

2020 Annual Report

Putland School



5453

Introduction

The Annual Report for 2020 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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School vision

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 New South Wales (NSW) Department of Education (DoE). It is located within the Cobham Youth Justice Centre (YJC) which is administered by the NSW Department of Communities and Justice (DCJ) and operates as the principal remand centre in NSW for juvenile males aged 15 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 that meet the requirements for Cobham YJC. 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 YJC, its staff and other specialist support services, including Justice Health, who work within the secure perimeter of the facility. Within the facility our collaboration involves risk assessing and strategic planning to ensure we have aligned priorities to provide the best services for our young people. Many of our policies and procedures are integrated with those of Cobham YJC. Examples of this include the implementation of the Cobham YJC incentive scheme across the site in a collegial manner, student referral to Cobham YJC personnel in relation to welfare matters and maintaining documentation consistent with DoE and DCJ requirements. Staff from all service providers collaboratively assess and manage risk. As members of the Cobham YJC community, we have responsibility for the provision of educational opportunities for all detainees. In terms of student performance, our community is concerned with data that is focused on behaviour and wellbeing as well as academic achievement. Cobham YJC has custodial responsibility for detainees and the maintenance of good order at Cobham YJC. Therefore, in relation to issues of safety and security, Putland ETU staff must comply with Cobham YJC direction. A Memorandum of Understanding (MOU) between DoE and Cobham YJC provides further clarification of the relationship and responsibilities between the two NSW Government departments.

Our Students

Our students are the young men who are detained at Cobham YJC 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/Cobham YJC programs once they have been admitted at Cobham YJC for 48 hours and have completed YJC 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.

The characteristics of our students include:

Age: student age ranges from 15 to 21 years with an average age of 17.

Background: students are from diverse cultural and ethnic backgrounds that include a 37% Aboriginal and 43% Pacific Islander population. 41% of students speak a language or dialect other than English (EAL/D) or have a language background other than English (LBOTE).

The majority of students have had exposure to some form of trauma or violence including physical, emotional and/or sexual abuse, drug and alcohol abuse and dysfunctional family environments with 67% of students reporting exposure to significant traumatic and violent experiences. Students have a history of non-attendance at school and therefore have significant gaps in their learning with 64% of students having no active school enrolment in the community.

Behaviour: students present with a range of challenging behaviours including risk-taking tendencies, short attention span, impulse control, manipulative practices, depressive and self-injurious behaviours. 28% of students were formally diagnosed with an emotional disturbance (ED) and/or behaviour disorder (BD). 31% of students have been formally diagnosed with mental health conditions while 50% presented with mental health concerns and 26% of students were

identified as being at risk of self-harm. Lack of formal diagnosis can be attributed to lack of school attendance and refusal to sit for formal assessment.

Disabilities: 36% of students have a diagnosed physical, social, emotional, sensory and/or cognitive disability. This percentage is influenced by student lack of presentation for assessments, substantial learning gaps, transient school attendance and/or no assessment having been ever completed.

Education: historically students have a lack of confidence and/or trust in the support provided by educational systems and inadequate knowledge of how to access this support. Students present with a range of behavioural and academic difficulties that impose challenges for students in mainstream settings, 48% of our students have a current or previous placement in an external School for Specific Purposes (SSP) to support their complex needs.

Family: students have diverse family backgrounds, however a large proportion of students come from dysfunctional family environments where they do not live or are not in regular contact with parents or family and have limited family support. Family Occupation and Education Index has consistently held Putland ETU at the higher scale of 174. This is a key identification in the low-socio economic background of our students.

Lifestyle: students engage in risk-taking behaviour including drug and alcohol use with 75% of students presenting with some form of substance abuse.

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 (SLSOs). Putland ETU has a designated Aboriginal Education Officer (AEO) to support our high population of Aboriginal students. The school executive includes the principal, deputy principal, two assistant principals and six head teachers.

