

Putland School

2019 Annual Report



5453

Introduction

The Annual Report for 2019 is provided to the community of Putland School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

Principal Report.

Significant programs and initiatives developed and implemented in 2019 at Putland Education Training Unit (ETU), resulted in many students accessing and successfully completing targeted Life Skills and Mainstream pathways in Year 10, 11 and 12 courses. Several students participated in a university initiative, The Australian Geography Competition with one young person achieving a Distinction.

All Putland ETU students were given the opportunity to participate in NAIDOC Day, Sorry Day and Multicultural Day. These events were significantly successful joint initiatives with Putland ETU partner agency, Cobham Youth Justice and our school community. Young people were provided with opportunities to develop links with community, build cultural awareness and knowledge and engage in creative motivational activities which helped contribute to supporting young people at Putland/Cobham with understanding and acceptance of others.

Vocational Education short courses in WhiteCard, Fitness and Retail were introduced which allowed a broader group of students to commence building competencies towards achieving a TAFE certificate. These courses enhanced student opportunities to link with their chosen tertiary and employment pathways.

Staff and student wellbeing initiatives were a strong focus throughout 2019. Staff participated in professional learning to build resilience and wellbeing. The Putland ETU Wellbeing Retreat focused on team building, working together and awareness of Mind Matters and mental health. Students Wellbeing, Health and fitness programs provided students with an enhanced toolkit of wellbeing strategies to support growth in students social-emotional and personal health development.

Denise Hillman

Principal Putland ETU

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 Youth Justice Centre (YJ) which is administered by the NSW Department of Family and Communities 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 YJC 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 YJ, 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 YJ, for example, we implement the Cobham YJ incentive scheme, refer students to Cobham YJ personnel in relation to welfare matters, maintain documentation consistent with DoE and Department of Family and Community requirements and collaboratively assess and manage risk. As members of the Cobham YJ 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. Cobham YJ has custodial responsibility for detainees and the maintenance of good order at Cobham YJ. Therefore, in relation to issues of safety and security, Putland ETU staff must comply with Cobham YJ direction. A memorandum of understanding between DoE and Cobham YJ provides further clarification of the relationship between the two government departments.

Our Students

Our students are the young men who are detained at Cobham YJ 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 YJ Centre for 48 hours and have completed YJ 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, it 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 2% 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, disengaged, 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; 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 Sexually Transmitted Infection (STI's) and drug abuse and/or drug dependency (many are under the influence on admission to Cobham YJ Centre).

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 of which are through Local Schools Local Decisions (LSLD).

Approximately 45% of teaching staff and 40% of SASS staff are currently employed in a temporary status where 3% of those are beginning or early career teachers and **two** are yet to achieve Proficient accreditation status. A rigorous Induction program has been developed and is being refined to address staff 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. 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 School Vocational Education and Training (sVET) pattern of study which allows students to achieve their WhiteCard (Construction Induction) and/or External Delivered Vocational Education and Training (VET) which allows Retail and Fitness Cert II. Students also have the ability to access TAFE Digital.

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.

In 2020 we will be launching a high-risk program for our young people that caters to our high-risk students. These young men will be presenting from all areas within NSW and be classified as A1B (Behaviour) and/or (A1O Offence). This program will enable our young men to continue to access general education in a safe and secure manner.

Staff members are encouraged to propose new and innovative programs that 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 YJ 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 YJC shift handover process. The Putland ETU bell sounds ten minutes prior to the commencement of each school session and again ten minutes before the conclusion of the session. This series of bells provide 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 escorted by Cobham YJ personnel. This additional time allows for all students to engage in Drop Everything and Read (DEAR) time.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Working towards Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy from 2017 baseline.

Increase in the number of students participating in the development of an individual plan to determine their learning goals from 2017 baseline.

Overall summary of progress

Putland ETU allocated resources to fund and drive key initiative projects, such as Literacy Comprehension Boxes and tracking literacy progressions. Additional programs were developed to support the implementation of Vocational Classes in areas such as Fitness and Retail. All students were provided with the opportunity to engage in key focus areas of the Personal Development, Health and Physical Education (PDHPE) syllabus which addressed student need in providing strategies to make informed decisions around lifestyle choices in an attempt to circumvent their high-risk lifestyles. Aboriginal Education was enhanced with the support of our schools' local community through joint initiatives targeted at strengthening our network of partnerships. These initiatives supported building connections for our students at Putland ETU/Cobham Youth Justice.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to Vocational Education in which students can engage in rich learning experiences related to a variety of industry areas to support transition.

