

School plan 2018-2020

Putland School 5453



School background 2018–2020

School vision statement

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

School context

Our Facility

Putland Education and Training Unit (ETU) is a School for Specific Purposes (SSP) which is administered by the NSW Department of Education (DoE). It is located within the Cobham Juvenile Justice Centre (JJC) which is administered by the NSW Department of Justice and operates as the principal remand centre in NSW for juvenile males aged 14 years and older. The centre is a secure facility with a perimeter controlled by various means including: electronic locks, video surveillance, metal detectors, high barrel-top fencing, anti-climb barriers and razor wire. The site contains buildings and infrastructure to meet the requirements of the detainees who are incarcerated at Cobham JJC each year. Over 350 staff are employed at the centre from a variety of support agencies and other government and non-government departments.

Our Community

Our school community encompasses our partner agency Cobham JJC, its staff and other specialist support services, such as Justice Health, who work within the secure perimeter of the facility. We work in partnership with our community to provide a seamless service to students. In order to achieve this, many of our policies and procedures are integrated with those of Cobham JJC, for example, we implement the Cobham JJC incentive scheme, refer students to Cobham JJC personnel in relation to welfare matters, maintain documentation consistent with DoE and Department of Juvenile Justice (DJJ) requirements and collaboratively assess and manage risk. As members of the Cobham JJC community, we have responsibility for the provision of educational opportunities to the detainees. In terms of student performance, our community is concerned with data that is focused on behaviour and wellbeing as well as academic achievements. The DJJ has custodial responsibility for detainees and the maintenance of good order at Cobham JJC. Therefore, in relation to issues of safety and security, Putland ETU staff must comply with DJJ direction. A memorandum of understanding between DoE and DJJ provides further clarification of the relationship between the two government departments.

School planning process

This plan was developed following an extensive consultation process. This was primarily based on the *School Excellence Framework* (V2) and to reflect national and international best practice in learning, teaching and leading. The school leadership team engaged in action research to support the development of a series of sub strategic 5P plans which informed the over arching whole school strategic directions.

Feedback from staff, students and community was also drawn from Tell Them From Me Survey results, as well as external validation to further inform the development of this plan.

The school worked collegially with our partner agency to align curriculum delivery models and class structures with Juvenile Justice system and structure reforms. The focus of this initiative was ensuring the school programs accommodated the learning needs of all students on both remand and control terms, and informed the direction of future planning for the school.

Consultation with our Aboriginal community included with the Aboriginal Community Engagement Officer, local Elders and members of the community via our Cobham Putland Aboriginal Community Consultative Committee (CPACCC). We have a partnership agreement with the Pemulway AECG and the school is represented at AECG meetings.

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Our Students

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

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

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

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

Background: diverse cultural and ethnic backgrounds – 37% Aboriginal and 24% LBOTE; personal histories of violence – 57% have a history of child abuse or trauma; physical, emotional and/or sexual abuse; drug and/or alcohol abuse; dysfunctional family environments – 25% had been placed in care before the age of 16; school histories of non-attendance, failure and peer relationship difficulties; anti-social behaviour and difficulty in complying with authority; significant gaps in education and 'dropping out' at an early age.

Behaviour: risk-taking behaviour; behaviour and/or emotional disorders – 86% found to have a psychological disorder; short attention span; poor impulse control and a need for instant gratification; suicidal ideation; self-injurious or depressive behaviour; and extremely subtle

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and well–developed manipulative behaviour.

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

Education: poor educational histories; no plans to continue their formal education; and inadequate knowledge of health and personal hygiene issues.

Family: dysfunctional family environments, many do not live with and are not in regular contact with their parents; very limited or negligible family support either before or after detention; and many are fathers of young children.

Feelings: limited control over their own lives; anxiety, anger, frustration, isolation and/or depression due to their current situation.

