Newnes
Young Offenders
Correctional
Centre

Historical Overview
(unpublished report)

Michael Herbert
Research & Statistics
NSW Department of Corrective Services
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PREFACE

This Historical Overview is the first in a series of three studies conducted at Newnes in 1992. A Research Officer, Michael Herbert, was employed to undertake these studies and was located at Newnes from January, 1992 to March, 1993.

In consultation with the Governor of Newnes, Superintendent Carter and the Deputy Manager Inmate Development, Ms. Joy Kirby, it was considered that it would be invaluable for those working at Newnes and for the Department to know how the program evolved during the early stages of its operation. This study, the Historical Overview, was designed to show the changes that occurred at Newnes during the period from August, 1991 to July, 1992.

The main documentary sources for this study were the original and the current management plans. There were many changes made to both plans that were not documented, some changes were in the formative stages and some were not documented at all. Mr. Herbert was, therefore, forced to draw upon anecdotal evidence to provide examples of various episodes that occurred during the period under review. This anecdotal evidence supplied to the research officer was checked where possible and was also supported by comments made by staff and inmates in the remaining two studies in this series.

Notwithstanding the above, this Overview is a valuable reference document for those considering introducing change in a correctional setting.

Simon Eyland,
Chief Research Officer,

Note: Newnes closed on Tuesday, March 9, 1993 when the last few inmates were transferred to other centres. This stage of the Young Offender Program is currently being undertaken at Oberon Correctional Centre.
NEWNES YOUNG OFFENDERS CORRECTIONAL CENTRE

HISTORICAL OVERVIEW

SUMMARY

The Newnes Young Offenders Program was designed to prepare young adult offenders for re-entry into the community. The philosophy of the program was based on the assumption that young offenders need to develop non-delinquent values and qualities of self-control, self-confidence and judgement by focusing on employment and social skills, improved basic literacy and numeracy and greater self-esteem and self discipline.

It was felt that these needs could be achieved by providing the opportunity for these young offenders to experience a combination of education, work and stressful wilderness situations. The stressful wilderness situations were designed to enable offenders to react with courage, enterprise, initiative and responsibility in a team environment. The sixteen week program consisted of four phases each of four weeks duration.

During the evaluation period the program was continually refined and developed. The young offenders (trainees) carried out forestry, community and camp service work; they undertook education (first aid, occupational health and safety, Duke of Edinburgh Award scheme), learned bushcraft (map reading, compass reading, bush safety, etc.) and took part in physical training which led to a series of expeditions (advanced training) of increasing difficulty. These expeditions included bushwalking, rock climbing and abseiling.

During the period covered in this report, August, 1991 to July 30, 1992 there were significant changes made to the program structure. See table on page viii.

Although the Newnes program was aimed at young offenders, the Centre also housed a core population of older inmates. These inmates formed a "nucleus" of workers who maintained the camp and carried out the day to day clerical work and chores necessary for the smooth running of the camp.

The aim of this Historical Overview was to document the evolution of the Newnes program by developing an historical record of the Newnes project, documenting significant changes, revisions, decisions, problems experienced and notable achievements that occurred during the evaluation period.

All requirements laid down for evaluation were addressed and the four main features of the program were discussed in detail in the body of this report. They were:

- the management plan;
- the camp structure;
- case management;
- program management.
The Overview drew upon two major pieces of documentation which detailed the Newnes program. These were the original management plan prepared by Superintendent Carter and the Deputy Manager Inmate Development, Ms. Joy Kirby and the current management plan published by the Y.O.C.C. Team in June, 1992.

The current management plan reflected a significant shift in emphasis from the original plan. This was brought about by evolutionary change to all aspects of the program and changes in Departmental policy that occurred during the period under review. Not all changes that occurred were documented.

The need to effectively communicate these changes to the staff was fundamental to ensure the efficient working of the program.

There were a number of notable achievements at Newnes during this period which included:

- the number of inmates graduating from the program,
- the implementation of the Duke of Edinburgh Award Scheme,
- the seed propagation program and
- staff development.

There were also a number of problems and most if not all of these problems stemmed from a failure or lack of effective communication. In both the Staff and the Inmate studies examples were recorded of the breakdown in communication between management and staff, between different groups of staff and between staff and inmates.

The lack of documentation and provision of clear guidelines as to the aims and objectives of the program, the rights and privileges of inmates and objective measures of performance by inmates at all stages of the program led to varied interpretation by all parties.

Notwithstanding the above both the staff and inmates were of the opinion that the Newnes program was an important initiative in the management of young offenders.
INTRODUCTION

The Newnes Young Offenders Program was originally designed as a separate stand alone experimental approach to provide young adult male, low security inmates with the educational and general life skills necessary to adequately prepare them for re-entry into the community.

However, subsequent to the official opening of Newnes on August 16, 1991, the then Minister for Justice, the Hon. Terry Griffiths MP, announced that Newnes would become part of a broader program for young offenders.

In addressing members of the local community at Parklea, the Minister said:

*Inmates will move through a six-stage program which will focus on returning them to the community equipped with employment and social skills, improved basic literacy and numeracy and greater self-esteem and self-discipline.

Suitable young offenders will go straight from the courts into Parklea, where they will be assessed before working their way through three different management units.

Stage four will be the Newnes Young Offenders Program, where inmates will attend a 16-week intensive course of physical exercise, adventure training, education and work at an afforestation camp near Lithgow.

From Newnes they must go straight into work release and from there into the final stage of the program, post-release supervision in the community." (Corrective Service Bulletin 18/991 p.4)

Thus, the original concept for Newnes was extensively reviewed and remodelled in order to position it within the overall Young Offenders strategy.

The purpose of this Overview was to describe the evolution of the Newnes program by describing revisions, decisions, problems experienced and the notable achievements that occurred during the twelve month period from August 1, 1991 to July 30, 1992.

This Overview contains seven broad areas:

- The History of Newnes
- The Management Plan
- The Camp Structure
- Case Management
- Program Management
- Notable Achievements
- Other Problems Experienced.

The Historical Overview is the first in a series of three studies undertaken at Newnes in 1991/92. These studies, the Historical Overview, the Inmate study and the Staff study were designed as a first step in the evaluation of the Newnes program.

The research specification for these studies was agreed in consultation with the Governor of Newnes and the Deputy Manager Inmate Development prior to the implementation of the broader young offender strategy.

Note: Subsequent to the writing of this report Newnes closed on Tuesday, March 9, 1993 when the remaining inmates were transferred to other centres.
HISTORY OF NEWNES

The Newnes Young Offenders Correctional Centre was officially opened by the Minister for Justice in August, 1991. The NSW Department of Corrective Services resumed control of the camp from the Department of Sport and Recreation shortly before the official opening by the Minister.

Between December, 1985 and January, 1991 the Department of Sport and Recreation ran the camp at Newnes. For just over five years they conducted a range of camps for children, families and senior citizens. Activities included abseiling, archery, canoeing, bush walking and swimming.

Prior to December, 1985 Newnes was an Afforestation Camp run by the Department of Corrective Services. It was opened on June 26, 1968 and remained open as a minimum security gaol for 14 years, closing on September 10, 1982. During that time inmates built and maintained bowling greens (which are now the basketball and tennis courts), playing fields, a swimming pool, a lake and a natural rock fountain.

The Newnes Young Offenders Correctional Centre is located in the Newnes State Forest which occupies 30,000 hectares of the Newnes Plateau and covers the tribal lands of the Waradjure (in the west) and the Danuk people (in the east).

The temperature ranges from an average summer maximum of 23 degrees, to an average winter minimum of -1 degrees centigrade.

Some of the larger mammals found in the Newnes State Forest are the Eastern Grey Kangaroo, Red-necked Wallaby and the Wombat. The birds in the area worthy of special mention are the Glossy Black Cockatoo, Turquoise Parrot, Tawny Grass Bird, Rock Warbler and the Beautiful Firetail. Reptiles in the area include the Pink-tongued Lizard, Diamond Python and the Broad-headed Snake.

Newnes was the site of numerous Shale Oil projects. There is now little left of the township other than a few ruins and a hotel.

