

2020 Annual Report

Parry School



Parry School
Rights, Responsibility, Respect

5580

Introduction

The Annual Report for 2020 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 vision

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>

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.

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)
PBL and wellbeing data tracked on Sentral and through student self monitoring system. Sentral has been well utilised by staff and indicates wide use of the tool. Reduction in negative incidents and an increase in positive incidents. Greater evidence of engagement in learning.	-QTSS: 0.0188 Staffing FTE: Executive release to support student wellbeing across school -SSP Supplementation: 0.2 Staffing FTE to support strategic Direction 1 and wellbeing programs

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)
<ul style="list-style-type: none">• 100% of students have ILP and PLP - next step to ensure staff are using them to inform learning• PBL review completed - next step further training required in explicit teaching of Parry Behaviour principles and wellbeing programs• Communications with parents/caregivers has resulted in parents	-QTSS 0.1 FTE staffing -SSP Supplementation Manage Health program \$50000

Progress towards achieving improvement measures

feeling valued. Post Parry parents continue to ring for support

·Approximately 75% of caregivers of students who attended 85% or greater attended termly afternoon teas pre-covid

·School structures, teaching, learning and wellbeing programs have been evaluated through tracking student results, attendance rates, gathering input from caregivers and staff

·Investigations into the allocation and resourcing of specialist programs and Project Based Learning Programs to support wellbeing and engagement

Next Steps

Wellbeing and Parry Behaviour Learning to be reviewed.

Continuity of Community engagement with services that support Parry families to be investigated.

Ensure parents that are new to Parry have an understanding of all programs

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)
<p>Quicksmart program is a priority at Parry - completed at least 3 times per week with individual students.</p> <p>Parry Scope and sequences have been completed - Staff are working on programs and adding ACSF outcomes.</p> <p>An ACSF Tracking sheet has been created to track what ACSF goals are being covered in each program and it also tracks student achievements with ACSF goals.</p> <p>Staff discussed our school's current state in Situation Analysis and identified areas for improvement. These were ...</p> <p>The feedback from the Parry surveys were shared with staff and it has been uplifting and very positive from all 4 areas - students, staff, parents and community/agencies. Reading the anonymous positive comments was one of the best wellbeing programs that staff have participated in. Parry appears to be on the right track.</p> <p>Assessments have been completed with most students and results showing that students have maintained in most areas even with the disruptions of Covid19. Quite a few students have improved in areas and only minimal decreases are shown through the assessments.</p>	<p>Art Supplies \$2000</p> <p>Art Teacher 0.2 Staffing from SSP Supplementation</p> <p>Student Wellbeing and engagement Officer 0.2 staffing from Regional GA and SSP Supplementation</p> <p>Quick Smart Program: \$4000</p> <p>Expert University Literacy Consultant: \$6000</p>

Progress towards achieving improvement measures

The Visual Arts was an area identified from students as being relevant and meaningful for their ILPs and is based on the individual student needs. The students are highly engaged in the Visual Arts program. They have had the opportunity to experiment with a range of art making forms and have produced quality artwork pieces. They are acquiring the background knowledge of inspiring artists and what inspires art. The program has already seen a tremendous improvement in students with confidence, self-esteem and striving to complete hard tasks.

The Construction program has been an exceptional learning tool for students. They are beginning to take their classroom learning to the outside life-skills projects and apply this knowledge using hands-on techniques. This reciprocal learning has had many a light bulb moment with the students. Syllabus content is covered from Maths, PD/Health/PE, English, Creative Arts, Science, HSIE. Staff and students have expressed that this program is an extremely valuable resource for Parry. This program promotes attendance of students at Parry.

Next Steps

Learning informed by Internal data collection and analysis to support learning. Mapping of Australian Core Skills Framework into teaching and learning programs and assessments.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	.2 x2 Staffing allocation to support delivery and development of programs	<p>In 2020 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)		<p>Quicksmart program is a priority at Parry - completed at least 3 times per week with individual students.</p> <p>Parry Scope and sequences have been completed - Staff are working on programs and adding ACSF outcomes.</p> <p>An ACSF Tracking sheet has been created to track what ACSF goals are being covered in each program and it also tracks student achievements with ACSF goals.</p> <p>Staff discussed our school's current state in Situation Analysis and identified areas for improvement. These were ...</p> <p>The feedback from the Parry surveys were shared with staff and it has been uplifting and very positive from all 4 areas - students, staff, parents and community/agencies. Reading the anonymous positive comments was one of the best wellbeing programs that staff have participated in. Parry appears to be on the right track.</p> <p>Assessments have been completed with most students and results showing that students have maintained in most areas even with the disruptions of Covid19. Quite a few students have improved in areas and only minimal decreases are shown through the assessments.</p> <p>The Construction program has been an exceptional learning tool for students. They are beginning to take their classroom learning</p>

Quality Teaching, Successful Students (QTSS)		<p>to the outside life-skills projects and apply this knowledge using hands-on techniques. This reciprocal learning has had many a light bulb moment with the students. Syllabus content is covered from Maths, PD/Health/PE, English, Creative Arts, Science, HSIE. Staff and students have expressed that this program is an extremely valuable resource for Parry. This program promotes attendance of students at Parry.</p>
Socio-economic background	0.8 Staffing	For our students to access TAFE, TAFE NSW require staffing support. During 2020 Parry Supported 6 students in access TVET subjects at TAFE.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	13	9	8	11
Girls	6	3	6	8

The information above is a snap shot on the "census" date and is not an accurate reflection of the the "rolling" nature of Parry school's enrolment. Parry School had 14 BD positions, 7 ED positions and 6 New England Learning Centre positions.

