

Putland School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of Putland Education and Training Unit 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 school 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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Principal

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Message from the Principal

Putland Education and Training Unit (ETU) provide high quality educational provision and services to young men in custody. Our ethos is that education can make a difference to young people's lives and that every moment is a teachable moment. This ethos is underpinned by professional and caring staff offering quality education in a safe and secure environment. The school works in partnership with Cobham Juvenile Justice and can service over four hundred young people every year. The school is inclusive in practice and diverse in nature and has closely worked with the school community to build student engagement and community links to support high numbers of Aboriginal and Torres Strait Islander students and students that come from over 65 multicultural backgrounds.

In 2016, the school proudly supported students by providing young people with access to a broad range of educational opportunities including Life Skills program, Secondary Distance Education, TAFE and University courses and certifications. Teachers worked on developing a new curriculum framework to build authentic learning experiences for students. Teachers designed new innovative programs in integrated Areas of Study with higher expectation of student achievements and engagement. Students were offered a variety of short courses including White card, Save-A-Mate (First Aid) and Hospitality (Barista) course.

The school community collaborated with school staff and the support of Principal School Leaders (PSLs) in the development of the new school plan for 2017–2020. A highly effective leadership team was developed and implemented a number of strategies which resulted in building leadership capacity across the school. Leaders led several projects including; Curriculum Development and Tracking, Literacy, Numeracy, Technology, Aboriginal Education and Induction. These projects significantly contributed to school improvement and improvement in student learning.

The Chisholm Behaviour Program (CBP) was closed in May 2016. Through a joint initiative with Cobham Juvenile Justice a new model for managing and schooling student/detainees displaying high risk behaviours was initiated. This program incorporated Detainee Risk Management Plans (DRMPs) designed by Juvenile Justice and the Green Centre Program (GCP) developed by Putland ETU. This social/emotional program has been very successful in supporting young people's well-being needs whilst ensuring potential risk factors are being addressed.

School background

School vision statement

Professional and caring staff offering quality education in a safe and secure environment.

School context

Our Facility

Putland Education and Training Unit (ETU) is a School for Specific Purposes (SSP) which is administered by the NSW Department of Education (DoE). It is located within the Cobham Juvenile Justice Centre (JJC) which is administered by the NSW Department of Justice and operates as the principle remand centre for NSW for males aged 14 years and above. The centre is a secure facility with a perimeter controlled by various means including: electronic locks, video surveillance, metal detectors, high barrel-top fencing, anti-climb barriers and razor wire. The centre contains buildings and infrastructure to meet the requirements of the detainees who are incarcerated at Cobham each year. Over 350 staff are employed at the centre from a variety of support agencies and other government and non-government departments.

Our Community

Our school community comprises of Cobham JJC its staff and others who relate to it. We work in partnership with our community to provide a seamless service to detainees. In order to achieve this, many of our policies and procedures are integrated with those of the centre, for example, we implement the centre incentive scheme, refer students to Juvenile Justice personnel in relation to welfare matters, maintain documentation consistent with DoE and Juvenile Justice requirements and collaboratively assess and manage risk. As part of the Cobham JJC community, we have responsibility for the provision of the educational opportunities to the detainees. In terms of student performance, our community is concerned with data that is focused on behaviour and wellbeing as well as academic achievements. Juvenile Justice have custodial responsibility for detainees and the maintenance of good order in the centre. Therefore, in relation to issues of safety and security, ETU staff must comply with Juvenile Justice direction. A memorandum of understanding between DoE and Juvenile Justice provides further clarification of the relationship between the two departments.

Our Students

Our students are the young men who are detained at Cobham JJC following arrest and pending court processes (on remand) or are serving a control order. Most detainees have been charged with serious violent offences and population turnover is extremely high with the average stay being approximately 3 weeks.

Detainees are usually enrolled in the ETU once they have been at Cobham for 48 hours and have completed Juvenile Justices programs designed to facilitate their induction and assessment. Given the transient nature of our students, they generally all require individualised education and training programs that are flexible and needs based. Typical characteristics of our students may include:

Age: average age is 16 year, however may range from 14 to 21+ years

Attitude: fearful and anxious, no future orientation, difficulty in complying with authority, anti-social, negative towards school and learning, lack of empathy.

Background: diverse cultural and ethnic backgrounds (37% proportion of Aboriginal students, 24% proportion of LBOTE students), personal histories of violence (57% have a history of child abuse or trauma), physical, emotional and/or sexual abuse and drug or alcohol problems, dysfunctional family environments (25% had been placed in care before the age of 16), school histories of non-attendance, failure, peer relationship problems, anti-social behaviour and difficulty in complying with authority, large gaps in education and 'dropping out' at an early age.

Behaviour: risk-taking behaviour; behaviour and/or emotional disorders (86% found to have a psychological disorder, short attention spans, poor impulse control and a need for instant gratification, suicidal ideation, self-injurious or depressive behaviour, extremely subtle and well-developed manipulative behaviour.

