

Putland School Annual Report



2017



5453

Introduction

The Annual Report for 2017 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.

Denise Hillman

Principal

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Message from the Principal

During 2017 Putland Education Training Unit (ETU) focused on a strong commitment to providing high-quality teaching and learning programs to young men in custody. A strong emphasis was placed on building foundation skills in literacy and numeracy. The school community identified that these skills were vital if our students were to succeed in their future aspirations. Teachers designed dynamic programs across the General Population Area of Study that was adjusted to meet student individual learning needs. Students, through this process, were able to articulate their learning needs and better engage in a curriculum that has relevance to real-life applications.

The school placed a strong emphasis on guiding, nurturing and challenging students who have disengaged from their learning. The introduction of a Wellbeing Learning Support Team (WLST) based on a Positive Behaviour for Learning (PBL) approach underpinned all Putland welfare, communication systems, and well-being programs. This approach provided a framework for students to take risks in learning and improve behaviour. The outcome was that students reported (via the Tell Them From Me Survey Reports) that school supported their learning and rewarded positive behaviour.

Joint Community Partnership between Cobham Juvenile Justice and Putland ETU supported the development and implementation of several initiatives and projects. In 2017, the Cobham Putland Aboriginal Community Consultative Committee formed as a hub to provide Putland ETU, Cobham Juvenile Justice, and community members the opportunity to engage in Aboriginal school related activities which helped build the school as a cohesive educational community. As an outcome of a successful submission to the Local Land Services, Putland ETU and Cobham Juvenile Justice were able to jointly contribute to the establishment of the centre Learning Circle which supports a culture of community engagement.

Denise Hillman

Putland ETU Principal

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 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. 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.

The results of this process indicated that in the School Excellence Framework domain of **Learning**, Putland Education and Training Unit is operating between the **delivering** and **sustaining and growing** stage.

- In the element of Learning Culture, the evidence indicated that Putland ETU is operating at sustaining and growing.
- In the element of Wellbeing, the evidence indicated that Putland ETU is operating at sustaining and growing.
- In the element of Curriculum and Learning, the evidence indicated that Putland ETU is operating at sustaining and growing.
- In the element of Assessment and Reporting, the evidence indicated that Putland ETU is operating at working towards delivering.
- In the element of Student Performance Measures, the evidence indicated that Putland ETU is operating at working towards delivering.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**, Putland Education and Training Unit is operating at the **sustaining and growing** stage.

- In the element of Effective Classroom Practice, the evidence indicated that Putland ETU is operating at delivering.
- In the element of Data Skills and Use, the evidence indicated that Putland ETU is operating at delivering.
- In the element of Collaborative Practice, the evidence indicated that Putland ETU is operating at sustaining and growing.
- In the element of Learning and Development, the evidence indicated that Putland ETU is operating at sustaining and growing.
- In the element of Professional Standards, the evidence indicated that Putland ETU is operating at sustaining and growing.

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.

- In the element of Leadership, the evidence indicated that Putland ETU is operating at excelling.
- In the element of School Planning, Implementation and Reporting, the evidence indicated that Putland ETU is operating at sustaining and growing.
- In the element of School Resources, the evidence indicated that Putland ETU is operating at sustaining and growing.
- In the element of Management Practices and Processes, the evidence indicated that Putland ETU is operating at sustaining and growing.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Putland has continued a school-wide focus on improving student individualised goals and growth measures in 2017 which has enabled us to achieve sound progress in this strategic direction. Improvement progress milestones were developed to support Putland ETU's pursuit for student excellence with specific milestones being set by project leaders for the areas of Literacy, Numeracy, Aboriginal Education, Vocational Education and P.D.H.P.E.