Evaluation	Funds Expended (Resources)
<p>Vocational Education</p> <p>During 2019, students were able to access a range of opportunities in Vocational Education. Students identified through enrolment process that their chosen career pathway was in the construction industry. 35 students achieved the WhiteCard. The total consumable cost of onsite WhiteCard certification for 2019 was, \$770. To support delivery of this teaching program resources were purchased to aid the practical components of WhiteCard, this was costed at \$209.</p> <p>2019 data collected, indicated that the majority of students at Putland ETU were average age of 17 and unlikely to return to a school setting. Utilising this data the Vocational Education Team at Putland ETU negotiated with Western Sydney TAFE to implement courses and competencies suitable for delivery within a custodial setting. The funds were allocated from a state agreement that funded a TAFE teacher to be onsite for a weekly rotation to deliver targeted competencies of Cert II in Fitness and Cert II in Retail to our students. This saw 18 students achieve competencies in Retail and 12 achieve competencies in Fitness. These certifications enable and inspire our students to further continue their education in the community. It also empowers them to believe they can participate in further education within their chosen field. Teachers worked cooperatively with TAFE Teachers to</p>	<p>Meeting time for team consultation.</p> <p>\$770 for SafeWork WhiteCard Certification</p> <p>\$209 for Teaching Resources</p> <p>\$1500 in teacher relief for VET Meetings.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$770.00)• Socio-economic background (\$209.00)• Socio-economic background (\$1500.00)

Progress towards achieving improvement measures

establish up "taster lessons". Students were immersed in the Adult Learning situations, and workplace learning to determine the right career path for them to pursue. 2020 will see an expansion of eVET to fully accommodate all of our young people.

Process 2: Implement a whole school integrated approach to student social/emotional wellbeing in which students can develop skills to support their ability to learn, adapt and be responsible citizens.

Evaluation	Funds Expended (Resources)
<p>HEALTH – As a result of our health initiative our students continue to access a weekly health lesson that is designed specifically to their needs, and delivered by a trained PDHPE teacher. The strong focus has been on risk taking behaviour, living a healthy lifestyle, respectful relationships and empowering the individual. Students are working towards achieving stage 5 and 6 PDHPE syllabus outcomes.</p> <p>Social–Emotional Learning – Opportunities for students to engage in an explicit Social–Emotional Learning program, timetabled across the school for one session per week, has been sustained. All staff explored the concepts related to Social–Emotional Learning teaching and learning programs to enhance their understanding and capacity to effectively deliver such a program to meet of their individual students.</p>	<ul style="list-style-type: none"> • Meeting time for team consultation.

Process 3: Implement a whole school integrated approach to literacy and numeracy in which students can experience learning growth.

Evaluation	Funds Expended (Resources)
<p>Literacy Summary</p> <p>At the commencement of 2019 135 students attending Putland ETU were assessed using the York Assessment of Reading for Comprehension (YARC) to identify students' literacy learning needs. Results indicated that the average reading age of a 16 year old student was 12 years of age and comprehension age was on average 9 years. This baseline data was used to identify reading and comprehension strategies as the focus area for literacy for the year. Professional learning was provided to teaching staff on how to analyse the YARC data so that teachers could use this information to build individualised learning plans for students in the areas of reading and comprehension.</p> <p>Professional learning was provided to all staff on the "Super 6 Comprehension" strategies so that these could be embedded in teaching and learning practices across the school. Hard copy and digital resources were developed and shared amongst teachers. Furthermore professional learning was provided to staff, using the literacy progressions alongside the "Super 6" strategies to support student learning. The super six strategies were mapped to the sub–element understanding texts within the literacy progression to support staff monitoring student growth in comprehension. Comprehension boxes were purchased to further support student individual literacy learning in the classroom.</p> <p>Numeracy Summary</p> <p>In 2019 Putland ETU gathered students data using the Tell Them From Me survey and Mathletics Assessment. Utilising the gathered data teachers identified students at Putland ETU who required additional support in the following key areas: Number and the four basic operations, Measurement and Financial Math as key areas of importance for our students. Teachers developed and shared digital numeracy lessons, which were placed on the schools digital SEQTA system. As an outcome Putland ETU students have a structured and focused approach to numeracy and strategies to workout</p>	<p>Human – Meeting time for team consultation.</p> <p>Financial –</p> <p>PAT – ACER \$483.89</p> <p>RIC Publications \$15147</p> <p>\$497 – Signpost books</p> <p>Physical –</p> <p>\$520 – Teacher Relief to attend Professional Learning on Numeracy Progressions</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$520.00) • Socio–economic background (\$15147.00) • English language proficiency (\$483.89) • Socio–economic background (\$520.00)

Progress towards achieving improvement measures

mathematical concepts, problem solving, paying bills, money transactions and numeric operations.

