

2022 Annual Report

Parry School



**Parry
School**

**Successful
Futures**

5580

Introduction

The Annual Report for 2022 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.

School contact details

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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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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

Socio-economic background: \$11,492.10

Location: \$1,763.00

SSP quality teaching support: \$30,988.34

SSP supplementary funding: \$4,376.00

Summary of progress

Australian Core Skills Framework (ACSF) program and professional learning (PL) sessions enabled Parry staff to deepen and consolidate their understanding of ACSF concepts and their implementation for improved student learning. The PL sessions helped staff understand why specific ACSF elements are chosen and how to best implement into teaching strategies. The PL sessions also focused on the retention of learning and strategies to enhance student learning.

Parry uses the Learning Literacy Numeracy (LLN) assessment tool to analyse entry and exit data of students and to determine the effectiveness of practices in the classroom. The QuickSmart (QS) coordinator used the available data and analysis form the University of New England to summarise that consistent implementation of QS sessions, at least three times a week, led to improvement in results. However, students attending less than three days per week had minimal improvement in their QS results.

Overall, the Parry ACSF booklets and PL sessions enabled staff to have a deeper understanding of how to use ACSF in programming and learning for students. The PL sessions also helped staff record new information and reflect upon professional learning provided by Dr. Kate Bricknell. The use of LLN and QS improved student achievement and engagement, while consistent implementation of QS and attendance of at least three days per week led to improvements in QS results.

Implications:

New staff and existing staff were given professional learning spread throughout the year around how we use LLN Assessment that links with the ACSF outcomes and curriculum to create Entry and Exit Data for our students. In Term 1, due to having new staff, all classroom teachers were delivered PL that focused on understanding the concept behind the reasons we use this specific assessment tool to gauge students' achievement and engagement. During each term, staff discussed how to use the analysed data to implement best practices in the classroom. Having new staff, and revisiting core information for using LLN and assessment schedule benefited all staff to learn or recall our systems to help build on student achievement and engagement. When working with new students, staff hold PLP meetings where we discuss what the student's results are from our testing and explain the student's personalised program at Parry.

New staff and long term staff are learning to embed ACSF practices into the curriculum, everyday learning for students and assisting students with an interconnected learning program that the LLN Assessment underpins. During meetings, staff and parents are informed with the students goals and achievements to ensure that all stakeholders are informed with the students learning progress.

Staff and students are beginning to see the benefits of regular and consistent delivery of QS sessions every week. Notably, those students attending 3 days per week or greater are gaining the largest benefits from this program. Automaticity is dependent on consistently being exposed to and taught various strategies in which to solve numeracy problems. Students and staff have also become increasingly familiar with the extra resources available on the QS Portal

and are incorporating QS strategies into every day lessons. One example of this is where students use skip counting/adding up student monitoring sheets on a daily and weekly basis. Staff PL sessions provided new staff an opportunity to learn how a QS lesson sequence occurs and the various strategies that different staff use to help students gain further knowledge with the numeracy facts. Staff have also made improvements in their own automaticity throughout the facilitating of the QS Program. Moving into next year, staff will need to ensure adequate time is allocated each week for QS sessions as a new cohort of students will require immediate QS intervention.

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. • Increase student engagement in education. 	<p>Students that attend 60% or greater demonstrate growth in Literacy, Numeracy and Learning skills. Students whose attendance is below 40% demonstrate below expected growth. A small percentage of students have a decline of entry data due to complexities outside of the control of education.</p> <p>100% of current class teachers undertook professional learning to gain understanding of the Australian Core Skills Framework and Learning Literacy Numeracy. They are implementing their understanding into aspects of learning at Parry. Staff have differing understandings of the ACF and LLN.</p> <p>Student engagement: During 2022 66% 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%.</p>
<p>All parents are involved in establishing learning goals for their child.</p>	<p>100% of parents are involved in establishing learning goals (including literacy, numeracy, learning, social and emotional goals) to ensure the alignment of appropriate and challenging short and long term goals are established for their child.</p>

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: \$23,468.02

Aboriginal background: \$48,395.83

Professional learning: \$11,065.59

Per capita: \$10,142.56

SSP supplementary funding: \$206,023.30

Student support officer (SSO): \$96,058.00

Summary of progress

Parry staff and families work tirelessly towards supporting students making, working towards and achieving goals for success. Behaviour, social, learning, literacy, numeracy and future focused goals are imbedded into behaviour monitoring, academic/ACSF programs and our Personalised Learning Programs. Positive behaviours are encouraged and developed through staff proactively working closely to support students appropriate attitudes and behaviours.