Disabilities: emotional disturbance, behaviour disorders, conduct disorders, disabilities including learning, intellectual (15% have possible intellectual disability, 33% scored borderline intellectual disability) and physical (particularly hearing – 18% with mild to moderate hearing loss).

Education: poor educational histories, no plans to continue their formal education, inadequate knowledge of health and personal hygiene issues.

Family: dysfunctional family environments, many do not live with and are not in regular contact with their parents, very limited or negligible family support either before or after detention and many are fathers of young children.

Feelings: limited control over their own lives, anxiety, anger, frustration, isolation and/or depression due to their present situation.

Interpersonal relationships: suspicious of staff and peers, preoccupied with 'pecking order', lack of group cohesion and constantly changing group dynamics.

Lifestyle: risk taking lifestyles which have resulted in their spending numerous periods in detention and increased prognosis for health and welfare issues, involvement in activities which put them at risk of contracting HIV/AIDS, Hepatitis C or other STI's, drug abuse and/or drug dependency (many are drug affected on admission).

Self Esteem: a lack of self esteem and self-concept, an awareness of academic deficits which causes embarrassment and 'fear of further failure' often resulting in an extremely negative attitude towards school and learning.

Skills: poorly developed reasoning and problem solving skills, poorly developed literacy and numeracy skills and/or learning deficits, emotional immaturity and inappropriate social skills.

Our Staff

Our staff body is comprised of 50% teaching staff and 50% School Administrative and Support Staff (SASS) with the majority of SASS being School Learning Support Officers (SLSO). The school executive is comprised of the Principal, Deputy Principal, 2 Assistant Principals, 2 Head Teachers and a Lead Teacher.

Approximately 37% of staff are currently employed in a temporary status where 53% of teaching staff are 'new scheme' teachers and 26% of those are beginning or early career teachers yet to achieve Proficient accreditation status, a rigorous induction program has been developed and is being refined to address staff's confidence and competence in implementing local safety and security measures as well as effectively engaging in contextually relevant quality teaching practices.

Our Curriculum

A customised curriculum framework has been designed to ensure flexibility and relevance to our student's needs. This framework includes opportunities to engage in the Key Learning Areas (KLAs) of English, Mathematics, Personal Development, Health and Physical Education, Aboriginal Studies, Information and Communication Technologies, Work Education, History, Geography, Science, Visual Arts, Music, Design and Technology, Food Technology, Photographic and Digital Media and Dance. These KLAs are delivered through the integrated curriculum components of Literacy, Numeracy, Area of Study, Vocational Studies, Creative Development and Physical Education. Student values and behavioural toolkit education is also embedded across these components. All students complete an entry program which provides opportunities for staff to assess students' academic abilities, behavioural habits and complete a general risk assessment, while introducing the student to the school operational structure and academic pathways.

All teaching and learning programs are mapped to Board Of Studies Teaching and Educational Standards (BOSTES) LifeSkills outcomes (students are unable to access a full secondary education program due to contextual restrictions and student characteristics) and students are enrolled into BOSTES courses based on their chronological age. Students are supported to achieve BOSTES outcomes via differentiation strategies delivered in the classroom. Students who wish to pursue a full secondary studies pattern may be enrolled in a secondary studies program via Sydney Distance Education High School (SDEHS).

Students are provided with opportunities to achieve dual-accreditation via the Vocational Education and Training (VET) study pattern which allows engagement in Nationally Recognised Training such as Certificate I and II via Technical And Further Education-Open Training and Education Network (TAFE-OTEN), General construction induction card (White card) and various Hospitality competencies. Due to the student population composition (37% Aboriginal and 24% LBOTE), targeted Literacy and Aboriginal Education programs are provided to enhance student academic engagement and achievement.

The school provides an integration program referred to as The Green Centre Program (GCP) for students who are not able to access the general school program (due to ongoing behavioural, social and/or psychological issues). The program is individualised to student need and is administered in a one-on-one basis by ETU staff. Curriculum focuses on improving behavioural self-management and social skills and may be taught explicitly or embedded through other components of the Putland curriculum framework.

Staff members are encouraged to propose new and innovative programs which apply their own expertise, stimulate students' interest and address student learning needs.

Our Timetable

The Putland timetable has a suggested weekly weighting of curriculum components to best address student need while concurrently satisfying BOSTES requirements. Our daily school timetable, known as the Daily Activity Program (DAP) varies according to student need, staff availability and risk management considerations. Consequently, staff must be flexible and adapt to daily changes to the timetable. In addition, staff must be prepared to manage numerous disruptions to the daily classroom routine which may occur for a variety of reasons including student court appearances, visits by legal representatives and support personnel, specialist staff intervention, Juvenile Justice disciplinary actions, risk management procedures and visits by Official Visitors and Ombudsmen representatives.

There are four, 1 hour teaching and learning sessions each day with a compulsory 1 hour and 30 minute lunch lockdown period to facilitate the Juvenile Justice shift handover process. The ETU bell sounds 10 minutes prior to the conclusion of each school session and again at the conclusion of the session. The series of bells provides an opportunity for ETU staff to collect and account for all resources and equipment and discuss incentive point achievement prior to students exiting the classroom with Juvenile Justice personnel.