Process 4: Implement a whole school integrated approach to Aboriginal Education in which Aboriginal students can experience improved outcomes, and all students develop knowledge and understanding of Aboriginal Australia. (see Key Initiatives)

Evaluation	Funds Expended (Resources)
<p>Aboriginal Education</p> <p>In 2019, Putland ETU with its partner agency Cobham Youth Justice and school community networks recognised the over representation of Aboriginal and/or Torres Strait Islander young people in custody. The established Cobham Putland Aboriginal Community Consultative Committee meetings identified the need to refresh the updated Aboriginal Education and Training Policy and how to turn this policy into action. Professional Learning was provided through Department of Education Aboriginal Education Consultants to Putland ETU staff to develop knowledge and understanding of Aboriginal Australia.</p> <p>Supporting all staff and students with Aboriginal Education and Professional Learning</p> <p>During a Cobham Putland Aboriginal Community Consultative Committee meeting, Aboriginal students indicated that they wanted to learn more about the culture, art, and language from their area. To follow up on this decision, Putland ETU staff were surveyed about their wish to participate in Art Lessons from the NSW Art Gallery. Staff indicated they wanted to engage in these targeted professional learning sessions. As a result, Wesley Shaw from the Art Gallery of NSW delivered an Aboriginal art workshop. He focused on the publication, <i>Home: Aboriginal Art from New South Wales</i> and provided copies of the resource to staff. Kamilaroi artist, Reko Rennie was discussed in detail during the workshop and his techniques were demonstrated to staff. Staff were shown how to search for Aboriginal Art on the NSW Art Gallery website based on the area that students come from and the Aboriginal languages. Putland ETU staff gave positive feedback after this workshop and it gave them confidence and skills to teach Aboriginal Art in class. Teachers from the Aboriginal Education team at Putland ETU also delivered Aboriginal Art Professional Learning sessions internally in order to support staff with creating Artworks for the NAIDOC exhibition and meeting the outcomes for the Creative Development sessions. Students were then provided with more engaging, related and local art lessons on their own cultural context.</p> <p>All Putland ETU staff were surveyed to gauge their confidence and knowledge on the Aboriginal Education Policy as a baseline figure, from this it was identified that our staff were lacking in knowledge of the policy. To close this gap, Aboriginal Wellbeing and Learning Officers Leanne Keaton, Debra Hinton and Steven Trist from Nirimba attended Putland ETU to deliver The "Aboriginal Education Policy: Turning Policy into Action". Following this session, further professional learning was provided to teaching staff on how to meaningfully embed Aboriginal perspectives into all key learning areas and how to utilise onsite resources, such as Aboriginal Education team and staff. It was further developed by the Aboriginal Education Team liaising with all teaching staff at Putland ETU Curriculum Coffee Club by developing key lessons, processes and practices used to support the use of the learning circle as an outdoor classroom space. All staff were encouraged to access this space as an on-going practice to immerse themselves and their students in the cultural experience and gain an appreciation of the developed space we have. To support teaching staff embedding Aboriginal Education across key learning areas, teaching resources were provided to teaching staff to be utilised for significant dates throughout the year. These dates included but were not limited to, Sorry Day, Reconciliation Week, ANZAC Day, Mabo Day and NAIDOC week. These teaching resources allowed teachers to engage in</p>	<p>Financial –</p> <p>Guests and Presenters for the year – \$3,325.40</p> <p>Catering for meeting expenses – \$1303.30</p> <p>Human –</p> <p>AEO wage – \$69997</p> <p>Meeting time for team consultation.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$69997.00) • Aboriginal background loading (\$1303.30) • Aboriginal background loading (\$3325.40)

Progress towards achieving improvement measures

content that is important for all students to understand and develop their knowledge of Aboriginal Education and its value within society.

Enhancing the opportunity of targeted programs for Aboriginal students

Targeted programs were designed to build upon student identity, culture, self-belief, belonging and self-esteem. Programs implemented included:

Wolkara Elders – this program enabled Aboriginal students to engage with community elders in storytelling, art, history and cultural activities. This program allowed students to engage, ask questions and be immersed in their own culture. The **impact on students** was the opportunity to develop their own knowledge of being an Aboriginal Australian. Student confidence was also built through storytelling with the Elders in a non-confrontational manner. This relationship with Wolkara Elders has developed to become a standard part of Putland ETU Aboriginal Education future plan.

Dance Program – Identified Aboriginal students interested in participating in a dance program. This program was facilitated by Putland ETUs Aboriginal Education Officer and an external Aboriginal dance expert from the community. Aboriginal dancing gave the students confidence and cultural knowledge to showcase their dance skills and culture to the school community. Students performed their dances during our Sorry Day Event and CPACCC.

