

2021 Annual Report

Parry School



Parry School
Rights, Responsibility, Respect

5580

Introduction

The Annual Report for 2021 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 Strategic Improvement 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's vision is to inspire students to be independent, responsible and socially appropriate members of the community. Together we will ensure students are equipped with the necessary social and learning skills to experience personal achievement in managing their emotional and behavioural needs. Parry students will have opportunities to develop skills that enable them to access their desired and planned future pathways.

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.

Parry encourage students to create their futures, striving to be successful young adults who use their setbacks as stepping stones to achieve their goals.

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. The New England Learning Centre (Suspension Centre) operates out of Parry.

Parry School is an alternative Department of Education facility created to meet the needs of students whose behaviour has prevented them from being successful in regular school settings. Students are referred to Parry School through a Regional Placement Panel.

Parry's overall aim is to ensure that a more effective level of differentiated and individualised learning is available for our students. Parry supports students in transitioning to TAFE, work, Distance Education, mainstream schooling or returning to their home school, based on their individual needs and goals.

Staff are committed to delivering high-quality education for all students. We assist parents and carers in the educational planning process through Individualised Learning Plans (ILPs), along with the development of the emotional and social wellbeing of their child to make all transitions successful throughout their schooling and beyond. Parry staff respond to individual needs ensuring that students improve in learning, reading, communication and numeracy skills.

As a result of our Situational Analysis we identified the need for Parry students are in the areas of Student Wellbeing and Learning, Literacy and Numeracy.

Our 2021-2024 plan is designed to support staff working with our students complex needs so individual student needs are met. through successful goal achievement and being able to successfully transition post Parry.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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: Student growth and attainment

Purpose

Ensuring students have strong foundational learning, literacy and numeracy skills enabling confidence in their abilities to learn and adapt. Parry will continue to develop and sustain whole school processes for collecting and analysing data to ensure the implementation of students individual needs. Data collection will inform differentiated teaching for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning Literacy and Numeracy

Resources allocated to this strategic direction

SSP supplementary funding: \$45,180.00

Summary of progress

Parry Professional Learning (Dr Kate Bricknell) effectively delivered PL on: feedback, reflective practice, explicit instruction, feeding forward, Super 6, phonemes, bias, PAC V, questioning techniques and Australian Core Skills Framework from both teaching staff and support staff. We collated evidence of PL by staff keeping PL journals, observations of teachers modelling practice, discussions with staff and students. Staff developed a greater understanding of how to use ACSF Learning Skills to support their teaching and provision of feedback in learning settings. Triangulation and analysis of the above data determined that ACSF Language stems should be in everyday teaching practises, including conversations with students in all learning settings. This would support student learning and students would benefit from the explicit teaching of ACSF. Staff also identified that placing the visual cues such as proof reading cues on student desks would assist with the students' independent feedback.

Staff and students identified the need to determine the effectiveness of the ACSF student tracking booklet. Analysis of the staff/student feedback determined that students would move to an A3 booklet that would enable students to work across level 1 and level 4.

Staff aligned the ACSF skills with their literacy programs, alongside NSW Curriculum, against Stage 4, Stage 5 and Life Skills outcomes.

In line with the COVID ILP staff discussed to what extent would a more explicit reading program that could be taught alongside teaching literacy and English improve student reading skills. Parry have with Kate began planning and creating an adolescent specific reading program.

Parry formative and summative data has demonstrated that the inclusion of ACSF into the teaching of the NSW curriculum at Parry School has improved student progress in learning, literacy and numeracy. Triangulation of the data from student achievement in LLN results, initial student engagement in ACSF recording booklets and the teaching program has allowed for analysis of students increase in their LLN data in the initial stages of ACSF implementation.

Parry's conclusion is that we will continue to focus on teaching ACSF skills as part of an embedded approach to teaching literacy and numeracy skills. It will also guide further implementation of ACSF into teaching programs across the curriculum.

Staff after investigation of resources decided to implement QUICKSMART (QS) for a consistent practice for students who are attending with low mathematical skills. Using ILP information, CAASoftware, teacher programs, staff observations and discussions. QS coordinator observations and follow up found that staff were not making the time to regularly run QS. Coordinator worked with staff to effectively incorporate QS 3 days a week. Resulting in the beginning of term 2/4, QS ran 3 days per week in each class. Second half of term 3 was Covid lockdown, QS did not run. We now have evidence from QS lessons in ILPs, teacher programs, CAASoftware and coordinator observation that the QS Numeracy Program is supporting improved student automaticity for basic number facts.

