

Parry School Annual Report



2018



Parry School
Rights. Responsibility. Respect

5580

Introduction

The Annual Report for 2018 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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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, Distance Education, mainstream schooling or returning to their home school, based on their individual needs and goals.

Parry School, in its 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 parents, carers, staff and interagency partnerships.

Parry is currently undergoing significant teaching and support staff transformations. Our 2018–2020 plan is designed to support new staff working with our students complex needs so individual needs are met. Also continuing to support current staff with developing their ongoing understanding through evidence based research.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

Parry School is committed to creating a positive learning environment where all students feel valued, happy and safe. From the analysis of all information provided by base schools, parents / carers and students on enrolment and at entry meetings, an individualised learning plan (ILP) is developed for each student. School based assessments identify targeted areas and goals for learning (social, behaviour & academic) .

A collaborative team, led by executive staff, developed the Parry School wellbeing plan ensuring that students can connect, succeed and thrive. Students, staff and members of the wider school community continue to develop a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved students outcomes. Following the implementation of A–Z Policy implementation evaluations took place and school policies were adjusted to suit the learning needs of the Parry School community, including the Attendance policy, Working with Children Check and Protecting and Supporting Children and Young People policy and we are currently working on Bullying of Students –Prevention and Response policy.

Whole school practices have been embedded into the routines and structures at Parry to ensure the wellbeing and engagement of all students including daily breakfast, daily assemblies, weekly, whole school targeted behaviour focuses

, classroom guidelines, individual behaviour goals, timetabled teacher/student conference times to provide consultation and effective feedback and individual consultative behaviour strategies and learning goals. Flexible learning spaces within classrooms promote student engagement and cater for individual learning needs and styles. Teaching programs document the differentiation of curriculum and adjustments made to meet the individual learning needs of each student. Parry is continuing to develop practices where teachers track the progress of each student across KLA'S including behaviour and social learning target areas.

Some students participate in NAPLAN assessment through their home schools and all students literacy and numeracy knowledge is assessed using school based assessment tools. This data is used to develop individual learning plans. Parry School uses internal assessment data to measure student progress, growth and to develop where to next learning goals and targets. Assessment practices across the school were identified as an area for improvement in our self-evaluation.

Parry also identified and will continue to develop a correlation of the curriculum and the Australian Core Skills Framework (ACSF). The ACSF has consistent identification of the core skills requirements in diverse personal, community, work and training contexts. The ACSF describes six levels of performance in the five core skills of: Learning, Reading, Writing, Oral communication, Numeracy. These skills demonstrate the skills required to be able to access TAFE at particular certification areas. Many students that enter Parry have the goal of transitioning to TAFE to complete their schooling education or to enter TAFE after the completion of their ROSA. Parry aim to prepare their students for effective TAFE entry.

Parry School provides parents / carers with regular updates on student progress through reporting twice per year, regular learning support team meetings, review meetings, phone calls and regular face to face contact during drop off/pick up.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The establishment of effective collaborative team protocols has contributed to an improvement in teaching practices across Parry School. Teachers are committed to improving their own professional practice within all school environments. Teachers collaborate on developing integrated units of work which are then differentiated and adjustments are made for each student. This is supported by the provision of appropriate professional learning for both teaching and SASS staff.

Staff meetings have professional reading focuses. For example, "Calmer Classrooms", provides staff with trauma informed practice for students who have been exposed to abuse and neglect. These readings are discussed at staff meetings and strategies implemented in classrooms, leading to positive outcomes for students.

There is a school wide approach to managing challenging behaviours with common language stems used by all staff. There are routines, processes and structures in place across the school to create a positive learning environment. Explicit teaching of expected behaviours occurs in each classroom and classrooms develop their own set of guidelines collaboratively.

Student progress and achievement data is used across the school to inform key decisions about purchases of resources, implementing new programs and initiatives. Teachers use data analysis to develop learning goals for students, measure growth and identify skill gaps. All staff including support staff have identified their own professional learning goals as part of their performance development plan. These goals are aligned with the 2018–2020 strategic directions, the school excellence framework and the Australian Professional Standards. Their professional learning goals are planned to improve their own professional practice.

All teachers are committed to continual improvement in their own professional practice and this is monitored through regular teacher supervision meetings, feedback from executive and peer observation and feedback sessions.

Literacy and numeracy improvement is a focus at Parry School. Teachers actively seek out best practice in literacy and numeracy teaching which is engaging and leads to improvement for each student. Addressing learning gaps in literacy and numeracy is a priority area and withdrawal literacy and numeracy programs are implemented for students who require this individualised support.

A data base for mandatory training provides a monitoring process for all staff. Classroom team meetings involving teachers and support staff collaborate to improve teaching and learning in their classrooms.

A thorough induction and regular meetings with new staff occur at Parry School where support is offered. Feedback and collaborative discussions ensure that new staff feel supported. Daily staff debrief sessions are also a supportive environment where collaborative discussions take place and advice can be sought. Time has been provided for our beginning teacher to receive support from executive and experienced teachers.