The Glow Worm Tunnel, once part of a railway that provided access from the Wolgan Valley to Newnes Junction, is now a tourist attraction in the area. It runs for about 400 metres and is inhabited by a myriad of glow worms. Another noted tourist attraction is the Zig-Zag Railway. A steam train takes passengers on a ride through the local area in a zig-zag formation, hence the name.
MANAGEMENT PLAN

Introduction

The Newnes program, a structured program for young adult male offenders, forms Stage 7 of the Department’s Young Offender Program. Stage 7, Newnes, consists of four phases, each of 4 weeks duration.

The first phase contained a two week induction period which introduced inmates to the Newnes centre and the program. In Phases 2 and 3 the inmates were engaged primarily on forestry work and community projects. Phase 4, the last phase, contained a two week Adventure Training (Wilderness) Camp which provided a conclusion to the program.

The aims of the centre were to provide inmates with skills, knowledge and support through the use of work, vocational training, education and the developmental components of the program. The prime objective was to assist young offenders to make positive choices for their future in the community.

A key component of the Newnes Program was focussed on life skills and adventure challenge where structured training was promoted through the interaction of staff and inmates. It was believed that participation in such training would promote the achievement of positive self-perception, self-reliance, self-esteem, self-development and teamwork.

A feature of the program was to create an environment at Newnes in which the inmates were given responsibilities and made accountable for their actions. This was to be achieved within a case management framework (see section on Case Management).

Facilities and accommodation at the centre did not allow for total unit management, however, the essential elements and principles of unit management were practiced throughout the program.

Management strategies

In the original Management Plan, developed by Superintendent Carter, the Governor of Newnes and the Deputy Manager Inmate Development, Ms. Joy Kirby, seven prototype management principles were listed which the writers believed needed to be implemented in order for the program to meet its aims and objectives. These were:

1. "A permanent, stable staff must be allocated to each phase of the program and the program as a whole."

To some extent this principle was achieved as a stable staff was allocated to each phase. However, a permanent stable staff was not achieved at Newnes during the period under review.

2. "Senior supervisors and supervisors should be delegated extended authority."

This extended authority was to cover those tasks within program delivery, either theory or practical, that would routinely need the approval of the senior management.
3. "All staff at the centre should be involved in managerial decisions relating to the operation of the centre and the program."

Although the participation of staff in decision making was welcomed many felt that their suggestion would be ignored (see Newnes staff study).

4. "Staff should function as a multi-disciplinary team, using structured meetings to achieve the aims and objectives of the centre".

5. "Staff must be acutely aware of the responsibilities they have accepted, with all staff having the same degree of accountability".

Although ultimate accountability lay with the Governor, it was intended that Newnes would operate on a team approach with accountability being shared by all.

6. "Though inmates have signed a contract agreement, they must be aware of their responsibilities and have the same degree of accountability."

The writers also stressed a team approach for inmates in which all inmates would be held accountable for the actions of a single inmate or a group of inmates. However, punishment was to be administered on an individual basis.

7. "Inmates involved in the program should have input into the decisions which affect them."

It was anticipated that the application of these seven management principles would ensure that staff members would assume greater responsibility, operate as a team, increase their own career development and provide greater service to the young offenders undertaking the program.

It was also anticipated that these principles would provide similar applied responsibilities and increased team skills for the inmates.

In order to facilitate the achievement of these management principles the staff roles were designed to be varied and flexible (e.g., officers acting as group discussion leaders, rock and bush craft instructors and case management team members). Staff training at the centre covered a wide range of skills including traditional correctional management.

Given the minimum security "C" classification of the inmates housed at Newnes, it was originally envisaged that the application of these management principles would make the centre a secure, safe working environment for both staff and inmates.

**Aims and objectives**

(Have they been met?)

The aims and objectives of the original YOCC Management Plan (1991) and the current YOCC Management Plan (June 1992) were essentially the same (except for amendments made subsequent to changes in Departmental policy). However, it should not be inferred that the latter evolved primarily from the former, in fact, the evolution from the original (c) to the current (c) version of the management plan resulted from a number of small, but irregular, changes. Complete documentation existed only for the original and current management plans and thus they provided the only documented evidence of change.
The differences and similarities between these two management plans\(^5\) are briefly discussed below:

1. The application of a management system for young offenders through the implementation of a structured program. Which:

1.1 Increases custodial participation in the rehabilitation of young offenders.

Rehabilitation was the first objective of the original Management Plan and remained the first objective of the current Management Plan.

O1.2 Provide for the introduction and establishment of correctional officers.

C1.2 Continue to promote the role of staff as multi-skilled correctional officers.

The essential difference between these aims was the variation in the role of the correctional staff at Newnes. The traditional role of the correctional officer under the original management plan was replaced under the current management plan by provision for officers to acquire expertise in a wide range of skills such as leadership, instruction and case management.

1.3 Promote staff/inmate interaction.

The promotion of a permanent and stable staff for each phase of the program and the program as a whole provided for effective interaction between phase members and their corresponding staff team members. This interaction was designed to create trust, between staff and inmates and achieved some measure of success.

1.4 Promote inmate participation and recognize their rights and responsibilities.

Inmate participation within the program appeared to depend upon how "rights and responsibilities" were interpreted by both the correctional staff and the inmates.

The issue of rights and privileges was often confused at Newnes and conflict arose between inmates and officers when inmates perceived the withholding of a privilege as the withholding of an accustomed right. Problems escalated when the inmates withheld their labour or denied their responsibilities to the centre community\(^6\).

An example of this kind of problem occurred when Intake 3 (20/1/92 to 27/4/92), phase 4 (with the exception of one trainee who was moved forward to stage 8) were transferred out of Newnes before the completion of their two week adventure training camp.

This resulted from a situation in which Intake 3 was disciplined by the removal of an abseiling expedition. Intake 3 interpreted this act not as discipline but as a demonstration of lies made by officers. Both sides refused to back down.

Intake 3, on mass, refused reasonable direction given to them by officers and became unmanageable and aggressive. As such the entire intake was transferred, with the safety of the officers and the other phases at the centre in mind.

O1.5 Allow for effective case management of inmates both at Newnes and after
release.

C1.5 Continued development and application of effective case management of all inmates at the centre.

In the original management plan emphasis was placed on an "after release" component. This was omitted from the current management plan because it was outside the control of the centre. The current management plan made provision for case management for all inmates at the centre, however, no effective case management for the Nucleus'7 inmates at the centre was implemented.

With the appointment of a case management supervisor, the application of case management at Newnes improved. Case Management is discussed in greater detail later in this report.

2. Provide a range of services which recognise the necessary skills required by young offenders to adapt to normal community living.

2.1 Providing health, welfare, psychological, educational, spiritual and structured leisure time activities enabling an increase in confidence through personal achievements.

This objective was met on all levels. Health, welfare, psychological, educational, spiritual and structured leisure time activities were all implemented, but no measure of their ability to increase confidence was introduced.

2.2 Providing structured programs which address the special needs of young offenders.

This objective was met. The Young Offenders Program at Newnes was extremely detailed in its provision for the needs of inmates. The program is discussed in more detail within the Program Management section of this report.

O2.3 To facilitate a wider scope for the Department and other organisations in the management of young offenders, particularly in the areas of classification and parole.

C2.3 To facilitate the overall young offenders program and the Department in the management and development of young offenders.

Though reference to classification and parole have been removed from the current management plan, these aims were essentially the same. Indeed, this aim was achieved, in part, by the unique case management system implemented at Newnes which established greater interaction between officers and inmates.

2.4 Provide inmates with regular contact with family and friends and encourage their support, participation and involvement, through witnessing the inmates' achievements on completion of the program.

The isolated location of Newnes precluded many family members and friends from making regular visits even though Departmental transport was provided for visitors from Lithgow station. Family and/or friends were actively encouraged to participate in the
graduation ceremony at the completion of the program. Visits are discussed in greater detail later in this report.

O2.5 To involve community groups where possible in service delivery to the centre and through a range of community projects will enhance community relations.

C2.5 Provide inmates with the opportunity to be involved with and assist local communities with specific work projects which promote the achievements of effective re-integration into the community.