Next Steps: Due to COVID interruptions, Parry will be continuing to work towards and address the incomplete activities of 2021 during 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • All students achieve improvement in Literacy, Numeracy and Learning skills (Entry Data, Exit Data). • All teachers undertake professional learning, understand and are using ACSF and LLN data to inform teaching and learning programs. • All students achieve improvement in Literacy, Numeracy and Learning skills (Entry Data, Exit Data). • Increase student engagement in education as measured by analyses of school based data collection. 	<ul style="list-style-type: none"> • Students that attend 85% or greater demonstrate growth in Literacy, Numeracy and Learning skills. Students whose attendance is below 50% demonstrate below expected growth. A small percentage of students have a decline of entry data due to complexities outside of the control of education. • All current class teachers undertook PL to gain understanding of the ACSF and LLN. They are implementing their understanding into aspects of learning at Parry. Staff have differing understandings of the ACF and LLN. • Student engagement: During 2021 71% of students demonstrated increased engagement in education. 100% of the students that did not increase their engagement or showed nil growth had an attendance rate below 20%.
<ul style="list-style-type: none"> • All students achieve improvement in Literacy, Numeracy and Learning skills (Entry Data, Exit Data). • All parents are involved in establishing learning goals for their child. 	<ul style="list-style-type: none"> • All students with attendance 50% or greater made growth in Literacy, Numeracy and Learning Skills. • Of all students that attended at least one day, parents had input into their child's learning goals and learning plans.

Strategic Direction 2: Establishing goals for success

Purpose

Ensuring students have individual goals based on learning, self-regulation of behaviour, wellbeing and in regards to future aspirations.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Appropriate attitudes and behaviours

Resources allocated to this strategic direction

Socio-economic background: \$38,330.92

SSP quality teaching support: \$22,112.00

Aboriginal background: \$10,310.92

Professional learning: \$11,162.51

Location: \$1,763.00

SSP supplementary funding: \$30,000.00

Summary of progress

The monitoring sheet used in the Parry Behaviour Learning system has provided students with the opportunity to connect to their learning and develop expectations of success. Students who engage with the monitoring system were able to articulate their personal and learning goals/expectations. Parry will continue to use monitoring sheets and teaching and learning around how to further connect these skills with future success. Students map and fulfil learning, behaviour and wellbeing goals at Parry through the Parry monitoring process, ACSF tracking, their Journey/Learning Logs and collaborative PLP/IEP development. Parents/carers have participated and engaged in student goal achievement through initial entry meetings and phone conversations. COVID has hindered face to face meetings.

The Parry Behaviour for Learning, staff consultative process has worked, however COVID learning from home hinders these personal connections. Once again COVID has hindered the signage for our PBL structures. Term 4 saw communication with KEO Designs underway again. 2022 all things going well will see visuals placed in the Parry environment.

The employment of an Occupational Therapist (OT) to support students needs (sensory modulation, optimal arousal) has enabled students to demonstrate that they have increased their physical ability and mind set throughout work with the OT and university students and can now write for a sustained period of time. Initial application of task was met with negative comments, refusal to engage and only very short periods of time on task. Staff have gained a deeper understanding of the importance of sensory modulation in relation to student behaviours. Parry staff and OT students have worked together to design engaging PE and Sport activities based on individual students OT assessment results that increase core stability and muscle development.

Next Steps: Due to COVID interruptions, Parry will be continuing to work towards and address the incomplete activities of 2021 during 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Students who are impacted by illegal drug use have support with their drug usage with coordination of health support.• Students will achieve their Individual Educational Plan (IEP) goals in wellbeing, learning and behaviour.	<ul style="list-style-type: none">• The impacts of COVID and the effect it has had on the delivery methods of allied health care in our area has meant that many of our students have not had access to the same face to face supports that were on offer pre COVID. During 2021 we had limited success in our students engaging with tele health services, in particular drug and alcohol supports.• 100% of students that attended Parry at least once in 2021 had IEP planned in consultation with the young person and their family/support network.

- Incorporate a tool that measures student connection to learning, positive, respectful relationships, expectations of success and experience a sense of belonging.
- Provide students with the opportunity to have a successful educational experience.

