

Putland School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Putland Education and Training Unit (ETU) 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.

Putland ETU, in collaboration with Cobham Juvenile Justice Centre (JJC), was successful in 2018 in implementing and establishing significant programs across the school and centre to support the learning and wellbeing needs of young people accessing education whilst in custody. One of the significant outcomes was the establishment of a joint Aboriginal Community Consultative Committee which successfully completed construction of the Putland/Cobham Learning Circle, which was officially opened and named, '*Badanami, Murrytoola, Bidjal*' (Learn, Share, Heal), during a celebration event with staff, students and the community.

Teachers and SLSO's at Putland continued to pursue professional learning in the areas of Literacy, Numeracy, ICT, Wellbeing and Social-Emotional learning programs, which were provided to ensure that staff were delivering and sustaining the growth of authentic and essential life skills for students. A leadership position within the executive structure was identified to place a focus on the importance of the school planning and evaluation process. This position was closely tied to the success of SEQTA (a digital communication system) which provided a central database to store, and communicate data, and support administrative requirements for a school situated in a Juvenile Justice Centre. Executive Leadership and Aspiring Leadership teams continued their journey toward excellence in teaching and learning and the building of leadership capacity in all staff.

Two teaching staff were supported by the school to engage in additional vocational education and training, enabling them to deliver nationally accredited courses and certify students accessing Hospitality and Construction competencies. The commitment and success of this training will have a long-term impact in providing the older population of students at Putland ETU with essential transferrable qualifications, skills and training to support young people moving towards tertiary education or employment. Students at Putland were involved in a variety of successful learning opportunities with support and expertise from community partnerships including Juvenile Justice Programs staff, various organisations and multicultural groups. The success of these initiatives and programs was evident through the high-level involvement of all students and further demonstrated by students showing appreciation, respect, cooperation and engagement in these learning programs and activities.

I am looking forward to working with our students, staff and community in consolidating these fantastic initiatives in 2019 and further driving projects across the school that provide our students with meaningful and authentic 'chances to learn'.

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Principal

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School background

School vision statement

Putland Education and Training Unit is committed to providing quality education in a safe and secure environment. We equip students with the tools to be successful, confident and responsible citizens. This is achieved in a high performing school that is inclusive and works in partnership with our community. Our staff are innovative and dynamic, providing leadership that inspires learning.

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 principal remand centre in NSW for juvenile males aged 14 years and older. 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 site contains buildings and infrastructure to meet the requirements of the detainees who are incarcerated at Cobham JJC 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 encompasses our partner agency Cobham JJC, its staff and other specialist support services, such as Justice Health, who work within the secure perimeter of the facility. We work in partnership with our community to provide a seamless service to students. In order to achieve this, many of our policies and procedures are integrated with those of Cobham JJC, for example, we implement the Cobham JJC incentive scheme, refer students to Cobham JJC personnel in relation to welfare matters, maintain documentation consistent with DoE and Department of Juvenile Justice (DJJ) requirements and collaboratively assess and manage risk. As members of the Cobham JJC community, we have responsibility for the provision of 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. The DJJ has custodial responsibility for detainees and the maintenance of good order at Cobham JJC. Therefore, in relation to issues of safety and security, Putland ETU staff must comply with DJJ direction. A memorandum of understanding between DoE and DJJ provides further clarification of the relationship between the two government departments.

Our Students

Our students are the young men who are detained at Cobham JJC following arrest and awaiting court proceedings and outcomes (on remand), or are serving a custodial order after sentencing. Most detainees have been charged with serious violent offences and population turnover is extremely high with an average stay of approximately three weeks.

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

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

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

Background: diverse cultural and ethnic backgrounds – 37% Aboriginal and 24% LBOTE; personal histories of violence – 57% have a history of child abuse or trauma; physical, emotional and/or sexual abuse; drug and/or alcohol abuse; dysfunctional family environments – 25% had been placed in care before the age of 16; school histories of non-attendance, failure and peer relationship difficulties; anti-social behaviour and difficulty in complying with authority; significant 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 span; poor impulse control and a need for instant gratification; suicidal ideation; self-injurious or depressive behaviour; and extremely subtle and well-developed manipulative behaviour.

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

Education: poor educational histories; no plans to continue their formal education; and 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 current situation.

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

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

Self Esteem: a lack of self esteem and self-concept; and 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 poor social interactions.

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 includes the Principal, Deputy Principal, two Assistant Principals and four Head Teachers – two Local Schools Local Decisions (LSLD).

Approximately 19% of staff are currently employed in a temporary status where 13% of those are beginning or early career teachers and one is 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 students' 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, Health, Social Emotional Learning (SEL) and Physical Education. Values education and the principles of Positive Behaviour for Learning (PBL) are embedded into the daily lessons and routines. All students complete an Initial 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 Putland ETU operational structure and academic pathways.

All teaching and learning programs are mapped to New South Wales Education Standards Authority (NESA) LifeSkills outcomes – students are unable to access a full secondary education program due to contextual restrictions and student characteristics – and students are enrolled into NESA courses based on their chronological age. Students are supported to achieve NESA 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) pattern of study which allows engagement through Technical And Further Education–Digital (TAFE Digital), Externally delivered VET (EVET) and School delivered VET (SVET) in Nationally Recognised Training such as various Certificate I to IV courses, General Construction Induction Card (White Card) and various Hospitality competencies. Due to the student population composition – 37% Aboriginal and 24% Language Background Other than English (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 delivered on a one to one basis by Putland 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 ETU 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 ETU timetable has a suggested weekly weighting of curriculum components to best address student need while concurrently satisfying NSW Education Standards Authority (NESA) 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 classroom routine which may occur for a variety of reasons including student court appearances, visits by legal representatives and support personnel, specialist staff intervention, Cobham JJC disciplinary actions, risk management procedures and visits by Official Visitors and Ombudsmen representatives.

There are four, 1 hour teaching and learning sessions each day (the first two being a double period), with a compulsory ninety minute lunch lockdown period to facilitate the Cobham JJC shift handover process. The Putland ETU bell sounds five minutes prior to the commencement of each school session and again five minutes before the conclusion of the session. The series of bells provides an opportunity for Putland ETU staff to collect and account for all resources and equipment and discuss incentive point achievement, prior to students exiting the classroom with Cobham JJC personnel.

Statistics from:

NSW DoE SCOUT Business Intelligence for Education 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 **delivering** 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 delivering.
- In the element of Learning and Development, the evidence indicated that Putland ETU is operating at delivering.
- In the element of Professional Standards, the evidence indicated that Putland ETU is operating at delivering.

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

- In the element of Leadership, the evidence indicated that Putland ETU is operating at delivering.
- In the element of School Planning, Implementation and Reporting, the evidence indicated that Putland ETU is operating at delivering.
- 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

Excellence in Learning

Purpose

To support all students to develop foundation skills in Literacy and Numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

To ensure teachers use information about individual students' capabilities and needs to plan and engage them in rich learning experiences.

To support students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.

Overall summary of progress

In 2018 Putland ETU has sustained and further developed a school-wide focus on improving student individual goals and growth measures. This has enabled us to achieve sound progress in this strategic direction. Improvement progress milestones were developed to support the pursuit of student excellence with specific milestones being set by project leaders for the areas of Literacy, Numeracy, Aboriginal Education, Vocational Education and Student Wellbeing.