The work of the trainees, through the community project component of the program, enhanced both the community's relationship with the young offenders and the young offenders' relationship with the community. This was evidenced by the community's eagerness to employ the young offenders as workers and the young offenders eagerness to work within the community. However, it should be noted that there were some community project failures in which young offenders caused extensive damage. Fortunately; only positive examples of the community project work were reported in the local paper, the Lithgow Mercury.

At this point the order of the aims and objectives between the original and current management plans differed. The order within this overview follows that of the original management plan. The location of these aims in the current management plan are denoted in small print.

3. To provide a secure safe working

[5] environment which ensures the safety of staff, prisoners and the community.

3.1 Providing security by the use of
[5.1] staff and resources and the implementation of appropriate security plans and procedures.

Security and safety were considered to be of prime importance at Newnes, as indeed at any other correctional centre.

After each escape the use of staff and resources and the implementation of appropriate security plans and procedures was altered accordingly. However, the nature of the camp and its environment made security a practical impossibility.

3.2 Implementing staff training in
[5.2] security procedures and practices.

Security training at Newnes included procedures relating to visits, the reception room, emergencies, searching and report writing. Security training was conducted on a regular basis. More detail on staff training is discussed within the Administration section of Program Management in this report.

O3.3 Implementing procedures which ensure adherence to basic occupational health and safety principles by all staff.

C5.3 Implementation of continued training in relation to occupational health and safety issues.

This aim, in the original management plan, had become a point of contention. Although procedures were in place for basic
occupational health and safety, a lack of training made adherence to many of them improbable. Revised procedures ensured that basic occupational health and safety was encouraged for both officers and inmates through the Skillshare Certificate Course.

C5.4 The establishment of effective emergency response procedures which will include ongoing training.

C5.5 Continued effective emergency response procedures including ongoing training.

Effective emergency response procedures were established and were included in the security procedures, rescue techniques and the staff training.

C5.4 Provision of a centre health team and a safety committee to assist with continued safety requirements.

Although provision was made for a centre health team and safety committee there was no evidence of its existence.

C5.6 Provide staff with an equality of employment opportunities to assist their development as correctional officers.

In accordance with the policy of the Department, Newnes operated under Equal Employment Opportunity principles. This is discussed under Equal Employment Opportunity.

Section 4 of both the original and current management plan were unique to their respective plans. In the original Management Plan this section dealt with the staff.

Original Management Plan

4. To provide all inmates with the opportunity to work in a variety of industries, to enable the achievement of policy objectives, prisoner development and economic consideration.

4.1 To provide a range of industries which increases institutional industrial productivity and maintains cost efficiency.

4.2 To provide for the adherence to Departmental policy expectations, "Every gaol a factory - every prisoner a worker".

4.3 To ensure that the centre management plan recognises the needs of Prison Industries by providing quality controlled productivity.

These four objectives related to a superseded Departmental policy. Newnes had little or no variety in its industries and produced nothing, with the possible exception of an experimental seed propagation enterprise initiated by the Nucleus inmates.

4.4 To apply a hierarchy of privileges which promotes recognition of performance and achievement as well as sanctions for lesser performance.

This aim was not included in the Current Management Plan, but was achieved through the Token Economy System. This System is discussed in more detail later in the report.

4.5 To allow for prisoner development in
the centre industries in the attainment of basic skills and safe working practices.

Basic skills and safe working practices were taught in the forestry work component of the program.

Current Management Plan

4. Provide staff with the necessary skills to achieve the aims and objectives of the Newnes program.

4.1 Provide continued on-going training in all aspects of program delivery.

Regular staff training was an integral part of the Newnes program. This is covered in more detail under Staff Training in the Program Management section of the overview.

4.2 Provide support to staff participating in tertiary and developmental courses and programs.

Further education both within the Department, through the Corrective Services Academy, and outside the Department was actively encouraged at Newnes.

4.3 Provide staff with encouragement through awards and achievements for excellence in their work role.

Under provisions made in the original management plan a motivational program was established. Though this program was not specifically mentioned in the current management plan it was still in effect.

4.4 Provide staff with the training and necessary skills to perform duties in a higher capacity.

As with 4.1 regular staff training was an integral part of Newnes and is discussed in detail under Program Management.

O5. To ensure that all centre operations are achieved cost effectively.

C3. Provide cost effective management and utilisation of all physical and human resources.

5.1 Ensure that the centre remains [3.1] within budget funding allocations.

5.2 Ensure that staff rostering is [3.3] formed in strict compliance to Departmental policy and financial constraints.

Because of the way that the correctional staff at Newnes were allocated to a particular phase, rostering of staff was unique to Newnes. However, rostering was carried out in strict compliance with Departmental policy and financial constraints.

C3.2 Ensure that funds generation through industries and services is maintained through quality controlled productivity.

Newnes had no industries other than forestry and provided no services other than community projects. Thus, forestry was the only industry generating funds at Newnes during the period under review.
Strategies to reach aims and objectives

The principal strategy of Newnes was training. The training program was operating for 8 months from October 1991 and, despite early problems with a lack of training material, proved very effective.

To implement the Newnes program effectively the YOCC team divided operations into five sections:

- **Centre management**: responsible for the overall management of the centre;
- **Institutional security**: responsible for response to emergencies and security routines;
- **Inmate development**: responsible for the implementation and monitoring of the Young Offender Program;
- **Inmate education**: responsible for education programs to help inmates attain the skills necessary to effectively operate in the community;
- **Industries**: consisting primarily of funds generation through forestry work and community projects.

The current management plan was divided into these five sections and, for convenience, the remainder of the discussion will be divided under these headings.

Much of the original management plan was not included in the current plan, however, many components of the original plan continued to be operational. This created the assumption, that existing procedures implemented under the original management plan, need not be included within the current management plan, but this assumption was erroneous. This informal management structure created problems because it relied on personal interpretation rather than documented procedures.

Centre management

Priorities were allocated an A (A+ = more urgent priority than priority A), B, C or D with A representing the highest priority.

(a) Financial administration

The current management plan specified a single objective for financial administration:

- "Efficient management of cost centres in accord with budgetary allocations."

To achieve this objective, first priority was given to (i) expenditures recorded with the Administration Officer prior to commitment and (ii) the fortnightly finance meetings.

Recording of expenditures prior to commitment provided an accurate comparison of actual versus allocated expenditure. However, the fortnightly finance meeting was considered likely to result in additional work for the Administration staff and to produce delays in processing daily work. Nonetheless these meetings were essential to ensure any budget deficit was kept to a controlled minimum.

Second priority was given to monthly predictors of cost centre expenditure and the need for cost centre managers to undertake a
cost centre management training course.

(b) Inmate records administration

In this section of the current management plan three objectives were listed. The first and the last having priority A (first priority over other objectives). The objectives were as follows:

1. "All inmate warrants to contain up to date physical descriptions and photos."
2. "All warrants to contain up to date sentence details and relevant court forms."
3. "Applications to be processed promptly."

Resources required and performance indicators were listed, but no procedures were listed for the receipt of incoming warrants other than Departmental procedures. However, a note was attached to the last objective stating that "staff should be educated to the fact that applications made by inmates are an auditable document".

(c) Stores administration

Both objectives for stores administration under the current management plan were designated first priority. These objectives were:

1. "Efficient acquisition, storage and distribution of stores."
2. "Accurate plant and inventory records."

The resources needed for this objective were the maintenance of a stores officer position, all sections to have local section inventories and existing staff to be appraised of the system for the internal movement of stock.

(d) Ethnic Affairs Policy Statement (EAPS)

This policy stated that no person either employed at the centre or any inmate housed at the centre would be subject to any form of discrimination and where necessary affirmative action relating to employment and education skills would be enforced.

The centre management plan on this issue remained unchanged, even though it was not mentioned in the current management plan. Provisions to accommodate the needs of persons of minority groups rigidly adhered to the guidelines set out in the EAPS (Carter & Kirby, 1991).

(e) Equal Employment Opportunity (EEO)

The centre management plan recognised the Department's commitment to EEO.

All staff employed at the centre were given the opportunity to act in positions of a higher capacity for which they were skilled and/or qualified.