Putland continues to refine and develop curriculum structures that focus on the acquisition of Literacy and Numeracy skills, and health-wellbeing and vocational competencies. Professional Learning and collaborative workshops were delivered to increase consistency and staff capacity in the moderation of Literacy assessment work samples. Teaching staff also had access to large continuum tracking boards to enhance staff familiarity and application of continuum use for tracking student ability. Staff also engaged in collegial review and trial of open-ended maths tasks in class with the intention of promoting numeracy understanding amongst teaching staff. Documenting student individualised plans is an ongoing project at Putland. A number of student plans and goals are determined via various programs and processes throughout the school including Aboriginal Education, Vocational Education and P.D.H.P.E. The challenge moving forward is to now refine these plans and draw these plans together to form a cohesive, holistic plan that can be translated for use by all stakeholders to support students more effectively.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students can identify where they are on the continuums	Nil	<p>In 2017, 100% of new students to the school engaged in the writing assessment task as part of the school Initial induction program. This assessment is conducted to support plotting students on the Literacy continuum in the Writing aspect.</p> <p>The Literacy team put program structures and administrative processes in place to support the recording of assessment results and uploading of work and assessment samples on the schools SEQTA system. This has supported the accessibility and tracking of student assessment data.</p> <p>In 2017, the Numeracy team explored opportunities to align current teaching and learning practices in Putland with the Numeracy continuum, specifically concerned with assessment strategies that would support plotting students in the various continuum aspects. Investigations are ongoing to determine the most effective tools and/or strategies to support numeracy continuum use in measuring student growth and achievement.</p>
100% of students participate in the development of an individual plan to determine their learning goals	Nil	<p>In 2017, a number of initiatives were implemented to support the construction of individual student plans.</p> <p>A documented teaching and learning plan was formalised for the school Physical Education program with a focus on tailoring the program to</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students participate in the development of an individual plan to determine their learning goals		<p>individual student needs. Students are developing an awareness of the individualised learning plans that exist in relation to the physical education program. They are starting to demonstrate the use of consistent language when discussing personal learning goals.</p> <p>Teachers engaged in a series of workshops exploring student transition and the formulation of student transition plans. Teachers explored the active role they play in supporting student transition and took on opportunities to inform the structures that document student transition support plans. This includes supporting students to determine educational, vocational and behavioural/social goals. Student transition support plans are currently being built into the school SEQTA system.</p>

Next Steps

Focus in 2018 to achieve excellence in learning will be firmly placed on up–skilling all staff's knowledge and understanding of the Literacy and Numeracy progressions and their application in Putland's context for use in tracking student performance and growth. This will include investigating the best strategies to both assess and monitor student performance via the SEQTA system.

Putland will continue to work to identify opportunities to implement a holistic individualised student plan which support students to participate in the formulation of various learning goals. Contribution to these plans will include considerations from the vocational education, social–emotional learning and aboriginal education projects as well as other general school related matters. Testing will also continue to ensure full integration of student plans with the SEQTA system to enhance transparency and accessibility of information.

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

Putland has continued its commitment to the establishment of a culture of high expectations and leadership development. In 2017, there was a strong emphasis on professional learning, capacity building and succession planning. Comprehensive implementation milestones were developed for the areas of leadership and the school's two phase induction.

Key milestones achieved within the induction project included:

- Revision, re-development and editing of staff induction manual and supporting documents
- The development of a draft framework for the 2nd phase of staff induction which complements and dovetails the 1st phase of staff induction
- The development of a supervisory model for the implementation of a phase 2 induction process.
- The trialling of the phase 2 induction process with new staff members and evaluate process from feedback to inform refinement.

Key milestones achieved within the leadership project included:

- All leaders presenting project area implementation milestones and playing active roles in the implementation of the School Strategic Plan.
- Delivery of targeted Professional Learning to the leadership team via regular timetabled leadership team meetings
- Increased knowledge and skill base amongst the aspiring leaders group to effectively manage daily school operations