A rigorous induction program has been developed 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 promote innovation, 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 & digital media and dance. These KLAs are delivered through the integrated curriculum components of literacy, numeracy, integrated based learning (IBL), 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 introduces students to the operational procedures and academic opportunities at Putland ETU. Students also engage in a range of academic assessments to inform teaching and learning pathways.

Due to contextual constraints all teaching and learning programs are aligned to NSW Education Standards Authority (NESA) outcomes with students also having the pathway option to engage with distance education, University and/or TAFE/sVET/eVET. General curriculum is aligned to Life Skills as the majority of students are enrolled at SSP placements and allows our general curriculum to encompass a variety of subject areas and pathway options. Our staff comprise a mix of primary and high school trained teachers to be able to support each student's chosen educational pathway and learning needs.

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.

Our Timetable

The Putland ETU timetable has a weekly weighting of curriculum components to best address student need while concurrently satisfying NESA requirements. Our daily school timetable, known as the Daily Activity Program (DAP) varies according to student need and risk management considerations. 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 YJC disciplinary actions, risk management procedures and visits by Official Visitors and Ombudsmen representatives. Classroom ratio is established at one teacher and one SLSO per six students. This ratio ensures equipment checks and safety and security measures are adhered to at all times with adequate supervision. The school also has to comply with a ninety-minute lunch lockdown period to facilitate the Cobham YJC shift handover process.

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
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.

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>Six teachers completed the course modules for Skills for Work & Vocational Pathways training and Certificate IV in Training and Assessment. This now affords our staff the opportunity to engage in the delivery of Foundational Skills and Vocational Training (FSK).</p> <p>Professional learning sessions about the work education Year 7-10 syllabus implementation was delivered by the Department of Education consultant. At the conclusion of the professional learning sessions, all teachers collaborated to create lessons based on the work education Year 7-10 syllabus. As a result, students now engage with the work education content with a minimum of timetabled 2 hours per week, which caters to our students who have an average age of 17.</p> <p>WhiteCard delivery continued at Putland with 11 students successfully obtained their general induction certificate. Department of Education adjusted the Unique Students Identifier process, which then reduced the ability of courses being offered.</p> <p>The barista program continued throughout 2020, allowing students to develop skills in a simulated work environment. 27 Students have achieved life skills outcomes and learnt essential employment skills to support their transition back to the community.</p>	<ul style="list-style-type: none">• eVET funding (was not utilised due to COVID-19)• \$36000 for teacher training in FSK• Hospitality - barista Program totaled cost at \$11,004• WhiteCard expenditure was \$79

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>Each classroom at Putland established wellbeing trees as a visual representation of school merit system for each student. The whole school social-emotional learning (SEL) program was reviewed this year via staff surveys and student interviews. The results were collated and annotated with similar themes being identified. As a result, a team was formed to draft a scope and sequence to intertwine with the existing health program. 2021 will</p>	<ul style="list-style-type: none">• Staff Relief from duties 1.5 days for SEL Program = \$780• Graduation cost - for food, clothing and other physical items = \$8,046• Graduation - 5 x days for staff teacher release= \$2600, 15 x days for

Progress towards achieving improvement measures

see additional professional learning and human resources utilised to ensure the whole school program is functioning and working towards student need.

Graduation - 2020 saw the first collaborative formal event for the students. Students were supplied dress shirts, pants and shoes to be appropriately dressed for the formal occasion. Students gave feedback of feeling a positive sense of belonging and having the feeling of being "normal for a day". The success of the event has enabled such a celebration to become a fixture in the schools' calendar.