The delivery of skill based initiatives have supported students with tracking achievements, enhances student responsibilities, increasing organisational skills, promotes communication, helps to reduce anxiety, encourages physical benefits, manages stress and boosts memory capabilities. Having the opportunity to assess, evaluate and discuss individual obstacles, challenges and achievements has enabled students to understand the importance of working hard and being determined to stay on track, know Parry expectations and use strategies to enhance self-discipline. Staff supported daily the delivery of the skill based weekly initiatives to promote appropriate planning and organisational skills, attitudes and behaviour which enables the students to understand how these can lead to a successful future. Staff survey completed to be utilised for future planning for school wellbeing.

Staff have successfully been working with students to give them strategies and guidance to control their own learning and motivation. All staff have proactively guided and supported students with skills which have continued to build upon appropriate attitudes and behaviours.

Consistency in the weekly tasks that is supported through organisational tools has been beneficial and rewarding, leading to independence. Positive experiences have supported students to develop motivation with learning and understanding the importance of the interconnection between consistent daily activities that promotes discussions and an understanding of routine knowing commitments and events. Having predictability is imperative to support students well being and security in school life. These skills lead to students being able to identify goals they wish to achieve, chart their goals and observe growth or areas that require further growth.

Parents and community members have expressed their interactions with Parry students as responsible, committed, capable and successful. Parent understanding on learning goals and how to best support students is discussed during the morning tea each term.

TERM 3

A focus goal for staff and students this term has been the importance of benefits of a healthy lifestyle has enabled students to have a clear understanding and an awareness of bringing about positive change, fostering well being and how specific lessons become a powerful source to foster the importance of living a healthier life. Teachers found the program to be very effective too and specifically targeted to increasing an understanding of how a healthier lifestyle can lead to positive attitudes and behaviours. These skills assist students to make positive choices and develop long term goals.

Students have been able to transfer their knowledge around goals to support their successful interactions with others. There was consistent feedback given to staff and students throughout the term and year from parents and community

members about how positive and focused students were during a variety of Parry activities.

TERM 4

Throughout the term daily use of diaries have embedded students consistent daily focus on each weekly task (weekly goal setting). Having the ability to record information in a variety of organisational tools has been extremely beneficial to support students in ongoing strategies and knowledge that they can regularly reflect upon. Trauma PL is also linked in with research and evidence around how Parry PL builds capacity with staff and students to develop students weaknesses and strengths. Parry's environment, connectedness has been acknowledged and promoted in the quality of relationships between students and teachers, students and the school, students and others students and between schools and the local community, including parents and carers. Such connections supports students confidence and their ability to set future goals.

Implications:

New staff are learning and developing to implement and consistently discuss the well being opportunities at Parry. When students are absent staff are aware of the importance to discuss and give the students the opportunity to catch up on lessons missed as much as possible. Continuity with using the organisational tools consistently is extremely important to support and engage students in their learning. The well being programs has significant impact on the students in enriching students with having positive attributes and developing a balance point between an individual's resource pool and expanding on challenges and resilience building. Staff and students build satisfying relationships and other dimensions of one's life and activities, lessons and organisational skills leads to effective functioning and maximising of one's potential in the education setting for present and future pathways. Parry will continue with these programs and adjust where required for new students.

There have been no suspensions this year as all Parry staff work closely so students can learn and develop how to become responsible citizens with a commitment to personal, peer and community wellbeing. Moving forward into 2023, with staffing potentially changing again, it will be crucial for existing staff to maintain high levels of consistency with the rules and expectations of our setting to ensure smooth transitions for new staff and students and to keep existing students achieving at high levels.

