

# Parry School Annual Report



2017



**Parry School**  
*Rights. Responsibility. Respect*

5580

## Introduction

The Annual Report for 2017 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.

Tina White

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. In 2017 the school has broadened to now include the New England Learning Centre.

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.

Parry has undergone a rigorous assessment process that involves genuine consultation with staff, families and communities. As part of the self-assessment and reporting cycle the Parry community assessment schedule has resulted in:–

**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.

**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 Sustaining and Growing within this domain. Our weekly Teacher meetings and regular professional learning sessions are designed to improve student learning, teacher pedagogy 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 practice in regards to internal and external data to further improve our practices. We have also identified the need to further develop internal assessment data that meets the explicit needs of our unique setting.

**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 literacy and numeracy competencies increase and our students grow in confidence and are willing to take learning risks.

**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. Adjustments are rigorously designed and implemented to meet the individual needs of students. 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 Delivering within this domain. Systems are in place to analyse and record student performance data. Individual and 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. We are working towards implementing thorough planning for staff to engage with each other in regards to practice, planning, assessment and feedback.

**LEARNING AND DEVELOPMENT** – Parry has demonstrated the level of Working towards Delivering 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 Delivering 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 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 within our community of schools.

**SCHOOL PLANNING IMPLEMENTATION AND REPORTING** – Parry has demonstrated the level of Delivering within this domain. School planning processes have improved with the third 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 Sustaining and Growing within this domain. School resources are used productively to meet a board 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 assists the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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 staff have continued to show a high level commitment to ensuring the learning needs of all our students are met. All of our students have Individual Learning Plans that have been designed to address each student's learning needs, behavioural needs and future pathways. Ongoing professional learning and collaborative planning has supported the school in reviewing current practices, developing a comprehensive understanding of learning goals and differentiated teaching strategies, and promoted discussion in regard to further implementation of classroom practice.

The school has an effective enrolment process for all our students and comprehensive Learning and Support practices that allow for the identification and implementation of targeted supports for all students.

The school has reviewed our behavioural procedures and commenced implementation of a range of professional learning and best practice systems including Positive Behaviour for Learning and individual student planning and support.

All staff have individual Professional Development Plans and there continues to be an ongoing process of support through regular review meetings, formalised induction procedures and coaching options.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>All students set explicit learning and behavioural goals with their teacher which is evident throughout their ILP's and carer communication.</li><li>Evidence of NCCD of learning adjustments recorded in individual students ILP's.</li><li>100% of teachers have Performance and Development Framework plans that identifies at least two goals that improves teaching practice.</li><li>All students have one working document to support their learning and behavioural needs relevant to each individual child.</li></ul>	<p>RAM Socioeconomic (.012)</p> <p>ESES project funding</p> <p>Aboriginal background loading</p> <p>School to Work funding</p> <p>Students Support Behaviour funding</p>	<p>All staff participated in Professional Learning led by Dr Kate Bricknell in building their capacity to embed individual learning goals in classroom practice for English and Mathematics. This included the implementation of a writing matrix to track student skill development and specific reading strategies for complex texts . All staff attended observational lessons to support this professional learning.</p> <p>All students have Individual Learning Plans an individual learning goal booklet.</p> <p>Staff report all students have individual adjustments and are working towards individual learning goals.</p> <p>All teachers participated in professional learning around setting clear and concise behavioural goals with students and the development of positive behaviour intervention plans.</p> <p>All staff have a PDP that is reviewed with the Principal.</p>

#### Next Steps

Staff report difficulties with formal documentation of English/Math goals and this is being addressed through professional learning planning for 2018 and individual staff in class support.

Continued focus on developing weekly behavioural goals and developing student capacity to identify behavioural needs and strategies to achieve success towards goals.

Formal implementation of a reviewed behaviour management plan for all students that is regularly updated and reviewed.

Teachers to participate in the Mathematics Building Blocks for Numeracy professional development course.

Implementation of the Positive Behaviour for Learning system across the school.