However, it should be noted that even though the centre officially recognised EEO principles, they were not necessarily adhered to. For example, during informal interviews with staff at Newnes some staff members questioned the ability of female officers, who were in contact with inmates, to perform duties readily
given to male staff members. The only female officer at Newnes complained that she was excluded from duties which she was qualified to undertake and that she was verbally "put down" by a senior staff member. The validity of the first part of this complaint was substantiated by the duties to which this officer was rostered. The second part of the complaint was investigated but could not be proven as there were no independent witnesses to the occasions on which the behaviour complained about occurred.

(f) Safety

The safety policy at Newnes was to provide knowledge and practical action in the area of occupational health and safety.

The objectives of the safety program were:

1. *To provide a safe work environment.*

This policy was not universally implemented. Inmates were observed, on numerous occasions, standing up in trailers towed behind troop carriers and not wearing seat belts while travelling in troop carriers to and from work over the dangerous roads around Newnes.

For example, in mid-1992 a number of inmates were injured when a vehicle overturned. The inmates were not wearing seat belts and some inmates were admitted to hospital. Following this event the need for the wearing of seat belts was restated but not enforced.

2. *To train officers and inmates in safe working practices.*

This was met in part by the current Occupational Health and Safety instructional program given to all new trainees in the induction period. However, it was not directly covered in officer training.

3. *To implement and maintain a job safety analysis program as a preventative measure.*

There was no evidence that this had been established.

4. *To establish a motivational program to actively encourage the practice of health and safety.*

This program was established, as noted below.

(i) Provision of a safe work environment

The provisions made under the original management plan by Carter & Kirby (1991) for a safe work environment have been listed below. As shown some of the original provisions no longer apply as the contents reflected an outdated Departmental policy.

These provisions were divided into two parts. Part one, though applied to the current work environments, generally applied to the industries program under the old Departmental policy of *every gaol a factory*. Part two, though not included under the current management plan, was still applicable.

Part 1:

- clear procedures to be prominent in each work location for the cleaning, operation and day to day care of
equipment;

- job instructions to be maintained at work locations and be readily accessible;
- relevant safety signs to be displayed;
- all locations to carry full inventory of protective clothing as applicable to the designated area;
- access and emergency exit areas to be kept clear of obstruction at all times;
- locations to display clearly the clothing required for that area;
- no unauthorised access to work location, No access to work location without first securing permission from the officer in charge of the location.

Part 2:

- regular inspection and maintenance of all plant and equipment to be undertaken;
- no person to operate equipment without having undergone familiarisation procedures;
- no safety apparatus to be removed so as to effect the safe operation of equipment;
- no equipment to be utilised other than for the purpose for which it is designed;
- all equipment is to be allocated a specific location and is to be returned to the location when not in use;
- hazardous/damaged equipment to be withdrawn from usage and clearly signed until repaired;
- foolish activity not to be tolerated in the workplace;
- all fire equipment and first aid to be checked and maintained;
- unsafe conditions or work practices are to be reported to the supervisor;
- all accidents and near misses to be reported and investigated;
- all post duties to include health and safety requirements.

(ii) JSA Implementation

Job Safety Analysis (JSA) implementation referred, in principle, to the industrial work location policy of the Department at the time of the original management plan draft (Carter & Kirby, 1991). Though these objectives are listed below, they were no longer an intrinsic part of the current management plan (YOCC Team, 1992).

- Work locations to be reviewed with jobs in each to be analysed.
- Jobs to be prioritised for JSA in terms of risk level and on-line timing.
- Hazards to be identified and recorded.
- This hazard identification to be utilised in eliminating/minimising the job
instructions.

- All steps to be documented as evidence that the procedure has been carried out with job instructions to be held at work location and in filing.

- The job instruction is to be utilised in the training of staff/inmates.

- Centre staff are to actively participate in the JSA procedure, thus utilising skills, knowledge and experience and a means of increasing commitment to the solution by affording staff a sense of "ownership" of the solution.

(f) Motivational program

Initially the motivation of officers and staff at Newnes was exceptionally high. However, maintaining this high level of motivation over a sustained period of time was difficult. Officers reported that they experienced "burn-out".

In order to reduce "burn-out" measures were implemented designed to acknowledge positive performance. A monthly certificate was awarded to officers who demonstrated consistent achievement. The awarding of the certificate was based on:

- information obtained during spot checks for cleanliness, orderliness and display of required signs and instructions;

- officer initiative in actively promoting Occupational Health and Safety in the work location;

- officer contribution to development of

Occupational Health and Safety at the centre overall;

- in the event of accidents/near misses, officer performance in reporting the accident.

The officer receiving the most certificates in one year was to have his/her name engraved on a trophy displayed in the recreational area.

Although the implementation of this motivational program was acknowledged by the officers at Newnes, in informal discussions many officers indicated that they felt a lack of support was more the norm than incentives.

(g) Training provisions

The Newnes training provisions were divided into three stages:

- the initial stage consisted of a broad exercise conducted during the period September 23 to September 27, 1991, based at and operated from the Newnes Centre;

- the second stage involved a young offenders pilot staff training program run in conjunction with the Corrective Services Academy which commenced on October 8 and finished on October 28, 1991;

- the final and most comprehensive stage was the Newnes Correctional Officers Training Package, which commenced on May 25, 1992 and ran for four weeks. To date (30/11/92) it was not repeated.
For more detail see Staff Training, under Administration in the Program Management section.

(h) Staff structure

The staff structure was based on 24 hour operation. Consideration was given to security, program components and program delivery.

Using the appropriate staffing formula, the structure was divided into five main areas, encompassing the majority of the 32 staff members. These areas were incorporated within the normal staff structure and did not exist outside it. A diagram of the staff structure is shown in Figure 1.

1. Fixed managerial/administrative positions:
   • Centre manager (Governor)
   • Deputy manager
   • Administrative officer
   • Clerical assistant/typist
   • Nurse
   • Catering officer.

2. Centre security:
   • All custodial/industrial staff
   • Night patrol officers.

3. Work/industries:
   • Assistant Superintendent Industries
   • Overseer/industries officers.

4. Program delivery - practical:
   • Senior supervisor
   • Supervisor
   • Program officers
   • Non-custodial staff.

5. Program delivery - theory:
   • Senior supervisor
   • Supervisor
   • Program officers
   • Non-custodial staff.

Institutional security

The current emphasis on institutional security changed from that of the original management plan. Under the original management plan security was primarily based on a physical barrier in the form of fencing and the static security procedures (watching the compound from a fixed observation post). Under the current management plan security was primarily based on dynamic security procedures (checking the perimeter of the compound and the inmates twice nightly).

The physical barriers took three forms:

- a three metre high fence which enclosed the inmates' accommodation area from the rest of the centre;

- five strands of barbed wire which were positioned around the roof area of the inmate accommodation; and

- security screens on all cell windows, both front and rear.

Nevertheless, these physical barriers provided little security without the dynamic and static security provided by the custodial staff. It should also be noted that static security on its own provided little more than an additional physical barrier. As such the centre relied on dynamic security procedures.
Figure 1: Staff structure

(a) Inmates

The following seven points were derived from the original management plan and were not listed within the current plan.

(i) Visits

Visits took place in the Centre gymnasium, which was poorly heated in the colder months. The usual Departmental restrictions applied regarding the number of visitors per inmate.

Within the original management plan visits were limited to Sunday afternoons between 1 p.m. and 4 p.m. However, due to the isolation of Newnes, visits were extended under the current management plan to both Saturday and Sunday, between 10 a.m. and 4 p.m.

In addition to the weekly visits, inmates' immediate families or close friends had the opportunity to visit the centre for the purpose of a formal graduation at the completion of the program.

(ii) Phone calls

The original proposal to install a phone within the compound was implemented. This telephone used a Telecom phone card system and inmates wishing to make a call were required to pre-purchase a phone card. The phone cards were kept by the supervising officer in the compound office. When an inmate wished to make a call, the relevant details were recorded and the card inserted to pay for the call.

However, because of the limited capacity of the telephone system at Newnes, this method was not always effective. In addition, a damaged phone card was likely to be perceived by some inmates, as a denial of
entitlements.