NSW Art Gallery – Aboriginal students participated in Aboriginal art sessions with the award-winning Aboriginal Artist Andrew Snelgar and Wesley Shaw from the Art Gallery of NSW. Students learnt about Aboriginal art techniques, using art materials and valuable Artistic skills. Students were able to transfer these skills and apply them to their regular Creative Development sessions with their teachers and support other students. The Art Gallery also offered a student mentorship and support in the community for identified young people. This **impact on students** has been ongoing as the student who gained this knowledge have had the opportunity in their general education class to mentor and support other students with their art and enhance other students artistic abilities.

The Aboriginal Education team, Visual Arts team and high-risk students collaborated to develop a targeted classroom in need of visual self-expression. This process allowed students to express their culture and art with staff and students, while developing their understanding, application and importance of their cultural symbols and meanings. This program saw the classroom transformed into a visual delight of colour and symbolic expression created by high-risk young people. This project will be further developed in 2020.

Strengthening community relationships

2019 saw current relationships and partnerships further developed across the centre with all agencies becoming stronger partners.

The Cobham Putland Aboriginal Community Consultative Committee meetings were conducted on a regular basis with Aboriginal students, school representatives, Youth Justice representatives, and community groups. It allowed students to demonstrate leadership skills, express their views and ideas. In this forum, students took pride in having their voices heard and contributing to the community identification of projects and programs to address the needs of Aboriginal young people. This consultation with all stakeholders and students allows students to have key information on upcoming programs and evaluate previous programs. This process is designed to empower young people to have a voice in their cultural education. All feedback from Cobham Putland Aboriginal Community Consultative Committee informs programs, events and future directions of both Youth Justice and Putland.

Progress towards achieving improvement measures

Formal and informal meetings were conducted with the Youth Justice Centre Programs staff and Justice Health in coordinating significant Aboriginal events such as Close the Gap Day, Sorry Day and the NAIDOC event. Organisations and Aboriginal elders such as Uncle Wes, Uncle Lex and Wesley Shaw from the Art Gallery of NSW conducted workshops and lessons to teach all staff and students about Aboriginal culture, history, art and language. Staff and students provided positive feedback about these events and indicated an increased engagement and knowledge of Aboriginal culture.

Aboriginal and non-Aboriginal students created Artworks based on the 2019 NAIDOC themes of Voice. Treaty. Truth, which were displayed in the NAIDOC exhibition at Campbelltown Arts Centre. Members of the public, Youth Justice Staff, previous Putland students and Putland ETU staff attended the opening ceremony of the exhibition. The exhibition allowed Aboriginal students, non-Aboriginal students and members of the public to learn about Aboriginal History, culture, ideas and issues through art.

The Aboriginal Education Officer (AEO) has worked hard in 2019 to develop and strengthen community partnerships that are built with the premise of providing support structures for our students within custody and for upon their release. To develop these links AEO attended formal and informal meetings with Youth Justice staff such as Client Services Meetings and Detainee Risk Management meetings to discuss the welfare and needs of high-risk and at-risk students. By attending these meetings he was able to target his time to provide additional support to those at-risk young people and/or those who were struggling with custodial adjustment or planning for their discharge. The AEO also attended the Police Consultative Committee Meeting in Mt Druitt, AEO meetings in the community and supported local schools with Aboriginal dance for special events. By attending community-run professional learning our AEO was able to engage with community providers and bring back information, content, programs, and resources currently being utilised in other settings and apply them to benefit our young men.

Next Steps

Focus in 2020 to achieve excellence in learning will be firmly placed on up-skilling all staff's knowledge and understanding of the Literacy and Numeracy assessment, progressions and their application in Putlands' 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.

Literacy

To embed a whole school approach of utilising the literacy progressions to identify student growth and inform student learning goals.

In 2020 the school will be implementing comprehensive assessments via the employment of a speech pathologist and a dedicated SASS staff member to assess students' literacy. Professional learning will be targeted at supporting teachers to evaluate data and assessment strategies, which will support teachers to make valid and reliable judgements in regards to student assessment. Furthermore through professional learning teachers will be guided to make links with assessment data and utilise assessment data to build effective teaching programs that support student individual needs in literacy.

Numeracy

2020 will be based implantation of the money smart program across the school. Teacher will continue to develop teaching and learning resources that incorporate numeracy progressions as a tool to inform student learning direction.

Aboriginal Education

In 2020, Putland ETU will be working with community partnerships to make decisions that best meet student needs in preparing curriculum, culture, identity and wellbeing. This will enhance a whole school approach to turning policy into action. All teaching staff will be provided with on-going professional learning based on the 8 Aboriginal ways of Learning,

to embed this pedagogy in all key learning areas. Support from consultants, community and internal resources will ensure this pedagogical approach is sustainable.