In 2017, a School Excellence portfolio was established to focus on coordinating and driving Putland School's pursuit for school excellence. The specific focus of this portfolio in 2017 was to increase the leadership teams skills and knowledge of the school excellence framework, self-assessment and evaluation strategies and tools. The leadership team engaged in workshops exploring concepts relating to evaluation, specifically identifying sources of data and evidence and, practising logic modelling to support strategic project leadership.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Nil	<p>100% of new staff who participated in the revised induction process demonstrated an increase in confidence (anecdotally and via observed and verbal feedback) and competence (via supervision observation) in addressing student need and working in a custodial environment.</p> <p>All new staff members have actively participated in their professional development and taken on roles to enhance their skills, expertise and knowledge in addressing students needs and adjusting practice to comply with safety and security measures at Putland School.</p> <p>Wellbeing of new staff members (via verbal responses) appears to have been enhanced</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		through a greater structured focus on individual support and development.
100% of staff actively participate in their professional development and take on roles to enhance their skills, expertise and knowledge in addressing student need.	Professional Learning – \$12 860.55	100% of staff have documented a personal Professional Development Plan (PDP) and approval of Professional Learning activities is aligned with staff PDP goals. There has been an increase in teaching staff demonstrating a desire and commitment to increasing skills and knowledge in leadership to broaden their capacity in addressing student need.

Next Steps

Focus in 2018 and beyond will turn from supporting new teachers through the induction program, to supporting the whole teaching body of staff in professional development and enhancing capacity to address student need.

Through careful evaluation and informed by the School Excellence self assessment, In 2018 the strategic direction of effectiveness in teaching will be focused on data informed practice, specifically increasing teachers capacity to use assessment to promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement for all students. A further focus is to enhance staff capacity to deliver high quality education by ensuring Putland is a school environment that is conducive to optimum wellbeing of staff and students alike.

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 organisation structures, policies and procedures to support school excellence. Implementation milestones were specifically developed for Technology, Wellbeing and school systems such as student achievement tracking and reporting.

In 2017, the school's resources were utilised to implement:

- increased internal capacity to use up-to-date technology such as iPads, Interactive whiteboards and general trouble shooting supported by the school TSO.
- increased capacity to maintain and communicate accessible and accurate student wellbeing and educational information via the SEQTA system. The next stage of this initiative was to introduce the roll out of the SEQTA curriculum portal.
- a Wellbeing policies and practices audit which provided a framework to target areas of the Wellbeing Framework that the school needs to refine.
- a Wellbeing and Learning Support Team coming into operation to support students requiring substantial and extensive adjustments to their school programs
- teacher training in the assessment, tracking and uploading of student outcomes achievement for Stages 5 and 6 Life Skills programs to improve staff capacity and efficiency in student tracking and reporting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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)	Nil	<p>The roll out of further components of the SEQTA system and staff training on the allocation and tracking of student outcome achievement has increased the school's capacity to achieve organisation efficacy. This has considerably increased Putland's capacity to collect and report on student educational achievement and wellbeing data with integrity and accuracy.</p> <p>Wellbeing initiatives have seen Putland being rated about NSW government norm in inclusive school from a staff and community perspective (an increase of 6.1 in 2016 to 7.4 in 2017 from the community's perspective). Putland is also meeting NSW government norms in overcoming obstacles to learning from staff perspective.</p>

Next Steps

A number of initiatives will be ongoing for 2018. These include:

- Continued roll-out and training of the SEQTA curriculum portal to support staff tracking and reporting on student outcome achievement.
- Refining the practices and operation of the school Wellbeing and Learning Support Team to continue to make well–

informed decisions in relation to making appropriate and effective adjustment to support student engagement and learning.

- Increase transparency with the school's parent body (Juvenile Justice) in relation to the school's operation and strategic plans and implementation progress