Professional learning is sought to address the specific needs of students at Parry School including trauma informed

practice (Mental Health First Aid for Youth), differentiation and setting SMART behaviour goals. Staff who attend professional learning sessions are expected to make a presentation to the whole staff to share their knowledge. All staff are encouraged to try innovative and new practices and all ideas are welcomed and supported by all staff especially if focused on improved student engagement in learning.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

The leadership team at Parry School supports a culture of high expectations and community engagement. Communication with home schools and families, timetables, innovative programs and staff supervision ensure a continual sound basis for student learning and quality educational outcomes for all students.

Parents, carers, outside agencies and Student Services engage with planning processes for students at Parry through regular Learning Support Team meetings, Personalised Learning Plan consultation meetings, transition planning meetings and review meetings. The leadership team has sought out and delivered professional learning for all staff focused on continual improvement in the areas for behaviour, social learning, trauma informed practice, professional and academic practice. There is an increasing need for professional learning in trauma informed practice, behaviour and complex case management practices for all staff. This professional learning is being delivered throughout 2018 – 2020.

The analysis of survey data from the whole school community is used as self-reflection tools.

Collaborative planning sessions with all staff and an analysis of various data tools were used in the development of the 2018–2020 school plan. The strategic directions of Behaviour and Social Learning (Strategic Direction 1) and Professional Practice (Strategic Direction 2) will lead to improvement in positive educational outcomes for all students. The plan will also build capacity for all staff to improve their professional practice in both further developing their knowledge in understanding the complex needs of students and providing quality, engaging classroom practice. The school plan is responding to the emerging and changing needs of students.

The leadership team regularly revisits the milestones and there is a collaborative approach in reaching the milestones and all staff understand what they need to do to reach the planned milestones.

The leadership team encourages best practice with providing flexible learning spaces in all areas of Parry School from the front gate to outside during community activities. Parry have implemented soft learning spaces in areas of our school to cater for the different learning styles of students.

Providing a safe learning environment is paramount for the staff and students at Parry School. School and classroom safety audits, sharps RISK assessment, staff duress tags, the Parry School systems and practices provide a safe and secure learning environment for all staff, students and community. The leadership team regularly reviews all the processes, strategies and systems in place and monitors their implementation. Technology is provided in all classrooms including interactive smartboards, laptops, ipads, osmos, spheres and Wedo lego kits. Computer based learning programs including QUICKSMART and Mathletics have led to improvement with engagement and in learning outcomes for students. The leadership team has led the implementation of LMBR across the school providing professional development to all staff in using the system of ebs central, ebs on track and synergy. This will be a continuing process over the next few years. The leadership team uses student behaviour data reports to inform the weekly student goals for behaviour improvement.

The schools priorities of literacy, numeracy and social skills drive financial decisions across the school.

Administrative practice and systems effectively support school operations and teaching through rigorous systems and documentation in place for all administrative procedures for tracking the operation of the school including purchasing resources. The leadership team engages with the school community (parents/ carers/ outside agencies) and uses their feedback to inform actions to improve the educational outcomes for students.

Our self-assessment and the external validation process assisted 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

Happy Healthy Successful Individuals

Purpose

To build a school culture that is creative and innovative to promote achievement and foster wellbeing for every student. All students are known, valued and cared for, becoming increasingly motivated learners with the skills for future success and wellbeing.

Overall summary of progress

Staff and student SET completed in collaboration with AP/HT PBL. As a result of SET, adjustments to expectations Matrix to be mapped out Term 1 2019. Our progress during 2018 has put the building blocks in place for us to fine tune our matrix and focus implementation in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student monitoring data indicates an improvement of positive use of manners with all staff.	Action For Happiness resources Interventions Plus programs 4 Hours per day extra SLSO	All students that transitioned out of Parry after completing the Parry Program showed improvement from entry to exit data.
By 2020 80% of students who attend with minimum 50% attendance rate, demonstrate improvement self-regulation over the term of enrolment at Parry School.	4 Hours per day extra SLSO 0.012 staffing AP off class	All students that transitioned out of Parry after completing the Parry Program showed improvement from entry to exit data. Parry is continuing to work towards streamlining our data collection through Sentral.
Regular evaluation of products and feedback from students, carers, staff and community will demonstrate genuine consultation, growth and areas for future improvement.	4 Hours per day extra SLSO 0.012 staffing AP off class	Discussed implementation of Action For Happiness program SDD Term 4. Staff have used Staff Superheroes display area for collating ideas. Staff collated a summary of 8 Aboriginal Ways of Learning. Parent afternoon teas were held each term where the same discussions around programs were had.

Next Steps

Positive Behaviours for Learning; Professional learning for new staff (none who have special education training) of practices and systems used at Parry. Design and implement language stems. Video modeling of appropriate behaviour expectations with students demonstrating positive behaviours. Align the PBL framework with Parry systems and practices. Moving forward into 2019–2020 we are working towards streamlining our data collection in Sentral and moving away from our current paper based collection.