Statistics from:

- NSW DoE Business Intelligence Tool Contextual Information and People Management reports
- 2009 Young People in Custody Health Survey

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning**, Putland Education and Training Unit is operating at the **delivering** stage. The External Validation panel found that In the domain of Learning the school's self-assessment is consistent with the evidence and is validated using the SchoolExcellence Framework.

- In the element of Learning culture, the evidence indicated that Putland ETU is operating at delivering stage.
- In the element of Wellbeing, the evidence indicated that Putland ETU is operating at delivering stage.
- In the element of Curriculum and learning, the evidence indicated that Putland ETU is operating at delivering stage.
- In the element of Assessment and reporting, the evidence indicated that Putland ETU is operating at delivering stage.
- In the element of Student performance measures, the evidence indicated that Putland ETU is operating at delivering stage.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**, Putland Education and Training Unit is operating at the **delivering** stage. The External Validation panel found that In the domain of Learning the school's self-assessment is consistent with the evidence and is validated using the SchoolExcellence Framework.

- In the element of Effective classroom practice, the evidence indicated that Putland ETU is operating at delivering stage.
- In the element of Data skills and use, the evidence indicated that Putland ETU is operating at delivering stage.
- In the element of Collaborative practice, the evidence indicated that Putland ETU is operating at sustaining and growing stage.
- In the element of Learning and development, the evidence indicated that Putland ETU is operating at sustaining and growing stage.
- In the element of Professional standards, the evidence indicated that Putland ETU is operating at delivering stage.

The results of this process indicated that in the School Excellence Framework domain of **Leading**, Putland Education and Training Unit is operating at the sustaining and growing stage. The External Validation panel found that In the domain of Learning the school's self-assessment is consistent with the evidence and is validated using the SchoolExcellence Framework.

- In the element of Leadership, the evidence indicated that Putland ETU is operating at sustaining and growing stage.
- In the element of School planning, implementation and reporting, the evidence indicated that Putland ETU is operating at delivering stage.
- In the element of School resources, the evidence indicated that Putland ETU is operating at sustaining and growing stage.
- In the element of Management practices and processes, the evidence indicated that Putland ETU is operating at sustaining and growing stage.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student excellence

Purpose

To support all students to achieve their potential as lifelong learners who become active and informed citizens who lead responsible and productive lives and strive to be positive members of society.

Overall summary of progress

In 2016, it was evident that both staff and students highly valued the learning opportunities provided at Putland ETU which are supported by a range of practices to ensure high engagement and relevance is maintained for all student groups. Putland ETU has taken great strides towards achieving student excellence this past year.

Early in 2016, comprehensive 5P strategic plans were developed for the areas of Literacy, Numeracy, Aboriginal Education, P.D.H.P.E and Vocational Education, which are treated as sub-plans to Strategic Direction 1 in the whole school plan.

In terms of Student Excellence, the focus in 2016 was to introduce the concept of assessing student ability and ongoing performance against continuums. Staff participated in a series of professional learning and learning in action sessions to enhance their knowledge and skills in utilising the Literacy continuum. Staff then applied newly developed understanding to their own student cohorts, with a focus on the writing aspect, to practice and refine their skills in the use of the continuum to best address the Literacy needs of their students. At the close of the 2016 academic year, all Putland staff have demonstrated their ability to utilise the Literacy continuum. All students were accurately plotted and tracked against the writing aspect on the Literacy continuum, while staff also utilised linked resources to target and effectively address students learning needs.

Additional progress includes:

- survey and evaluation of whole school numeracy delivery and its effectiveness in addressing student learning needs
- community consultation and involvement in the development of the Aboriginal Education strategic plan with particular focus on publications, documentation and policies that should inform the Aboriginal Education learning continuum for all students and the Aboriginal Education learning continuum for all staff.
- the delivery of Professional Learning workshops to staff exploring the Aboriginal Education Policy and further developing cultural competency to enhance interactions and curriculum delivery to Aboriginal students.
- aligning teaching, learning and assessment strategies with formal outcomes and establishing processes to record, manage and transfer student achievement data in physical education.
- negotiating the provision and resourcing a dual accredited vocational Hospitality program to provide students with opportunities to engage in a school to work program and enhance their employability skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students can identify where they are on the continuums	All staff trained to utilise the Literacy Continuum to assess and monitor student performance. All staff plotting students on the Literacy Continuum.	Refer to key initiatives: – socio-economic background funding – English language proficiency funding
100% of students participate in the development of an individual plan to determine their learning goals	All students engage in enrolment interviews to collect information to inform education program learning goals	\$0

Next Steps

The use of assessment against learning continuums has allowed Putland ETU to more effectively monitor, track and report on student performance and growth. Putland ETU is implementing plans to expand our internal student performance measures which will incorporate the use of a number of learning continuum such as Literacy, Numeracy, ICT, Physical Literacy and, Personal and Social capability to track student growth and achievement, and more effectively identify areas of need.