(iii) **Day leave**

Under the original management plan, and the current practice (though not noted under the current management plan), the granting of day leave was based on staff appraisal mediated through the Program Review Committee (PRC) for the inmate in question (and the inmate's classification and record). Day leave was treated as a privilege and inmates were informed whether their application was successful or not.

The usual details relating to sponsorship and location of the day leave were in line with Departmental policy.

In addition normal Departmental procedures applied to inmates after their return from day leave. For example, a urine test and body search.

(iv) **Medical**

As inmates were required to be in good physical condition and to possess the physical capabilities to participate in the program, they were required to have a thorough medical examination at Parklea prior to commencing the program. Though this requirement did not change from the original management plan, it was not always carried out (see *Inmate Study*).

During the program inmates were selected at random to supply urine samples to ensure that the program was drug free. It was for this reason that inmates receiving methadone were not admitted to the program (see *Methadone*, below).

A registered nurse conducted normal nursing duties at the clinic and ran an education component consisting of a series of evening classes.

The clinic served as a first aid station, examination room and medication dispensary.

(v) **Methadone**

There was no provision in the program for inmates to receive methadone. As such inmates receiving methadone were not permitted in the program.

(vi) **Dental**

Any dental problems suffered by inmates were designated emergencies and treated outside the centre. Inmates were escorted to Lithgow and the usual security procedures applied.

(vii) **Food and diet**

Due to the nature of the program, the normal Departmental dietary plan was altered, from a diet high in protein to a high carbohydrate diet. Though this change drew criticism from the inmates it was necessary for the physical activities they undertook at Newnes.

(b) **Emergency response**

Under the original management plan the greatest threat to the centre was perceived to be fire. As such all inmates were instructed in fire drills and fire fighting techniques during the induction period. In addition, a fire tender was stationed at Newnes, however, its pump was in need of maintenance.

The current management plan identified four
objectives under Security and Emergency Response. These were:

1. "The custody of all inmates at Newnes."

2. "A safe working environment and response to fires, accidents and emergency situations."

3. "The training of staff, both custodial and non-custodial."

4. "The training of inmates."

These objectives were given priority A and all involved the training of staff and/or inmates.

It should be noted that these objectives reflected procedures already in place under the original management plan.

Inmate development

(a) Management objectives

There were five management objectives listed under inmate development in the current management plan. The first four were given priority A.

1. "The enhancement of the community image through the completion of projects."

This was to be achieved through planning and efficient scheduling of projects.

This objective was achieved, not through efficient planning but rather through the failure of the local press to report the destruction of property committed by the inmates (see Inmate study). However, results have improved due to more effective planning.

2. "The increase of community involvement with the institution."

There was little direct community involvement, however, a community trout fishing day and Nucleus cricket team was planned. It was hoped that these events would lead to an increase in community involvement with the institution.

3. "Full staffing."

This objective required ongoing recruitment. However, eleven of the sixteen staff who agreed to participate in stage one of the staff study reported that they had thought about applying for a transfer out of Newnes and four had actually applied for a transfer (see Staff study).

4. "The increased efficiency of operations."

Of the resources required for this objective clear communication channels were considered to be the most important. However, communication between staff and management was perceived as a major problem at Newnes (see Staff study).

For example, senior Newnes staff placed a high priority on security even though it might preclude other staff members from being provided with information relevant to their work location (see Staff study).

5. "The integration of all areas: security, case management, training program and education."
Again, integration of these areas depended primarily on effective communication.

(b) Inmate processing

(i) Classification and placement

The YOCC team (current management plan) identified four priority A objectives relating to the classification and placement of inmates at Newnes. These objectives were:

1. "The review of nucleus inmates as to the lowest appropriate security rating and placement on application and in line with policy."

2. "The recommendation of weekend leave for nucleus inmates."

The above two objectives related specifically to Nucleus inmates and were met.

3. "The recommendation of day leave applications based on performance."

4. "To monitor the program performance of young offenders and contracting with poor performers for improvement."

Day leave at Newnes was based on performance, but for some young offenders this was not a sufficient incentive for improved performance. At such times case management was usually recommended to negotiate a performance contract, however, when this failed the most likely course of action was to transfer the inmate to another institution.

(ii) Reception

The current management plan listed two priority A objectives for reception, these were:

1. "An information booklet, outlining procedures and routines is to be issued on reception."

No information booklet or details of procedures or location of facilities was given to inmates upon reception.

2. "Inmate property records must be accurately maintained."

No procedures were listed, however, for Objective one a signed acknowledgement of receipt was listed as a performance indicator, but in practice no signed acknowledgement of receipt was usually obtained. There were no documented procedures for inmates with poor reading and or comprehension levels.

The resources required for Objective two noted that "all staff need to be appraised of the system for receiving and distributing inmate property".

(c) Staff development & training program

The current management plan made provision for staff development and training within inmate development. There were four objectives listed. The first objective had an A+ priority (more urgent than priority A), the second was allocated priority A and the remaining two a B priority.

1. "To encourage officers to undertake training courses and study to enhance their performance and skills."

This was to be accomplished in three ways:
(i) by providing access to Corrective Services Academy courses;

(ii) by providing access and financial support for officers to undertake courses offered externally which were applicable to the program;

This was provided for under the Department’s study leave provisions and was charged to the Newnes cost centre.

(iii) by rostering support for the internal training package.

The rostering of correctional team members to internal training while allocated to an active phase effected the rapport established between inmate and officer.

2. "The continued development of the internal training program."

3. "The equal access to higher capacity."

These objectives provided staff members with opportunities for career development and multi-skilling.

4. "The appraisal of staff development."

This was to be undertaken with the assistance of the Corrective Services Academy.

(d) Serial components

Serial components (the theoretical components of the program which were delivered in a serial format, such as "food and nutrition") are discussed more fully under Education in the Program Content section of Program Management.

Within the current management plan eight serial component objectives were listed. With the exception of objectives six and eight, all had priority A. These objectives are listed below:

1. "The introduction of health, fitness and first aid."

2. "The increased understanding of the body's pharmacology of drugs and sexually transmitted diseases."

3. "To maintain high levels of personal and institutional hygiene."

4. "Participation in weekly aerobics classes."

Aerobics classes were run daily on a voluntary basis.

5. "Employment training in the seeking of employment (application and interview) and the maintenance of work relationship."

6. "To establish and facilitate vocational direction."

7. "To increase interpersonal skills through personal development."

8. "To provide knowledge required to participate in the practical component (the non-theoretical components of the program, such as bush survival)."

These eight objectives differed only in phrasing from the original management plan (Carter & Kirby, 1991), their content was the same. All were being met.
(e) Physical fitness

There were two physical fitness objectives under the current management plan, both with priority A. These were:

1. "To maintain and increase levels of physical fitness and skills."

2. "To provide outdoor experience as leisure and personal development."

Again both these objectives did not significantly differ from the objectives of the original management plan and were, in general, being met.

(f) Case management

Case management was an ongoing process of staff/inmate involvement utilising specific skills and knowledge to facilitate a desired change in inmate behaviour. The case management system was designed to enhance the management of offenders in custody by providing a uniform approach to the management of individual and group needs.

The implementation of case management at the Newnes Correctional Centre facilitated the co-ordination and development of the program, assisted in inmate management and provided comprehensive reports on inmate performance within the program.

The prime advantage of the case management system was that it supported a team approach to the management of inmates, which created a basis for improved officer communication.

The original management plan set out the case management system in some detail, and is covered more fully in the Case Management section of the overview. The current plan listed four primary objectives, these were:

1. "To maintain and improve standards of case management."

2. "All officers to complete current training modules."

This was scheduled to be completed by December, 1992.

3. "The integration of case management as an accepted part of the role of the correctional officer."

4. "To contribute to the standardisation and progress of case management as a Departmental objective."

Case management at Newnes was attempting to meet these objectives. The standards of case management at Newnes improved with the appointment of the case management supervisor. Officers at Newnes undertook training for case management and it became an integrated part of their role at the centre. In addition, the standardisation and acceptance of case management at Newnes aided in the standardisation and progress of case management as a Departmental objective.

The Newnes Correctional Officers' Pre-course Workbook detailed the processes used in case management.