SLSO relief = \$1815

- Total for \$20,425 (This cost covers for Strategic Direction 1 and 3)

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

Evaluation	Funds Expended (Resources)
<p>A School Learning Support Officer (SLSO) was engaged to undertake YARC assessments for all students. 358 assessments were completed in 2020, with results provided to teachers to enable teaching staff to inform their teaching and learning programs.</p> <p>To further this initiative, the SLSO employed was also able to provide intensive literacy support to 65 students. This support enabled students to develop their reading skills and abilities, with some displaying growth of 1-2 years in reading and comprehension.</p>	<p>\$67,000 - Staff cover for SLSO to be released of duty for assessment to be conducted</p> <p>\$1700 - mathematics subscription</p>

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>Putland ETU, Aboriginal education team provided teaching resources to support the integration of Aboriginal perspectives into a variety teaching and learning programs. All students have been afforded the opportunity to increase their knowledge and understanding of the significant dates and themes such as: Sorry Day, NADIOC Week - Always was, always will be, Close the Gap and Reconciliation Week.</p> <p>The Aboriginal wellbeing team provided professional learning to all Putland staff the '<i>Aboriginal Education Policy</i>' and the '<i>8 Aboriginal Ways of Learning</i>'. At the conclusion, teachers developed lessons embedding the aboriginal pedagogy. All students are able to engage in lessons, in a variety of methods and learn from modelled, hands-on narrative in order to enhance their educational experiences.</p> <p>The Aboriginal Education team at Putland ETU also delivered a professional learning session to outline 'racist' experiences of Aboriginal students in educational settings. The professional learning also exposed staff to real world experiences of racism in Australian society and within our local community. It also highlighted to staff the realities that our students face in their life experiences, and the impact these pose on their future experiences.</p>	<ul style="list-style-type: none"> • Professional Learning on 8 Ways, NSW Art Gallery, Botanical Gardens and other community providers • Key event days • Aboriginal education class specific group, 2 days per week. Cost is teacher at \$43,753 and SLSO for the second adult in the room at \$37,725 <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$81478.00)

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.

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)
Evaluation completed via literacy milestones Strategic Direction 1 - Process 3 and SSP funding key initiative	Resources provided by literacy milestones

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

Evaluation	Funds Expended (Resources)
<p>The wellbeing team was established encompassing all employment categories. The team met regularly to ensure that staff and student wellbeing outcomes were met. The following activities, events and initiatives were introduced and are now part of our school culture:</p> <ul style="list-style-type: none">• A staff morning tea roster was established and staff have enjoyed the morning teas and the associated socialising away from their desks. Staff were able to develop and strengthen personal relationships that support staff working within a high stress environment.• Staff Member of the Week has evolved with the change of nomination form into colourful leaves that are placed at the end of each week onto a 2D wall tree display in both staff offices. The visual representation has increased nominations with an average of 15 nominees and 21 nomination slips each week.• SASS recognition week included a presentation of appreciation certificate by teaching staff to SASS for their thanks of service.• During the difficult COVID period, staff were encouraged to utilise the services provided by the department through the being well website. Staff were encouraged to engage with resources provided to support them during this time.• Staff participated in five modules of NESLI wellbeing toolkit, this included pre and post surveys that have highlighted 54% of our staff had indicated a high level of individual wellbeing, whereas in Term 4 this had increased to 72%. In Term 2, 56% of staff indicated a high level of social capital wellbeing, whereas in Term 4 this had increased to 69%. Feedback has been positive and many teachers are discussing the connections with the modules to implementation in the classroom. This also included the positive comments displayed around the workplace. Professional learning presenters have utilised a total of five days of staff relief for preparation of delivery.	<ul style="list-style-type: none">• Staff surveys• Completion rate of NESLI modules• Review staff strategies they implemented• \$3,003.52 - from Strategic Direction ONE

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

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)
The SSP funding will be evaluated through the set milestones in conjunction with the coaching and mentoring project.	0.6 additional executive to provide project / initiative relief= \$89431 SSP funding additional three executive positions. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$89431.00)• SSP Funding (\$429000.00)

