

School plan 2015-2017

Parry School 5580



Parry School

Rights, Responsibility, Respect

School background 2015–2017

School vision statement

Parry School has a vibrant and innovative learning culture that is committed to delivering excellence within a specialist, rich and diverse learning environment.

At Parry School we respect ourselves, others and the environment through a safe, supportive atmosphere in which the rights and responsibilities of all to learn is acknowledged.

School context

Parry School is a specialist school established in 2002 for students who exhibit disruptive behaviours. The school also caters to the specialist needs of students who have been diagnosed with a range of emotional disorders.

Parry School is an alternative Department of Education facility created to meet the needs of students whose behaviour has prevented them from being maintained in regular school settings.

The aim of the program is to support students in transitioning to TAFE, work, mainstream schooling or returning to their home school based on their individual needs and goals.

Parry School, in the fifteen years of operation, has clearly demonstrated the effectiveness of its program through the quality outcomes achieved. This has been the result of the dedication and persistence of all students, parents, carers and staff.

School planning process

Our strategic directions were determined by:

- A rigorous evaluation process that included parents, staff and students
- Identifying the key priorities of all stakeholders
- DEC priorities and reforms
- Aligning all findings and directions within our schools agreed framework (“Window of Safety”)

Our consultation process included:

- Surveying staff and parents to determine their priority areas
- Providing feedback to all stakeholders – delivered through the P&C, Parent information sessions and the school newsletter
- Aligning community, school and DEC priorities

Opportunities were provided for all stakeholders to give individual and group feedback on the three priority areas that had been identified for the School Plan. This ensured that the broad range of the school community was able to participate in this process.


School strategic directions 2015–2017



STRATEGIC DIRECTION 1 Successful Learners

Purpose:

All students are entitled to be successful learners. To support successful learning, school structures will explicitly teach students to be: healthy and socially competent learners. Parry programs teach students to be literate, numerate and creative thinkers and users of technology. Successful learning ensures students will adapt to change, be employable and successfully participate in the 21st Century world.



STRATEGIC DIRECTION 2 Confident and Creative Individuals

Purpose:

Students will have the confidence and capacity to be able to engage effectively in the complex and ever-changing world. Parry programs lead to positive development of self-esteem, self-concept and self-efficacy so our students can lead rather than be led. Students will be engaged in learning that is creative and focused on problem-solving equips them with the skills to make informed decisions, be confident as individuals and prepared for a variety of roles.



STRATEGIC DIRECTION 3 Active and Informed Citizens

Purpose:

Consistent with the goals of the Melbourne Declaration Parry School is committed to building creative, critical thinkers and self-directed, lifelong learners who are active and informed contributors to society. Parry programs are delivered with the support of strong community partnerships through consultation and active engagement with links to community sectors such as the Tamworth TAFE, Police Citizens Youth Club and The Opportunity Hub.

Strategic Direction 1: Successful Learners

Purpose

All students are entitled to be successful learners. To support successful learning, school structures will explicitly teach students to be: healthy and socially competent learners. Parry programs teach students to be literate, numerate and creative thinkers and users of technology. Successful learning ensures students will adapt to change, be employable and successfully participate in the 21st Century world.

Improvement Measures

- All students set explicit learning and behavioural goals with their teacher which is evident throughout their ILP's and carer communication.
- Evidence of NCCD of learning adjustments recorded in individual students ILP's.
- 100% of teachers have Performance and Development Framework plans that identifies at least two goals that improves teaching practice.
- All students have one working document to support their learning and behavioural needs relevant to each individual child.

People

Students

- Attend school ready to learn.

Staff

- Teachers will come to school willing to teach and improve teaching practice. They will design and implement teaching and learning experiences and assessment that encompasses increased learning for our students.

- SLSO's and administrative staff will support teacher's implementation of learning. This will be enhanced by their access to regular professional development.

Parents/Carers

- Parents/carers will support students to attend school ready to learn and will support the school and their child in the development of appropriate learning plans.

Leaders

- The Executive Team will coordinate the training and support for teachers to ensure enhanced teaching practice.

Processes

Project 1: Learning Goals

- Professional learning for staff to support effective student learning goals.
- The development of one working document that encompasses Individual Learning Plans (ILP's), Personalised Learning Plans (PLP's), Australian Curriculum documents, adjusted learning needs and if required Out of Home Care (OOHC) and or attendance plans.
- Students increase their knowledge on individual learning goals and strategies required to achieve the goals.

Project 2: Behaviour Goals

- The development of one working document that encompasses Individual Learning Plans (ILP's), Personalised Learning Plans (PLP's), Australian Curriculum documents, adjusted learning needs and if required Out of Home Care (OOHC) and or attendance plans.

Project 3: Improving Teacher Practice

- Individual approach to the development of each Teachers professional development framework.

Evaluation Plan

- School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Practices

Staff will embed the Professional learning framework into everyday practice.

Products

School Professional learning plans explicitly target staff capacity to cater for learner diversity.

All student learning goals are visible and explicit and identify specific strategies required to achieve them. These goals are relevant to each child's needs and are achieved by all students.

All student behavioural goals are visible and explicit and identify specific strategies required to achieve them. These goals are relevant to each child's needs and are achieved by all students.

Adjustments for all students are data based and are evidenced in Individual Learning Plans (ILP's), work and assessment samples.

