

# 2022 Annual Report

## Putland School



5453

# Introduction

The Annual Report for 2022 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

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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. 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. 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.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

| Elements   | 2022 School Assessment     |
|--|----------------------------|
| LEARNING: Learning Culture                             | Excelling                  |
| LEARNING: Wellbeing                                    | Sustaining and Growing     |
| LEARNING: Curriculum                                   | Delivering                 |
| LEARNING: Assessment                                   | Delivering                 |
| LEARNING: Reporting                                    | Sustaining and Growing     |
| LEARNING: Student performance measures                 | Working towards Delivering |
| TEACHING: Effective classroom practice                 | Delivering                 |
| TEACHING: Data skills and use                          | Delivering                 |
| TEACHING: Professional standards                       | Delivering                 |
| TEACHING: Learning and development                     | Sustaining and Growing     |
| LEADING: Educational leadership                        | Excelling                  |
| LEADING: School planning, implementation and reporting | Sustaining and Growing     |
| LEADING: School resources                              | Excelling                  |
| LEADING: Management practices and processes            | Excelling                  |

## 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:** \$369,803.05

**English language proficiency:** \$2,400.00

**Location:** \$324.00

### Summary of progress

2022 allowed progress toward our improvement measures. There were 15 sessions delivered to staff in relation to implementing high expectations based on what works best. Staff participated in current practice reflection activities, and lesson development and collaborated about what is working within each other's teaching space. This process saw Safe, Respectful, Learner lessons become a stable part of lesson delivery, a whole school approach to implementing the awards system and the development of collegial expectations amongst each other. Common language has developed amongst staff and this has been identified through professional learning evaluations, POD agendas and SEQTA marksbook with student work. 2023 is aimed at Putland ETU embedding, unpacking and developing explicit teaching across the school.

### 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 practice theme explicit teaching at Sustaining and Growing</li><li>• <b>Staff</b> training in assessment and evaluation of student progress in literacy and numeracy is embedded in school practice.</li><li>• Teachers practice using evidence-based explicit literacy and numeracy strategies informed by Individual student need and their IEP.</li><li>• IEPs are developed and teachers are trained to use student individual data to inform the plan.</li></ul> | The progress towards IEP development has commenced with the review of the student enrolment plan. Staff training will be delivered as per the curriculum reform. |
| <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 Sustaining and</li></ul>   | TTFM shows a slow increase in positive conversations between school and youth justice staff.   |

Growing.

## 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

**Per capita:** \$57,475.00

**Socio-economic background:** \$87,870.00

**SSP supplementary funding:** \$69,803.05

### Summary of progress

There have been several structural changes to Putland throughout 2022, whereby construction commenced and is due for completion during 2023.

### 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  |
|--|---|
| Providing each and every student a voice via the student council.              | Staffing constraints have disabled the student council for 2022.  |
| Completed technology space with the employment of staff to sustain the program | The building project is in the final stages, and will be ready for risk assessment and establishment during 2023. |

| Funding sources                                       | Impact achieved this year   |
|---|---|
| <p>Socio-economic background</p> <p>\$87,870.00</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>• Enhancing opportunities through structural innovation</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 support Distance Education being delivered in a safe and secure manner across the school</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> 4 Students enrolled in Sydney Distance Education High School<br/> 8 students supported with TAFE enrolments<br/> 1. successful completions in Certificate III in Community Services</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> Maintain staffing allocations with available resources.</p>  |
| <p>Aboriginal background</p> <p>\$83,602.01</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>• Whole school event days, professional learning and community engagement to support students in their cultural awareness and development to re-connecting to community</li> <li>• release of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> AEO being released from an allocated class<br/> Establishment of "Men's Group" cultural sharing and intervention program.<br/> Trial and Development of a Personalised Learning Plan.<br/> 87 young people where supported when required by our AEO.<br/> Participation and collaboration in joint celebration events such as NADIOC and Multicultural events.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> Continuing the support provided to our Aboriginal students in reconnecting them to community.</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>• Explicit and systematic teaching of literacy and numeracy</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 Literacy activities and resources</li> </ul>   |