In our journey towards excellence, Putland ETU has employed the expertise of an Aboriginal Education Teacher and an Aboriginal Learning Support Officer to support Aboriginal students with building knowledge and understanding in culture, social–emotional, art and identity.

Furthermore, Putland ETU teachers will incorporate into their teaching and learning programs reference to traditional lands owners' language of the Dharug people.

Vocational Education

2020 will see the expansion of external Vocational Education and Training (eVET) across the school to continue best meeting the needs of all students. Hospitality and WhiteCard will endeavour to become an established part of Putland ETUs daily operations. We will also have a key focus on training all teaching staff on the delivery and accreditation of Vocational Education and Training Skills for Work and Vocational Pathways. Putland ETU is also investigating and exploring to acquire additional education Vocational Education and Training opportunities.

Wellbeing

The focus of 2020 will be supporting staff to continue delivery of the Social–Emotional Learning Program for students with an end of year review for enhancement in 2021 planning. In addition, Putland ETU will be investigating the opportunity for the development of a Wellbeing focused classroom space with the employment of a Teacher to deliver specific programs.

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.

Improvement Measures

An increase in staff confidence in using assessment strategies to inform planning and monitor student progress from 2017 baseline.

A decrease in student Level 2 and Level 3 behaviour data from 2017 baseline data.

An increase in staff morale from 2017 baselines.

Overall summary of progress

2019 saw the development of a local process that outlines allocation of student assessment and reporting. This process now ensures the allocation of Lifeskills outcomes is transparent and consistent. Staff were provided professional learning about the process and to provide clarity on the application in their daily practise.

The staff retreat for 2019 was a major success. Staff engaged in team-building and self-awareness training. This allowed staff to further develop relationships, check in and learn about each other in aspects and/or areas they may not have engaged in previously. Generating exposure to the same concepts allows staff to support, remind and encourage each other to reflect on the training throughout 2020.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to assessment and reporting in which teachers can use data to inform planning and monitor student growth and achievement.

Evaluation	Funds Expended (Resources)
<p>A comprehensive minimum standards policy for Putland ETU was developed and aligned with NESA assessment strategies. The policy is able to support staff in developing their understanding of reporting and assessing student outcomes and achievements in relation to NESA requirements and grades. Professional learning and consultation was conducted to ensure all teachers were engaged and could contribute, which provided a sense of empowerment. The policy provides guidelines for teachers to identify a baseline for the students to monitor and evaluate the impact of their educational program on student learning and achievement.</p> <p>Reporting was a major focus with professional learning provided by SEQTA consultants. The aim of this professional learning was to ensure all teaching staff understand the requirements and procedures of reporting student progress on a digital platform. The impact of this process is that all executives have access to real-time information, which can be provided immediately to all key stakeholders in regards to student wellbeing, academic achievement and administration.</p>	<p>Meeting time for team consultation.</p> <p>Development of policy – Relief from Face-to-Face for Executive for ONE day. Total cost \$520</p> <p>Uploading of Assessment data to NESA for collation – Relief from duties for Executive 2 days = \$1040</p> <p>Professional Learning and guest speakers travel costs = \$934.48</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$520.00)

Process 2: Draw on research to implement high quality initiatives and practices to support Wellbeing across the school.

Evaluation	Funds Expended (Resources)
<p>A major portion of the professional learning budget in 2019 was allocated to support staff participating in a weekend retreat. This retreat was structured as a series of workshops and activities developed and presented by MindFit.</p>	<p>\$46123.50 – spent on Staff Wellbeing Retreat from Professional Learning/Wellbeing.</p>

Progress towards achieving improvement measures

The focus was on team building and staff resilience. This retreat provided staff with strategies to regulate their emotions, constructively prepare themselves for the challenges that the workplace can offer and outlined the support mechanisms on offer to support wellbeing. The first day of the retreat allowed staff to identify common "downward" traits, and how individually and as a collective we can identify these traits, be honest and supportive of each other with a more positive state of mind. The second day was a team activity designed to utilise group strategic thinking and problem solving. The activity allowed each group members personal traits to be defined and utilised throughout the activity.

Staff engaged in the Being–Well Matrix through several school initiatives that supported staff personal, physical and emotional wellbeing. Examples of these initiatives included; staff member of the week (with allocated prime position car spot), Executive organised breakfast, lunches and morning teas to celebrate staff achievement. All female staff were invited to participate in International Womens Day joint initiative with partner agencies (Youth Justice and Justice Health). Tell Them From Me survey reported that Putland ETU staff morale increased from the 2018 data.