Putland ETU continues to refine and develop curriculum structures that focus on the acquisition of student skills and competencies with the implementation of whole school integrated approaches to Vocational Education, student Social/Emotional Wellbeing, Literacy, Numeracy and Aboriginal Education. Staff engaged in Professional Learning and collaborative workshops to build and deepen knowledge and understanding of Aboriginal culture and of Literacy and Numeracy Progressions, and to build capacity in implementation and delivery of programs focussed on Industry Studies, Hospitality, Construction, Social Emotional Learning (SEL) and a timetabled weekly Health lesson. Currently, during the Initial orientation program, all students complete the 'York Reading And Comprehension' (YARC) tool for assessment of Literacy and the Mathematics Numeracy Assessment, with a view to the data informing students' Personalised Learning and Support Plan (PLSP) and Literacy/Numeracy Progression. To support their successful transition to community, student plans and goals are determined by means of a number of processes including; liaison with primary caregivers, formal assessment, student interview, identified cultural and recreational needs, vocational needs, and wellbeing needs. Development and documentation of a student PLSP – including educational, vocational and wellbeing goals – is an ongoing project at Putland ETU.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth in literacy and numeracy from 2017 baseline.	<p>\$ Nil – Deployment of a teacher and SLSO for term 1 and 2 (not full time allocation) to administer literacy assessment and provide intensive literacy support (resourced from staff allocation).</p> <p>\$ Nil – External PL in the Learning Progressions delivered by DoE.</p> <p>\$ Nil – Professional Learning for all Teachers in the Literacy and Numeracy Learning Progressions.</p> <p>\$ 1103.64 – Purchase of texts to support comprehension activities in the classroom.</p>	<p>A teacher and SLSO attended Professional Learning in the 'Sounds Right' program. They were appointed to a literacy class for Term 1. During this time they administered the Neale Analysis of Reading Ability assessment to a number of students. Baseline data showed comprehension as an area of weakness and the 'Super Six' strategies were identified as a school wide approach to improve comprehension skills. A presentation was given to staff to introduce the 'Super Six' but implementation of the strategy has been delayed, due to time and logistical constraints and the introduction of the Literacy Learning Progressions. The YARC tool was embedded into the initial class to assess students for baseline data. A number of whole school reading and comprehension programs were researched, most of which require access to the internet. This limited the feasibility of delivering a whole school program. The 'Quicksmart' program is now being explored as an intensive literacy program option for 2019.</p> <p>There is now baseline data relevant to our setting to</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the percentage of students demonstrating expected growth in literacy and numeracy from 2017 baseline.</p>	<p>\$ 124.23 – Purchase K to 6 Maths Builder Text and workbooks to utilise as a resource for teachers.</p> <p>\$ 1709 – Mathletics subscription</p> <p>\$ Nil – Creation of 'Super Six' resources to support staff and student learning (paper, printing, SASS time).</p>	<p>track student achievement in literacy that cannot be compared to the data used in 2017, specifically with regards to reading and comprehension. This data came from the Neale and YARC reading assessment tools results.</p> <p>Findings from the numeracy survey conducted in 2017 were reviewed and discussed by teachers. A follow up review of 2018 numeracy practices was conducted. The data collected informed a proposal to move forward with a focus on training staff in use of the Numeracy Learning Progressions to identify student needs and to target those skills required in daily life, including vocational settings. Some research into commercially available Numeracy programs has been undertaken with 'Money Smart', a financial mathematics program, being considered for our students. Teachers' attention was drawn to the Money Smart Website and the Maths Builder resources.</p> <p>The Literacy and Numeracy Learning Progressions are being investigated as a means to identify student needs and to track student progress in both literacy and numeracy, across all KLAs. The numeracy and literacy coordinators attended a 'Learning Progressions' PL and several network meetings. Expert DoE staff were identified and contacted to support the implementation of the progressions and to provide specialist advice. This included the presentation of three workshops to teachers during term 4. The use of the Learning Progressions will support structured ongoing assessment of student learning in literacy and numeracy.</p>
<p>Increase in the number of students participating in the development of an individual plan to determine their learning goals from 2017 baseline.</p>	<p>See <i>Key Initiatives</i>.</p> <p>\$ 6903.62 – Payments were made for presenters, elders and associated resources to commemorate/celebrate significant days on the Aboriginal calendar, including Sorry Day, NAIDOC, Learning Circle Opening and Close the Gap Day.</p> <p>\$ 2318.18 – SDD whole staff immersion in Aboriginal culture onboard the 'Tribal Warrior' and Sydney Harbour islands, and at the Redfern National Centre for Indigenous Excellence (NCIE).</p> <p>\$ 1004 – Selected staff attended PLs with a focus on Aboriginal culture at the Art Gallery of New South</p>	<p>In 2018 a number of processes were employed to support student participation in the development of individual student plans, particularly in the areas of cultural connection, physical and mental health, and vocational education. All students are achieving outcomes against the stage 5 and 6 syllabus in the programs offered in these initiatives.</p> <p>Aboriginal and non-Aboriginal students and staff engaged in a variety of activities, events and targeted programs which increased their knowledge and understanding of the culture and history of Aboriginal Australia. Targeted programs for Aboriginal students addressed their identified needs and supported the elements of their transition plan which required connections with culture and significant others in their wider community. The official opening of the Learning Circle has provided an outdoor learning space, which is utilised by the whole school community and the broader Cobham JJC community for delivery of programs addressing student needs and goals.</p> <p>The PDHPE Team have implemented and delivered a timetabled weekly health initiative which has afforded all students the opportunity to address their identified health needs, particularly in the area</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase in the number of students participating in the development of an individual plan to determine their learning goals from 2017 baseline.</p>	<p>Wales (AGNSW), DoE and Centre for Professional Learning (CPL).</p> <p>\$ Nil – Health Lessons – There were no funds required for the implementation of the Health program. Staff planning, allocation and timetable ensured each Pod had access to PDHPE trained teachers to sustain and support the expert delivery of the Health lesson.</p> <p>\$ Nil – 'Social Emotional Learning' (SEL) program – stationary resources, to produce the SEL program folder for all staff ('Sensability' kit, posters and supporting resources were purchased in 2017).</p> <p>\$23 156.56 – Industry Studies program.</p> <p>\$1 127.78 – Vocational Education – Hospitality + two days of relief teacher.</p> <p>\$4 400 – Vocational Education – Construction + staffing cost of two teachers and two SLSOs.</p>	<p>of risk taking behaviour, living a healthy lifestyle, respectful relationships and individual empowerment. We have made strong progress on our goal of expert delivery, explicit health lessons to our students.</p> <p>All students were provided with opportunities to engage in an explicit Social Emotional Learning (SEL) program timetabled for one session per week. All teachers were provided with a prescriptive SEL program which included a whole year scope and sequence and marks book. All staff were provided with initial professional learning exploring the concepts related to SEL teaching and learning programs to enhance staff understanding and capacity to effectively deliver the program. We have made strong progress in the introduction of the SEL component of our curriculum. Staff were provided with resources to support their delivery, and the staff retreat supported staff understanding of wellbeing practice, and strategies to support delivery of SEL to students.</p> <p>Staff recognised the active role they play in supporting students to formulate vocational goals, and students recognised the importance of vocational planning for a successful transition to community. Student achievement in all vocational education programs contributed to the building of students' portfolio and was mapped against NESA Life Skills outcomes. All teachers engaged in planning, implementation and delivery of the whole school Vocational Education Industry Studies initiative. All students engaged in timetabled Industry Studies components in three week cycles. vocational areas identified by students and teachers as relevant and achievable employment for our students. Vocational areas identified by students and teachers as relevant and achievable employment opportunities were matched with teacher expertise. The focus in these programs was on development of skills for employability. This was undertaken through the manufacture of a product and research of skill requirements in each employment area.</p> <p>Putland ETU's SVET Hospitality and Construction teachers achieved their Cert IV in training and assessment, but were unable to accredit students until Macquarie Park Registered Training Organisation (RTO) sign off had been actioned. This impacted on our ability to deliver and accredit students in both programs. The Hospitality Program provided real life experience and learning opportunities to 20 students, 17 of whom were enrolled in a hospitality course with 16 completing all elements. Contracting an external RTO provided 24 students, 15 of whom gained accreditation, with the opportunity to engage in the General Construction Induction Card (White Card) course.</p>