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. 	<p>Individual students who are impacted by illegal drug use and had a supported network with medical intervention, showed an increased level of engagement and attendance at Parry.</p> <p>During 2022 we had limited success in our students who didn't attend at least 50% of the time and who struggle to engaging with tele health services, in particular drug and alcohol supports.</p> <p>100% of students that attended Parry at least 1 day in 2022 had IEP planned in consultation with the young person and their family/support network.</p>
<ul style="list-style-type: none"> • 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. 	<p>Staff have created a contextualised survey to measure and monitor student social and emotional connection to school based learning at Parry. This survey measures the increased sense of belonging and educational experience of students. The implementation of the survey has just commenced in 2022 and there is no full data set available as yet to identify the students experiences.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$34,960.12</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"> • Learning Literacy and Numeracy • Appropriate attitudes and behaviours <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the employment of Dr Kate Bricknall to support student learning • employment of additional staff to support transition and TAFE access program implementation. <p>The allocation of this funding has resulted in the following impact: Parry has employed Dr Katherine Bricknell to support all staff with the deeper understanding of the Australian Core Skills Framework and its implementation. Dr Kate has supported both staff and students with the modeling of the processes and structures required to have successful implementation that results in students learning growth and staff pedagogical practices. Student access to transitional and TVET courses.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the ACSF at Parry to monitor student progress. Pending staff changes 2023 Dr Katherine Bricknell will be employed to work with Parry to develop the capacity of new staff and student development.</p>
<p>Aboriginal background</p> <p>\$48,395.83</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 SSO to work as a full-time with students and staff to support transitional phases and the development of whole school well being program. <p>The allocation of this funding has resulted in the following impact: Staff being employed to support students at pivotal transition phases into work, TVET, back to home school and post Parry life.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide staff to support with segwaying into other activities that enhance post Parry options.</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"> • Learning Literacy and Numeracy <p>Overview of activities partially or fully funded with this operational</p>

<p>Location</p> <p>\$1,763.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Employment of an SLSO to replace the class staff to complete Quicksmart with students. <p>The allocation of this funding has resulted in the following impact: Staff from term 1 were able to implement Quicksmart with students on a consistent basis.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the Quicksmart program for students who are suitable to engage with the program.</p>
<p>Professional learning</p> <p>\$11,065.59</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Parry School.</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 initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Students used organisational tools such as (diary, calendars, graphic organiser) to develop a knowledge to support students to be organised, to develop time management skills, to record information regarding positive and healthy living.</p> <p>After evaluation, the next steps to support our students will be: With support students demonstrated they utilised the organisational tools provided to them and began to have a greater understanding of how to use their diary to be organised, remember time frames, reflect on positive and healthy aspects of their life.</p>
<p>COVID ILSP</p> <p>\$11,800.00</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 2022.</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"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Allocation of this funding has resulted in student improvement for student that attend 50% or greater.</p> <p>After evaluation, the next steps to support our students will be: Quicksmart was delivered across the school. The students that attended 50% or greater showed improvement across the year.</p>
<p>SSP supplementary funding</p> <p>\$210,399.30</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Parry School</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"> • Learning Literacy and Numeracy

<p>SSP supplementary funding</p> <p>\$210,399.30</p>	<ul style="list-style-type: none"> • Appropriate attitudes and behaviours <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support in the creation of high-quality teaching and learning programs • release time for staff to support teacher mentoring <p>The allocation of this funding has resulted in the following impact: Additional staff have supported staff and students with learning and pedagogy. Additional staff have created the opportunity to provide students with additional programs that support engagement.</p> <p>After evaluation, the next steps to support our students will be: Continue with providing students with engaging programs that support their engagement. Employ staff that can provide staff with exceptional pedagogical practice, and curriculum development.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Parry School</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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Parry's SSO provides students with the opportunity to have successful educational experiences which engages them in skills for present and future pathways. Parry's SSO supports students to develop the stamina with their learning expectations, and behaviour regulation. <p>The allocation of this funding has resulted in the following impact: Students used organisational tools such as (diary, calendars, graphic organiser) to develop a knowledge to support students to be organised, to develop time management skills, to record information regarding positive and healthy living.</p> <p>After evaluation, the next steps to support our students will be: SSO is part of our permanent staffing entitlement therefore will continue in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	8	11	13	14
Girls	6	8	8	4

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.

Parry School students are non-census enrolments.