|   |   |
|---|---|
| <p>English language proficiency</p> <p>\$2,400.00</p> | <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Upgrade of literacy content with several relevant magazine subscriptions and development of reading boxes for each classroom to facilitate drop everything and read at the conclusion of each session.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>To continue to enhance our reading content available to students, to engage and embed reading as a standard practice.</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>• Explicit and systematic teaching of literacy and numeracy</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>• Improvement of technology available to distance education students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Students studying through Distance Education have been provided effective laptops to support video conferencing with teachers to enhance their learning experiences.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>To continue to replenish technology available to distance education students to support their learning.</p>  |
| <p>Professional learning</p> <p>\$37,457.00</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>• Staff Professional Learning weekend focused on What Works Best teaching practice and Team building activities in relation to building a classroom community of support.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Staff participating in opportunities to reflect and collaborate about High Expectations in classrooms and what it looks like as examples across the school. Staff were able to spend time as a POD to discuss expectations among Teachers, SLSO, and executives in a collegial manner that utilised expertise and strengths.<br/>Teams challenge Australia delivered tailored professional learning at the Staff Professional Learning Weekend. Staff were able to engage in enjoyable and challenging team-building activities that enabled trust building, personal development, and conversations of rapport building between the Putland school community. Staff were taught and practiced breathing techniques and how our emotional state flows through to affect the emotional state of those around us. The activities and strategies delivered will be incorporated into SEL program as a resource to be used within classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>To continue to develop whole staff knowledge and practical application of embedding high expectations within their classroom, and continue to enhance staff knowledge on self-care and wellbeing activities and strategies.</p> |
|   |   |

|  |  |
|--|--|
| <p>COVID ILSP</p> <p>\$63,000.00</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 school as most likely to benefit from additional support in 2022.</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>• NIL</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Putland ETU was unable to implement the COVID ILSP initiative in 2022 due to competing priorities. The follows from 2021 when the program was unable to be implemented.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Putland ETU is addressing the particular needs of students through a successful intensive literacy program, to address required literacy skills for young men prior to release from custody.</p> |
| <p>SSP supplementary funding</p> <p>\$509,409.15</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>• Enhancing opportunities through structural innovation</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>• Creation of professional development based on what works best.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>All staff participating in the process of learning about high expectations within the class environment based on what works best.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>To continue to expand knowledge and application of high expectations in the classroom before moving towards explicit teaching.</p>                               |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2019       | 2020 | 2021 | 2022 |
| Boys     | 104        | 56   | 56   | 43   |
| 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 **299** young people throughout 2022, 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 going from 48-hour non-enrolment period to a 14-day non-enrolment period which has been reduced to a 10-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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

### 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.

## Year 12 students undertaking vocational or trade training

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External VET is offered at Putland and 2022 saw the following:

- 58 students completed Provide basic emergency life support
- 23 students completed Assist with activity sessions
- 9 students Construction Induction (WhiteCard)

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 1     |
| Assistant Principal(s)                  | 2     |
| Head Teacher(s)                         | 2     |
| Classroom Teacher(s)                    | 21.72 |
| School Administration and Support Staff | 22.52 |

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

| Staff type     | Benchmark <sup>1</sup> | 2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.00%                  | 4.10%   |
| Teachers       | 3.00%                  | 3.30%   |

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

|                                       | 2022 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 1,618,827               |
| <b>Revenue</b>                        | 6,410,269               |
| Appropriation                         | 6,405,425               |
| Investment income                     | 4,844                   |
| <b>Expenses</b>                       | -7,586,199              |
| Employee related                      | -5,357,082              |
| Operating expenses                    | -2,229,117              |
| <b>Surplus / deficit for the year</b> | -1,175,930              |
| <b>Closing Balance</b>                | 442,897                 |

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.

## Financial summary - Equity loadings

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

|                         | 2022 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 0                                 |
| <b>Equity Total</b>     | 173,273                           |
| Equity - Aboriginal     | 83,003                            |
| Equity - Socio-economic | 87,870                            |
| Equity - Language       | 2,400                             |
| Equity - Disability     | 0                                 |
| <b>Base Total</b>       | 5,095,699                         |
| Base - Per Capita       | 57,475                            |
| Base - Location         | 324                               |
| Base - Other            | 5,037,901                         |
| <b>Other Total</b>      | 914,750                           |
| <b>Grand Total</b>      | 6,183,722                         |

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.

## Parent/caregiver, student, teacher satisfaction

TTFM was conducted in 2022, with minimal responders it still identified our parent agency feels welcomed at school and informed. The opportunities to attend meetings and communicate has enhanced and involvement between both agencies. Expanding communication is a continued focus in 2023 for Putland.

# 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 2022 developed a team of anti-racism officers to address racism issues outlined in 2020 surveys. Together the team sought additional support from "Together for humanity" to provide knowledge to students about racism, identifying racism and how to address racism. This was run as a whole school day showcasing culture and providing students with key knowledge about racism and how to address it for the future.

## 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.