- Enhance financial planning and management to gain efficiencies and maximise resources to meet identified improvement goals.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	<p>\$20 328 Leadership and Wellbeing consultancy fees</p> <p>\$14 128.48 TSO wages</p> <p>\$9 719.00 Executive release (wellbeing project)</p> <p>\$24 194.63 Staff Professional Learning retreat</p> <p>\$4 626.88 Aboriginal Learning Support Officer wages</p> <p>\$4 969.59 Staff induction expenses</p> <p>\$11 619.35 Technology expenses</p> <p>\$11 594 SEQTA system licencing</p> <p>= \$101 179.93 TOTAL</p> <p>(\$98,086 RAM equity funding, \$3093.93 schools funds)</p>	<p>A wellbeing project was initiated in 2017 to review Putland's wellbeing policies and practices and refine structures and systems to enhance staff capacity to more effectively support student needs. Funding was utilised to provide release to an executive member who was tasked with leading the project. Further funding was utilised to engage an external consultant to support policy and practice review and research of appropriate programs, tools and strategies.</p> <p>Technology (including SEQTA system licencing) was purchased and a TSO was employed to support the delivery of curriculum across the school and increase the effectiveness of student data management. Technology was specifically purchased to increase accessibility of learning opportunities for students and the TSO role is critical in ensuring the currency and maintenance of all technology in good working order to support student learning and management. These initiatives ensure that an engaging curriculum is delivered to students that is aligned with cross-curricular general capabilities while also providing staff with accurate and accessible student data and information to support effective interventions and support.</p> <p>A small portion of funding was used to contribute towards the employment of an additional Aboriginal Learning and Support Officer who was used to provide ongoing in-class support to students with additional learning needs.</p> <p>A critical component of the school's staff induction process is new staff completing a five day paid induction program to ensure deep knowledge of safety and security practices, curriculum structure and delivery at Putland School. This results in new staff possessing confidence to work independently and effectively as educators in our specialised setting.</p> <p>Given that a large portion of our student population is Aboriginal and also from low socioeconomic background, our staff engaged in a PL weekend focused on gaining greater insights and understanding of Aboriginal perspectives and how these are transferrable to their roles in providing needs based support to all students. This retreat not only enhanced staff capacity to provide culturally appropriate curriculum and support, it also contributed to a reinforcing a cohesive staff body that work collegially to support students.</p>
Support for beginning teachers	<p>\$1 498.00 Professional Learning activities</p> <p>\$5585.48 Staff relief</p>	<p>Putland's beginning teacher staff were provided with additional release from face to face activities to engage in ongoing curriculum programming and to also support</p>

Support for beginning teachers	<p>= 7 083.48 TOTAL</p> <p>(\$4063.00 – 2017 initiative funding, \$3020.48 – funding carried over from 2016)</p>	<p>participation in a range of professional learning activities.</p> <p>Putland's beginning teachers all accessed and completed professional learning to meet all mandatory training requirements and further development in identified areas via self evaluation and PDP goals.</p> <p>2 beginning teachers were successful in gaining accreditation at Proficient level in 2017.</p>
Aboriginal background loading	<p>\$11 764 Aboriginal Learning Support Officer wages</p> <p>\$12 305.48 Learning Circle construction</p> <p>= \$24 069.48 TOTAL</p> <p>(\$11, 764 – flexible RAM funding, \$14 922 – Local Land Services funding grant *\$2 616.52 outstanding to expend)</p>	<ul style="list-style-type: none"> Funding was utilised in the employment of an additional Aboriginal Learning and Support Officer who was used to provide ongoing in-class support to students with additional learning needs, and culturally supportive behaviour management interventions. The extra Aboriginal Learning and Support Officer was also used to support targeted Aboriginal programs where available. Aboriginal students played a very active role in the construction of the 'Learning Circle'. Funding was used to support the construction of this space as a culturally significant learning space which provides opportunities to strengthen connections to culture and the embedding of ATSI perspective across the curriculum.
English language proficiency	Nil	Nil funding received and nil activities implemented in 2017
Risk Assessment	Nil	Nil funding received and nil activities implemented in 2017
SEQTA	See above (absorbed into socio-economic equity funding)	See above (absorbed into socio-economic equity funding)

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	48	56	48	55
Girls	0	0	0	0

The above table is a snapshot of static student enrolment data at the time of the census data collection. It is not a true reflection of the number of student's who pass through Putland ETU.

Putland ETU is capable of enrolling 102 students at any one time. The total student enrolments recorded for 2017 was 532.

Approximately 35% of students identified as Aboriginal and/or Torres Strait Islander.