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

Evaluation	Funds Expended (Resources)
The leadership team engaged in professional learning targeting evaluative practices, expertise and support was sought from our DEL, PSL, Department of Education - School Excellence in Action site and Centre for Education Statistics and Evaluation resources. As a result the leadership team has a robust understanding of current school context, the needs within the school and the future directions.	<ul style="list-style-type: none">• Professional learning• Signage across the school to show school plan and milestones• PSL• DEL• Principal support funds - \$44,000

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)
An increase in participation rates in parent TTFM survey, provided a more detailed overview of community views. These views reflected the supportive nature of educational delivery at Putland ETU. COVID-19 impacted on the delivery of some planned events, however, events such as White Ribbon Day, International Women's Day and Multicultural Day were able to proceed. Students were afforded information and activities which challenged their	<ul style="list-style-type: none">• Jenny McCracken - \$20,012

Progress towards achieving improvement measures

thought patterns surrounding women's empowerment and societal effects. A joint investment with our partner agency saw students work with Jenny McCracken to design and paint 3D artworks across the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$1063 was utilised for teaching resources and catering for the event days</p> <p>Additional 6100 funds were allowed to support the remaining funds to allow \$37,725 to employ a casual SLSO to support Aboriginal students in their class.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$1 063.00) • Aboriginal background loading (\$31 971.76) 	<p>Established a targeted aboriginal "mens group" in partnership with youth justice. The focus of the group was building their connections to community and culture and supporting their own social-emotional wellbeing. 23 students participated within the program.</p> <p>Close the Gap was affected by COVID-19, however, NADIOC and Sorry Day celebrations were held in a creative manner. A joint partnership with Youth Justice, Community Elders, and NSW Art Gallery allowed student engagement with traditional indigenous games, language, history, dance, and art.</p>
English language proficiency	<p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$1 987.21) 	Identified resources were purchased to support the intensive literacy program.
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$240 000.00) 	<p>A SLSO was employed to support the technology requirements including facilitation of distance education technology and maintenance of all hardware.</p> <p>Additional SLSOs were employed to support the technology requirements for distance education classes to operate within the safety and security requirements of a Youth Justice centre.</p> <p>The success of this program saw:</p> <ul style="list-style-type: none"> • 4 students complete their TAFE statement of attainments • 1 was supported with his community TAFE • 9 students were supported with their Sydney Distance Education enrolments • 13 students were supported with the completion of their community school work and were successfully re-engaged in their home school.
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 481.00) 	NIL was expended for 2020.
HRU		No progress was initiated for this project.
SSP Supplementary Funding	\$807057 total funding provided with remainder unexpended = \$27819	<p>The SSP supplementary funding has been a key effective resource for Putland this year. The strategic use of resources adjusted the staffing supervision ratio to one executive to three teachers and three SLSOs. survey data from TTFM, NESLi and POD structure indicate the positive impact on staff and student wellbeing.</p> <p>2020, shows a 25% decrease in behaviour reports, and 26 fewer suspensions.</p> <p>Limited opportunities for the VET expansion were offered to students at Putland, due to the adjustment in USI processes and COVID-19.</p>

SSP Supplementary Funding	<p>\$807057 total funding provided with remainder unexpended = \$27819</p>	<p>A teacher was enrolled in Certificate III Sound Production to further expand VET opportunities for students.</p> <p>A SLSO was employed to release the AEO from his allocated classroom position to enhance his ability to provide further opportunities for student success.</p> <p>A speech pathologist was employed who assessed 31 students and confirms that all display delays in their expressive and receptive language, indicating the need for further intervention. Professional learning was provided to staff to support staff knowledge and understanding of implementing appropriate strategies to support student learning,</p> <p>An additional SAO was employed to support the school and student administration.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	55	73	104	56
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 102 students at any point in time and enrolled 352 young people throughout 2020, some with multiple re-enrolments through this period. COVID-19 had a major impact on enrolment numbers due to the time in custody prior to enrolment went from 48 hour non-enrolment period to a 14 day non-enrolment period.