(g) Psychology

Under the original management plan no provision was made for a psychologist,
however, the current plan provided for a psychologist. The objectives for the psychologist all carried a priority A and were to be reviewed in December 1992. They were:

1. "To ensure the maintenance of correct and humane management practices, through the membership of various committees. Such as:

(i) Program Development, Implementation and Evaluation committee;

(ii) Program Review Committee."

2. "To ensure that time is set aside to allow the psychologist to attend the Corrective Services Academy (and other) courses for further training, in order to benefit all people at the Newnes Correctional Centre. Such courses are:

(i) Stress Management;
(ii) Anger Management;
(iii) Conflict Management;
(iv) Train the Trainer."

3. "To provide a confidential psychological service for all inmates with individual counselling sessions."

4. "To provide a confidential psychological service for all staff, whenever it is required."

5. "To design and implement a correctional centre officer training program, in order to ensure that officers are performing to the best of their ability and delivering work of high value, to inmates and fellow staff members."

6. "To implement sections of the inmate Personal Development program, for those components that the psychologist is proficient in. In addition to:

(i) ensure that the psychologist is available to assist staff when required, in the delivery of the personal development program;

(ii) to provide supervision for staff delivering the personal development program, to ensure that the level of delivery is of a high standard."

7. "To run HIV/AIDS sessions as part of the health and fitness sessional component."

8. "To provide a vocational assessment (on Education (EDN) assessment day) on all inmates."

9. "To co-ordinate and run, vocational guidance groups, to assist inmates in future career choices."

10. "To co-ordinate and run, stress management groups for inmates to minimise the degree of tension amongst all people at the Newnes camp."

11. "To co-ordinate and run, conflict and anger management groups."

12. "To facilitate Drug and Alcohol meetings."

These objectives were being met by the psychologist at Newnes. However, the workload emanating from these objectives placed considerable stress on the psychologist.
(h) Welfare

Under the original management plan no provision was made for a welfare officer, nor was any provision made under the current plan. The role of welfare officer, therefore, fell to the case officers and defaulted to the psychologist and the case management supervisor. Two objectives, rated priority A, were listed for a welfare officer under the current plan. These were:

1. *To provide inmates with access to external agencies and support networks.*

2. *To give assistance to families in travelling, visiting and procedural information.*

(i) Religious observance

This was not covered under the original management plan. In the current plan it was assigned one priority A objective:

*To ensure and maintain opportunities for inmates to worship in groups and individual pastoral assistance.*

This objective was being met.

(j) Accommodation progression

Accommodation progression was originally perceived as an integral part of the four phase program in which inmates experienced four separate styles of accommodation. Each phase was to progress from multi-occupied dormitory style rooms (of 8, 4 and 2 inmates in the first three phases) through to single room accommodation in phase 4. It was believed that such progression of accommodation would promote:

- group cohesion;
- team work and acceptance of responsibility for self and others; and
- a hierarchy of privileges.

However, for reasons of inmate safety and practical concerns this type of accommodation progression was not included in the current management plan.

(k) Sanctions

Any inmate breaches of centre discipline resulted in sanctions being applied to the offending individual, in accordance with Departmental policy and current legislation.

Trainees were fully informed on arrival as to what was considered to be a breach of discipline.

(l) Inmate management control

The distinction between entitlements (that which was made available to an inmate by law) and privileges as defined by the Department was an integral part of the Newnes program. However, on arrival at Newnes inmates found that the distinction was not clearly defined.

Inmates at the centre were asked to demonstrate a willingness to accept the demands which were placed on them through the program. As an incentive, and to promote achievement, awards and privileges (such as an extra phone call or additional buy-up) were granted for good results.

However, where a privilege was interpreted by
an inmate as an entitlement, the use of rewards as an incentive had a negative effect.

Under the original management plan inmates were able to apply for managerial positions in the different industries. Such positions offered greater rewards in the form of bonus payments. However, no industries, except forestry and community projects, existed at Newnes.

(m) Token economy system

On January 16, 1992, the original Token Economy System (TES), otherwise known as the point system, was cancelled.

The aim of the TES was to promote pro-social behaviour by inmates through the gaining of points. These points could then be traded for privileges. However, inconsistencies in the awarding of the points by the officers resulted in protests by inmates and the eventual collapse of the system.

With the removal of the TES some facets of inmate behaviour deteriorated. Consequently a proposal to introduce a modified TES was put forward and accepted.

Under the new TES the point system was more specific with a scale of points awarded to particular areas.

Areas of point allocation, under the current management plan were:

Extra effort: for voluntary or special activities beyond normal program:

- 10 outstanding performance
- 9 consistently very good in all activities
- 8 consistently good in all activities
- 7 actively participated in all activities
- 6 actively participated in most activities
- 5 actively participated in some activities
- 4 cruising - can do better
- 3 participates well but only when it suits
- 2 participates only to conform
- 1 passive non-participation
- 0 deliberately disruptive.

Adherence to instruction: the manner and form of the trainees' acceptance of instructions.

- 10 outstanding - cheerful and willing
- 9 always very good
- 8 usually very good
- 7 usually good
- 6 acceptable
- 5 usually acceptable but reluctant
- 4 sometimes poor
- 3 only to conform
- 2 continually tries to avoid
- 1 openly insolent/dumb insolence
- 0 no adherence.

Program performance: for performance related strictly to program activities which were not voluntary. (Points were allocated on a daily basis).

- 10 outstanding throughout day
- 9 excellent
- 8 usually very good
- 7 occasionally very good
- 6 good performance
- 5 acceptable but could try harder
- 4 cruising - can do much better
- 3 performs only when it suits
- 2 poor
- 1 very poor
- 0 no interest shown.

Manners and communication: for demonstrated manners and communication skills to all members of staff, visitors and other inmates.

- 10 outstanding appropriate to everyone all day
Hygiene/personal appearance: for inmate turnout, room cleanliness and general area cleanliness.

4 trainee neat and tidy and in appropriate dress in good repair
2 no issue food, food scraps or cutlery in room
1 bed neatly made (am watch only)
1 trainee showered after work/PT (pm watch only)
1 spare clothing and personal items neatly stored
1 room dusted, swept, freshly aired and tidy
1 common areas clean.

Under the original TES inmates were able to achieve high points levels over one week and rest during the following weeks. To combat this the new TES week (7 days) points used to gain extra privileges were always for the last 7 days, regardless of the day of the week.

A system of levels within the new TES makes it unnecessary for trainees to buy privileges. They simply reached a certain level of points and were able to access those privileges indicated.

The scale of privileges applicable is listed below:

Accrued points

Privilege gained

< 450 Max $7.00 buy-up, normal phone calls, Sunday visits only.

450-499 1 extra 7 minute telephone call, max $15.00 buy-up, 1 photo ($2) per week.

500-549 Saturday night movie (•), Saturday visit, max $35.00 buy-up, Friday special (♦), 3 photo’s ($2) per week.

550 > 1 extra 15 minute telephone call (♦), personal time use of special activities (♠).

♥ Saturday night movie: a new release video shown in the education block with stereo sound.
♦ Friday special: a bush walk, climbing activity or similar.
♠ Where possible, may be replaced by an early morning or midday telephone slot.
♣ Special activities, additional access to any facility.

The new TES was implemented on the March 2, 1992.

(n) Program structure

Like the original management plan, the current plan divided the 16 week program into 4 phases each of 4 weeks duration.

The training sequence in each phase is as follows:

Phase 1:
- Induction 2 weeks
- Forestry 2 weeks

Phase 2:
- Forestry 1 week
- Adventure training 1 week
- Community projects 2 weeks
Phase 3:
  Community projects  2 weeks
  National Parks  2 weeks

Phase 4:
  National Parks  2 weeks
  Adventure training  2 weeks

The National Parks segment listed in both the original and current management plans was not commenced. As such, the community project segment was extended from 4 to 8 weeks in duration.

Trainees were required to participate fully in all facets of the program and throughout the 4 phases. Under the original management plan, changes in their living and working environments would occur as would their responsibilities and privileges, with each phase (note Accommodation Progression above).