In 2017, staff will continue work on embedding the use of the Literacy continuum into their teaching and learning practice, as well as reporting. The Numeracy and Physical Literacy continuums will be introduced and staff professional learning will commence in the application of these continuums at Putland ETU.

The documentation of student learning goals will be reviewed, refined and a procedure will be developed to ensure student ownership of learning goals is achieved.

Strategic Direction 2

Teacher & leadership effectiveness

Purpose

To establish a transformational culture in which everyone is a leader supported by collaboration, open communication and a strong common purpose.

Overall summary of progress

The school has committed to the development of a culture of high expectations and leadership development. In 2016, there continued to be a strong emphasis on professional learning, capacity building and succession planning. Comprehensive strategic plans were developed for the areas of leadership and the school's two phase induction program.

The school leadership team was established via an internal merit selection Expressions of Interest process that targeted strengths and skills of staff. Those successful acquired a portfolio to lead across the school.

Key milestones were achieved within Leadership including:

- the establishment of a school Leadership team
- review of and update of local policies, procedures and school documentation
- targeted 5P planning Professional Learning,
- leaders learning the executive responsibilities in the management of the ETU's Daily Activity Program through executive shadowing and modelling,
- regular Leadership team meetings

External Validation confirmed that leaders and teachers at Putland ETU self-reflect and identify their own skill sets to better support the leadership of the whole school.

Through evaluation of the existing staff induction program, it was identified that expansion of this program was necessary. In 2016, a second phase of induction was launched whereby new and beginning teachers would engage in collaborative professional support and development workshops on an ongoing basis. This initiative will provide new teachers with continued support to develop deeper understanding of the curriculum purpose, focus and content as delivered at Putland ETU, and refine professional skills and practices.

Key milestones achieved in this project include:

- planning of the framework to support the induction phase 2 program
- targeting key staff to engage in mentorship training program as delivered by the Centre for Professional Learning
- aligning the program with existing tools and resources such as Graduate and Grow

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff demonstrate an increase in confidence (via self-survey responses) and competence (via project specific measures) in addressing student need over the course of their employment at Putland ETU.	The Putland staff induction program was evaluated and expanded to include a second phase to further support new and beginning teacher's competence and confidence in delivering high quality learning opportunities within the Putland curriculum framework while accommodating safety and security requirements of our setting.	Refer to key initiatives
100% of staff actively participate in their professional development and take on roles to enhance their skills, expertise and knowledge in addressing student need.	All teaching staff aligned their professional development activities to their Performance and Development Plan goals. Select staff expressed interest in participating in the aspiring leaders program to further develop their skills, expertise and knowledge in school leadership domains.	\$24944.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff actively participate in their professional development and take on roles to enhance their skills, expertise and knowledge in addressing student need.	Both of these initiatives resulted in a staff group who were better equipped to both recognise and address student need.	

Next Steps

To further establish a transformational culture, 2017 will be focused on deepening staff engagement with School Plan implementation and evaluation, to ensure that all staff can articulate the Strategic Directions as applied to their context and role, with the result that all staff are deeply committed to improving learning outcomes.

The school will continue to focus on building leadership capacity and staffing sustainability through ongoing investment, explicit planning, extended opportunities such as the Aspiring Leaders Project and Teachers as Classroom Leaders. This includes:

- the implementation of each project area's strategic plan
- the continual development of policies and procedures,
- improving knowledge and understanding of local and DoE policy,
- coaching and mentoring of aspiring leaders
- using the Professional Teaching Standards to self-reflect and inform future professional development opportunities.

Strategic Direction 3

Organisational Efficacy

Purpose

To build ethical, robust, innovative organisational structures, policies and procedures which support school excellence.

Overall summary of progress

The school's resources were strategically used to implement organisational structures, policies and procedures to support school excellence. Comprehensive strategic plans were developed for Technology, Wellbeing, and school systems such as student achievement tracking and reporting, and class management and student allocation models.

In 2016, the school's resources were strategically used to implement:

- further ICT infrastructure, including the employment of a Technical Support Officer (TSO) and Interactive Whiteboard expert teachers
- further review and implementation of wellbeing initiatives such as Positive Behaviour for Learning including using Positive Expectation Agreements as a vehicle to resolve suspensions as well as proactively address problematic behaviour
- restructuring the model for student class allocation to accommodation pod based classes to enhance curriculum delivery and maximise safety and security
- the Green Centre Program to specifically address the needs of students who pose the highest risk of disengagement.
- refined procedures for tracking student achievement and reporting those achievements to BOSTES to ensure achievements are awarded.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Survey results that indicate a level of excellence in the school's organisational effectiveness in addressing student needs from the perspective of the three key stakeholders: <ul style="list-style-type: none">• Students• Staff• Community (JJ)	Tell Them From Me surveys were completed by students, staff and Juvenile Justice personnel (acting as our parent community). The results and feedback contained in these surveys provided the school with insights into student engagement and wellbeing, and the impact of our teaching practices. It was pleasing to see that in various areas, responses were very positive and in some cases exceeded state norms. The survey results also indicated a number of areas to focus our attention to improve organisational efficacy. The areas have been considered and reflected in the strategic plans dealing with organisational efficacy.	\$0

