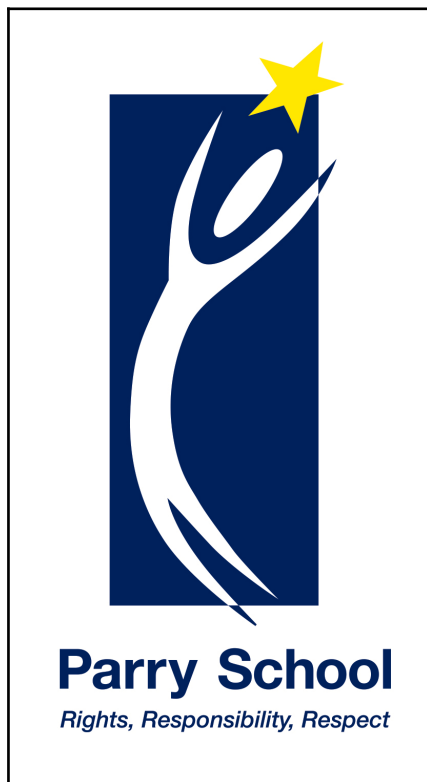


Parry School

2019 Annual Report



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Introduction

The Annual Report for 2019 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 eighteen 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist 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/school-excellence>

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.

Improvement Measures

Student monitoring data indicates an improvement of positive use of manners with all staff.

By 2020 80% of students who attend with minimum 50% attendance rate, demonstrate improvement self-regulation over the term of enrolment at Parry School.

Regular evaluation of products and feedback from students, carers, staff and community will demonstrate genuine consultation, growth and areas for future improvement.

Overall summary of progress

During 2019 students' self monitoring data improved. Parry successfully transitioned 6 students into further vocational training, 2 into the workforce and 2 back into another educational setting.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

2018: Establish and maintain school and classroom expectations, rules, routines and positive/negative consequences that teach students to regulate their behaviours.

2019: Opportunities will be provided for parents, carers, agencies and students to actively participate in ongoing review and update of PLPs and ILPs.

2020: A whole school consistent approach to student behaviour expectations ensures optimum conditions for learning.

Evaluation	Funds Expended (Resources)
<p>Re evaluated Draft Marix based on the results of the SET. In collaboration with AP/HT PBL change matrix to match current school language stems and monitoring.</p> <p>PBL logo – maybe a kookaburra, as Parry had painted a mural for back fence displaying kookaburra, students to look at designing a logo</p> <p>Staff buy in on changing matrix to fit behaviour monitoring system as the results of the SET evaluation showed that staff and students are better able to relate to these behaviour expectations.</p> <p>The Ag Quip excursion provided the students the opportunity to use their strategies from the PBL matrix, their monitoring and personal behaviour goals in an alternate setting to Parry. Students managed strategies well on this excursion.</p> <p>Draft matrix evaluated by students, staff and at a community afternoon tea.</p> <p>Parry expectations to be incorporated into the draft matrix.</p> <p>2019: as we had a significant number of staff changes at the beginning and middle of the year. The original plan of adjusting ILPs.</p>	<p>QTSS funding allocation</p>

Progress towards achieving improvement measures

PBL discussion with students and staff was very successful, with many suggestions and changes being made.

Process 2: Wellbeing

2018: School teams will meet on an ongoing basis to review academic, social and emotional progress of students. PL provided for staff RE: Wellbeing.

2019: Opportunities will be provided for parents, careers, agencies and students to actively participate in ongoing review and update of PLPs and ILPs.

2020: A whole school approach to wellbeing, teaching and learning that enables students to be happy, healthy, engaged and successful.

Evaluation	Funds Expended (Resources)
<p>Deadly Aspirations planning 2020– were tentatively booked in Get Hooked Fishing Program for Term 2. Have also contacted TAMS to see what programs they may have on offer.</p> <p>WHS Specialist Support Team spent the day at Parry on 10–12–19. Four specialists spoke to voluntary staff one on one for approx. 30mins. All staff in attendance at Parry took this opportunity to speak to the team. Further follow up visits to happen in 2020 and recommendations for Parry.</p>	RAM Equity funding to release staff

Next Steps

2020 will see a focus on working with the WHS Specialist Support Unit on implementing our well-being programs and strengthening our systems and processes.