Continued professional learning for all staff, including new staff, on identified teaching, learning, programming and assessment practices.

## 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

Parry School has remained committed to Increasing student engagement and achievement through developing individual student confidence, self-efficacy and sense of empowerment. This has been enhanced significantly through providing staff with targeted professional learning opportunities that enhances opportunities and options for establishing and managing individual learning goals for students. This has resulted in an increase in teacher confidence in differentiating lessons, developing a range of teaching strategies and engaging in dialogue about best practice within our school.

This has allowed student achievement of outcomes and goals specifically relating to English, behaviour and individualised ways of demonstrating achievement to be more closely documented and explored.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• All students set explicit learning and behavioural goals with their teacher which is evident throughout their ILP's.</li><li>• Evidence of NCCD of learning adjustments observed in classrooms.</li><li>• 100% of teachers have a Performance and Development Framework plan and staff feel confident they are working towards achieving their individual goals.</li><li>• A coordinated approach to effective community partnerships as evidenced in reflective feedback.</li><li>• In line with Great Teaching, Inspired Learning Document teachers will be embedding the Australian Accreditation practices into all areas of their pedagogy.</li></ul>	<ul style="list-style-type: none"><li>RAM Socioeconomic</li><li>Student Support Behaviour funding</li><li>Aboriginal funding</li><li>School to Work grant</li><li>Sidney Myer grant</li><li>Professional Development Funds</li><li>ESES project funding</li></ul>	<p>All students have a Personalised Learning Plan. Senior students and students who are planning/undergoing transition all participate in transition plans with staff, parents and stakeholders. Transition strategies are documented and actioned.</p> <p>All teacher meetings and school professional development sessions are aligned with the Australian Teaching standards (proficient and lead).</p> <p>All students have Individual Learning Plans that include specific individualised goals, adjustments and behavioural targets.</p> <p>A range of professional learning has been provided to staff in 2017 including learning goals, teaching strategies, behavioural strategy planning and monitoring and well-being.</p> <p>All staff have Professional Learning Plans that are regularly reviewed with the Principal.</p>

#### Next Steps

Ongoing consultation with all staff in Professional Develop Plan implementation and goal achievement.

Continued exploration of a range of teacher and classroom support options for new and existing staff.

Focus on a common language and expectations embedded in school wide practices including PBL to support consistency and effective staff collaboration.

Continued utilisation of educational consultants to support the professional learning and development of staff in catering for learner diversity and development of strategies and teaching skills to support student goal achievement.



## 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

Parry School prides itself on building and maintaining quality relationships and partnerships. This has been evident by the continued successful involvement of students in many school, community and future pathway opportunities. All these partnerships have contributed towards building and maintaining a positive school culture and provided more opportunities for our students to thrive and grow.

All our staff continue to remain committed to evidence based professional learning and have demonstrated a stronger capacity to engage in collaborative dialogue. This has allowed for greater sustainability planning and an increased culture of mutual respect and understanding.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Effective professional learning that engages in continuous research based improvement.</li><li>• School satisfaction surveys indicate that the school's community partnerships operate effectively and are central in creating connections between school, home and community.</li><li>• Student goals and choices have led to them making informed decisions in regards to the next stage of their life.</li></ul>	<p>Professional Learning Funds</p> <p>ESES project funding</p>	<p>All students have an ILP which is inclusive of a PLP that is developed in partnership with students.</p> <p>All students participate in explicit assessment processes on entry to the Parry program and all teachers have demonstrated ongoing assessment within the classroom.</p> <p>Successful attainment of a grant for a Maker-space project and staff research into best practice options for implementation in 2018.</p> <p>All staff participated in observation of instructional lessons presented by Dr K Bricknell and professional learning on a range of teaching and learning strategies.</p>

#### Next Steps

Continued review, monitoring and support of staff in regularly collaboratively updating student ILP's (including PLP's and BMP's). This will include professional support for new staff in developing their skills and practices to engage students and parents as active partners.

Implementation of the school's Maker-space project in 2018 and staff research into best practice options for implementation.

