

# Strategic Improvement Plan 2021-2024

## Putland School 5453



# School vision and context

## 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 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

# School vision and context

## School vision statement

## School context

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.

# 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.

## Improvement measures

### Target year: 2024

- A range of evidence supports our assessment/validation in the element of effective classroom practise theme explicit teaching at Excelling.
- **All staff** are trained in and implement assessment and evaluation of student progress in literacy and numeracy.
- All teachers utilise evidence-based explicit literacy and numeracy strategies informed by individual student need and their IEP.
- **All IEPs show evidence of the use** of individual student data which informs teaching practice.

### Target year: 2024

- TTFM results show an increase in **positive educational conversations** in relation to classroom behaviour and performance.
- A range of evidence supports our assessment/validation in the element of learning culture theme High Expectations at Excelling.

## Initiatives

### Student engagement for success

Improve student engagement through implementation and embedding the practice of What Works Best, focusing on High Expectations and Explicit Teaching being visible in every lesson for every student.

Students have meaningful work to complete, based on their needs to assist them in skills for life to reduce the need for re-offending.

### Explicit and systematic teaching of literacy and numeracy

Develop and maximise all learners literacy and numeracy growth by creating an environment of systematic and explicit reading and numeracy instruction.

- Professional learning to develop teacher expertise in literacy and numeracy
- All students have authentic IEPs based on individual assessment in functional literacy and numeracy
- Explicit teaching is visible in all classrooms

## Success criteria for this strategic direction

Excelling in **Assessment - student engagement** - Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

Excelling in **Professional Standards- literacy and numeracy focus** - All teachers understand and explicitly teaching literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Sustaining and Growing in **Effective Classroom Practice - Explicit Teaching** -Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

## Evaluation plan for this strategic direction

**Question** - Have we improved student engagement in every lesson and what impact are we having to improve literacy and numeracy results of our students? Does the data display relevant assessment information that informs future planning for our students?

**Data** - Exit slips, lesson criteria data collection, professional learning evaluations, lesson plans with the specific student-based information, POD agenda and Coffee Club minutes from meetings, pre and post learning mentioned in the lesson plan, photos of the classroom set up, IEP, lesson content.

### Analysis and Implications -

At least once a term evidence will be gathered, annotated analysed and uploaded into SPaRO to demonstrate our progress.

## 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.

### Improvement measures

#### Target year: 2024

Every year increasing numbers of students participate in leadership opportunities.

#### Target year: 2024

**Expanded student opportunity** across the school by establishing a diverse range of innovative programs, including a music studio, technology class and distance education support classes.

### Initiatives

#### Enhancing opportunities through structural innovation

Improve student learning outcomes through learning, health and wellbeing by:

- ensuring every student is afforded the opportunity to participate in leadership and develop social skills and work competencies
- Improving educational opportunities and engagement through the development of innovative music and technology programs based in our new learning spaces

### Success criteria for this strategic direction

**Excellence in individual learning needs by** - School-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

**Excellence in expertise and innovation** - Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

**Excellence in school resources - facilities** - The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

### Evaluation plan for this strategic direction

**Question** - What are we doing to focus on building our students holistically? Have we increased the diverse access to the curriculum for our students and enhanced their learning experiences?

**Data** - Exit slips, TTFM, program evaluations, student feedback forms, spaces have been built and available for student use, student voice, leadership program, and participation, including student feedback, student learning outcomes, POD survey, DAP Communications

#### Analysis and Implications -

At least once a term evidence will be gathered, annotated analysed and uploaded into SPaRO to demonstrate our progress.