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

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

Self Esteem: a lack of self esteem and self–concept; and an awareness of academic deficits which causes embarrassment and 'fear of further failure' often resulting in an extremely negative attitude towards school and learning.

Skills: poorly developed reasoning and problem solving skills; poorly developed literacy and numeracy skills and/or learning deficits; emotional immaturity and poor social

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interactions.

Our Staff

Our staff body is comprised of 50% teaching staff and 50% School Administrative and Support Staff (SASS) with the majority of SASS being School Learning Support Officers (SLSO). The school executive includes the Principal, Deputy Principal, two Assistant Principals and four Head Teachers – two Local Schools Local Decisions (LSLD).

Approximately 19% of staff are currently employed in a temporary status where 13% of those are beginning or early career teachers and one is yet to achieve Proficient accreditation status. A rigorous induction program has been developed and is being refined to address staff confidence and competence in implementing local safety and security measures as well as effectively engaging in contextually relevant quality teaching practices.

Our Curriculum

A customised curriculum framework has been designed to ensure flexibility and relevance to our students' needs. This framework includes opportunities to engage in the Key Learning Areas (KLAs) of English, Mathematics, Personal Development, Health and Physical Education, Aboriginal Studies, Information and Communication Technologies, Work Education, History, Geography, Science, Visual Arts, Music, Design and Technology, Food Technology, Photographic and Digital Media and Dance. These KLAs are delivered through the integrated curriculum components of Literacy, Numeracy, Area of Study, Vocational Studies, Creative Development, Health, Social Emotional Learning (SEL) and Physical Education. Values education and the principles of Positive Behaviour for Learning (PBL) are embedded into the daily lessons and routines. All students complete an Initial Program which provides opportunities for staff to assess students' academic abilities, behavioural habits and complete a general risk assessment, while introducing the student to the Putland ETU operational structure and academic pathways.

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All teaching and learning programs are mapped to New South Wales Education Standards Authority (NESA) LifeSkills outcomes – students are unable to access a full secondary education program due to contextual restrictions and student characteristics – and students are enrolled into NESA courses based on their chronological age. Students are supported to achieve NESA outcomes via differentiation strategies delivered in the classroom. Students who wish to pursue a full secondary studies pattern may be enrolled in a secondary studies program via Sydney Distance Education High School (SDEHS).

Students are provided with opportunities to achieve dual-accreditation via the Vocational Education and Training (VET) pattern of study which allows engagement through Technical And Further Education–Digital (TAFE Digital), Externally delivered VET (EVET) and School delivered VET (SVET) in Nationally Recognised Training such as various Certificate I to IV courses, General Construction Induction Card (White Card) and various Hospitality competencies. Due to the student population composition – 37% Aboriginal and 24% Language Background Other than English (LBOTE) – targeted Literacy and Aboriginal Education programs are provided to enhance student academic engagement and achievement.

The school provides an integration program referred to as the Green Centre Program (GCP) for students who are not able to access the general school program, due to ongoing behavioural, social and/or psychological issues. The program is individualised to student need and is delivered on a one to one basis by Putland ETU staff. Curriculum focuses on improving behavioural self-management and social skills and may be taught explicitly or embedded through other components of the Putland ETU curriculum framework.

Staff members are encouraged to propose new and innovative programs which apply their own expertise, stimulate students' interest and address student learning needs.

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Our Timetable

The Putland ETU timetable has a suggested weekly weighting of curriculum components to best address student need while concurrently satisfying NSW Education Standards Authority (NESA) requirements. Our daily school timetable, known as the Daily Activity Program (DAP) varies according to student need, staff availability and risk management considerations. Consequently, staff must be flexible and adapt to daily changes to the timetable. In addition, staff must be prepared to manage numerous disruptions to the classroom routine which may occur for a variety of reasons including student court appearances, visits by legal representatives and support personnel, specialist staff intervention, Cobham JJC disciplinary actions, risk management procedures and visits by Official Visitors and Ombudsmen representatives.