Next Steps

Target areas for 2017 include

- Continue to embed the use of Interactive Whiteboards and iPad applications into all teaching and learning programs
- Utilise the resource of the TSO to provide on going training and support to all staff in all areas of technology
- implement all aspects of the Wellbeing strategic plan in alignment with the Wellbeing Framework, including embedding PBL and refining transition practices
- Maintain the Pod structure for delivery of teaching and learning and allocate executive members to specific pods to maximise teacher efficacy
- Evaluate the effectiveness of the school day structure
- Refine and formalise the Green Centre Program curriculum
- Align and integrate student tracking and reporting procedures and systems with SEQTA
- Maximise the use of the SEQTA student information management platform to achieve flexible, streamlined support

for students.

Key Initiatives	Impact achieved this year	Resources (annual)
Socio-economic background	<ul style="list-style-type: none"> • An external consultant was engaged in 2016 to support strategic planning to target student need by providing coaching and mentoring to the leadership team. As evidenced through the external validation process, the whole school plan and sub plans are extremely robust and support Putland ETU's journey towards achieving school excellence. The members of the leadership team have reported greater confidence in leading the implementation of student centred strategic plans across the school and guiding positive staff practice. • Technology was purchased to support the delivery of curriculum across the school and to increase the effectiveness of student data management. iPads were specifically purchased to increase accessibility of learning opportunities for students, particularly access to online content which can be managed securely via iPads. Targeted application licences were purchased to link to teaching and learning programs throughout the school. This has increased authentic learning opportunities for all students across the school. • TAFE fees were paid to support three low socio-economic status students. This enabled the student to enrol in additional subjects to maintain continuity of education and complete the HSC. • Large Literacy and Numeracy Continuum tracking boards were purchased for display in staff work spaces on both campuses. Each student's assessed ability and learning growth is displayed on the boards to support visibility of student achievement and areas of need. The boards have enhanced the transfer of information between staff, thus improving the personalisation of student programs to more effectively address student learning needs. • A critical component of the school's induction process is new staff completing a five day paid induction program to ensure knowledge of safety and security, curriculum structure and delivery at Putland ETU. This results in new staff possessing confidence to work independently and effectively as educators in our specialised setting. 	<ul style="list-style-type: none"> • \$32000 – Leadership consultancy fees • \$86420.44 – Purchase class iPad sets and approved accessories to enhance safety and security. • \$10000.00 Purchase targeted iPad applications • \$2100.00 – Vocational education course fees for targeted students • \$4740.00 – Literacy and Numeracy Continuum tracking boards • \$56012.97 – 5 day staff induction program
Aboriginal background loading	<ul style="list-style-type: none"> • A Norta Norta tutor was employed part time for the duration of 2016 to support the delivery of targeted Aboriginal programs, including intensive Literacy. All students who received intensive support demonstrated growth in one or more aspects of the Literacy continuum. • Resources were purchased to support the celebration of NAIDOC and Sorry Day. This provided Aboriginal students with opportunities to strengthen their cultural identity and connections to community. These events also enhanced the cultural competency of all students and staff. • Aboriginal students engaged in learning in 	<ul style="list-style-type: none"> • \$34013.61 (\$10265.61 carried over from 2015 – Aboriginal Learning) • \$586.70 – resources for NAIDOC and Sorry Day events • \$250.00 – resources for targeted Aboriginal dance an culture program • \$4599.62 (\$1020.32 carried over from 2015 – ATSI Action Plan) – Learning circle construction

Aboriginal background loading	<p>relation to their identity, culture and community which was explored through traditional dance and yarnning with community elders. The skills and knowledge developed by students was showcased through performances at various events throughout the school year including NAIDOC celebrations and services expo.</p> <ul style="list-style-type: none"> • In 2016 students and community representatives engaged in consultation and planning in the construction of an outdoor cultural learning space. By involving students, they have gained ownership over the learning space and have gained authentic learning around project design and planning, cultural significance, mathematics and horticulture. 	<ul style="list-style-type: none"> • \$34013.61 (\$10265.61 carried over from 2015 – Aboriginal Learning) • \$586.70 – resources for NAIDOC and Sorry Day events • \$250.00 – resources for targeted Aboriginal dance and culture program • \$4599.62 (\$1020.32 carried over from 2015 – ATSI Action Plan) – Learning circle construction
English language proficiency	<ul style="list-style-type: none"> • Specialised resources were purchased to support the provision of intensive Literacy sessions to targeted students. All students who received targeted intensive support demonstrated growth in one or more aspects on the Literacy continuum. 	<ul style="list-style-type: none"> • \$400
Risk Assessment	<ul style="list-style-type: none"> • A critical component of the school's induction process is new staff completing a paid 5 day induction program to ensure knowledge of safety and security, curriculum structure and delivery at Putland ETU. This results in new staff possessing confidence to work independently as educators in our specialised setting. 	<ul style="list-style-type: none"> • \$11070.00
SEQTA	<ul style="list-style-type: none"> • 2016 saw a successful deployment and uptake of SEQTA pastoral care, with 100% of teachers having logged on and actively used the system to manage student information. There were several additional professional learning sessions to offer support, in which they saw and increase in teacher understanding and practise of a number of wellbeing components including managing student attendance. The close of 2016 saw success in the roll out of the Behaviour Support Plan across targeted students and sections of the school. The implementation of these systems has enabled the secure storage of student information in one location to ensure that various plans designed to support students are based on comprehensive information and evidence. • The curriculum component of SEQTA was launched in 2016 and included significant professional learning. Staff in targeted programs trialed components of the curriculum workspace to ensure applicability to Putland curriculum structure. The curriculum workspace has been refined and will support staff in more effectively managing teaching and learning content and align and track student achievement across the school. 	<ul style="list-style-type: none"> • \$11000 – annual licence and user accounts fee

