

Strategic Improvement Plan 2021-2025

Parry School 5580



**Parry
School**

**Successful
Futures**

School vision and context

School vision statement

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.

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.

Improvement measures

Achieve by year: 2025

- All students achieve improvement in Literacy, Numeracy and Learning skills (Entry Data, Exit Data).
- All teachers undertake professional learning, understand and are using Australia Core Skills Framework (ACSF) and Learning Literacy and Numeracy (LLN) data to inform teaching and learning programs.
- Increase student engagement in education as measured by regular school attendance (Entry and Exit Data)

Achieve by year: 2025

All parents are involved in establishing learning goals for their child.

Initiatives

Learning Literacy and Numeracy

Imbed a learning culture that enables students to create , receive feedback and achieve their learning goals.

- Deliver professional learning in formative assessment data collection, analysis and delivery.
- Deliver professional learning in mapping to the ACSF to the NSW curriculum and Parry programs.
- Professional development in best practice of the OZCAAS QuickSmart assessment and how to interpret data to inform teaching.
- Develop whole school programs that support (changing enrolment) student interest.
- Deliver information sessions to parents/community on the importance of Learning Skills, ACSF, LLN and why it is pertinent to their child's future.

Success criteria for this strategic direction

Individual Learning Plans (PLP) are developed with explicit literacy, numeracy and learning goals with the 'progress to the next step' understood by all stakeholders.

Staff use data to inform goal setting around independence, self-direction and self-regulation.

Dedicated commitment within the school that all students make learning progress.

Student's demonstrate improvement in Literacy, Numeracy and Learning skills (Entry Data, Exit Data).

Evaluation plan for this strategic direction

The Parry Team ensures all students are engaged and challenged to learn and improve will be determined by:

Q: Has student data improved from entry to exit?

D: Parry assessment data Pre and post intervention.

Learning Literacy Numeracy (LLN) tool.

A: Analyse the data to determine the extent to which the purpose has been achieved.

I: Implications of our practices, future directions and next steps

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.

Improvement measures

Achieve by year: 2025

- Students will achieve their Individual Educational Plan (IEP) goals with the support of strategic health care specialists with an emphasis on wellbeing, learning and behaviour support.

Achieve by year: 2025

- 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.

Initiatives

Appropriate attitudes and behaviours

Embed a collective responsibility in our whole school approach to student wellbeing/engagement through consultation and delivery with families, students, staff and agencies. This will be accomplished through:

- Embed student goals for attendance and behaviour set with plans put into place for these focussing on parent understanding and support of the learning goals.
- Cohorts change every 20-40 weeks. Meetings are organised with individuals to better cater for their needs.
- Employ medical/therapeutic specialists incorporating their suggested interventions to support the student social emotional, wellbeing, self care and support needs.
- Review Parry Behaviour for Learning with findings and enhancements implemented.

Success criteria for this strategic direction

- Parry monitoring system utilised for data collection.
- Occupational Therapists (OT), dieticians, speech, medical, psychology therapists and physiotherapist engaged on a timetabled basis to support assessed student need.
- Successful entry goal achievement obtained.

Evaluation plan for this strategic direction

Parry team ensures all students have and are achieving individual goals based on learning, self-regulation of behaviour, wellbeing and future aspirations.

Q: Are students working with staff to write weekly behaviour goals?

Are students working with staff to write weekly learning goals?

Do students achieve their future goal/s in transition out of Parry?

D: Parry Behaviour Learning monitoring goals, ACSF learning goals, Entry goal achievement.

A: Analyse the data to determine the extent to which the purpose has been achieved.

I: Implications of our practices, future directions and next steps.