

School plan 2018-2020

Parry School 5580



Parry School

Rights, Responsibility, Respect

School background 2018–2020

School vision statement

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

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

School context

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

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

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

Parry School, in its 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 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.

School planning process

Our strategic directions were determined by:

- A rigorous evaluation process that included utilisation of the School Excellence Framework
- A genuine consultation with parents, staff and students
- Identifying the key priorities of all stakeholders
- DoE priorities and reform

During 2015–2017 Parry has sought the opinions of our community members through surveys, planning meetings and the review of available sources of data to measure school effectiveness across a expansive range of areas. These processes included students, staff and fellow agencies working within our Parry setting. The diversity and transitional nature of the student enrolment includes challenges for effective planning. Our review of planning of evidence indicated the school demonstrated strengths in:

School leadership: – management practices/processes and school resources

Learning culture: – wellbeing and curriculum

Key areas were identified as a basis for a shared commitment to future development across the school community. These are:

1. Ongoing provision of high quality, effective teaching practice and teaching programs that assess and are conducive with closing student gaps. A strong focus on literacy, numeracy and the effective integration of Information Technologies will enhance student achievement.
2. Provision of a school wellbeing and learning culture that meets the unique personal, social and learning needs of our students.

School strategic directions 2018–2020



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.



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.

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.

People

Students

Demonstrating respectful behaviour towards peers and staff.

Using language that reflects socially appropriate manners within school and community settings.

Demonstrate growth in resilience and persistence when faced with challenges.

Staff

Improve teacher capacity to articulate and deliver effective teaching practices in regards to social and emotional wellbeing through targeted professional learning.

Staff will model calm, respectful and appropriate behaviour in all interactions.

Collectively and inclusively support cognitive, emotional and social wellbeing of students through consistent best practice.

Leaders

Model the development of the appropriate behaviour and language expectations.

Lead the implementation of a whole school consistent approach to wellbeing with clear and strategic behaviour expectations and consequences.

Parents/Carers

Demonstrating respectful behaviour towards staff, students and community.

Use language that reflects socially appropriate manners within school and

Processes

How do we do it and how will we know?

Positive Behaviour for Learning

A whole school consistent approach to student behaviour expectations ensuring optimum conditions for learning.

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

School teams will meet on an ongoing basis to review academic, social and emotional progress of students.

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

Wellbeing

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

School teams will meet on an ongoing basis to review academic, social and emotional progress of students.

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

Evaluation Plan

The executive team will evaluate the progress and implementation of this plan at five weekly intervals through milestoneing.

Practices and Products

Practices

What are our newly embedded practices? How are they incorporated and in sync with our purpose?

PBL

PBL practice is evident and applicable to the requirements of a Behaviour/Emotional SSP.

Wellbeing

Well developed and evidence based approaches to wellbeing are evident, regularly implemented and monitored.

All stakeholders within the Parry School network collaborate to share information to improve wellbeing of students and their families.

Products

What is achieved and how do we know?

PBL

Revised Welfare Plan incorporating;

- Whole school expectations for students, staff and community
- Behaviour management plans
- DoE policy and procedures
- Whole school expectations
- Consistent positive and negative consequences

Strategic Direction 1: Happy Healthy Successful Individuals

People

community settings.

Community Partners

Model and lead the development of appropriate behaviour and language expectations.

Collaborate with Parry through the delivery of specialist services promoting health and wellbeing of students.

Practices and Products

- Consistent and visible systems and practices

As evidenced by Behavioural and Social programs, ILPs, PLPs and professional learning data.

Students and staff engaging with each other in a positive manner.

As evidence by the data in daily behaviour monitoring sheets, incident log.

What is achieved and how do we know?

Wellbeing

Staff implement wellbeing strategies into behaviour management practice.

As evidenced by social and emotional programs, student behaviour records and observations .

Students improved self regulation.

As evidenced by student observations self monitoring and incident register.

Parry has in place a comprehensive framework that supports cognitive, emotional, social and physical wellbeing of students that improves individual and collective wellbeing.

As evidenced by an increase of PLP/ILP goals achieved by each student.

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.)

People

Students

Through consultative ILP/PLP processes, encourage and support students to identify their own individual educational goals that support their learning needs and future aspirations.

Actively engage in school literacy and numeracy programs and link this to further educational and vocational pathways.

Staff

Improve teacher capacity to articulate and deliver effective teaching practices in literacy and numeracy through targeted professional learning.

Self-reflect on the impact of professional learning and document as part of the Performance and Development Framework.

Participate in collaborative practices with colleagues.

Leaders

School executive will in consultation with teaching staff design and implement assessments and assessment matrix that reflect Parry literacy and numeracy program implementation.

School executive will analyse internal and external data to monitor track and report on student performance.

Executive capacity will be enhanced to deliver feedback to staff on their performance and development through walk throughs and instructional

Processes

How do we do it and how will we know?

Develop relevant and meaningful ILPs based on individual student needs, in consultation with student, carers/parents and agencies if applicable.

Review school curriculum and units of study, aligning work with NSW K-12 curriculum to ensure a variety of teaching materials are available to cater for student learning needs. Engage staff in professional learning to support whole school literacy and numeracy programs.

Regular meetings to ensure ongoing assessment, monitoring, moderation and development of student work to inform instruction.

Professional Learning to support the introduction and the implementation of the literacy and numeracy progressions.

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

Staff will allocated time to undertake planned peer observations and deliver effective feedback to colleagues.

Collegial visits to like schools that inform school wide delivery of best practice and process.

Evaluation Plan

Regular monitoring of internal school based

Practices and Products

Practices

What are our newly embedded practices? How are they incorporated and in sync with our purpose?

All students have a PLP based on individual needs, developed through a genuine consultative process involving students, carers and Parry staff.

School routines include regular monitoring of ILPs/PLPs for all students and teaching and learning programs. with feedback delivered to staff.

Teachers embed high quality literacy and numeracy pedagogy and assessment into classroom practice.

Teaching and learning programs demonstrate differentiated curriculum delivery.

Students access Multilit and/or QuickSmart in a consistent process based on entry assessment.

Staff collaboratively develop and design peer observation protocols and feedback methodology, embedded into classroom practice.

Entry and exit student assessment demonstrates growth.

Effective protocols and explicit procedures for collaboration, peer observation, modelling of effective practice and feedback are embedded.

Products

Strategic Direction 2: Engagement In Learning

| People |
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| observations. |
| Parents/Carers |
| Establish and maintain positive communication where possible with parents/carers through genuine and proactive sharing of students progress. |
| Establish and support a strong willingness to meet and discuss progress where opportunities arise. |
| Community Partners |
| Participate in case management to support student wellbeing, educational programs, social/emotional opportunities and future vocational prospects. |

| Processes |
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| assessments and data collection in order to analyse student achievement in literacy and numeracy. |
| Review QuickSmart data. |
| Review Multilit data. |
| Monitor Performance and Development Plans and outcomes. |
| Refer to milestones. |

| Practices and Products |
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| <i>What is achieved and how do we know?</i> |
| Staff developing authentic PLP's for all students. |
| Students are regularly assessed to determine their progress across the literacy and numeracy progressions. |
| Students engaged in a differentiated curriculum in which clear practices and processes are visibly established in models of assessment, reporting, monitoring and evaluating. |
| Improved student literacy and numeracy levels. |
| Embed effective protocols and explicit procedures for staff collaboration, peer observation, the modelling of effective practice and feedback. |
| Teaching and learning programs are collaboratively developed using evidence based learning. Supervisors collect ILPs/programs each term with feedback delivered to staff. Future programming and delivery demonstrates actions resulting from feedback. |