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Parry is a non-census school. Parry School maintains a special circumstances register that is sent to the students' census school each week.

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.

Post school destinations

In 2020 Parry School had 2 year 12 students. Both left school with a HSC in Life Skills.

Year 12 students undertaking vocational or trade training

NA

Year 12 students attaining HSC or equivalent vocational education qualification

2 out of 2 year 12 students attained a HSC in Life Skills.

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	7.13
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	805,947
Revenue	1,826,122
Appropriation	1,819,848
Sale of Goods and Services	1,478
Grants and contributions	4,024
Investment income	772
Expenses	-1,727,470
Employee related	-1,599,352
Operating expenses	-128,119
Surplus / deficit for the year	98,652
Closing Balance	904,599

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 2020 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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	66,903
Equity - Aboriginal	16,458
Equity - Socio-economic	50,444
Equity - Language	0
Equity - Disability	0
Base Total	1,372,965
Base - Per Capita	9,654
Base - Location	1,763
Base - Other	1,361,548
Other Total	323,856
Grand Total	1,763,723

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

School data survey reflections

Feedback from **community partners**;

- 60% of participants surveyed indicated they 'Strongly Agreed' that Parry School supports the needs of their client/s. 30% of participants surveyed indicated they 'Agreed' that Parry School supports the needs of their client/s. 10% of participants surveyed indicated 'Not applicable' that Parry School supports the needs of their client/s
- 80% of participants surveyed indicated they 'Strongly Agreed' that Parry School has developed productive partnerships by collaborating with their organisation. 15% of participants surveyed indicated they 'Agreed' that Parry School has developed productive partnerships by collaborating with their organisation. 5% of participants surveyed indicated 'Not applicable' that Parry School has developed productive partnerships by collaborating with their organisation
- 75% of participants surveyed indicated they 'Strongly Agreed' that Parry Staff are well prepared and highly committed to supporting my client/s. 20% of participants surveyed indicated they 'Agreed' that Parry Staff are well prepared and highly committed to supporting my client/s. 5% of participants surveyed indicated 'Not applicable' that Parry Staff are well prepared and highly committed to supporting my client/s
- 85% of participants surveyed indicated they 'Strongly Agreed' that they feel valued as a professional by Parry Staff. 10% of participants surveyed indicated they 'Agreed' that they feel valued as a professional by Parry Staff. 5% of participants surveyed indicated they 'Disagreed' that they feel valued as a professional by Parry Staff. Feedback from students

Feedback from **families**;

- 89% of parents/carers surveyed stated that they were aware of their child's individual learning goals at Parry. One parent who answered No verbally stated, due to them not being in contact with the school regularly enough
- 89% of parents/carers surveyed stated that their advice/opinion was sought on how best to support their child's learning. One parent who answered No verbally stated, due to them not being in contact with the school regularly enough
- 89% of parents/carers surveyed stated that they had noticed a change in their child's behaviour.
- 89% of parents/carers surveyed stated that they believe Parry utilises community agencies effectively to support their child
- 100% of parents/carers surveyed stated that they believe Parry is always looking for ways to improve its practices

Feedback from **staff**;

- Staff were asked to list 3 things that Parry does well, they identified extra curricula interest based learning programs, behaviour management systems and practices and staff development/up-skilling
- Staff were asked to list 3 things that Parry could improve, themes identified were; attendance of the students who are given places by panel but who refuse to attend (these students have a history of school refusal), streamlining the paperwork processes, continuity of staff who are trained in Special Education (Staff changes teaching and SASS are currently a state concern

Feedback from **students**;

- 64% of students indicated they are 'Very Satisfied' with their experience at Parry. 27% of students indicated they are 'Satisfied' with their experience at Parry. 1 (9%) student indicated that they were 'Neither satisfied nor dissatisfied' with their experience at Parry
- How do students feel about Parry:
 - · Learning - 18.2% indicated 'Excellent', 36.4% indicated 'Great', 27.3% indicated 'Very Good', 18.2% indicated 'OK'.
 - · Behaviour - 54.5% indicated 'Excellent', 18.2% indicated 'Very Good', 18.2% indicated 'Very Good', 9.1% indicated 'OK'.
 - · Socially - 63.6% indicated 'Excellent', 9.1% indicated 'Great', 9.1% indicated 'Very Good', 9.1% indicated 'Good', 9.1% indicated 'OK'.
 - · Emotionally - 36.4% indicated 'Excellent', 18.2% indicated 'Great', 18.2% indicated 'Very Good', 18.2% indicated 'Good', 9.1% indicated 'OK'.
- 100% of students indicated that they feel optimistic about their future
- 91% of students stated that they are proud to be a Parry student, 9% indicated they are not proud to be a Parry student
- 18% of students stated that they would 'Always' participate in learning **before** Parry. 45% of students stated that they would 'Sometimes' participate in learning **before** Parry. 36% of students stated that they would 'Never' participate in learning **before** Parry.
80% of students stated that they 'Always' participate in learning **at** Parry. 20% of students stated that they 'Sometimes' participate in learning **at** Parry.

- 100% of students believe Parry staff have high expectations of them compared to their previous school staff

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 2020 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 relationships. Parry staff have been trained in 8 Was of Aboriginal Learning that continue to implemented into all Key Learning Areas. Parry has a positive working relationship with the Tamworth Local AECG.

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 had one staff member complete ARCO training in 2020 and continues to implement the NSW DOE's Anti-Racism Policy.

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.