- A tool that measures student connection to learning is still being investigated.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$39,121.92</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Parry School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Appropriate attitudes and behaviours • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement [program/initiative] to support identified students with additional needs <p>The allocation of this funding has resulted in:</p> <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Parry School who may be experiencing educational disadvantage as a result of their socio-economic background. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Appropriate attitudes and behaviours Other funded activities</p> <p>Overview of activities partially or fully funded with this equity loading include: Additional staffing to support identified students with additional needs. For our students to access TAFE, TAFE NSW require staffing support. During 2021 Parry Supported 6 students in access TVET subjects at TAFE.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The additional resources allowed students to access greater breadth of curriculum and learning activities. Many of our students would not be able to access these activities without additional resources each year. We intend to resource these activities into 2022.</p>
<p>Aboriginal background</p> <p>\$10,310.92</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Parry School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Appropriate attitudes and behaviours <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students which allow them to access a greater breath of curriculum and provide work ready skills to allow for a successful transition post Parry Program. • Community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in:</p> <p>In 2021 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</p>

<p>Aboriginal background</p> <p>\$10,310.92</p>	<p>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 implemented into all Key Learning Areas.</p> <p>Additional resources to the support students accessing a greater breath of curriculum and vocational education opportunities has allowed our students access to opportunities that they would not have had access to without the additional resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: The additional resources allocated in 2021 allowed our students to access opportunities that they would not have been able to access without the additional resources. Moving into 2022 the programs will continue.</p>
<p>Location</p> <p>\$1,763.00</p>	<p>The location funding allocation is provided to Parry School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Appropriate attitudes and behaviours <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Signage made for Parry Behaviour for Learning <p>The allocation of this funding has resulted in: Consultation and design of required signage.</p> <p>After evaluation, the next steps to support our students with this funding will be: Signs to be made and display at Parry in learning environments.</p>
<p>COVID ILSP</p> <p>\$14,720.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Providing targeted, explicit instruction for student groups in literacy • Employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in: All students who attend Parry receiving 1-1 support to mend the walls in their literacy development.</p> <p>After evaluation, the next steps to support our students with this funding will be: If the appropriate staff are available to deliver this higher level of literacy instruction they will be employed to facilitate a 1-1 literacy program for Parry students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	9	8	11	13
Girls	3	6	8	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.

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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 2021 Parry School had no students in Year 12. One student in year 11 completed a Certificate 2 through TAFE TVET and exited education with a ROSA to full time employment.

Year 12 students undertaking vocational or trade training

NA

Year 12 students attaining HSC or equivalent vocational education qualification

NA

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	7.43
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	904,599
Revenue	1,897,615
Appropriation	1,880,633
Sale of Goods and Services	1,473
Grants and contributions	15,188
Investment income	320
Expenses	-1,909,935
Employee related	-1,691,601
Operating expenses	-218,335
Surplus / deficit for the year	-12,321
Closing Balance	892,278

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 2021 Parry held significant funds for regional programs which is reflected in our opening balance 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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	56,228
Equity - Aboriginal	17,105
Equity - Socio-economic	39,123
Equity - Language	0
Equity - Disability	0
Base Total	1,413,906
Base - Per Capita	9,895
Base - Location	1,763
Base - Other	1,402,248
Other Total	298,015
Grand Total	1,768,149

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 2021 Parry held significant funds for regional programs which is reflected in our balances for other funds.

Parent/caregiver, student, teacher satisfaction

Parents, students, staff and agencies have been surveyed to assess delivery satisfaction.

77% of students surveyed indicated they were 'Very satisfied' with their experience at Parry. 15% of students surveyed indicated they were 'Satisfied' with their experience at Parry. 8% of students surveyed indicated they were 'Neither satisfied nor dissatisfied' with their experience at Parry.

83% of parents/carers surveyed provided positive responses in relation to the learning strategies, wellbeing or elements of the school that are most effective in helping their child improve.

All staff surveyed indicated through their data that Routine/Structure and Behaviour support, Understanding of students/Opportunities, Wellbeing of both staff and students were positive, conducive to students learning and regularly reviewed to ascertain what strategies were to be implemented according to individual student needs.

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.

Aboriginal Education - School statement

In 2021 Parry School was invited to present at the NSW AEGC AGM. Parry continues 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

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 are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.