Next Steps

Further PL for staff in the Learning Progressions; Research, selection and implementation of suitable digital literacy and digital numeracy programs; Development of a whole school numeracy strategy; Implementation of school wide intensive literacy program, 'Super 6' comprehension strategy and Drop Everything and Read (DEAR).

PL for staff in embedding Aboriginal perspectives across the curriculum. Refining of Personalised Learning Pathways (PLP) for all Aboriginal students. Further develop sustainable, targeted Aboriginal cultural programs.

PDHPE team to continue to build a bank of quality, relevant health lessons, with a focus on uploading to Putland ETU's SEQTA programming tool and use of the integrated 'marks book' to record student achievement. Review and evaluation of the SEL program, and the provision of additional PL to build staff capacity to effectively deliver the SEL program concepts and practices.

In the area of vocational education, the focus will be on employability and finding and keeping a job, with the building of a student portfolio focussed on resume, cover letter, interview skills, career planning, and the development and practice of effective communication skills for the workplace. Putland ETU to become an RTO with SVET teachers signed off to deliver accredited hospitality and construction programs.

Putland ETU will continue to work to identify opportunities to implement an individual student PLSP which supports students to achieve educational, vocational and wellbeing goals.



Strategic Direction 2

Effectiveness in Teaching

Purpose

To ensure teachers demonstrate professionalism, commitment and personal responsibility for improving themselves and others in order to improve student learning.

Overall summary of progress

Professional Learning has been delivered to develop teacher understanding of the criteria and process which determine thresholds for the award of NESA certification.

Research undertaken by the assessment team, and surveys of teacher understanding of formative assessment, is informing next steps of strengthening teacher knowledge and understanding, and implementation of excellence in formative assessment practice.

Introductory staff training in Positive Behaviour for Learning (PBL) initiatives/models (as indicated by research) has been undertaken, and has provided reference points for staff when supporting students to manage their own behaviour. School documentation and signage aligned with PBL processes is evident.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in staff confidence in using assessment strategies to inform planning and monitor student progress from 2017 baseline.	\$ Nil	<p>SASS staff were professionally developed in the required processes and procedures for the completion of student registration with NESA and the issuing of a Unique Student Identifier (USI) number. All enrolled students were registered with NESA and issued a USI.</p> <p>During the 2018 academic year staff moved from hard document reporting to electronic format using the SEQTA reporting tool. Executive liaised to develop the report documentation that would inform the NESA uploading process. From the data entered by staff the SEQTA tool collated student; outcomes achieved, attendance record, pastoral care information, NESA, ERN, and USI details to inform the NESA uploading process and subsequent award of certification. Executive leaders met to develop a streamlined process for end of year outcome reporting to NESA using the SEQTA whole school reporting tool. The NESA coordinator was allocated time to upload results.</p> <p>Initial research on formative assessment by a school team will inform next steps for the development of a plan to professionally develop staff to enhance staff understanding and practice of formative assessment.</p>
A decrease in student Level 2 and Level 3 behaviour data from 2017 baseline data.	<p>\$ 2724.37 – Cost of PBL signage (classroom and external signs) purchase and installation.</p> <p>\$ 66 218 – Two Higher Duties positions – CRT to HT (LSLD).</p>	<p>The structure for the student Wellbeing Learning Support Team (WLST) as a tool for development and implementation of complex support needs has been maintained with close liaison with Cobham JJC specialist support services, the inclusion of individual student behaviour support plans, and where required for student support, the redeployment of staff resources.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A decrease in student Level 2 and Level 3 behaviour data from 2017 baseline data.		<p>Progress in relation to PBL documentation has been steady with the roll out of signage. Further alignment of school systems and documentation is required in this area, as well as further professional learning in relation to PBL concepts and its application in our context. There is greater transparency of PBL ethos and language achieved through the installation of signage – this provided reference points for staff and students. The PBL ethos has been shared with our partner agency, who have adopted the language used. This has provided consistency of the language and expectations of student behaviour across the Cobham JJC facility.</p> <p>A learning Pod structure – aligned to the Cobham JJC accommodation unit structure – which provided a one to one executive to Pod group interface, has increased executive capacity to provide more targeted staff and student support in all matters across the Pod. An additional benefit has been more transparent, regular communication with our partner agency staff who are assigned to the Pod.</p>
An increase in staff morale from 2017 baselines.	<p>\$ 24 947.93 – SDD Staff retreat.</p> <p>\$ 4675 – NESLI Staff Wellbeing Toolkit.</p>	<p>The staff retreat afforded staff the opportunity to increase their capacity to understand and self-monitor concepts related to personal wellbeing, and to implement proactive self-care and resilience building strategies. Additional opportunities for development have been investigated. This milestone area has been reviewed and will be carried over to next year with the implementation of the NESLI staff wellbeing toolkit.</p> <p>Progress in relation to reflective practice was limited. Reflective practice was initially scheduled on the timetable, but it has been identified, that to achieve consistency and sustainability, and to ensure effectiveness in the support of staff wellbeing, more groundwork is required in the provision of supportive structures and systems, development of guidelines, and PL for staff, prior to implementation.</p>

Next Steps

Refinement of the NESA report on SEQTA, with outcomes aligned to the Australian Curriculum, and further professional development of staff in use of the SEQTA programming and marks book tool.

Professional development of staff in the underlying principles and practice of assessment and reporting, particularly formative assessment.

Professional learning delivery of the NESLI Staff Wellbeing Toolkit.

PBL focused professional learning to all staff. Alignment of school systems and documentation to PBL – particularly the school behaviour and discipline system.

Publication of the school reflective practice purpose, with guidelines for the implementation of regularly scheduled reflective practice sessions, and the development of school organisational systems which support the implementation of daily reflective practice/debrief for all staff.

Strategic Direction 3

Efficacy in Leadership

Purpose

To establish a self-sustaining and self-improving culture in which everyone is a leader supported by collaboration, open communication, school-wide high expectations and a shared sense of responsibility and purpose.