Parry have a long standing strong relationship with the local AEGC, Aboriginal Lands Council and Opportunity Hub. During 2020 these programs will be continued and mapped to the Australia Core Skills Framework.

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.

Improvement Measures

Individual Education Plans will be developed through consultative measures with students, careers, staff and relevant agencies.

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.)

Progress towards achieving improvement measures

Process 1: *Engagement In Learning*

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.

2019: Planned peer observations and deliver effective feedback to colleagues, provides clarity for the full implementation of personalised learning in meeting all students needs.

2020: Relevant and meaningful ILPs based on individual student needs, in consultation with student, carers/parents and agencies, provide, students with highly engaging learning experiences.

Executive will be engaged in observations to deliver feedback to staff in line with PDPs.

Evaluation	Funds Expended (Resources)
A combination of team teaching and peer observation and feedback through both general practice and the PDP process was conducted throughout 2019. Parry has invested significant resources through the employment of Dr Kate Bricknell as an Australian Core Skills Framework (ACSF) expert. Moving into 2020 will see a continued focus on further developing our scope and sequence/units of work and aligning them to the both the syllabus and ACSF.	QTSS staffing allocation

Next Steps

Parry are continuing to employ the expertise of DR Kate Bricknell to continue our work in further developing our learning programs and aligning them to the Australian Core Skills Framework. 2020 will also see further opportunities to team teach and reflect on professional practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2978	<p>In 2019 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 have been trained in 8 Ways of Aboriginal Learning that continue to be implemented into all Key Learning Areas.</p>
Quality Teaching, Successful Students (QTSS)	\$3905	<p>2019: we had a significant number of staff changes at the beginning and middle of the year this impacted on the original plan of adjusting ILPs.</p> <p>PBL discussion with students and staff was very successful, with many suggestions and changes being made.</p> <p>The PBL Matrix in draft form is ready to be trialed in term 1 2020</p>
Socio-economic background	\$57583	<p>Deadly Aspirations planning 2020- were tentatively booked in Get Hooked Fishing Program for Term 2. Have also contacted TAMS to see what programs they may have on offer.</p> <p>WHS Specialist Support Team spent the day at Parry on 10-12-19. Four specialists spoke to voluntary staff one on one for approx. 30mins. All staff in attendance at Parry took this opportunity to speak to the team. Further follow up visits to happen in 2020 and recommendations for Parry.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	13	13	9	8
Girls	4	6	3	6

The above data for 2019 is not an accurate reflection of Parry's 2019 enrolment data. Parry's enrolments are dependent 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 Center.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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	8.13
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	612,361
Revenue	1,669,558
Appropriation	1,663,745
Sale of Goods and Services	1,714
Grants and contributions	1,389
Investment income	2,711
Expenses	-1,475,971
Employee related	-1,344,981
Operating expenses	-130,990
Surplus / deficit for the year	193,587

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.

During 2019 Parry held significant funds for regional programs which is reflected in our opening balances and carry over funds.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	761,830
Equity Total	69,496
Equity - Aboriginal	11,913
Equity - Socio-economic	57,583
Equity - Language	0
Equity - Disability	0
Base Total	656,310
Base - Per Capita	9,418
Base - Location	1,763
Base - Other	645,129
Other Total	88,644
Grand Total	1,576,280

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.

Parent/caregiver, student, teacher satisfaction

Each term, Parry School invited parents to an afternoon tea. 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 self–assessment 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.

Parent feedback examples during meetings and on exit of students:

- Happy with what Parry provides.
- Is there any chance my child can stay longer?
- I now have a child at home who is happy to come to school everyday and is happy about learning.
- Thank you for supporting my child with TAFE, he now has work experience at one of the local businesses in our industrial area.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2019 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 have been trained in 8 Was of Aboriginal Learning that continue to be implemented into all Key Learning Areas.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Parry School's trained ARCO has moved schools, Parry have identified a replacement ARCO who is in the process of being trained.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Parry School implements the NSW DoE's Multicultural Education Policy.