Management of non-attendance

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

On the occasions that a student does not attend school, Putland staff provide work packs to support the young person's continued engagement in their studies until they are able to re-commence their attendance.

Partial attendance plans can be negotiated on an individual basis and will be determined by the WLST including consultation with psychologist staff where appropriate. The Green Centre Program (GCP) supports students who are considered to be of high risk and are following a varied pattern of school attendance.

Structure of classes

Classes at Putland are generally comprised of students that are of mixed age and academic ability. Class placement is determined based on the student's accommodation pod allocation and then generally based on risk, behaviour and social history to support optimum class dynamic.

Classes may have a maximum of six students at any one time. However, in particular circumstances, this number may be restricted by our partner agency as a risk management strategy. Classes may also combine at various times, however staff to student ratios of 2:6 is always maintained.

Targeted and medium risk programs generally comprise of a maximum of four students at any one time.

The GCP class, which supports high risk students, has low ratios of students to staff which is typically no greater than 2 students to 2 staff and is often one-on-one support.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	19.8
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	20.28
Other Positions	0

*Full Time Equivalent

Approximately 12% of Putland 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

Teacher Accreditation

Teachers with Provisional accreditation working towards proficient – 3

Teachers maintaining Proficient teacher accreditation – 12

Professional Learning

Total annual expenditure on Professional Learning activities – \$12860.55

Staff participated in a range of professional learning

activities in 2017. These were targeted through staff's performance and development plans. Staff development days (SDD) provided opportunities to address departmental and partner agency local policies and procedures; review emergency response procedures and increase staff knowledge and skills.

A total of \$14 358.55 was spent on Professional Learning in 2017. To support all staff's transition to accreditation maintenance in 2018, staff were encouraged to seek courses that were aligned with their PDP goals, accredited and offered registered hours.

SDDs allowed a focus on staff knowledge and skill development to support the ongoing implementation of the general population curriculum, specifically the development of high quality "Area of Study" units of work. SDDs were also used as an opportunity to strengthen relationships and communication between teachers and their classroom partner SLSO.

A major portion of the PL budget in 2017 was staff participating in a weekend retreat. This retreat was based in Sydney and comprised of a series of workshops and activities that had a focus on Aboriginal Education. This retreat broadened all staff's knowledge and understanding of Aboriginal history and culture and enhanced staff capacity to embed Aboriginal perspectives into their teaching and learning programs, as well as approaches to pedagogy and communication in the classroom.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	434,069
Global funds	174,267
Tied funds	91,562
School & community sources	0
Interest	4,496
Trust receipts	0
Canteen	0
Total Receipts	270,325
Payments	
Teaching & learning	
Key Learning Areas	23,828
Excursions	0
Extracurricular dissections	933
Library	1,305
Training & Development	0
Tied Funds Payments	66,360
Short Term Relief	36,374
Administration & Office	96,940
Canteen Payments	0
Utilities	1,945
Maintenance	4,699
Trust Payments	0
Capital Programs	0
Total Payments	232,384
Balance carried forward	472,010

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	688,279
Appropriation	684,939
Sale of Goods and Services	-220
Grants and Contributions	2,680
Gain and Loss	0
Other Revenue	0
Investment Income	881
Expenses	-177,316
Recurrent Expenses	-177,316
Employee Related	-73,479
Operating Expenses	-103,836
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	510,964
Balance Carried Forward	510,964

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Putland School is in a healthy financial position. A financial management committee will be formalised in 2018 to support Putland in maintaining its robust financial management.

Putland plans to continue developing the schools resources by utilising our strong financial position to meet the needs of our students and our community.

It does appear in the table above that not all tied funds were expended in 2017, however, a number of late payments related to the staff professional learning initiatives were not accounted for prior to the annual financial rollover. These payments will appear in the 2018 annual report.

Putland will invest in Vocational Education in 2018 with

the resourcing of a school-wide industry studies program. We will also initiate a series of targeted student programs in 2018 such as an Intensive Literacy program, Aboriginal Education program and Visual Arts program (including the exploration of delivering with national accreditation).