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

Overall summary of progress

Putland ETU has continued its commitment to the establishment of a culture of high expectations and leadership development. In 2018 there was a strong emphasis on professional learning, capacity building and succession planning. Comprehensive implementation milestones were developed for the areas of leadership, financial management, and community engagement and satisfaction.

All staff were supported in accessing and utilising the SEQTA digital platform whole school reporting and communication tool for pastoral care, attendance, programming, and assessment and reporting. An evaluation and review of staff use, knowledge and understanding of SEQTA, and the PL requirements of staff new to the school was conducted late in 2018. Key focus areas for 2019 were identified through surveys, PL and Q&A sessions with all staff.

The Executive team has formulated and published a shared leadership purpose. This included engagement in sessions focussed on mentoring and leadership attributes that supported development of an increased knowledge and skill base amongst the aspiring leaders group to effectively manage daily school operations.

A financial committee is operational and has met throughout the 2018 year. The financial team has increased understanding of their roles and of the Learning Management Business Reform (LMBR) to manage financial matters. Financial decisions are supported by documented planning and evidence.

The enhancement of learning spaces is evident in at least four separate areas. This has been achieved through community partnership projects around the school. Throughout 2018 school newsletter bulletins have been published to all staff and community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved staff responses in the areas of leadership, collaboration and learning culture in Tell Them From Me (TTFM) surveys from 2017 baselines.	<p>\$ 14 650 – SEQTA software.</p> <p>\$ 943.11 – staff SEQTA PL.</p> <p>\$ 36 938.65 – Technical Support Officer (TSO).</p> <p>\$ Nil – Personnel and time committed fortnightly by Executive and Leadership teams.</p> <p>\$ 5040 – Contracted leadership consultancy service Term 1.</p>	<p>A feature of the SEQTA digital platform is the ability for staff to participate in professional collaboration in all areas of the tool. This has enabled staff, at all levels, to cooperatively share, upload and analyse data to inform planning and practice for the support of student wellbeing, assessment, reporting, and transition. The development of the Student Portfolio Report and NESA report is at the finalisation stage. PL was delivered to all staff to support use of the SEQTA curriculum feature. Teachers are becoming more confident using the SEQTA tool, demonstrate an increased capacity to maintain accurate data, and to access, share and communicate student wellbeing and academic information.</p> <p>The Technical Support Officer (TSO) role has continued to be instrumental in the smooth ongoing operation of technology systems at Putland ETU by overseeing new installations, operation and maintenance of equipment, and ensuring seamless compatibility with DoE systems, whilst complying with safety and security requirements of the Department of Juvenile Justice.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved staff responses in the areas of leadership, collaboration and learning culture in Tell Them From Me (TTFM) surveys from 2017 baselines.		<p>All executive engaged in targeted PL via regular timetabled leadership team meetings. These sessions supported the development of a shared leadership vision statement, documentation of the executive role in the Daily Activity Program (DAP) – defined and presented to staff – and identified the mentoring attributes of executive in supporting the effective daily operations of the school. All leaders played an active role in the implementation of the School Strategic Plan with coordination of a 2018 portfolio area, and presentation of project area implementation milestones which were evaluated and reported on for the preparation of the 2018 Annual Report.</p> <p>The School Excellence Portfolio established in 2017 continued in 2018. The PL of executive and aspiring leaders was sustained with a focus on evaluation and evidence of impact, using a variety of resources, including those of the Centre for Education Statistics and Evaluation (CESE), to support the learning of leaders.</p>
Increased collective input into financial planning and management	\$ Nil – Cost of releasing SASS and executive staff to engage in PL activities.	<p>A financial committee was established with inclusion of the SAM, senior executive and executive representative. This committee engaged in collegial support and development in furthering their grasp of the LMBR.</p> <p>An Increased number of staff have improved understanding of financial management and the tools which support financial decision making in the school. Methods to improve systems and documentation that support financial decision making in the school were identified.</p> <p>The school has made great progress in this area with the inclusion of other stakeholder contributions to financial planning and decision making in the school. The school has moved from only senior executive input into financial planning and management towards a distributive model, in which sub-executive have greater ownership, input and accountability in school finance matters.</p>
Improved community satisfaction and knowledge of school strategic plans from 2017 TTFM baselines	<p>\$ 334.64 – Mural painting project.</p> <p>\$ 4935.19 – 'Badanami, Murrytoola, Bidjal' Learning Circle construction/maintenance; enhancement of indoor and outdoor learning spaces.</p> <p>\$ 1805.60 – 'Badala Cafe' aesthetics.</p> <p>\$ 8221 – School entrance area (totems and signage).</p>	<p>Communication with Cobham JJC management and support staff on student progress and achievement has been improved with JJC caseworkers' ability to access student data/information on the Putland ETU SEQTA tool. This level of access has allowed seamless, timely sharing of information to support student wellbeing and transition planning.</p> <p>A range of stakeholders contributing to the creation of vibrant, aesthetically pleasing and authentic learning spaces has developed a culture of collective ownership and pride of shared learning spaces.</p> <p>The enhanced transparency of school activities and initiatives within the school community, and</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved community satisfaction and knowledge of school strategic plans from 2017 TTFM baselines		communication with key stakeholders has been evidenced/demonstrated via positive response in TTFM surveys. The general trend in data appears to be a slight increase in community satisfaction from 2017 baselines, however more regular and consistent efforts in communication of school initiatives and focuses needs to occur in order to build on this trend and achieve a greater increase.

Next Steps

To sustain professional collaboration and communication, data collected from the 2018 SEQTA review will be used to target focus areas for staff PL. This PL will also support further development of a professional standard of data entry by staff, and the practice of high level programming, assessment and reporting documentation.

Maintain the TSO role to support seamless operation of technology, including the implementation of the Veyon software to support student use of technology, and the re-introduction of staff and student iPad use in the classroom.

In the area of leadership development: Executive role statements to be defined and published; Skillsets in role statements to be outlined; PL on targeted leadership practice or skillset for all leaders; PDP goals to target leadership practice; Leadership opportunities for teachers offered on each learning Pod; Executive engage in ongoing Reflective Practice and model this to staff; Practice of evidence based decision making ; Leadership tools introduced to support leaders.

A Principal Support Role to be established to maintain the School Excellence Portfolio.

Improve systems and documentation that support purchasing and financial management within the school. Provide professional learning to school sub-executive to support greater input and ownership of financial planning and management.