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	7.37
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 employment 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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	892,278
Revenue	1,947,869
Appropriation	1,942,089
Sale of Goods and Services	1,665
Grants and contributions	386
Investment income	3,730
Expenses	-1,800,461
Employee related	-1,571,778
Operating expenses	-228,683
Surplus / deficit for the year	147,408
Closing Balance	1,039,687

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 2022 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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	83,356
Equity - Aboriginal	48,396
Equity - Socio-economic	34,960
Equity - Language	0
Equity - Disability	0
Base Total	1,367,481
Base - Per Capita	10,143
Base - Location	1,763
Base - Other	1,355,576
Other Total	409,145
Grand Total	1,859,982

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

During 2022 Parry held significant funds for regional programs which is reflected in our opening balance and carry over funds.

Parent/caregiver, student, teacher satisfaction

Parents, students, staff, and agencies were surveyed to assess their satisfaction with the delivery of services at Parry.

Parent and Carer Survey:

All parents/carers surveyed stated that they were aware of their child's individual learning goals at Parry.

75% of parents/carers surveyed stated that they had been involved in contact with staff (meetings/discussions/phone calls) where their advice and opinion had been sought on how best to support their child's learning. 12.5% of parents/carers surveyed stated that they had occasionally/somewhat been involved in such contact, and 12.5% of parents/carers surveyed stated that they had not been involved in such contact.

88% of parents/carers surveyed stated that they had been involved in contact with staff (meetings/discussions/phone calls) where their advice and opinion had been sought on how best to support their child's behaviour. 12% of parents/carers surveyed stated that they had occasionally/somewhat been involved in such contact.

75% of parents/carers surveyed stated that they had been involved in contact with staff (meetings/discussions/phone calls) where their advice and opinion had been sought on how best to support their child's social/emotional development. 12.5% of parents/carers surveyed stated that they had occasionally/somewhat been involved in such contact, and 12.5% of parents/carers surveyed stated that they had not been involved in such contact.

Six out of eight parents/carers surveyed stated that they had noticed a positive change in their child's behaviour.

75% of parents/carers surveyed stated that they had attended the parent/carer afternoon teas, while 15% of parents/carers surveyed stated that they had not attended them.

87.5% of parents/carers surveyed stated that the partnerships with Parry are positive. One parent/carer said, "Keeping communication open is good. Communicate if having a bad day, so we know what he comes home like, even if it's a text." Another parent/carer said, "I think Parry is awesome."

100% of parents/carers surveyed stated that they received enough feedback regarding their child's academic levels and skills, and 100% of parents/carers surveyed stated that they received enough feedback regarding their child's behaviour development and progress.

When asked how the feedback could be improved, 87.5% of parents/carers indicated that it could not be improved. The remaining 12.5% stated, "It's up to him. The ball is in his court, opportunities have been provided."

87.5% of parents/carers surveyed agreed that the school uses community agencies effectively to support their child. One parent/carer said, "Yes, the TAFE is good for his social anxiety, willing to talk to people he doesn't know." Another parent/carer said, "Yes, I think those PCYC programs are awesome."

87.5% of parents/carers surveyed provided positive responses in relation to the strategies, program, or elements of the school that are most effective in helping their child improve. Examples included Alternate programs, Emotional Wellbeing Program, Monitoring System.

87.5% of parents/carers surveyed agreed that the school is continually looking for ways to improve what it does. One parent/carer said, "Yes, but not necessary." 12.5% of parents/carers surveyed indicated they were not sure.

Parry School Partnerships and Community Survey 2022:

50% of the participants surveyed were from a community organisation, 30% were from a NSW Government school, 10% were from a NSW Government organisation

70% of participants surveyed indicated they 'Strongly Agreed' that Parry supports the individual needs of their client/s. 30% of participants surveyed indicated they 'Agreed' that Parry supports the individual needs of their client/s. 70% of participants surveyed indicated they 'Strongly Agreed' that they were satisfied with the communication received from Parry. 30% of participants surveyed indicated they 'Agreed' that they were satisfied with the communication received from Parry.

80% of participants surveyed indicated they 'Strongly Agreed' that Parry staff help to address significant issues and needs for individual students. 20% of participants surveyed indicated they 'Agreed' that Parry staff help to address significant issues and needs for individual students.

Parry 2022 Student Survey

89% of students surveyed indicated that they were either "Very Satisfied" or "Satisfied"

Parry Staff Survey 2022

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.

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.

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.