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	21.71
School Administration and Support Staff	22.51

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

\$846 expenditure on professional learning activities. COVID-19 impacted the ability for external face-to-face professional learning to be accessed by staff.

A deposit was placed for a staff wellbeing weekend retreat totalling \$7174.83. COVID guidelines did not allow this event

to safely proceed. The planning that had taken place will roll-over to 2021.

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.

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, creative arts training sessions, multicultural awareness sessions, radio training, Trauma Responsive Practice, SEQTA training, Teams and Zoom, 8 ways of Aboriginal Pedagogy, NESLI modules, Spiral of Inquiry, merit selection, work education, online professional learning for disability standards and ARCO training and development.

Additional identified professional learning was supported for individual staff, such as Certificate III in Sound Production costing \$1700.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,427,415
Revenue	6,519,556
Appropriation	6,518,213
Investment income	1,343
Expenses	-6,300,672
Employee related	-6,016,423
Operating expenses	-284,249
Surplus / deficit for the year	218,884
Closing Balance	1,646,298

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

The surplus from 2020 has allowed additional funds to be re-directed into sustaining additional staff to fund projects tailored to improve educational standards via newly built environments and programs. These include a dedicated technology classroom and music studio.

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

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	318,537
Equity - Aboriginal	83,677
Equity - Socio-economic	233,883
Equity - Language	978
Equity - Disability	0
Base Total	4,864,848
Base - Per Capita	54,705
Base - Location	324
Base - Other	4,809,819
Other Total	1,189,930
Grand Total	6,373,315

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 is allocated to provide an Aboriginal Education Officer. Our AEO was able to support 59 students with their educational, community, and custodial needs. Flexible funds supported Aboriginal equity initiatives including the casual employment of an additional SLSO to support Aboriginal students within the classroom. This identified staff member also took part in the Aboriginal education program which operated two days a week. The program was established by a teacher who identifies as Aboriginal and supported students with Aboriginal history, art, connection to culture, personal responsibilities, building healthy relationships, role modeling, goal setting, and social and emotional wellbeing. The skills gained by students allowed them to share their cultural knowledge with others via storytelling across classes and PODs.

Socio-economic funding-

A SLSO was employed to support the technology requirements including facilitation of distance education technology and maintenance of all hardware.

Additional SLSOs were employed to support the technology requirements for distance education classes to operate within the safety and security requirements of a youth justice centre.

The success of this program saw:

- four students complete their TAFE statement of attainments
- one was supported with his Community TAFE
- nine students were supported with their Sydney Distance Education enrolments
- 13 students were supported with the completion of their community school work and were successfully re-engaged in their home school.

Language funding provided resources to support intensive literacy, as referred to in Strategic Direction ONE - Process Three.

Principal support funds provided additional support for administrative duties.

Parent/caregiver, student, teacher satisfaction

In 2020 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 ETU:

- Teachers rated Learning Culture as 7.6 (an increase from 7.2 in 2019)
- Teachers rated Leadership as 7.3 (which has been a stable figure above the NSW norm of 7.1)
- Collaboration for teachers dropped by 0.1 yet is only 0.2 off state norm
- Teachers rated Data-Informed Practice as 6.7, stable for the last 3 years
- Putland ETU teachers rated Teaching Strategies as 7.4, stable for the last two years
- Teachers rated technology as 5.4, which is growth of 1.2
- Staff believe our school is less inclusive than in 2019 as our mean decreased from 7.9 to 8.1 in 2019
- Putland ETU teachers rated parent involvement as 5.1 which is stable for the last two years

70% of our staff have identified positive staff morale, this is a 12% increase since 2019.

63% agreed that school leaders are leading improvement and change across the school.

71% of staff believe there is strong communication about the strategic direction.

93% 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 2020.