Investigate opportunities to establish a small team to support and sustain community partnering projects, to enhance learning spaces, and publish quarterly newsletter bulletins for the sharing of information with the whole community.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$ 67 042 – Aboriginal Education Officer (AEO) wages.</p> <p>\$ 2400 – Flexible RAM funding.</p> <p>\$ 6000 – Rolled over from 2017.</p> <p>TOTAL = \$ 75 323.87</p>	<p>Funding was utilised to contract Aboriginal organisations to deliver cultural learning to Aboriginal students in targeted Aboriginal programs. Funds were also used to supplement teacher and SLSO staffing in these programs. Through engagement in these programs the Aboriginal student connection to culture proved to have significant impact. This was exhibited by an increased confidence of some students who demonstrated leadership qualities in the activities, student pride in practice of culture, an increase in pro-social behaviour in whole school programs, and sharing of culture with non-aboriginal students in the classroom.</p> <p>Aboriginal students played a significant role in the construction, preparation and official opening of the 'Learning Circle'. Funding was used to engage Aboriginal elders to share and engage with Aboriginal students, and to complete the landscaping of this space which provides opportunities to strengthen connections to community and culture, and the embedding of Aboriginal perspectives across the curriculum.</p> <p>Significant dates in the Aboriginal calendar were celebrated and commemorated on whole school event days. Funds were expended to engage Aboriginal community members to deliver programs and share knowledge. The activities on these event days built significant connections with community, and enhanced knowledge and understanding of Aboriginal history and culture of both Aboriginal and non-aboriginal students and staff of all agencies within the Putland ETU community.</p>
English language proficiency	\$ 400	<p>24% of the student population at Putland ETU are from a Language Background Other Than English (LBOTE). To enhance their knowledge, understanding and skills all staff engaged in 'Teaching Students from Refugee Backgrounds' professional learning. A Teacher and SLSO engaged in external PL to support intensive literacy. Funding was expended for the purchase of literacy resources to support this cohort of students.</p>
Socio-economic background	<p>\$ 64 602 – Higher duties – Executive release and Pod supervision.</p> <p>\$ 29 868.86 – Driving simulator; Safe Driver program.</p> <p>\$ 4185.14 – SLSO employment.</p> <p>\$ 13 600 – TSO employment.</p>	<p><i>Wellbeing</i></p> <p>The 2017 wellbeing project was continued into 2018 to consolidate Putland ETU'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 the executive member tasked with leading the project and to engage an external consultant during Term 1 to continue support of policy and practice review and to research appropriate programs, tools and strategies and implementation of project targets.</p>

<p>Socio-economic background</p>	<p>TOTAL = \$ 112 656</p> <p>[Total RAM Equity funding = \$ 113 056 which includes \$ 112 656 + \$ 400 (see English Language Proficiency Key funding Initiative)]</p>	<p>The Wellbeing of staff and students on the six education Pods was enhanced by providing a more effective structure of assigning an executive to each education Pod. A number of aspiring leaders were allocated higher duties to meet the required ratio in the structure.</p> <p>All staff attended a weekend retreat with a focus on staff self-care and staff resilience building. <i>Refer to Strategic Direction 2</i></p> <p>High risk taking behaviours, including unlicensed and negligent driving, attracting fines and police charges, are exhibited by many students within the Putland ETU cohort. A large number of students have a goal to attain their Learner Driver permit and road licence when returning to community settings. The purchase of a driving simulator offers students the opportunity to learn and practise driving skills in an environment which is safe for all.</p> <p><i>Technology</i></p> <p>During 2018 the continuation of Technology initiatives, including the purchase of SEQTA system licencing and employment of a TSO, sustained existing support of the delivery of curriculum across the school and increased the effectiveness of student data management. Technology was purchased to increase accessibility of learning opportunities for students and the TSO role is critical in ensuring the currency and maintenance of all technology to support student learning and management. These initiatives ensure that an engaging curriculum is delivered to students, and that curriculum 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><i>Staff Induction</i></p> <p>New staff continue to complete a five day paid induction program to ensure deep knowledge of Putland ETU safety and security practices (as aligned with Cobham JJC), curriculum structure, classroom practice and program delivery. Upon completion of the program, and with ongoing mentoring and coaching, staff possess the confidence to work independently and effectively as educators in our specialised setting.</p> <p><i>Targeted Programs</i></p> <p>A portion of funding was expended towards the employment of an additional Learning and Support Officer who was assigned to provide in-class support to students in a range of targeted programs including: students engaging in the Intensive Green Centre Program (GCP); Aboriginal students engaging</p>
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Socio-economic background	<p>\$ 64 602 – Higher duties – Executive release and Pod supervision.</p> <p>\$ 29 868.86 – Driving simulator; Safe Driver program.</p> <p>\$ 4185.14 – SLSO employment.</p> <p>\$ 13 600 – TSO employment.</p> <p>TOTAL = \$ 112 656</p> <p>[Total RAM Equity funding = \$ 113 056 which includes \$ 112 656 + \$ 400 (see English Language Proficiency Key funding Initiative)]</p>	<p>in targeted cultural programs; students engaging in intensive literacy program; and students engaged in targeted visual arts program. Unfortunately not all of these programs were sustainable for the full school year, but evaluation and review will hopefully see their return to the suite of 2019 program offerings.</p>
Support for beginning teachers	<p>\$ 22 489 – PL activities and staff relief.</p>	<p>Putland ETU's beginning teacher staff were provided with additional release from face to face activities to engage in ongoing curriculum programming and to support their participation in a range of professional learning activities.</p> <p>The expanded executive team, which supported the six learning Pod structure, enabled the targeted leadership, mentoring and coaching of beginning teachers.</p> <p>Putland ETU's beginning teacher cohort accessed and completed professional learning to meet all mandatory training requirements and further development in areas identified through self-evaluation and PDP goals.</p> <p>Two beginning teachers completed their NESA Proficient Teacher Accreditation.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	56	48	55	73
Girls	0	0	0	0

The table above is a snapshot of student enrolment data taken on the date of the census data collection. It is not a true reflection of the number of students enrolled at Putland ETU in a school year.

Putland ETU has an enrolment capability of 102 students at any one time. The total student enrolments recorded for 2018 was 449. 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 is unable to attend school, Putland ETU staff provide work packs to support the young person's continued engagement in their studies until they are able to resume attendance.

Partial attendance plans can be negotiated on an individual basis and will be determined by the Wellbeing and Learning Support Team (WLST) in consultation, where appropriate, with JJC psychologist support staff. The Green Centre Program (GCP) supports students who are considered to be of, and/or at, high risk, require intensive support and are following a varied pattern of school attendance.

Structure of classes

Class groups at Putland ETU normally include students of mixed age and academic ability. To support optimum class dynamic class placement is determined in the first instance on the student's accommodation pod allocation, and then generally on risk, behaviour, social history, and learning needs.

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 two to six is always maintained. High and medium risk programs may attract a higher staff to student ratio and generally comprise a maximum of four students at any one time.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	21.74
School Administration and Support Staff	22.48

*Full Time Equivalent

Approximately 12% of Putland staff identify as Aboriginal and/or Torres Strait Islander.

Under DoE LSLD Putland ETU has created two full time appointments, through an internal Expression Of Interest (EOI) process, of two Classroom Teachers to higher duties Head Teacher positions, to maintain the one to one executive to learning Pod ratio.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	55

Professional learning and teacher accreditation

Professional Learning

\$ 33 583.22 – Total expenditure on Professional Learning (PL) activities. This figure includes a payment of \$ 4675 payment for the NESLI Staff Wellbeing Toolkit PL to be delivered during 2019.

PL was delivered by a variety of organisations and individuals, including Putland ETU Teaching and Executive staff, Department of Education (DoE) regional consultants and support staff, Family Planning NSW, Cobham Juvenile Justice Centre (JJC), Justice Health (JH) and other contracted community organisations.