All of these initiatives (and others) are outlined in the school's 2018–2020 school strategic plan.

	2017 Actual (\$)
Base Total	640,388
Base Per Capita	34,762
Base Location	324
Other Base	605,302
Equity Total	175,358
Equity Aboriginal	77,273
Equity Socio economic	98,086
Equity Language	0
Equity Disability	0
Targeted Total	3,515,195
Other Total	211,927
Grand Total	4,542,869

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

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

School-based assessment

Collecting meaningful school-wide data on the performance of students at Putland School is difficult due to the transient nature of the student population. This is further complicated by the diverse range of students and their complex needs. Putland has identified the need to determine student performance measures that can accommodate the wide variety of ability levels as well as the high turn over of students. Putland has made a commitment to the use of the Literacy and Numeracy continuums (shifting to the progressions moving forward from this year) as a tool to track student growth and achievement.

Students participated in a range of secondary academic studies as part of a Life Skills or Mainstream pathway. The mainstream pathway was generally delivered via Sydney Distance Education High School (SDEHS). Putland internally delivers a Life Skills curriculum mapped to Stage 4, 5 and 6 outcomes. To support the seamless transition of students between Putland and their home census schools, Putland also facilitates the delivery of census school developed curriculum content.

Record of School Achievement (ROSA)

Mainstream – 3 students working towards obtaining, 1 student awarded the NSW ROSA

Life Skills – 48 students awarded the NSW ROSA (LS)

7 students who left Year 11 in 2016 and did not return in 2017 were awarded their ROSA in 2017.

8 students who left Year 11 in 2016 and did not return in 2017 were awarded transcripts of their study in 2017.

Higher School Certificate (HSC) – Preliminary

Mainstream – 2 students completed a full course pathway of HSC Preliminary subjects

Life Skills – 50 students completed a full course pathway of HSC Life Skills Preliminary subjects

34 students are completing pathways and will be rolled over to complete their full Preliminary course in 2018.

Higher School Certificate (HSC)

Mainstream – 1 student completed a full course pathway of HSC subjects

Life Skills – 22 students completed a full course pathway of HSC Life Skills subjects

24 students are completing pathways and will be rolled

over to complete their full HSC course in 2018.

Vocational Education and Training

During 2017, students enjoyed a range of opportunities to engage in vocational education. Putland School partnered with WSi TAFE to deliver the 'YES' program – a series of industry taster modules delivered by TAFE teachers from each industry sector. 86 students were enrolled into the 'YES' program, 56 completed and were awarded a TAFE Statement of Attainment.

Putland School continued the ongoing partnership with TAFE OTEN to deliver the Access to Work and Training Certificate I course. 16 students enrolled in the course with 4 successfully achieving completion.

2 students also accessed TAFE OTEN to engage in the Business Certificate IV course. Both students did not complete the course in 2017 but are continuing their studies and it is expected will achieve their accreditation in 2018.

Putland engaged a private provider to deliver the NSW Workcover Building and Construction Induction course (NSW Safework White Card). This course continues to be popular with our students due to its particular relevance to vocational opportunities that may become available to students who successfully complete the course. Due to funding constraints, the course was only delivered during Term 1 of 2017 – 13 students completed the course.

In 2017, Putland successfully applied for two teachers to engage in the VET teacher training program offered by the NSW Department of Education's Senior Pathways. Putland now has a fully qualified Hospitality (Food and Beverage) teacher and a Construction teacher on staff who will have approval to deliver and accredit Australian Qualifications Framework competencies under the Macquarie Park RTO from 2018. This will enable Putland to continue the delivery of Vocational Education programs that are highly relevant to students education, vocation and transition goals, while also being cost effective.