The cost of presenters for this retreat was \$5494.50 on Mindfit

\$920.00 on an escape room team building session.

Next Steps

Wellbeing

2020 will see a focus on enhancing staff wellbeing support structures by investing in the deployment and professional learning of all staff in the NESLI wellbeing program. This program coupled with structured staff events will aim to create a reflective and supportive environment for all staff throughout the year.

Putland ETU will be conducting a staff retreat again for 2020 focused on staff wellbeing, working together and building positive relationships.

Assessment and Reporting

The Self–Assessment Data in 2019 identified that Putland ETU required additional school–wide practise to monitor, plan and report on student learning across the curriculum. Teaching staff in 2020 will be provided with professional learning to develop, collect and use data that informs planning to identify gaps and build individualised student learning plans.

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.

Improvement Measures

Improved staff responses in the areas of leadership, collaboration and learning culture in Tell Them From Me (TTFM) surveys from 2017 baselines.

Increased collective input into financial planning and management

Improved community satisfaction and knowledge of school strategic plans from 2017 TTFM baselines

Overall summary of progress

Putland ETU supports an environment of high-expectations by building a pool of identified leaders. Expressions of Interest were sought through internal advertisement and those who were successful acquired a fulltime executive role with supervisory responsibilities and projects to lead within the school. All Leaders were provided with ongoing professional development both formally, informally and through coaching and mentoring with an aim to build capacity across all areas of the school.

Putland ETU strives for continuous improvement in service delivery and works in partnership with our partner agency and community to streamline learning for young people.

Progress towards achieving improvement measures

Process 1: Implement a school wide systematic approach to coaching and mentoring in which leadership capacity is fostered and developed at all levels of the school.

Evaluation	Funds Expended (Resources)
Professional learning in the school emphasises developing effective distributive leadership, management skills and leadership attributes to build a pool of strong leaders. To facilitate a whole school approach to leadership all teaching staff were afforded the opportunity to apply for an expression of interest to be a part of the executive team in 2019. This opportunity allowed a variety of teaching staff to undertake a "mock" merit selection process, aimed at building skills for a merit selection. From this expression of interest, two teachers were chosen to undertake higher duties as a part of a local school funded project. This process has built capacity in those additional staff members to have an understanding of the daily operations of the school, addressing staff and student needs. As an outcome leaders at Putland ETU aim to ensure each and every staff member and student feels valued and supported.	<ul style="list-style-type: none">• Meeting time for team consultation.• Personnel and time committed for Executive and Leadership teams• Funding for two executive positions at \$33109 per position. This totals to \$66218 for this activity. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$53000.00)

Process 2: Utilise the school planning framework to embed the strategic resource management required to achieve high quality service delivery

Evaluation	Funds Expended (Resources)
To achieve a high quality service delivery at Putland ETU, strategic resource management and a comprehensive planning process was established, with the support of Leadership and High Performance. The partnership has supported the schools knowledge base to widen tailored professional	<ul style="list-style-type: none">• Meeting time for team consultation.

Progress towards achieving improvement measures

learning and continued support in resource management. These activities saw the Finance Committee Team working together to manage and evaluate effective resource use and work towards whole school improvement in teaching and learning.

Process 3: Implement processes that improve the community's capacity to support and enhance the school's purpose and practices in achieving student learning outcomes.

Evaluation	Funds Expended (Resources)
Putland ETU were involved in a joint pilot project with our partner agency to review the current whole centre incentive scheme. The aim of this pilot was to ensure students and staff were working together to achieve a common goal, using common language and processes across the centre. Intrinsic and extrinsic reward structure was developed to encourage students to break their problematic cycle of behaviour and engage in positive behaviour to become an effective citizen.	<ul style="list-style-type: none">• Meeting time for team consultation.

Next Steps

The aim of the leadership team in 2020 is to have:

- Executive role statements and skillsets defined and published
- Professional learning on targeted Leadership practice or skill set for all Leaders
- Evidence-based decisions;
- Leadership tool introduced to support e.g. Logic Model to support, the up-skilling leadership team in the school cycle of planning.
- Capacity building through the maintenance of aspiring leadership positions on the executive
- Enhance community engagement by having a transparent calendar of events for all Youth Justice and ETU staff
- Enhance the finance committee and leadership teams' partnership and knowledge base on managing school resources and ensuring adequate evaluation procedures are embedded in practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	See Strategic Direction 1: Process 4	See Strategic Direction 1: Process 4
English language proficiency		See Strategic Direction 1: Process 3, evaluation and report.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$159 847.00) 	<p>The employment of a technologically skilled SLSO enabled the trial and development of several key programs such as Veyon, the creation of secure distance education laptops and training and support for all staff in technology requirements. The additional actions have had a positive impact on our students as they have been able to utilise laptops in a safe and secure manner whilst working on their distance education and/or community school work. The employment of additional SLSOs has supported this by ensuring the safety and security ratio has been maintained for the laptops to be used throughout the school. 2020 will see further development of this project in the hope to create and develop a dedicated class to service the needs of students completing school work either provided by distance education or their community school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	48	55	73	104
Girls	0	0	0	0