Staff participated in a range of professional learning activities in 2018. These were targeted through staff's Performance and Development Plans (PDP). To

support teachers' maintenance of accreditation in 2018, they were encouraged to seek PL, that was aligned with their PDP goals and offered registered hours. Non-teaching staff were supported to develop a PDP through PL sessions and individual mentoring. Non-teaching staff sought in house opportunities to enhance skills in their current role, develop new skills related to their career goals, and access and engage in external and local PL opportunities.

Local scheduled sessions provided staff with the opportunity to engage in PL focussed on DoE mandatory training, student wellbeing, staff wellbeing, DoE and partner agency local policies and procedures, cultural understanding and curriculum implementation. These sessions included 'Introduction and Implementation of The Learning Progressions', 'Beyond the Nuts and Bolts' sexual health and reproduction, 'Teaching Students from Refugee Backgrounds', 'Management of Actual or Potential Aggression (MAPA)' training, UNICEF developed 'Safety, Trust, Attachment, Responsibility and Skills supporting students from refugee backgrounds' program (S.T.A.R.S), 'Muslim Cultural Understanding', 'Get Healthy at Work', application and use of 'SEQTA Data Management Tool', use of 'Clickview' digital media, JJC 'Classification Process' and JH 'Health Issues for Young Males in Custody'.

School Development Days (SDDs) provided opportunities to increase staff knowledge and skills, and address DoE and partner agency's local policies and procedures including: Putland ETU local context Induction processes and Working Alone policy; and review of emergency response procedures including Cobham JJC Situation Mission Execution Administration logistics Control (SMEAC) safety and security local incident response training. SDDs focussed on wellbeing, of both students and staff, specifically in: implementation and delivery of the Personal Development Health (PDH) Social Emotional Learning (SEL) program; further development of Aboriginal cultural understanding; and by participating in the Radical Extremism Awareness Program (REAP), to develop awareness and knowledge of current issues which may impact in the classroom. SDDs were also used as an opportunity to engage in activities designed to strengthen relationships and communication between teachers and their Learning Support Officer (LSO) classroom partner.

A major portion of the PL budget in 2018 was allocated to support staff participating in a weekend retreat. This retreat was based in Wollongong and was structured as a series of workshops and activities with a focus on staff wellbeing and self-care. This retreat increased staff capacity to understand and self-monitor concepts related to personal wellbeing and implement proactive self-care and resilience building strategies.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	510,964
Revenue	5,136,025
Appropriation	5,129,824
Sale of Goods and Services	0
Grants and Contributions	884
Gain and Loss	0
Other Revenue	0
Investment Income	5,317
Expenses	-4,934,002
Recurrent Expenses	-4,934,002
Employee Related	-4,597,573
Operating Expenses	-336,430
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	202,023
Balance Carried Forward	712,987

Putland ETU is in a healthy financial position. A formal financial management committee comprised of the Principal, the Deputy Principal, the SAM and an executive representative, was established in 2018. This committee began the implementation of consistent processes to support maintenance of Putland ETU's financial management practices.

Given the nature of Putland ETU, there are limited sources of revenue to the school. As such, Putland ETU strategically maintains a positive balance in their 6300 – school and community – fund which allows the school to respond to any emergent needs, should they arise.

Putland ETU plans to use its strong financial position to continue developing the schools capacity to meet the needs of our students in collaboration with our community partners.

Putland ETU plans to invest in a number of strategic projects during 2019 with the balances of their funds including the resourcing of school wide literacy initiatives, initiatives to support staff wellbeing, and the construction of Vocational Education learning

environments such as a greenhouse classroom and a dedicated ICT learning space.

All of these initiatives – and others – are outlined in the school's 2018–2020 School Strategic Plan.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	718,860
Base Per Capita	43,984
Base Location	324
Other Base	674,552
Equity Total	167,471
Equity Aboriginal	69,442
Equity Socio economic	97,629
Equity Language	400
Equity Disability	0
Targeted Total	3,897,423
Other Total	215,254
Grand Total	4,999,008

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 ETU is difficult due to the transient nature of the student population. This is further complicated by the diverse range of complex needs of students. As such, Putland ETU does not participate in standardised testing such as NAPLAN.

Putland ETU has identified the need for baseline data and student performance measures that accommodate the wide variety of student ability levels and the transitory student population. Putland ETU has embedded the York Assessment of Reading and Comprehension (YARC) into the Initial Program, and made a commitment to explore the use of the Literacy and Numeracy progressions as a tool to track and guide student growth and achievement.

In 2018, students had opportunities to participate in a range of secondary and tertiary academic studies programs. Secondary studies programs were delivered as part of a Life Skills or Mainstream pathway. Putland ETU internally delivers a Life Skills curriculum mapped to stage 4,5 and 6 outcomes. The mainstream pathway was generally delivered via Sydney Distance Education High School (SDEHS). To support the seamless transition of students between Putland ETU and their home census school, Putland ETU also facilitated the delivery of home school developed curriculum content.

Putland ETU continued to provide a mainstream pathway option to complete Year 10, Preliminary and HSC via SDEHS, for students who indicated an interest and aptitude, and were of appropriate school age. Support for these students was provided by the general classroom teacher and where possible in one-to-one sessions with focussed support in specific subject areas by suitably qualified teachers. Challenges arose with the heavy reliance on technology based delivery of the material students were provided. Our partner agency, Cobham JJC, has Local Processes to address safety and security matters in relation to student access to technology platforms. Negotiations on the limited use of technology have been ongoing and some opportunities have been agreed upon. These opportunities rely heavily on availability of teaching staff.

Putland ETU continues to refine its eligibility criteria with focussed assessment of the candidates who have expressed interest in undertaking the SDEHS study pathway, thus ensuring that students who are enrolled have a realistic chance of succeeding in course completion, either at Putland ETU or in a community education setting.

Record of School Achievement (ROSA)

Year 10 ROSA

Mainstream

- 5 students working towards obtaining the NSW ROSA

Life Skills

- 26 students awarded the NSW Life Skills ROSA
- 27 students withdrew from Putland School during the academic year. If re-enrolled at Putland in 2019 they will be continuers in Year 10 Life Skills

Preliminary ROSA

Mainstream

- 4 students working towards completion of a full course pathway of HSC Preliminary subjects

Life Skills

- 10 students completed a full course pathway of HSC Life Skills Preliminary subjects
- 44 students withdrew from Putland School during the academic year. If re-enrolled at Putland in 2019 they will be continuers in HSC Life Skills Preliminary subjects.

Higher School Certificate (HSC)

Mainstream

- 1 student is working towards completion of a full course pathway of HSC subjects

Life Skills

- 5 students
- 5 students completed a full course pathway of HSC Life Skills subjects
- 7 students withdrew from Putland School during the academic year. If re-enrolled at Putland in 2019 they will be continuers in HSC Life Skills subjects.

Vocational Education

During 2018, students enjoyed a range of opportunities to engage in vocational education.

Three students accessed TAFE Digital, two to continue their studies in the Business Certificate IV course, and one to enrol in Small Business Management Cert IV. All students left Putland ETU but it is expected that, upon their transition to community settings, they continued their TAFE enrolment to achieve accreditation in 2018.