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	80	48	56	48
Girls	0	0	0	0

The above table is a snapshot of static student enrolment data at the time of census.

However, Putland ETU is capable of enrolling 102 students at any one time. The total student enrolments recorded for 2016 was 482.

Approximately 38% of students identified as Aboriginal and/or Torres Strait Islander.

Management of non-attendance

Students attend unless they are precluded by behaviour and/or welfare issues which have been identified, risk assessed and managed in consultation with our partner agency.

Structure of classes

Classes may have a maximum of 6 students at any one time. However, in particular circumstances this number may be restricted by our partner agency as a risk management strategy.

Year 12 vocational or trade training

Twelve (12) students successfully completed and were awarded their Certificate I in the Access to Work & Training Course. Two of these students subsequently have been enrolled in Certificate IV courses and are continuing their study pathway.

- Certificate I Access to Work & Training – 54 students enrolled, 12 Completed
- Certificate II Skills to Work & Training – 1 student, continuing
- Certificate IV Youth Work – 1 student, continuing
- Certificate IV Building & Construction – 1 student, continuing

Putland engaged Bricklaying Australia to deliver the Work cover Building & Construction course on site via TVET funding. The course continues to be popular due to its particular relevance to vocational opportunities which may be available to students who successfully complete the course. General Construction Induction (White Card) – 38 students completed the course.

Putland engaged in a collaborative partnership with

Western Sydney Institute TAFE to deliver a Hospitality program. This program provides students with the opportunity to achieve competencies in credit towards the completion of a Certificate III in Hospitality. The competencies delivered included:

- SITHFAB005 – Prepare and serve espresso coffee
- SITHFAB004 – Prepare and serve non-alcoholic beverages
- SITXFSA001 – Use hygienic practice for food safety
- SITXCCS003 – Interact with customers

This program was launched mid Term 4, 2016 with 4 students successfully completing the course and achieving the above competencies.

Year 12 attaining HSC or equivalent

Students participated in a range of secondary academic studies as part of a Life Skills (LS) or Mainstream (M) pathway. The Mainstream pathway included: Sydney Distance Education High School (SDEHS) and OTEN TAFE. The curriculum was delivered through a combination of strategies including:

- Putland supporting the Mainstream pathway: (SDEHS) and OTEN TAFE.
- Putland delivered Life Skills Curriculum Stage 4, 5 and 6
- Census school developed courses

Total enrolments:

Year 8 – 6 students

Year 9 – 60 students

Year 10 – 112 students

Year 11 – 162 students

Year 12 – 131 students

In 2016, the Life Skills Curriculum was successfully implemented across the whole school as the major pathway of curriculum delivery. Eligible students were enrolled in the Life Skills course and all teaching staff were successfully trained in the use of schools online and tracked student BOSTES outcomes for Stage 5 and 6. This resulted in the highest number of students achieving accreditation for Stage 5 and 6 ever recorded at Putland ETU.

Workforce information

Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	19.8
School Administration & Support Staff	19.28
Other Positions	1

*Full Time Equivalent

Approximately 20% of staff identify as Aboriginal and/or Torres Strait Islander

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	45
Postgraduate degree	55

Professional learning and teacher accreditation

Teachers with Provisional accreditation working towards proficient – 5

Teachers maintaining Proficient Teacher accreditation – 15

Professional Learning

Staff participated in a range of professional learning activities throughout 2016. These were targeted through the staff's performance and development plans and were based around Leadership, Teaching and Learning, the Community of Schools, Welfare, Technology and Beginning Teachers.

During 2016, there was a high percentage of temporary staff engaged at Putland ETU. Staff development days (SDD) provided an opportunity to address Departmental and partner agency local policies and procedures; review emergency response procedures and increase staff knowledge and skills.

Term 1 SDD was dedicated to enhancing staff knowledge and skills in relation to the typical communication skills our student cohort present with. The school employed speech pathologist in forensics and mental health, Mary Woodward to lead workshops with staff that explored how communication skills are developed and, tools and strategies to address communication deficits in young people.