One strategic focus in terms of Vocational Education was to build internal delivery capacity. As such, Putland was awarded a \$5000 School to Work grant in 2017. This funding was used to partner with JobQuest to deliver a school-wide Employability skills program. The program concept included all school staff engaging in the program with their students which provided JobQuest staff with the opportunity to model effective delivery of employability focused lessons. This initiative increased students knowledge, skills and links to support their pursuits for employment. Furthermore, this initiative also increased staff's knowledge, understanding and confidence to effectively deliver similar content and lessons in the future.

Parent/caregiver, student, teacher satisfaction

In 2017, Putland delivered the 'Tell Them From Me' survey series to determine student, teacher and caregiver/community satisfaction. Putland customised the survey question set to ensure the surveys held the highest relevance to the specialised context of our setting.

Students

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

Key results from student feedback includes:

- 68% of students at Putland ETU value school outcomes. The NSW government norm is 66%
- 39% of students at Putland ETU indicated that they are motivated and interested in their learning. The NSW government norm for boys is 23%
- 39% of students at Putland ETU reported that they had medium levels of academic self-concept (The NSW government norm for boys is 28%) and only 5% of Putland students reported that they had low levels of academic self-concept (The NSW government norm for boys is 8%).
- At Putland ETU, students rated advocacy at school a 5.8 out of 10 (Students feel they have someone at school who consistently provides encouragement and can be turned to for advice). The NSW government norm is 5.6 out of 10.
- At Putland ETU, students rated positive student-teacher relations a 6.2 out of 10 (Students feel teachers are responsive to their needs, and encourage independence with a democratic approach). The NSW government norm is 5.4 out of 10.
- At Putland ETU, students rated positive learning climate a 5.5 out of 10 (Students understand there are clear rules and expectations for classroom behaviour). The NSW government norm is 5.4 out of 10.

Teachers

The teacher survey provides school principals and 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 and helping students overcome obstacles to learning.

Key results from teacher feedback includes:

- Teachers rated leadership as 7.6 (above NSW government norms and an increase from 6.9 in

2016)

- Teachers rated collaboration as 8.1 (above NSW government norms and an increase from 7.8 in 2016)
- Teachers rated learning culture as 7.8 (an increase from 7.5 in 2016)
- Teachers rated data informs practice as 6.8 (an increase from 5.9 in 2016)
- Teachers rated teaching strategies as 7.7 (an increase from 7.5 in 2016)
- Teachers rated technology as 5.0 (a decrease from 5.9 in 2016)
- Teachers rated inclusive school as 8.4 (above NSW government norms and on par with 2016 rating)
- Teachers rated parent involvement as a 6.3 (an increase from 6 in 2016)
- 37% of teachers agreed and 16% strongly agreed that morale amongst staff at Putland School is good.
- 53% of teachers agreed and 32% strongly agreed that Putland School leaders are leading improvement and change.
- 63% of teachers agreed and 21% strongly agreed that Putland school leaders clearly communicate their strategic vision and values for our school.

Parents

The parent survey helps to clarify and strengthen the important relationship between parent and school. The parent survey asks parent/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 support learning, school supports positive behaviour, safety and inclusion.

Given Putland School 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 parent feedback includes:

- Parents feel welcome at Putland School – rated 7.7 (above NSW government norms and an increase from 7.5 in 2016)
- Parents are informed at Putland School – rated 6.5 (an increase from 6.1 in 2016)
- Parents feel that Putland School supports learning – rated 5.2 (a decrease from 5.8 in 2016)
- Parents feel that Putland School supports positive behaviour – rated 6.8 (an increase from 6.3 in 2016)
- Parents feel that Putland School maintains safety at school – rated 6.9 (an increase from 5.9 in 2016)
- Parents feel that Putland School is an inclusive school – rated 7.1 (above NSW government norms and an increase from 6.5 in 2016)

Policy requirements

Aboriginal education

Approximately 35 % of students at Putland School identify as Aboriginal or Torres Strait Islander.

In 2017, Aboriginal Education initiatives were divided into three general focus areas – targeted programs for Aboriginal students, strengthening community links, and enhancing staff and student cultural competency. The Aboriginal Education team also coordinated events to acknowledge Close The Gap initiatives, Sorry Day and NAIDOC week.

