility and respect
- Coaching
- Makerspaces
- Sentral awareness and usage
- Annual school reporting
- ESES project– Learning Goals

Teacher meetings are held weekly within the school. All our teaching staff attend. The purpose of these meetings are to provide teachers with learning opportunities and collaborative structures that are specific to our school directions and needs. The areas for focus for 2016 have included;

- Programming and assessment
- Feedback to students
- Consistent teacher judgement
- Student reporting
- Professional development plans
- Learning goals
- School excellence framework

During 2016 we had one teacher successful achieve accreditation at a Proficient Level and have 2 teachers maintaining this level of accreditation. The total school expenditure on teacher professional learning for 2016 was \$5906.05 from school funding as well as expenditure from the ESES project funding.

Financial information (for schools using OASIS for the whole year)

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30.11.16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	256 284.00
Global funds	66 370.00
Tied funds	126 098.00
School & community sources	3 307.00
Interest	4 812.00
Trust receipts	468.00
Canteen	0.00
Total income	457 339.00
Expenditure	
Teaching & learning	
Key learning areas	8 799.00
Excursions	2 825.00
Extracurricular dissections	2 950.00
Library	0.00
Training & development	5 906.00
Tied funds	62 744.00
Short term relief	2 945.00
Administration & office	74 221.00
School-operated canteen	0.00
Utilities	12 771.00
Maintenance	1 222.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	174 383.00
Balance carried forward	282 956.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Due to the small cohort of students at Parry School, privacy protocols prevent disclosure of specific student data. Parents have been informed of student results.



progress. They stated that the school uses community agencies effectively to support students and that the school is continually looking for ways to improve what it does.

Areas for improvement have been taken into consideration from all stakeholders and included in our future plans for our Strategic Directions.

Policy requirements

Aboriginal education

In 2016 Parry School continued to implement the Deadly Aspirations program. The Deadly Aspirations Program aims to provide students with a variety of experiences to assist them in being successful learners with the confidence and capacity to engage effectively in the complex and ever-changing world. The program, consistent with the school plan, is committed to building creative, critical thinkers and self-directed, lifelong learners who are active and informed contributors to society.

Parry School's Deadly Aspirations Program is supported by The Tamworth OCHRE Opportunity Hub and written in consultation with Parry School Staff, The Tamworth OCHRE Opportunity Hub and Local Aboriginal Community Members.

The program has been designed to be flexible so that learning experiences can be re-purposed to suit contextual and individual needs of students and the local community. Students have participated in lessons based around cultural awareness (historical and local), well-being and interpersonal relationship skills, future aspirations and community involvement.



Multicultural and anti-racism education

Parry School has continued its partnership with Tamworth's OCHRE Opportunity Hub. Opportunity Hubs aim to provide Aboriginal young people with the confidence and knowledge to follow a supported pathway between secondary school and further education and/or employment. Tamworth Opportunity Hub Caseworker Patrick Strong has built a strong rapport with our students through his collaboration and team support of Parry School's Deadly Aspirations

ROSA

In 2016 Parry School has 2 students who have completed their Record of School Achievement.

Parent/caregiver, student, teacher satisfaction

Our school has sought the opinions of parents, students and teachers about the school and their overall satisfaction. Their responses are presented below.

Staff identified positive features within the school as including feeling confident in developing effective PLP's, behaviour goals and associated strategies. They also stated they felt that their experience within this school has developed their skills to be able to program, teach and assess students in a way that this engaging, differentiated and reflective of student needs.

Staff stated a strength of the school's as implementing effective programs to support student development in regard to self-esteem and self-concept. Programs such as Deadly Aspirations, sport, work experience and alternative learning were identified. Comments from staff included that the school was a 'supportive environment where students can take risks' and there is a 'focus on positive reinforcement and positive relationships'.

Students reported that they are provided with support to meet their behavioural and learning goals and liked that they were provided with choices across some subjects. Students discussed how the smaller environment suits their needs better and they feel more supported. It was noted that the majority of students found the Deadly Aspirations program interesting and identified a strength of the school as them being able to learn new things with support, including during transition.

Parents/carers reported that they felt they were getting appropriate feedback from the school in regard to their child's academic development and behavioural

Program.

The fundamental aims of Parry's Deadly Aspiration's program are specifically inline with the Department of education Multicultural policies. These include;

- Fostering student well-being and community harmony through the provision of programs and practices which counter racism and discrimination.
- Developing intercultural understanding, promoting positive relationships and enabling all students to participate as active Australian and global citizens.
- Ensuring inclusive teaching practices which recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views.
- Delivering differentiated curriculum and targeted teaching and learning programs to address the specific learning and well-being needs of students from culturally diverse backgrounds.
- Promoting positive community relations through effective communication with parents and community members and by providing opportunities for their active engagement in the life of the school.