In lieu of the Term 4 SDDs, staff participated in a weekend retreat at Wiseman's Ferry. The focus for the weekend was 'Wellbeing' and included some stress awareness and release activities. Staff members were asked to self-reflect and identify stressors in their current lifestyle and were then provided with a number of strategies and activities to assist in the reduction of stress including 'laughing yoga', meditation, and opportunities to experience a variety of self-care and recreational activities. Staff were also allocated into teams and engaged in activities to test communication, problem solving and team work. Such was the success of this professional development that some of the activities were brought back to school and students were offered the chance to participate and test their own team work skills.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 01.12.2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	452 668.00
Global funds	268 139.00
Tied funds	220 659.00
School & community sources	0.00
Interest	12 674.00
Trust receipts	0.00
Canteen	0.00
Total income	954 140.00
Expenditure	
Teaching & learning	
Key learning areas	43 700.00
Excursions	1 165.00
Extracurricular dissections	1 404.00
Library	10 829.00
Training & development	492.00
Tied funds	269 617.00
Short term relief	66 428.00
Administration & office	92 629.00
School-operated canteen	0.00
Utilities	2 887.00
Maintenance	29 956.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	519 107.00
Balance carried forward	435 033.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Life Skills Course

- Year 11 – 69 students enrolled with BOSTES, 42 students successfully completed
- Year 12 – 3 students enrolled with BOSTES, 3 student successfully completed

Mainstream Course

No students were enrolled to study the full BOSTES course via TAFE OTEN in 2016.

The following enrolments were completed into the Sydney Distance Education High School (SDEHS) mainstream program:

Year 11 – 5 students

Year 12 – 3 students

There were no course completions in the SDEHS program in the 2016 academic year at Putland ETU. All students enrolled were either transferred to another ETU or discharged to the community with students returning to their respective high schools or alternate education settings.

ROSA

Life Skills Course

- Year 9 – 4 students enrolled with BOSTES, 4 students successfully completed
- Year 10 – 53 students enrolled with BOSTES, 44 students successfully completed

Mainstream Course

No students were enrolled to study the full BOSTES course via TAFE OTEN in 2016.

The following enrolments were completed into the Sydney Distance Education High School (SDEHS) mainstream program:

Year 10 – 3 students

There were no course completions in the SDEHS program in the 2016 academic year at Putland ETU. All students enrolled were either transferred to another ETU or discharged to the community with students returning to their respective high schools or alternate education settings.

Parent/caregiver, student, teacher satisfaction

In 2016, Putland delivered the 'Tell Them From Me' survey series to determine student, teacher and caregiver satisfaction. Putland customised the survey question set to ensure the surveys held the highest relevance to our specialised setting.

Students

The Tell Them From Me student survey provides school principals and school leaders with insight into student engagement, wellbeing and effective teaching practices at their school, from the perspective of students.

Key results from student feedback include:

- 69% of students at Putland ETU valued school outcomes. The NSW government norm for boys is 67%
- 58% of students at Putland ETU feel they are intellectually engaged. The NSW government norm for boys is 42%
- 54% of students at Putland feel interested and motivated. The NSW government norm for boys is 23%
- 58% of students had high levels of academic self-concept. The NSW government norm for boys is 64%. 31% of students had medium levels of academic self-concept. The NSW government norm for boys is 28%
- At Putland ETU, students rated effective classroom learning time 7 out of 10. The NSW government norm for boys is 6.1
- At Putland ETU, students rated classroom instruction relevance to their lives 6 out of 10. The NSW government norm for boys is 5.6
- At Putland ETU, students rated positive teacher-student relations (students feel teachers are responsive to their needs, and encourage independence with a democratic approach) 7.4 out of 10. The NSW government norm for boys is 5.4
- At Putland ETU, students rated positive learning and disciplinary climate as 7 out of 10. The NSW government norm for boys is 5.4
- At Putland ETU, students rated teachers' expectations for academic success 7.2 out of 10. The NSW government norm for boys is 6.6
- 54% of students agreed and 25% of students strongly agreed that they "feel good about their culture when they are at school"
- 58% of students agreed and 21% of students strongly agreed that "my teachers have a good understanding of my culture"

Teachers

The teacher survey provides school principals and school leaders with insights into school and classroom effectiveness from the perspective of teachers. The teacher survey asks questions related to the following drivers of student outcomes:

- Leadership

- Teaching strategies
- Setting challenging and visible learning goals for students
- The use of data to inform practice
- Teacher collaboration
- Classroom technology
- Planned learning opportunities
- Parent/Carer involvement
- The learning culture in classrooms
- School inclusiveness
- Quality feedback for students
- Helping students overcome obstacles to learning

The scores for the Likert format questions (i.e. strongly agree to strongly disagree) have been converted to a 10-point scale. A score of 0 indicate strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree)

Key results from teacher feedback include:

- Teachers rated leadership as 6.9
- Teachers rated collaboration as 7.8
- Teachers rated learning culture as 7.5
- Teachers rated data informs practice as 5.9
- Teachers rated teaching strategies as 7.5
- Teachers rated technology as 5.9
- Teachers rated inclusive school as 8.4
- Teachers rated parent involvement as 6
- 56.2% of staff agreed that morale amongst staff at Putland ETU is good
- 50% of staff agreed and 31.2% of staff strongly agreed that Putland school leaders are leading improvement and change
- 50% of staff agreed and 31.2% of staff strongly agreed that Putland school leaders clearly communicate their strategic vision and values for the school

Parents

The parent survey helps to clarify and strengthen the important relationship between parent and school. The parent survey asks parents/carers a range of questions related to the following drivers of student outcomes:

- Parents feel welcomed
- Parents are informed
- Parents support learning at home
- School supports learning
- School supports positive behaviour
- Safety
- Inclusion

Given Putland operates within a Juvenile Justice centre, Juvenile Justice personnel are treated as our student's parents. The parent survey was completed by Juvenile Justice employees in relevant roles.

Key results from the parent feedback include:

- Parents feel welcome at Putland ETU – rated 7.5
- Parents are informed at Putland ETU – rated 6.1
- Parents feel that Putland ETU supports learning – rated 5.8
- Parents feel that Putland ETU supports positive behaviour – rated 6.3
- Parents feel that Putland ETU maintains safety at school – rated 5.9
- Parents feel that Putland ETU is an inclusive

Policy requirements

Aboriginal education

38% of students at Putland ETU identify as Aboriginal and Torres Strait Islander. In 2016 there was a strong focus on embedding the Aboriginal Education perspectives in all Key Learning Areas (KLA). Throughout the year teaching staff were encouraged to access professional learning in the 8 Ways of Aboriginal Learning and there is future planning to target staff groups to ensure all teachers complete the 8ways professional learning course. All staff engaged in a series of internal professional learning sessions, delivered in collaboration with the Aboriginal Education and Engagement Officer, to enhance their cultural competency. These sessions included exploring the Aboriginal Education Strategy and Policy, and embedding Aboriginal perspectives into the Putland curriculum.

The emphasis on continuing to provide specific cultural programs to our Aboriginal and Torres Strait Islander students continued throughout 2016. Identified young men accessed the Aboriginal dance and cultural group program. This program engaged and encouraged students to embrace their Aboriginal identity and determine future goals and aspirations. The growth of this program and its success was evident from the number of Aboriginal students seeking to access and participate in the activities offered. The social and emotional gains made by undertaking the program enabled the students to become increasingly connected to culture, to demonstrate greater pride in their identity and become successful members in their communities. Students performed at the service expo and NAIDOC celebrations.

In 2016, students were invited to become members of an internal Aboriginal consultative group. Students participated in consultation and collaborative planning of an outdoor learning circle and an indoor cultural sharing space. Construction of both spaces are underway and it is anticipated that completion will be achieved in 2017.

Multicultural and anti-racism education

70% of our students at Putland are from diverse multicultural backgrounds. Multicultural curriculum is specifically embedded in all KLAs and focuses on meeting the specific needs of students from culturally diverse backgrounds; and developing in all students the skills and knowledge needed to participate successfully in a democratic, multicultural society. In 2016 our school celebrated multicultural day and NAIDOC week as part of events on our Calendar for Cultural Diversity. By encouraging students to participate in activities and learn and understand how all Australians from diverse backgrounds equally belong to this nation and enrich it, provides students with a strong identity, broadens and enriches their lives.

Putland ETU promotes inclusive teaching practices, values and recognises the backgrounds of all students and encourages all students and staff to have a tolerant attitude towards different cultures and religions.

An Anti-Racism Contact Officer (ARCO) is appointed each year to support in encouraging cultural understanding and to deal with complaints or concerns regarding racist behaviour. At Putland ETU, anti-racism is specifically embedded across the curriculum and students consider a wide range of text related to racism, cultural diversity and understanding.

Other school programs

TRANSITION

During 2016, Transition duties were transferred to another member of staff. This was supported by a successful training and hand over period.

There were 301 Transition referrals for 2016 and the integration and establishment of SEQTA provided the opportunity for greater transparency in communication and facilitated the continuing networking of relationships between interested parties such as Juvenile Justice, external support agencies, educational establishments and BOSTES for the successful transitioning of our students.

By providing quality in transitioning, students were able to re-engage successfully in the community. An example of this was evidenced by a shared enrolment student who was previously disengaged and had attendance issues in their Census School, he returned to the school knowing that his teacher had frequently liaised with the Transition Advisor to set up an educational pathway that supported him and resulted in him achieving his Year 10 Life Skills ROSA.

The student was reported as being positively engaged with an unprecedented interest in his studies gained from his experience of learning to read at Putland ETU and the relationships he formed with the staff that genuinely cared about his future.

PARENTING PROGRAM

During 2016, the format of the program was re-structured to maximise contact with a larger number of students across the centre. Program content was adjusted and the Nurse Educator undertook to present the content of the program via Interactive White Board, Powerpoint and audio visual stimulus to maximise engagement of the students.

The delivery phase posed some problems with the students demonstrating a lack of interest in the beginning but as the program evolved over the school year it was adjusted, modified and progressively improved.