The emphasis on continuing to provide culturally targeted programs to our Aboriginal and Torres Strait Islander students continued throughout 2017. Identified young men accessed the Aboriginal dance and cultural connection program through expressions of interest and the program was delivered to targeted groups when staff availability permitted. The program engaged and encouraged students to embrace their Aboriginal identity and determine future goals and aspirations. Aboriginal students were also invited to contribute to the Cobham Putland Aboriginal Community Consultative Committee (CPACCC) with a number of students participating in committee meetings to offer their perspective, insights and voice. The social and emotional gains made by undertaking the program included students becoming increasingly connected to their culture, instilling and demonstrating a greater level of pride in their identity and stronger links and contributions as positive members of their communities. Students had the opportunity to perform and lead acknowledgements at a number of special events.

There was a strong focus on embedding Aboriginal Education perspectives into all Key Learning Areas (KLAs) and increasing all student and staff's cultural competency. All staff engaged in a Professional Learning weekend retreat solely focused on Aboriginal Education. This event was seen to be a huge success, with extremely positive feedback from staff. Workshops included exploration of expression and self identity with Aboriginal artist at the Art Gallery of NSW and a cultural walking tour of The Rocks, Sydney. All activities throughout the weekend contributed towards staff having a far greater appreciation and understanding of Aboriginal culture and perspectives, which will be transferred to curriculum programming and delivery for all students, and effective support of our Aboriginal students.

Significant community links were forged in 2017 to further enhance the delivery of Aboriginal Education at Putland School. Links were established with government and community organisations such as the Art Gallery of NSW, Tribal Warrior, Botanic Gardens, Muru Mittigar, Wolkara elders, Dreamtime Southern X, JJ Metropolitan South Aboriginal Regional Advisory Committee (ARAC). Firm partnerships were also established with individuals including Isaiah Dawe (Role model/mentor), Steven Trist (ACLO/dancer), David Lawler (Dancer), Aunty Sue Tate (Official Visitor) and Brendan Moore (Botanic Gardens).

The creation of a culturally significant learning space – the Learning Circle, came to fruition in 2017 which included student support and participation in its planning and construction. An appropriate area for construction was identified, planning, identification of materials, and schedule of works were all developed. Plants were identified, ordered and planted all in consultation with Aboriginal community members. A grand opening celebration is expected to take place in the first half of 2018.



Multicultural and anti-racism education

Approximately 70% of our students at Putland are from diverse multicultural backgrounds. Multicultural curriculum and anti-racism is specifically embedded across the curriculum with students exploring a wide range of texts related to racism, cultural diversity and understanding. This initiative focuses on meeting the specific needs of students from culturally diverse background; and developing in all students the skills and knowledge to participate positively in a democratic, multicultural society. As an extension of multicultural studies based around 'Once Upon A Time in Cabramatta', staff organised for Tony Hoang to come and present to the students. Tony's presentation on his life experiences and lessons he has learned was very well received by students and staff alike.

In 2017, our school celebrated multicultural day and NAIDOC week as part of the events of 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 School 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.

Other school programs

Transition

A major focus of transition in 2017 was to refine the documentation of transition support activities and ensure transparency and accessibility of this information for all stakeholders. To enhance transition service provision to students, teachers participated in a series of workshops that increased their understanding of Putland transition processes and developed a stronger understanding of their responsibilities in responding to and supporting student transition needs. This resulted in an increased confidence amongst staff in responding to their student's basic transition inquiries which is evidenced in the reduction of transition referrals from 343 in 2016 to 222 in 2017. The workshops also highlighted the need for teachers to initiate discussions with students to support them in articulating their educational, vocational and social/behavioural goals.

Transition initiatives in 2017 achieved an increase in students transitioning back to community education settings and an increase in teacher involvement in these transitions with teachers attending transition planning meetings at various schools and education settings.

Work has commenced on formalising a Transition Support Plan template which will be integrated with the school SEQTA system. Testing has begun on this plan in the system and is ongoing.