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

Statistics from:

NSW DoE SCOUT Business Intelligence for Education Contextual Information and People Management reports.

2009 Young People in Custody Health Survey.

School planning process

School strategic directions 2018–2020

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.

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.

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.

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.

People

Students

- Build skills and knowledge to actively participate in determining their own learning goals and pathways.
- Build knowledge and understanding of their own learning progressions and growth.

Staff

- Build skills and knowledge to assess and discuss student learning growth and achievement against continuum progressions.
- Build skills and knowledge to effectively develop and document individualised learning plans in consultation with the student.

Leaders

- Adopt a coordinated approach to using continuums to measure student performance and achievement.
- Provide systems that support the development and documentation of individual student learning plans with an expectation that these will be constructed through consultation with the student.

Processes

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.

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.

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

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 Plan

- Analysis of school– based assessment data
- Analysis of student plan completion data

Practices and Products

Practices

Based on the continuums/progressions, all students will be assessed and monitored to inform student learning goals.

All students will have a voice in developing their individualised plans and achieving learning outcomes.

All students are able to articulate and celebrate their learning growth and achievements.

Products

The school has identified what growth is expected for each student and the students are achieving expected growth on internal school progress and achievement data.

100% of students participate in the development of an individual plan to determine their learning goals.

Strategic Direction 2: Effectiveness in Teaching

Purpose

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

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.

People

Students

- Be engaged productively in their own learning.
- Strive to achieve meaningful outcomes that they can articulate.

Staff

- Build skills and knowledge to proactively manage self, communicate effectively with others and utilise management strategies that are responsive to student need.
- Build skills and knowledge to accurately identify students educational needs, utilise appropriate assessment tools to monitor and evaluate the effectiveness of educational programs, and to communicate learning goals and outcomes to all stakeholders.

Leaders

- Provide opportunities for staff to develop depth of knowledge, a wide repertoire of proactive interventions/ management strategies and the application of those strategies.
- Provide opportunities for staff to work within a coordinated, systematic approach to understanding, assessing, evaluating and communicating student learning.

Processes

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.

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

Evaluation Plan

- TTFM custom survey questions
- Analysis of school-based assessment data

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Conditions within all school environments are established. to support all staff and students to connect, succeed and thrive.

Products

Assessments are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement for all students.

All teachers are confident in modelling and sharing a flexible repertoire of effective strategies for classroom management and promotion of student engagement and responsibility for learning.

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

People

Students

- Utilise the high quality education service provision
- Develop an understanding of the school and organisational systems and structures, and how they apply to their needs

Staff

- Actively engage in developing their own leadership capacity.
- Recognise the school's practices and processes in relation to accountability of resource management.
- Build skills and knowledge of the school's educational philosophy and models of learning so that they can confidently advocate on behalf of the school with community partners.

Leaders

- Adopt a leadership style and coordinated approach to coaching and mentoring that fosters leadership capacity and ongoing improvement in all staff.
- Develop an understanding of and skills in the school's processes of accountability so that staff can use them independently.
- Provide systems to increase stakeholders knowledge of the school purpose and pedagogy models so they can confidently advocate for the school.

Community Partners

Processes

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

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

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

Evaluation Plan

- TTFM surveys
- Observational rounds
- Meeting minutes
- Milestone documents

Practices and Products

Practices

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan

All stakeholders have a clear understanding of the school's common goal and the dynamic nature of their role in achieving that goal and supporting colleagues.

Products

Enhanced leadership capacity, reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.

Longer term financial planning is integrated with school planning and implementation processes address school strategic priorities and meet identified improvement goals.

Streamlined, flexible processes exist to deliver services and information to support community engagement and satisfaction.

Strategic Direction 3: Efficacy in Leadership

People

Develop an understanding of and value the theories and models of learning that underpin the school's educational philosophy. They demonstrate support for the school's position with their children and in the community, and are active partners in embedding these into the school's culture.