This table does not provide a true and accurate reflection of the enrolment numbers at Putland ETU. We can accommodate up to 120 students at any point in time and enrolled 547 young people throughout 2019, some with multiple re-enrolments through this period.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	19.8
School Administration and Support Staff	20.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

\$14,839.30– expenditure on professional learning activities.

\$46,123.50 expenditure on Wellbeing staff weekend Retreat.

School Development Days (SDDs) provided opportunities to increase staff knowledge and skills, and address the Department of Education and partner agencies local policies and procedures. 2019 saw a major focus on immersing teachers in SEQTA curriculum management which was delivered by a SEQTA school relationship manager. This professional learning was tailored to allow intensive support for all teaching staff to develop their skills and understanding

of the SEQTA system, capabilities and requirements for curriculum planning and marking. SLSOs engaged in a range of professional learning including: peer–support training, reviewing classroom setup and office support.

Examples of scheduled professional learning include: DoE mandatory training, student wellbeing, staff wellbeing, Department of Education and partner agency local policies and procedures, cultural understanding, Literacy and Numeracy Progressions, Super 6 and Aboriginal Education Policy; Turning policy into action, Strike force RAPTOR Intervention session (Police NSW), Creative Arts training sessions, Multicultural awareness sessions, Radio training and Art Gallery of NSW.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	712,987
Revenue	5,057,033
Appropriation	5,052,397
Sale of Goods and Services	-682
Grants and contributions	908
Investment income	4,410
Expenses	-4,342,605
Employee related	-4,112,448
Operating expenses	-230,157
Surplus / deficit for the year	714,428

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.

There was a major under spend in 2019 due to staffing restrictions. The surplus for 2019 has been dedicated to sustaining key programs identified as most beneficial for our students upon their return to the community. Additional staffing will be employed to ensure these programs are effective in their delivery. These include:

- Providing Literacy Assessments for all students at Putland ETU to ensure teaching staff have up-to-date and accurate information on the young person's ability
- Enabling the opportunity for all students to achieve their WhiteCard whilst at Putland
- Maintaining the establishment of the Hospitality Caf ; to provide work and Lifeskills for students in a simulated workplace.
- By providing targeted support and programs for our Aboriginal student population
- Enabling intense support and supervision for students undertaking education from outside sources and higher educational opportunities.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	3,675,738
Equity Total	232,222
Equity - Aboriginal	71,975
Equity - Socio-economic	159,847
Equity - Language	400
Equity - Disability	0
Base Total	688,425
Base - Per Capita	53,371
Base - Location	324
Base - Other	634,730
Other Total	365,324
Grand Total	4,961,709

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.

Aboriginal equity loading was allocated to ensure our Aboriginal Education Officer is available as an additional staff member. This meant the loading money employed another person to ensure AEO was able to liaise and support students, staff and community as required. In 2019 the AEO responded to 50 requests for student support, that figure is not including supporting all high-risk aboriginal young people and staff with Aboriginal perspectives and Events. This data highlights the importance of our AEO role and the value provided. Aboriginal equity funding was also deployed as referred to in Strategic Direction 1 – Process 4.

Our Socio-economic funding was deployed to support additional SLSO support for our disadvantaged distance education students, who require additional safety and security requirements when accessing their material on laptops.

Language funding supported the focused resources provided for all staff when providing targeted curriculum for literacy lessons. The in-depth information is referred to in Strategic Direction 1 – Process 3.

Parent/caregiver, student, teacher satisfaction

In 2019 Putland delivered the "Tell Them From Me" survey to staff, students and our school community consisting of Youth Justice and Justice Health.