Strategic Direction 1: Successful Learners

Improvement Measures

People

Processes

Practices and Products

Strategic Direction 2: Confident and Creative Individuals

Purpose

Students will have the confidence and capacity to be able to engage effectively in the complex and ever-changing world. Parry programs lead to positive development of self-esteem, self-concept and self-efficacy so our students can lead rather than be led. Students will be engaged in learning that is creative and focused on problem-solving equips them with the skills to make informed decisions, be confident as individuals and prepared for a variety of roles.

Improvement Measures

- All students set explicit learning and behavioural goals with their teacher which is evident throughout their ILP's.
- Evidence of NCCD of learning adjustments observed in classrooms.
- 100% of teachers have a Performance and Development Framework plan and staff feel confident they are working towards achieving their individual goals.
- A coordinated approach to effective community partnerships as evidenced in reflective feedback.
- In line with Great Teaching, Inspired Learning Document teachers will be embedding the Australian Accreditation practices into all areas of their pedagogy.

People

Students

- Engage and actively participate by learning through a variety of curricula and extra-curricular programs to become confident and creative learners.
- Students become confident risk-taking learners who demonstrate higher-order thinking skills through engagement in their own learning.

Staff

- Participate in professional learning that will increase their skills in differentiated learning including, meeting the needs of students with a disability, gifted and talented students and specific learning needs

Parents/Carers

- Active participants in their child's Individual Learning Plan's (ILP's).

Community Partners

- Collaborative partners in the development and implantation of appropriate alternative programs to support students in becoming confident and creative individuals.

Leaders

- Participate in professional development in regards to leadership to support and facilitate appropriate staff and student practices in the school.

Processes

Project 1: Increased Student Engagement

- Staff professional development in exemplary practice of Nationally Consistent Collection of Data (NCCD).
- Students participate in regular planning to inform appropriate learning plans and teaching strategies.
- Students will have an active voice in their Individual Learning Plans and strategies to achieve learning, behaviour, attendance and future goals.

Project 2: PDP Goal Achievement

- Engage in staff training for the National Curriculum implementation, the Professional Development Framework and accomplishment of identified Australian Professional Standards for Teachers.
- Develop individualised professional learning plans explicitly targeted at developing teacher capacity to cater for learner diversity and improving leadership capability.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Surveys, Document reviews, Observation, Interviews, Positive conversations

Practices and Products

Practices

Implementation of a range of alternative educational programs that support the development of self-esteem, self-concept and self-efficacy.

Students are active participants in the development and ongoing implementation of their Individual Learning Plans (ILP's).

Products

Common language embedded in all staff practice which informs consistent pedagogy.

Increased student engagement, attendance and independence and improved learning outcomes.

Staff confident in developing creative individualised lessons and assessments that encompass all student learning needs and appropriate adjustments in line with Every School, Every Student (ESES) and the Nationally Consistent Collection of Data (NCCD) practice.

School based observations embedded in staff professional learning plans and in the teaching and learning cycle.

Strategic Direction 3: Active and Informed Citizens

Purpose

Consistent with the goals of the Melbourne Declaration Parry School is committed to building creative, critical thinkers and self-directed, lifelong learners who are active and informed contributors to society. Parry programs are delivered with the support of strong community partnerships through consultation and active engagement with links to community sectors such as the Tamworth TAFE, Police Citizens Youth Club and The

Improvement Measures

- Effective professional learning that engages in continuous research based improvement.
- School satisfaction surveys indicate that the school's community partnerships operate effectively and are central in creating connections between school, home and community.
- Student goals and choices have led to them making informed decisions in regards to the next stage of their life.

People

Students

- Show empathy to others and value diversity.
- Value school by recognising their role in being a successful learner by regulating their own behaviour and being reflective on own practice.
- Apply social, ethical and critical reflection practices when engaged with their learning and the community.

Staff

- Demonstrate empathy, recognise and value diversity of individuals.
- Recognise the important role they play in developing students ability to be active and informed citizens.
- Use effective teaching and managing strategies that promote responsibility of learning and behaviour among all students.

Parents/Carers

- Support and reinforce the values and goals promoted through their child's Individual Learning Plan's (ILP's).

Community Partners

- Provide students with access to a variety of opportunities.

Leaders

- Participate in appropriate professional development to create and sustain the learning environment and the conditions under which quality teaching and learning take place.

Processes

Project 1– Informed Decisions

- Students will participate in collaborative discussions and formative and summative assessment practices within the school and classrooms that allow them to have a voice in their education and provide effective feedback.
- Develop staff understanding of and capacity to provide effective feedback to students through professional learning observations and reflective feedback.
- Staff through programming, planning and Professional Learning in technology will implement and provide students with opportunities to learn about and experience the wider world including developing their use of technology.

Project 2– Creating Connections Between School, Home and Community

- Participate in school and community events that reinforce common values and citizenship.
- Students are actively engaged in learning opportunities with community organisations such as Challenge, The Opportunity Hub, TAFE, community policing and set work placement prospects.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Surveys, Document reviews, Observation

Practices and Products

Practices

Staff are able to provide quality feedback to students on their learning in line with the Australian Professional Standards for Teachers.

Students can confidently and appropriately express their opinions and needs in order to be actively involved with their learning.

Products

Students are able to demonstrate their ability to be active and informed citizens.

Students demonstrate confidence in making appropriate decisions in regards to their learning, future goals and lifestyle choices.

Staff consistently communicate high expectations regarding student work and behaviour and provide opportunities for students to demonstrate these expectations across environments.

Strategic Direction 3: Active and Informed Citizens

Improvement Measures

People

Processes

Practices and Products