Strategic Direction 2

Engagement In Learning

Purpose

Parry will provide a quality learning environment that meets the needs and closes the gap between our student's developmental and chronological ages in literacy and numeracy. Through the provision of meaningful teaching and learning programs our students will gain confidence and skills to become functional learners. Students will be actively engaged in meaningful, challenging and future focused learning, creating lifelong learners who are respectful of all cultures.

Overall summary of progress

2018: Review of school curriculum and units of study, aligns work with NSW K–12 curriculum ensuring a variety of teaching resources are available to cater for student learning needs. Professional learning to support whole school literacy and numeracy implementation occurs regularly to meet the needs of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Individual Education Plans will be developed through consultative measures with students, careers, staff and relevant agencies.	QTSS staffing allocation	PL provided regarding ACSF relevance and connections to syllabus. Staff worked in PL to personalise given project for themselves. Program implemented into classes with individual teachers moving through program making their own adaptations and working through planned program at their professional pace.
Literacy and numeracy levels increase as evidenced by improvement in each students entry, mid-program and exit assessment data. (Assessment data designed to support students in a small specialist setting, as NAPLAN and SCOUT data are generally not applicable in our setting.)	QTSS staffing allocation	PL and planning time provided regarding ACSF/syllabus program implementation and how Parry can place structures in to practices for continuous implementation of ACSF/syllabus programming. Staff worked in PL to discuss and design required Parry expectations.

Next Steps

Welfare; Develop social and behavioural programs to suit the needs of our students. There is no curriculum in this area. Implement/integrate a welfare practice for both staff and students at Parry School.

Professional Learning; Staff complete 8 ways of Aboriginal learning to gain an understanding of methodology that suits our local Aboriginal culture. Implement these understandings into daily pedagogy.

Curriculum, planning and assessment; Parry to continue to develop programs that align with the ACSF. Design and implement internal student assessment data that demonstrates to our students, their families and home schools the progress they have achieved.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$18437	In 2018 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, well-being and interpersonal relationships. Parry staff also completed the 8 Aboriginal Ways of Learning program.
Low level adjustment for disability	Parry did not have any Low level disability funding in 2018.	
Quality Teaching, Successful Students (QTSS)	\$15623	Review of school curriculum and units of study, aligns work with NSW K-12 curriculum ensuring a variety of teaching resources are available to cater for student learning needs. Professional learning to support whole school literacy and numeracy implementation occurs regularly to meet the needs of students.
Socio-economic background	\$50,761 0.4 Teacher release for staff development in Pedagogy and Practice. 0.8 Extra SLSO time	Discussed implementation of Action For Happiness program SDD Term 4. Staff have used Staff Superheroes display area for collating ideas. Staff collated a summary of 8 Aboriginal Ways of Learning.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	12	13	13	9
Girls	3	4	6	3

The above data for 2018 is not an accurate reflection of Parry's 2018 enrolment data. Parry's enrolments are dependant on Regional Placement Panel outcomes. Throughout 2018 Parry had 21 students enrolled in our BD and ED Programs and 6 positions in The New England Learning Centre.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	1.72
Teacher Librarian	0.17
School Administration and Support Staff	4.41
Other Positions	1

*Full Time Equivalent

Parry has two staff member that identifies as being Indigenous.

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	60

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. All Parry staff attended and engaged in the Special Education Leaders Network professional learning conference. All teaching staff at Parry are appropriately accredited. Parry has one beginning teacher who is working towards finalising accreditation. All Parry staff participated in Youth Mental Health First Aid and Trauma Informed training.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	312,099
Revenue	1,522,360
Appropriation	1,514,792
Sale of Goods and Services	1,125
Grants and Contributions	3,039
Gain and Loss	0
Other Revenue	0
Investment Income	3,405
Expenses	-1,222,099
Recurrent Expenses	-1,222,099
Employee Related	-1,129,617
Operating Expenses	-92,482
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	300,261
Balance Carried Forward	612,361

Parry will carry significant funds over to 2019. These funds are made up of a combination of the following:

- Monies held for the Network Specialist Centre
- Monies held for regionals programs and General Assistants
- Monies held for the New England Learning Centre
- Budgeted figures for the replacement of school car
- Budgeted figures for a COLA and bell system.

Policy requirements

Aboriginal education

In 2018 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, well-being and interpersonal relationships. Parry staff also completed the 8 Aboriginal Ways of Learning program.

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.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	365,598
Base Per Capita	7,762
Base Location	1,763
Other Base	356,074
Equity Total	69,199
Equity Aboriginal	18,437
Equity Socio economic	50,761
Equity Language	0
Equity Disability	0
Targeted Total	745,984
Other Total	48,470
Grand Total	1,229,251

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

During 2018 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 during the process of external validation process were as follows:

- 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.