ETU Staff (SLSO and Teachers) – Focus on Learning results

This survey completed by Teaching staff and SASS staff displays the results from 40 respondents providing a self-evaluation based on two complementary research programs. These being Effective Schools research and Dimensions of Classroom and School Practises. This TTFM survey has displayed the following key points for Putland

- Teachers rated Learning Culture as 7.2 (a decrease from 7.9 in 2018)
- Teachers rated Leadership as 7.3 (an increase from 6.9 from 2018, and above state average that is 7.1)
- Collaboration for teachers was nearly on par with state mean, with the data showing 7.7
- Teachers rated Data-Informed Practice as 6.7 (which is a decrease from 7.1 in 2018)
- Putland ETU teachers rated Teaching Strategies as 7.3 (decrease from 7.9 in 2018)
- Teachers rated Technology as 4.2, which is below the average yet is expected due to the constricting nature of our facility in relation to the rest of the state.
- Staff believe our school is less inclusive than in 2018 as our mean decreased from 8.4 to 8.1 in 2019
- Putland ETU teachers rated Parent Involvement as 5.2 which has decreased from 2018 6.4 result

35% of staff agreed and 23% strongly agreed that staff morale was good amongst staff at Putland ETU. This is a 6% increase in both answers from 2018.

50% agreed and 24% strongly agreed that school leaders are leading improvement and change across the school. This is a 21% increase in those who agree with that statement.

38% agree and 44% strongly agree that as a staff member they have the skills and confidence to meet the needs of students with disabilities.

Parents/Community (Youth Justice and Justice Health) – Partners in Learning survey results

At Putland ETU we are lucky enough to be onsite with several agencies such as Youth Justice and Justice Health. These partnerships are imperative to our daily operations and we work in collaboration. Our "parental figures" were asked to complete this survey and the following results were obtained for 2019.

Key results from parent feedback include:

- * Parents feel welcome at Putland ETU – rated 8.0 (above NSW government norms)
- * Parents are informed at Putland ETU – rated 7.2 (above NSW government norms)
- * Parents feel that Putland ETU supports learning – rated 5.3
- * Parents feel that Putland ETU supports positive behaviour – rated 7.1 (an increase from 5.8 in 2018)
- * Parents feel that Putland ETU maintains safety – rated 7.7 (compared to the state average of 7.4)
- * Parents feel that Putland ETU is an inclusive school – rated 8.0 (an increase from 7.7 in 2018 and above state average of 6.7)

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Putland ETU is proud of our implementation of the Aboriginal Education policy. We understand the importance given the high percentage of our young men who identify as Aboriginal. Using this to guide our planning, the Aboriginal Education Policy has been embedded in school planning through Strategic Direction 1 – Process 4. Our special event days, strong community bonds and consultation with all key stakeholders is what drives our Aboriginal Education Policy throughout our school.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

To ensure the specific needs of our diverse population of young people are met, every year we hold a Multicultural Event. 2019 saw the event held across a full school day where each and every young person got to immerse themselves in different cultural experiences. This included:

- A multicultural food experience that brought in different foods from student cultures and shared them as a group, discussing the flavours and experiences together.
- As a group playing sports from different cultures.
- Developing cultural art, from different symbols across different cultures and allowing the students to bring them together in one art piece.
- African drumming experience, where students were able to engage in the drumming with the presenters and observe a drumming performance.
- A Lebanese drumming performance, where students again were able to observe and perform with the cultural drumming group.
- A Polynesian cultural session facilitated by onsite staff to engage students in the Polynesian culture.

This Multicultural day is a joint event between Putland ETU and Youth Justice to ensure together we are upskilling our students to become socially aware members of our diverse community.

Other School Programs (optional)

Putland ETU services mainstream students via Sydney Distance Education High School. Over the year distance education saw steady progress towards enrolled students gaining improved access to internet services and an ability to access course work online. In 2019 training was provided for additional SLSOs employed to support distance education

and ensure additional staff were able to meet the safety and security needs within a detention centre. A video conferencing suite was established to allow student connection with the distance education teachers to provide specific support that is subject related. Video conferencing allows face to face support for our young people in a direct and safe manner.

Sydney Distance Education Enrolment

4 students enrolled in Year 10 Sydney Distance Education High School working towards completion

4 students enrolled and working on Preliminary subjects in Sydney Distance Education High School

1 student progressing to Higher School Certificate subject completion with Sydney Distance Education High School

The majority of students' needs were met through LifeSkills curriculum provided in general population classes. This tailored curriculum allowed students who are previously disengaged from education to achieve results to support their future planning and community transition.

- 29 students awarded the NSW Life Skills ROSA
- 5 students working towards obtaining the NSW ROSA via their home school by completing work at Putland ETU
- 25 students completed a full course pathway of HSC Life Skills Preliminary subjects
- 3 students completed a full course pathway of HSC Life Skills subjects

Given the transient nature of our young men, transition is a valuable aspect of Putland ETU core business. A Transition Advisor negotiates, liaises and supports community, educational and custodial requests for student support. This role is key in supporting young people who are returning to their community. In 2019 there were 394 Transition referrals. Through these referrals students were re-engaged with their home-school and/or alternative placement.