Components of the program under the original management plan were divided into 13 broad areas (these components are discussed in greater detail in the Program Management section). They were:

- **The work component**: this encompassed forestry, community projects and National Parks. Its primary goal was the introduction and maintenance of regular working patterns and associated skills and discipline.

- **Education**: this was simply divided into basic and higher numeracy and literacy.

- **Physical training**: was primarily aimed at improving physical fitness, self esteem, confidence and a healthy hygienic lifestyle.

- **Personal development**: was principally aimed at improving communication, conflict resolution and problem solving.

- **Employment theory**: was centred around those skills necessary to obtain employment.

- **Health and fitness**: was designed to establish an understanding of the body's systems and how they are influenced by drugs and disease.

- **Challenge theory/outdoor skills**: this was a composite of theory and practical skills encompassing bushcraft, rockcraft, navigation, ropework and equipment care.

- **First aid**: the aim of this component, was to qualify all program participants as first aiders to a certified standard.

First Aid was not the only area of similarity between the original and current management plans. However, it was the only area to remain in its original form when transposed from the original to the current management plan.

- **Drug & alcohol**: though this component was listed under the original management plan no detail was provided.

- **Adventure training**: the sequence of training shown above places adventure training in Phases 2 and 4, however,
the original management plan placed it throughout the program in an ad hoc fashion.

*Food & nutrition:* this component like motor maintenance was not specifically identified under the original management plan, however, it was identified within the "Evening Sessional Theory" components. It was made up of a series of lessons on the correct type of diet and nutrition needed to maintain a healthy lifestyle.

*Motor maintenance:* was originally identified as a possible industry. Under the original management plan it was allocated a total of 20 hours; in the current management plan it occupied a total of 2 hours.

*Creative development:* this component was scheduled to occupy a total of 15 hours yet no detail was recorded within the original management plan regarding content.

In addition to the theory components covered by the original program, the current program included two supplementary components. These were:

*Fire fighting:* covering the use of equipment and the theory of fire fighting.

*Occupational health & safety:* covering those issues that needed to be addressed in order to maintain health and safety in the work environment.

Creative development was removed from the current program structure and a greater emphasis on theory was placed on the first two weeks of induction.

For a detailed examination of the program structure see Annex I.

(o) Amendment to the program structure

On July 22, 1992 an amendment was made to the program structure of the current management plan. There was no change to the number of phases or their duration, however, the content was altered as follows:

**Phase 1:**
- Induction 2 weeks
- Phase project 2 weeks

**Phase 2:**
- Phase project 1 week
- Adventure training 1 week
- Forestry 2 weeks

**Phase 3:**
- Forestry 2 weeks
- Community projects 2 weeks

**Phase 4:**
- Community projects 2 weeks
- Adventure training 2 weeks

The most notable change was the removal of the National Parks component. This was timely as National Parks was never an active component of the program (the National Parks component appeared to have been a residual of Project Survival”).

The introduction of the Phase Project
component served two purposes. Firstly, it provided a greater lead-in time for trainees to become accustomed to the camp and its rules, and secondly, it provided an opportunity for the improvement of the camp's environment.

The placement of the adventure training segment in Phase 2, directly after the Phase Project, acted both as an incentive to complete the Phase Project and a discernible break between the camp and work environments.

The placement of community projects, prior to the adventure training camp in phase 4, provided a logical conclusion to the work components. The Community Project provided an opportunity for inmates to experience both trust and pride.

Under the current program amendment, Sessional Theory components remained identical to the current program as shown in Annex I, Figure 8.

Under the current program amendment, Non-theory components were altered only in the work components. The Forestry segment (weeks 3 to 5) became the Phase Project; the Community Projects (weeks 7 to 10) became Forestry and the National Parks segment (weeks 11 to 14) was changed to Community Projects.

Inmate education

Under the original management plan, education was divided into two components, basic and advanced reading and arithmetic. The current management plan divided Inmate Education into five sections. The objectives of these sections are listed below, however, a more complete discussion can be found under Education in the Program Content section of Program Management.

(a) General education

1. "A literacy and numeracy modular program to be implemented."

This objective was being met and certificates were being awarded.

2. "A basic and intermediate computer course to be implemented."

This objective was not implemented, however, the computers were in storage at Newnes for several months. It was anticipated that this course would be operating by January, 1993.

3. "A flexible individual arts program, incorporating Koori art."

This objective was being met and certificates were being awarded.

4. "A leatherwork course."

This course was not implemented, however, it was expected to commence in August, 1992.

5. "A basic photography course."

Facilities for this objective did not exist. It was expected to commence in December, 1992, dependent upon facilities being provided.

(b) Vocational training team

The objectives of the team were directly related to the objectives of vocational education listed below. These objectives
were:

1. "To establish employment for trainees that will allow them to obtain satisfactory completion of Nursery Assistant's Certificate, or Builders Labourer's Certificate."

2. "To provide work that will produce revenue and contribute to recouping costs."

3. "To provide practical experience for Builders Labourer's Certificate."

4. "To ensure that all inmates receive training in occupational health and safety."

(c) Vocational education

The vocational education section of the current management plan listed nine training units of which the first three were due to commence in August, 1992, September 1992, and January 1993, respectively. The remaining units had only secondary priority and were assigned no set commencement date.

- Horticultural - nursery assistant;
- Horticultural - native seed management;
- Forklift operator;
- Office assistant;
- Builders labourer's course;
- Motor mechanic assistant;
- Painter and decorator assistant;
- Bobcat operator;
- National Parks and Wildlife and forestry fieldhand.

(d) Life skills and pre-release

The section in the current management plan listed four objectives. The first two were met in July 1992, the third in January, 1992 and the fourth was not implemented. The objectives were as follows:

1. "Level 1: basic pre-release program in accord with policy for managing young offenders."

2. "Level 2: intensive pre-release program in accord with policy for managing young offenders."


4. "Implement experiential based outdoor education program."

(e) Education support system

The education support system advocated four objectives. The first three had anticipated completion dates of September 1992, June 1993, and August 1992, respectively. These objectives are as follows:

1. "To establish a technical and non-technical library."

2. "To establish a tutorial resource centre."

3. "To establish an efficient system of recording enrolments, attendances, results and material on loan."

4. "To establish interdisciplinary (from more than one discipline) involvement with all staff."
Industries

The original management plan, listed the following industries to be conducted at the Newnes Young Offenders Centre.

- Forestry Commission work including high and low tree pruning, tree clearing and tree planting;
- centre industries including mulching of pruning offcuts and the cutting and splitting of firewood;
- work carried out on behalf of the Roads and Traffic Authority in the local area;
- specific community projects mainly carried out in local national parks on behalf of the National Parks and Wildlife Service;
- centre maintenance work and centre beautification including vehicle and plant maintenance.

In addition, the original plan (Carter & Kirby, 1991) stated that:

"Negotiations with the above agencies have commenced and the centre management are now in the position where direct participation establishing clear starting times and the dimension of work that can be accommodated by inmates involved in the young offenders program".

However, when the Roads and Traffic Authority were transferred to Parkes only the Forestry Commission work and beautification of the Newnes centre remained.

(a) Industrial team objectives

Under the current management plan the industrial team identified several objectives, all with priority A. These were:

1. "To ensure the full employment of inmates and staff through the provision of useful and productive work."

2. "To ensure the cost effectiveness of all existing and future production centres through the utilisation of production schedules, cost centre budgeting, stock control and computer based accounting procedures."*

3. "To develop and maintain an effective financial incentive scheme for inmates, that will encourage participation, co-operation and high work output."*

4. "To enhance the public perception of the gaol's staff and industry through community projects."

5. "To ensure that gaol maintenance is achieved by using nucleus inmate labour, and program inmate phase projects to minimise the need for expenditure of departmental funds."

6. "To implement a staff development and training program for industrial officers."

7. "To ensure that each production centre provides practical industrial experience and training to inmates in an environment that is safe and health for both officers and inmates."

To some extent this was achieved, for further information see Safety above.

(b) Work

Work listed three activities under both the original and current management plans:
forestry, community projects and national parks or phase project.

(i) Forestry

Forestry work included the pruning of pine trees and the felling of regrowth timber within the pine forest. This component of work did not alter from the original to the current management plan.