During 2018 two teachers engaged in the Vocational Education and Training (VET) teacher training program offered by the NSW DoE Senior Pathways. At the close of 2018 Putland ETU has a fully qualified Hospitality – Food and Beverage – teacher and a Construction teacher on staff who have approval to deliver and accredit Australian Qualifications Framework (AQF) competencies under the Macquarie Park Registered Training Organisation (RTO) in 2019. This will enable Putland ETU to continue the delivery of vocational education programs that are highly relevant to students educational, vocational and transition goals.

Whilst awaiting finalisation of the Putland ETU Construction Teacher accreditation the school engaged a private provider to deliver two NSW Workcover Building and Construction Induction courses (NSW Safework White Card). Putland's VET Construction Teacher supported the delivery of these courses. 24 students were enrolled in the course with 15 successfully completing. This course continues to be popular due to its relevance to the vocational opportunities available to our students.

Putland ETU's Hospitality SVET Teacher achieved her Cert IV in training and assessment and was able to complete an internship within a community school, supporting students working towards attainment of their competencies. Due to a delay in RTO sign off of Putland ETU's Hospitality Teacher we were unable to accredit students during 2018. Students' work was accredited against NESA Life Skills outcomes, with recognition of practical experience in Hospitality. Across the calendar year 20 students engaged in the program, with 16 completing some elements/modules of a VET accreditation.

The building of staff knowledge, understanding and confidence to effectively deliver Vocational Education during 2017 has supported the realisation of the

internal delivery of the Industry Studies program during 2018. Industry Studies has been delivered by all teachers across the school in three week cyclical blocks, focussing on vocational areas relevant to students and identified by teachers who had particular skills in those areas. Targets of this program were the manufacture of a product with a focus on the building of skills within the vocational area, production of an employment portfolio – including resume – and development of employability skills, including effective communication and teamwork.

NAPLAN

Putland ETU does not collect student data related to NAPLAN. The following information is general information relating to the NAPLAN testing.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test and students may attempt NAPLAN on paper or online.

Results for both paper and online formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results should take into consideration the different test formats.

Key messages previously provided remain current and can be used in your communications with your school community.

- NAPLAN Online worked very well. Online testing is more engaging for students and gives them a greater opportunity to demonstrate what they know.
- For students who did the tests online, the information we have about what they can do and what they need to learn is more accurate and detailed than before.
- ACARA develops the NAPLAN tests and releases the data. This year, their task of 'equating the test' to make them comparable, when some students did tests online and some on paper, has been complex.
- For some schools, there may be variability in the results this year which was unexpected and not consistent with previous years.
- Activities that rely on comparisons with previous results, such as value-add calculations, student growth and trend performance, should all be treated with care.
- For 2018–19, as schools are transitioning to NAPLAN online, there will be support for schools to interpret and analyse their NAPLAN data.

If you require further information or support in communicating your school's NAPLAN data within the Annual Report please send your request via email to NAPLANOnline@det.nsw.edu.au.

Parent/caregiver, student, teacher satisfaction

In 2018, 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 school

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:

- 69% of students at Putland ETU have a positive sense of belonging (students feel accepted and valued by their peers and others at their school). The NSW government norm is 61%.
- 84% of students at Putland ETU indicated that they engage in positive behaviour at school (students that do not get in trouble at school for disruptive or inappropriate behaviour). The NSW government norm for males is 78%
- 62% of students at Putland ETU indicated they are intellectually engaged (students are intellectually engaged and find learning interesting, enjoyable and relevant). The NSW government norm for males is 42%
- 39% of student at Putland ETU are interested and motivated in their learning. The NSW government norm for males is 23%.
- 50% of Aboriginal students at Putland ETU indicated that they feel good about their own culture when they are at school (a further 30% neither agreed nor disagreed)
- 50% of Aboriginal students at Putland ETU indicated that their teachers have a good understanding of Aboriginal culture (a further 20% neither agreed nor disagreed).

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:

- Putland ETU teachers rated Leadership as 6.9 (a decrease from 7.6 in 2017)
- Putland ETU teachers rated Collaboration as 8.1 (no change from 2017, above NSW government norms of 7.8)

- Teachers rated Learning Culture as 7.9 (an increase from 7.8 in 2017)
- Teachers rated Data Informed Practice as 7.1 (an increase from 6.8 in 2017)
- Putland ETU teachers rated Teaching Strategies as 7.9 (an increase from 7.7 in 2017)
- Teachers rated Technology as 4.3 (a decrease from 5.0 in 2017)
- Putland ETU teachers rated Inclusive School as 8.4 (no change from 2017)
- Putland ETU teachers rated Parent Involvement as 6.4 (an increase from 6.3 in 2017)
- 29% agreed and 17% strongly agreed that morale amongst Putland ETU school staff is good.
- 29% agreed and 29% strongly agreed that Putland ETU school leaders are leading improvement and change
- 14% agreed and 29% strongly agreed that Putland ETU school leaders clearly communicate their strategic vision and values for the school.

Parents/Community

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 and inclusion.

Given Putland ETU operates within a Juvenile Justice centre, Juvenile Justice personnel are treated as our student's parents and our 'partners in learning'. All Juvenile Justice employees based at Cobham Juvenile Justice Centre were provided with the opportunity to complete the parent survey.

Key results from parent feedback includes:

- Parents feel welcome at Putland ETU – rated 8.2 (above NSW government norms and an increase from 7.2 in 2017)
- Parents are informed at Putland ETU – rated 7.7 (above NSW government norms and an increase from 6.5 in 2017)
- Parents feel that Putland ETU supports learning – rated 5.8 (an increase from 5.2 in 2017)
- Parents feel that Putland ETU supports positive behaviour – rated 6.8 (no change from 2017 ratings)
- Parents feel that Putland ETU maintains safety – rated 7.6 (an increase from 6.9 in 2017)
- Parents feel that Putland ETU is an inclusive school – rated 7.7 (an increase from 7.1 in 2017)
- 55% of parents indicated that school telephones and emails were very useful types of communication to discuss student matters.
- 64% of parents indicated that emails were very useful in finding out news about the school (including newsletters).



Policy requirements

Aboriginal education

40% of students at Putland ETU identify as Aboriginal or Torres Strait Islander. (TTFM 2018). The Aboriginal Education Team supports implementation of the DoE Aboriginal Education Policy and the Putland ETU Aboriginal Education Plan through various activities. In 2018, 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 (CTG) initiatives and Sorry Day, and to celebrate Reconciliation Week, Naidoc week and the official opening and naming of the Putland ETU/Cobham community outdoor learning space, **'Badanami; Murrytoola; Bidjal'**, which translates to Learn; Share; Heal.

During 2018 Putland ETU continued to offer opportunities to all Aboriginal students to engage in programs and activities that strengthened their connection to culture and identity. An Aboriginal teacher was deployed to develop targeted curriculum, and with the support of the AEO and other identified staff, to implement and deliver a series of programs which catered for the specific needs of Aboriginal students. These programs were resourced with the purchase of classroom materials and the support of community organisations and NGOs including: the Art Gallery of NSW (AGNSW), Wolkara Elders, Blue Mountains Aboriginal Culture Resource Centre (ACRC) Young Strong and Deadly (YSD) Mental Health and Alcohol & Other Drugs prevention program, and JJC programs staff. The 'My Journey My Life' program was jointly delivered by Putland ETU staff together with JJC staff. All students participating in these programs were credited with education outcomes against their NESA Life Skills accreditation. The programs offered by the AGNSW staff and delivered by practising artists included boomerang carving and lithograph printing with students producing original work based on traditional Aboriginal values.

