

# 2021 Annual Report

## Putland School



5453

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

## School contact details

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Putland School

Great Western Hwy & Water St

Werrington, 2747

<https://putland-s.schools.nsw.gov.au/>

[putland-s.school@det.nsw.edu.au](mailto:putland-s.school@det.nsw.edu.au)

9623 8322

## 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. Putland caters to a maximum of 102 students of a highly transient population, with significant educational disruption. 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. Many of our policies and procedures are integrated with those of Cobham YJC. 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. 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. 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.

**Disabilities:** 36% of students have a diagnosed physical, social, emotional, sensory and/or cognitive disability.

**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. 48% of our students have a current or previous placement in an external SSP to support their complex needs.

### 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.

**Recommendations from situational analysis and community consultation are:**

- Strategic Direction ONE - Focus on Explicit Teaching and High Expectations and Inclusion - Maximise student learning outcomes by establishing a culture of high expectations and building teacher expertise and inclusive practices through modeling and demonstration of What Works Best.
- Strategic Direction TWO - Improving educational outcomes for students by providing new and improved students learning and leadership programs and environments that create modern and flexible learning spaces and experiences so students can thrive and survive in an interconnected world.

## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

Maximise student learning outcomes by establishing a culture of high expectations, inclusion through modelling and demonstration of What Works Best.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student engagement for success
- Explicit and systematic teaching of literacy and numeracy

### Resources allocated to this strategic direction

**SSP supplementary funding:** \$361,897.00

### Summary of progress

School Executive where released to undertake professional learning on key themes from the What Works Best document. During this time school executive developed a deeper understanding of the practices within high expectations and explicit teaching themes. With this understanding executive developed professional learning to be delivered to all staff. This activity was impacted by COVID-19 and delayed the delivery of professional learning which has now been rescheduled for 2022.

All students in terms 1, 2 and 4 had a current York Assessment of Reading for Comprehension (YARC) analysis. Term 3 was impacted by COVID-19 where no students were able to be assessed. The intensive literacy program was able to target 37 students who received daily literacy sessions as a one on one mentoring for improvement.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• A range of evidence supports our assessment/validation in the element of effective classroom practise theme explicit teaching at Delivering.</li><li>• <b>Staff</b> are introduced to training trained in assessment and evaluation of student progress in literacy and numeracy.</li><li>• Teachers complete training in evidence-based explicit literacy and numeracy strategies informed by Individual student need and their IEP.</li><li>• Teachers are trained to develop IEPs using a school template.</li></ul>	This area is on hold due to COVID-19. Development of IEPs, staff input and whole staff training could not be facilitated towards these progress measures. The development of a whole school Literacy and Numeracy scope and sequence will commence in 2022.
<ul style="list-style-type: none"><li>• TTFM results show an increase in <b>positive educational conversations</b> in relation to classroom behaviour and performance.</li><li>• A range of evidence supports our assessment/validation in the element of learning culture theme High Expectations at Delivering.</li></ul>	Putland Executive delivered professional learning to Youth Justice staff to outline the school's strategic improvement plan and the activities that would be embedded around the school, specifically in relation to high expectations and explicit teaching. Professional learning was designed to encourage positive educational conversations, where the impact was unable to be measured due to TTFM not occurring in 2021 (COVID-19). A subjective analysis suggested that staff through professional dialogue indicated an alliance of thinking in sharing initiatives to build high expectations and explicit teaching.

## Strategic Direction 2: Culture of innovation

### Purpose

Improving educational standards by providing new and improved environments that create modern and flexible learning spaces so students can thrive and survive in an interconnected world.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Enhancing opportunities through structural innovation

### Resources allocated to this strategic direction

**6101:** \$180,219.00

**Location:** \$324.00

### Summary of progress

The structural works at Putland ETU have been delayed due to COVID-19. The scope of works and architectural drawings have been drafted .

2021 saw the expansion of the distance education program to meet the current needs of the student population. The increase in course offerings, resulted in 24 students participating in the program.

A leadership program and student council was established to support student voice throughout the centre. Thirteen students represented their peers through this forum where ideas, thoughts and suggestions to drive change throughout the centre could be discussed. This activity saw students develop proposals which were presented to the centre executive for consideration.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Established student leadership program with a functioning elected student council.	<p>The student leadership team was elected and the program established to provide a student voice to centre and school executive. This offered students the opportunity to enhance skills, raise ideas and collaborate on proposals, raise ideas, and how to best support other student needs.</p> <p>Program placed on hold in terms 3 and 4 due to COVID-19.</p>
Establishment of two distance education classes with additional staff to support the sustaining of additional support	<p>An increase in student need resulted in the school expanding its distance education classes to three. This saw students achieve their Higher School Certificate, Preliminary studies as well as completion in TAFE Certificates in areas of Horticulture, Community Services and Business.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$240,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Putland School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement distance education to support identified students with additional needs and provide adequate specialist resourcing support.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  7 Students enrolled in Sydney Distance Education High School  10 students supported with TAFE enrolments  3 successful completions in Certificate III in Community Services</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Maintain staffing allocations with available resources.</p>
<p>Aboriginal background</p> <p>\$81,061.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Putland School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• ongoing employment of AEO to support identified students.</li> <li>• release of additional staff to deliver personalised support and programs for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Supporting our community NADIOC Event. Sixty-nine students participated in the men's group - a site-specific cultural program. Forty students received one on one support from a targeted aboriginal staff member to support students' individual needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To continue the mentoring program and mens group in joint partnership with youth justice.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Putland School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Resourcing Intensive Literacy Program</li> </ul>