Continued staff professional learning and support in implementing a range of differentiated assessment practices to guide future teaching and learning.

Continued exploration of a range of teacher and classroom support options for new and existing staff including coaching.

Ongoing exploration of ways to engage parents and the community as partners within the school and as partners in supporting student access to community activities, agencies and transition options.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	13	12	13	13
Girls	4	3	4	6

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 2017, 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
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	2.52
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.18
Other Positions	0.2

\*Full Time Equivalent

One of our staff members identifies as being Aboriginal.

### 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

Staff have enthusiastically participated and engaged in professional learning throughout the year based upon individual staff Performance and Development Plans and the Strategic School Plan. This learning largely focused on teaching and learning practices, specifically targeting writing, reading and learning goals as well as behavioural systems and practices. Compliance and mandatory professional development including CPR, anaphylaxis, Code of conduct and Child Protection training has been conducted and registered. All teaching staff are accredited at the proficient level.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>265,509</b>
Global funds	104,560
Tied funds	159,927
School & community sources	2,467
Interest	4,086
Trust receipts	390
Canteen	0
<b>Total Receipts</b>	<b>271,429</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	3,730
Excursions	2,804
Extracurricular dissections	5,477
Library	112
Training & Development	5,431
Tied Funds Payments	91,766
Short Term Relief	0
Administration & Office	18,354
Canteen Payments	0
Utilities	12,139
Maintenance	700
Trust Payments	55
Capital Programs	0
<b>Total Payments</b>	<b>140,567</b>
<b>Balance carried forward</b>	<b>396,370</b>

The information provided in the financial summary includes reporting from 10 October 2017 to 31 December 2017.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>361,467</b>
Appropriation	356,465
Sale of Goods and Services	168
Grants and Contributions	4,819
Gain and Loss	0
Other Revenue	0
Investment Income	15
<b>Expenses</b>	<b>-49,368</b>
Recurrent Expenses	-49,368
Employee Related	-29,631
Operating Expenses	-19,737
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>312,099</b>
<b>Balance Carried Forward</b>	<b>312,099</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	309,505
Base Per Capita	6,134
Base Location	1,763
Other Base	301,608
<b>Equity Total</b>	74,293
Equity Aboriginal	24,583
Equity Socio economic	49,709
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	595,184
<b>Other Total</b>	0
<b>Grand Total</b>	978,982

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me schools surveys were used in 2017 to gather feedback from parents, students and staff on a range of areas.

Student Engagement survey responses showed that, compared to NSW Govt norms, Parry School identified as being higher in eight school level factors including; quality instruction, positive teacher–student relations, positive learning climate, expectations for success, sense of belonging, valuing school outcomes, interest and motivation and effort. Students have also stated that they believe that they have increased their positive behaviour throughout the year while attending the school.

Due to a the size and nature of our setting the parent responses to the Tell Them From Me surveys were suppressed and sufficient data was not available to make informed decisions. Parry School conducted termly parent afternoon teas and all feedback received from parents during these meetings was positive in regard to the school meeting the needs of their child and the systems put in place to support student access and transition to community and school activities.

Staff responses to the Tell Them From Me survey questions identified the following areas that the school does well;

- Providing a safe environment and consciously

creates a welcoming and warm culture.

- Provides a learning environment that is supportive, caters for a variety of needs and looks at students as individuals.

- Provides students with relevant life skills and experiences.

- Builds and maintains supportive relationships with students.

## Policy requirements

### Aboriginal education

In 2017 Parry School continued to implemented 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, well–being and interpersonal relationship



### 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 program.

At Parry School, community harmony is promoted through school policies and practices which counter

negativity and develop understanding. This is supported by the provision of teaching and learning programs that enable all students to identify as individuals with collective and collaborative rights and responsibilities as Australians in our society. Parry School provides inclusive teaching practices which recognise and value the backgrounds of all students and promote an open and tolerant attitude towards differences. Through differentiated curriculum and specific teaching and learning programs, teaching and support staff address the learning needs of all students.