Key results from parent feedback include:

- * Parents feel welcome at Putland ETU - rated 6.3 which is just below NSW norm
- * Parents are informed at Putland ETU - rated 6.5
- * Parents feel that Putland ETU supports learning - rated 6.3, which is an increase from 2019 (5.3)
- * Parents feel that Putland ETU supports positive behaviour - rated 6.2
- * Parents feel that Putland ETU maintains safety - rated 6.4
- * Parents feel that Putland ETU is an inclusive school - rated 6.3

80% of parents believed Putland was able to provide specialist assistance to students with special needs, yet 95% did not realise our school was a School for Specific Purpose (SSP)

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.

The Aboriginal Education Policy has been embedded in school planning through Strategic Direction 1 - Process 4. Our special event days, strong community links and consultation with all key stakeholders are what drives our Aboriginal Education Policy throughout the school. This has seen the establishment of CPACCC, which empowers our aboriginal students to have a voice in their learning and have greater involvement in the direction of Aboriginal Education across the centre. To further develop this, Putland is committed to ongoing professional learning and strengthening community links in order to provide authentic programs and support networks for our students.

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.

The schools appointed ARCO in 2020 delivered two professional learning sessions on data representing the school, DoE research, and current research conducted on incidents of racism in schools. This professional learning highlighted for all staff how serious the issue was in schools and the need for additional support. The schools' ARCO is a tutor for all new inductees becoming ARCOs and provides guidance for other ARCOs with incidents in relation to their own settings. To support this the school was provided additional funding totaling \$4018 to cover professional learning, relief time and planning. During the planning, the team reached out to community organisations and sought their expertise in addressing challenges of racism within the broader community. They also assisted in developing strategies that addressed the immediate needs of our students.

Throughout the 2020 calendar funds were allocated to facilitate the training and upskilling of staff in Anti-Racism education across the state of NSW. Throughout this period, the assigned tutor was able to produce fourteen external ARCOs and three internal ARCOs (that were used to address the immediate needs of our students). The tutor also assisted in addressing the needs of staff and students by actioning the complaints handling process and taking racism complaints to their logical conclusions. The tutor also communicated with graduate ARCOs to assist them in the development of educational resources and in the formulation of responses to challenges that presented in their own local settings. At Putland, educational processes were also put into practice with the aim of developing highly intuitive and culturally aware staff members. This has taken the form of several professional learning across the school year. These sessions were developed in response to challenges that became apparent to us post whole school surveys and initiatives that asked staff and students to respond to point out racist incidents they have witnessed within our school setting.

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.

A joint multicultural event in 2020 between Putland ETU and Cobham Youth Justice allowed students to immerse themselves in different cultural experiences. This included workshops exposing our students to different cultural foods,

sports, arts, dance, music and history.

The multicultural team was established to investigate the ability to incorporate multicultural perspectives into all key learning areas.

Putland ETU in conjunction with Cobham Youth Justice participated in a joint program to address the community gang violence that was presenting issues within our school context. This program addressed key issues by utilising the Pacific culture to address issues such as anger and violence, the iceberg model, roadblocks in life and challenges between the different Pacific islands. 40 successful participants completed the 10-week program.

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.

Sydney Distance Education enrolment

Five students enrolled in Year 10 working towards the completion

Three students progressing to Higher School Certificate subject completion

TAFE digital:

Four students enrolled in a Statement of Attainment in Business Presentations and Statement of Attainment in Business Administration.

One student with a community enrolment in Certificate II in General Education Studies (Year 10)

Lifeskills curriculum provided in general population classes. This tailored curriculum supports their future planning and community transition.

- 11 students awarded the NSW Life Skills ROSA
- Two students working towards obtaining the NSW ROSA via their home school by completing work at Putland ETU
- Eight students completed a full course pathway of HSC Life Skills preliminary subjects
- Two 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 2020 there were 242 transition referrals. Through these referrals, students were re-engaged with their home-school and/or alternative placement.