<p>English language proficiency</p> <p>\$2,400.00</p>	<p><b>The allocation of this funding has resulted in:</b> New resources purchased to support the delivery of the intensive literacy program throughout the school</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to utilise additional funding to support and grow the resources available for Intensive Literacy.</p>
<p>Location</p> <p>\$324.00</p>	<p>The location funding allocation is provided to Putland School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhancing opportunities through structural innovation</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional resources deployed to support Distance Education.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to enhance and develop students distance education opportunities.</p>
<p>Professional learning</p> <p>\$130,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Putland School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through retreat to support student learning</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• release time to engage staff in targeted professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Putland ETU staff participated in a professional learning session to unpack the six Focus Areas of Standard 1 'Know students and how they learn'. Through discussion, staff identified 'What do we know about our students?', 'What do we need to know?' and 'What do we do well?' Information gathered from the session links to the Quality Teaching Framework and will inform our planned 2022 What Works Best 'High Expectation' and 'Explicit Teaching' professional learning sessions.</p> <p>Teams Challenge Australia at our Retreat PL last year cost \$3749 and were asked to provide engaging, enjoyable, and challenging team-building activities that gel individuals into more effective team players. They also provided breathing activities that can be used for themselves to de-stress or as an SEL activity in the classroom with the students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To further develop, enhance and deliver professional learning to all staff.</p>
<p>COVID ILSP</p> <p>\$0.01</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their</p>

<p>COVID ILSP</p> <p>\$0.01</p>	<p>school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• COVID ILSP was not actioned. Funds were returned to the Department</li> </ul> <p><b>The allocation of this funding has resulted in:</b> COVID ILSP was not actioned. Funds were returned to the Department</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> COVID ILSP was not actioned. Funds were returned to the Department</p>
<p>SSP supplementary funding</p> <p>\$429,998.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Putland School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student engagement for success</li> <li>• Explicit and systematic teaching of literacy and numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this site specific funding include:</b></p> <ul style="list-style-type: none"> <li>• release time for executive to drive strategic directions throughout the school by developing and engaging in professional learning for all staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 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. This allowed the Executive to initiate and develop a professional learning base on SiP targeted learning on What Works Best - High Expectations. A SLSO was employed to release the AEO from his allocated classroom position to enhance his ability to provide further opportunities for student success. This has seen the AEO be deployed to students on needs basis and to develop and support programs being run throughout the center. An additional SAO was employed to support the school and student administration. A SLSO was employed to conduct an Intensive Literacy program throughout the school, two aspects of this were developed. The first being all students had a current YARC assessment completed, which informed practice and triage of who was seen for Intensive Literacy. This saw 28 students receive at least one hour per week of Intensive Literacy support with a one-on-one structure.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Further development of Executive developing school delivered professional learning, a continuation of AEO relief, an enhancement of Distance Education structure and continuing the Intensive Literacy Program.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	73	104	56	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 257 young people throughout 2021, 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.

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### 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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,646,298
<b>Revenue</b>	6,217,609
Appropriation	6,212,544
Grants and contributions	4,500
Investment income	566
<b>Expenses</b>	-6,021,231
Employee related	-5,745,995
Operating expenses	-275,236
<b>Surplus / deficit for the year</b>	196,378
<b>Closing Balance</b>	1,842,676

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.

Please refer to Anti-Racism for information on Grants.

Building projects have commenced to enhance the student experience and opportunities at Putland ETU.

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

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	0
<b>Equity Total</b>	297,941
Equity - Aboriginal	81,061
Equity - Socio-economic	214,480
Equity - Language	2,400
Equity - Disability	0
<b>Base Total</b>	4,980,594
Base - Per Capita	56,073
Base - Location	324
Base - Other	4,924,197
<b>Other Total</b>	865,882
<b>Grand Total</b>	6,144,417

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 all identified 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 and Executive was employed to support the technology and administrative requirements of distance education.

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:

- students engage in their TAFE Certificates with some completing their TAFE studies
- students were supported with their Sydney Distance Education enrolments
- 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 targeted funding.

Principal support funds provided additional support for administrative duties.

## Parent/caregiver, student, teacher satisfaction

In 2021 TTFM was unable to be delivered due to staff shortages, restrictions, and the inability to have TTFM provided to our partner agency.



# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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The Aboriginal Education Policy has been embedded in across the school in daily practice. 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

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

## Anti-Racism - School statement

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The schools appointed ARCO in 2021 developed a team of anti-racism officers to address racism issues outlined in 2020 surveys. Together the team sourced targeted funding from "Together for Humanity", DoE and AECG to develop targeted initiatives in supporting racism across the site. The aim of these is to develop staff ability and confidence to have 'dignified discussions' in line with the Department's Anti-Racism Policy. Data was mined from classroom activities and the students' voices were used to furbish a charter that defined racism in their language. The process was then enhanced by embedding racism lessons into every key learning area across the school and supporting staff in their delivery and resourcing required for each lesson. Students and staff were encouraged to pledge to 'eradicate racism and support one another to thrive.' Recent surveys revealed 57% of students now feel better equipped to regulate their behaviour if subjected to racism, while 80% of staff said they have a better understanding of racism from their students' perspective. Students from Putland and the team now mentor staff across the state to develop strategies that heed student and community voices. Furthermore, we now have a dedicated anti-racism / rejecting racism day which focuses on educating students on where racism comes from and how we can come together to eradicate the menace of racism in schools

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

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2021 saw the continuation of Pasifika program run weekly in conjunction with Youth Justice. Furthermore, a multicultural sport day was held to increase cultural awareness through physical activity. This saw 39 students participate in different sports, discussions and opportunities to enhance their knowledge and apply these skills to their own cultures and values.