The official opening of **'Badanami; Murrytoola; Bidjal'** on the 26th of June was a highlight of the Putland ETU school year. From conception to completion of the project, students have contributed and been integral to the community consultation, planning, development, building and dedication of this space. At every stage in the process student involvement has instilled in them, increased connection with community, pride in culture and identity, and a sense of belonging, ownership and sharing within the school community. **'Badanami; Murrytoola; Bidjal'** was officially opened by Aunty Sue Wardhaugh. On the day students conducted a Welcome to Country ceremony, shared their culture by story-telling in dance, visual arts, and food, and engaged nearly 200 visitors in an ochre ceremony, smoking and cleansing ceremony and water blessing, before sharing a meal.

The building and strengthening of significant community connections and relationships has continued to be a focus during 2018. Links and working relationships

have been sustained with our local AECG, DoE regional consultants and advisors, JJC Aboriginal staff, JJ Metropolitan South Aboriginal Regional Advisory Committee (ARAC), Aunty Sue Tate (Official Visitor), Wolkara Elders, Tharawal Aboriginal Corporation, AGNSW, Blue Mountains ACRC, Botanical Gardens and Centennial Parklands (BGCP), Dreamtime Southern X, Muru Mittigar and Greater Sydney Local Land Services (LLS), and established with Campbelltown Art Gallery, Tribal Warrior, the National Centre for Indigenous Excellence (NCIE), Nulunga Dreaming, Baabayn Aboriginal Corporation, Marilyn Nolan Catering, Julie Jones – Darug language teacher, and other contracted Aboriginal program providers.

Throughout 2018 student representatives were invited to attend the Cobham/Putland Aboriginal Community Consultation Committee (CPACCC) meetings. In this forum students took pride in having their voice heard and contributing to the community identification of projects and programs to address the needs of Aboriginal young people.

Our partner agency seeks the input of Putland ETU Aboriginal staff in both formal and informal forums. Putland ETU's Aboriginal Education Officer (AEO) provides cultural expertise and works closely with both JJC and DJJ regional staff, to plan and support joint programs and projects. The AEO attends the weekly Detainee Risk Management Plan meeting (DRMP) and Client Support Meeting (CSM) where he provides an Aboriginal perspective in education for the management and wellbeing of Aboriginal students.

Staff model and encourage acknowledgement and celebration of events which are significant in Aboriginal culture. Celebration of Naidoc and Reconciliation Week, and acknowledgement of CTG and Sorry day, are excellent opportunities to consolidate relationships with service providers. Aboriginal students have shared and showcased traditional dance and art at these events. In the lead up to Naidoc a group of students attended traditional fire making sessions and dance training, which culminated in performances at Naidoc Day and the opening of '*Badanami; Murrytoola; Bidjal*'. Two students from this group went on to employment as traditional dancers in the community.

The Aboriginal Education Team continues to support staff in embedding curriculum across KLAs. To enhance their leadership and practice, members of the Aboriginal Education Team have undertaken PL in a number of areas including; 'Improving Educational Outcomes for Aboriginal Students', attending network meetings, and 'Leading Aboriginal Education in your School'. A School Development Day provided the opportunity for staff immersion in Aboriginal culture. The PL on board the Tribal Warrior and on the islands in Sydney Harbour, and a visit to the Redfern National Centre for Indigenous Excellence (NCIE), enhanced staff knowledge and understanding of Aboriginal culture and built their capacity to embed Aboriginal perspectives into curriculum. Staff response to these opportunities was very positive with many following up by seeking input and support from Aboriginal staff in curriculum planning and delivery.

The AEO has shared knowledge of the protocols and cultural mores in use of the '*Badanami; Murrytoola; Bidjal*' outdoor learning space with staff and students, with the result that this space is utilised and respected by students and staff. Students were invited to contribute a 30 second audio 'grab' to a Penrith Regional Gallery exhibition, and to exhibit paintings, for viewing and sale, at the Campbelltown Art Gallery Reconciliation Week event. This has been viewed as a successful venture for the school with a number of artworks sold. Both of these opportunities for our students to display their talents will be explored again in 2019.



Multicultural and anti-racism education

The students of Putland ETU are from diverse multicultural backgrounds. Putland School promotes inclusive teaching practices, values and recognises the backgrounds of all students and encourages all students to be respectful, tolerant and appreciative of others and their culture.

Multicultural perspectives and anti-racism philosophies are embedded across the curriculum with students exploring a wide range of texts related to racism, cultural diversity and understanding. All staff engaged in an information session 'Muslim Cultural Understanding', delivered by a Putland ETU Teacher and a visiting Imam. Staff also attended PL focussed on supporting refugee and LBOTE students. Pacifica students were inspired by the motivational talks and group work delivered by Paul Whatuira of the 'Inner Strength' organisation.

Putland ETU scheduled a multicultural event, in the annual calendar, to celebrate cultural diversity. During the week-long event students participated in a variety of activities which gave them the opportunity to develop an appreciation of the cultural diversity of our community, and to gain the building blocks of knowledge to develop a strong identity which broadens and enriches their lives. Students were inspired and motivated by the 'Te Hoe Ki Matangireia' haka dance and storytelling group, and the motivational talks of cultural role models and mentors.

An Anti–Racism Contact Officer (ARCO) is appointed each year to support and encourage cultural understanding, to deal with complaints or concerns regarding racist behaviour, and to support the building of deeper understanding of cultural diversity and support the maintenance of harmonious relationships within the school community.

Other school programs

Student Transition

During 2018 the Transition Advisor position was filled by a head teacher newly appointed to Putland ETU. The previous incumbent facilitated a succession training process which included on site PL, training and mentoring, and attendance at the DoE Transition Advisor training.

The successful transition of students into external education settings has been supported by the strengthening of existing networks including ETU schools, DoE schools and community contacts, and the building of relationships with DoE Network Specialist facilitators and Welling Being Advisors, community links including 'Your Town' and other agencies. The attendance of the Transition advisor at student discharge case conferences sustained and enhanced working relationships with caseworkers both from the JJC and community, and community Juvenile Justice Officers. This, in turn, supported successful student transition, and the development of a process to track the education pathway of students who have been discharged from Cobham JJC. All students were given the opportunity to attend a Service Provider Expo event which introduced them to a range of community services and personnel who provided information on the educational, vocational and general wellbeing support their organisation could provide to young people when returning to community settings.

The transition referral process has been consolidated with the upskilling of staff in entering and tracking data relevant to the newly developed Student Transition Plan template available on the whole school digital storage tool, SEQTA. This has resulted in clear communication and collaboration which supports teacher planning and delivery of curriculum relevant to student goals, and the formulation of the student Personalised Learning Support Plan (PLSP). The training also highlighted the need for ongoing–effective, teacher–initiated discussions with students, to support students in articulating their educational, vocational and social/behavioural goals, and to support teachers in planning relevant, meaningful curriculum which meets student needs and supports a successful transition.