(ii) Community projects

In the original management plan a wide variety of community projects were planned through liaison with other government departments, which included the National Parks and Wildlife Service and community-based groups in the Lithgow area.

The community work projects were to be conducted by inmates in phase 4 of the program under the original management plan. However, the current management plan placed community work projects equally in phases 3 and 4. Most of the work was originally planned to be carried out in nearby national parks with some work for local community groups to be carried out on request. However, no work was done in any of the national parks. In addition, little work was requested by the community and thus, the majority of work done was restricted to the beautification and maintenance of the Newnes centre.

(iii) National parks

The national parks component was to be a form of community project with trainees constructing and maintaining public walking tracks and facilities. No information exists as to why this component was not implemented.

(iv) Phase project

The current amended management plan made use of trainees as a labour force for the maintenance of the camp. Projects were varied, of three weeks duration and included rockeries, pathways, road work and the car park.

(c) Privatisation

Under the original management plan the question of privatisation of the program was considered.

However, forestry was the only industry at Newnes from which any income was derived.
CAMP STRUCTURE

Physical description of the Centre

The Newnes Young Offenders Correctional Centre is situated in the Newnes State Forest, approximately 19 kilometres from Lithgow and has the capacity to house 79 inmates in single accommodation.

The centre has a security fence across the compound area of the inmate accommodation and security fencing on the roofs of the accommodation buildings.

The centre has a communal dining room serviced by a large modern kitchen. Ablution and laundry facilities are located adjacent to the accommodation on the western side of the institution. There are no ablution facilities in any of the inmate accommodation areas.

A complex of rooms adjacent to the inmate accommodation on the eastern side of the centre are utilised as clinic, classrooms and offices for the Case Management Supervisor, Psychologist, Manager Business and Inmate Development and the Research Officer.

The centre has hot and cold running water, the water being serviced from a pumping shed built adjacent to one of the centre’s dams. These dams are fed by a perennial spring fed creek. Water is chlorinated at the pumping shed prior to its storage in the water tank.

The centre has a large heated indoor gymnasium where a variety of indoor sports and activities can be conducted. In addition to this sporting facility, the centre also has a large sporting oval, two tennis courts, a weights area, and an obstacle course.

There are five large garage type workshop facilities.

Native wild life is abundant in the area immediately surrounding the centre and many of the animals are quite tame.

Staff amenities in the form of a kitchen, dining room, lounge/conference room, and two single bedrooms are situated adjacent to the administration office.

Staff structure

The staff structure at Newnes was based on the following considerations:

- departmental staffing and security requirements;
- industrial agreements relating to staffing;
- adoption of the management strategies;
- utilisation of all staff members in a multi-disciplinary role;
- the components of the trainee program.

The majority of staff members operate as part of a multi-function, multi-disciplinary team and were required to perform duties outside their traditional roles.
## STAFF STRUCTURE

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**Note:** Shifts per annum indicates the maximum followed by the minimum number of shifts provided for in one year.

### Industrial

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### Non-custodial

**Figure 2:** Staff structure detail

All correctional staff were required to undertake case management. Although non-correctional staff were expected to actively involve themselves in other aspects of the program, such as sport, this was not encouraged.

Though a simple diagram of the staff structure can be found in the Management Plan section under Staff Structure, a more detailed diagram is shown below. There was no documentation to support this diagram, only observation.
Figure 3: Staff structure expanded
CASE MANAGEMENT

Introduction

Safe and effective offender supervision forms one of the cornerstones of the Department of Corrective Services in New South Wales. Newnes, like other Correctional Centres in the State, have chosen to implement a Case Management System (CMS) designed to allow officers to "closely manage the inmates under their care and to take careful note of their individual needs" (Area Management, 1993).

During the period covered in this Overview case management was introduced at Newnes, a Case Management Supervisor was appointed and a Case Management Team was formed. At Newnes case management was adapted to the needs of the young offender population.

While the program at Newnes offered inmates opportunities for development and achievement in a number of areas, case management was regarded as influential in dealing with the stress factors that inmates encountered within the program.

Case management was an ongoing process of staff/inmate involvement which utilised specific skills and knowledge to facilitate a desired change within the inmate. This was achieved by:

- identifying and assessing the needs and problems of the inmate;
- developing, co-ordinating and implementing practical plans to meet these needs;
- formally monitoring and reviewing these plans on a regular basis; and
- assisting with the inmate's present incarceration and working towards preventing future incarceration.

The CMS provided a tool to enhance the management of offenders in custody, providing a uniform approach to the management of individual and group needs.

The implementation of the CMS at Newnes facilitated the co-ordination and development of the program by identifying areas of ongoing development in the program. Perhaps the foremost advantage of case management was that it supported a team approach to the management of inmates.

Thus, case management facilitated improved staff communications, reduced duplication of staff intervention and ensured that referrals and issues were dealt with at the appropriate levels. As well, staff were provided with a supportive environment in which they were able to exercise greater control over their work.

Objectives of case management

The primary objectives of case management were:

1. "To utilise the skills and expertise of various personnel within the correctional centre in a multi-disciplinary team, ensuring
ordered and co-ordinated input from staff.*

2. "To assess and develop a program to meet inmate needs."

3. "To set specific short and medium term goals both as a team and individually."

4. "To provide ongoing assessment of the program and adjustment where necessary."

5. "To deal with minor infringements and associated loss of privileges."

The secondary objectives of case management were:

1. "To avoid duplication of staff services."

2. "To provide a formal vehicle for information sharing between staff."

3. "To introduce individual and team accountability."

4. "To provide precise and effective reports on inmates."

5. "To identify inmates who need greater input from correctional centre staff."

6. "To provide support for staff."

Stages of case management

There were seven stages of case management:

(1) Contact:
- trust and rapport must be established with inmates as a unit and individually;
- resistance and suspicion would be overcome by providing timely and accurate information about unit and case management.

(2) Information gathering:
- information must be obtained in order to understand the inmate and his behaviour and to understand and identify his needs;
- information must be obtained from existing data, networking with other staff, observation and formal and informal conversation;
- the data form was used to obtain formal specific information on a inmate.

(3) Assessment:
- an officer's assessment of the inmate's problem areas and the inmate's own assessment were the basis on which the case management plan was formed;
- assessment was an ongoing process.

(4) Setting objectives:
- an agreement must be reached between the inmate's assessment of a problem and the officer's assessment of the problem;
- this agreement then became a contract, with both parties agreeing to perform a set of actions, short and long term goals, and where both parties had responsibilities.

Staff composition

The Case Management Team included five key institutional personnel: Manager Inmate Development, Psychologist, Education Officer, Case Management Supervisor, and Assistant Superintendent (Industries). See figure 4.
Case Management Team/Program Review Committee

Manager - Prisoner Development
(Joy Kirby)

Psychologist       Education Officer       Case Management Supervisor       Assistant Superintendent
(Natalie Ayers)    (Denis Carey)          (Glen Scholes)                   (Philip Nelson)

(Note: Case Management Team - Chairman: Glen Scholes, July, 1992)

Figure 4: Case management team

(5) Implementing interventions:
- the objectives must be put into action;
- a case plan must be formulated in which a set of actions within the correctional setting was achieved within a given period of time.

(6) Monitoring interventions:
- the case plan could be monitored to check whether progress was being made and whether it was appropriate;
- this process of review was to occur every week (at other correctional centres it occurred between one and three months);
- the case review form, in the case summary section must be filled in. This section contained a summary of what was happening and what plans of action were put in place until the next review;
- the case management supervisor reviewed each case plan and checked whether an officers action plan was appropriate.

(7) Termination:
- this was the end of the working relationship with the inmate;
- completion of the end sheet.

Significant changes

Case management commenced at Newnes with the arrival of the first phase inmates and consisted of little more than putting the name of the inmate on a case file.

In order to combat this lack of direction, the position of Case Management Supervisor was created on January 24, 1992. The Case Management Supervisor commenced duty on March 11, 1992.

Problems

Initial training in case management for the staff at Newnes was provided by the Corrective
Newnes (Y.O.C.C.)
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Services Academy. While this training was valuable it was felt that it lacked practical application and thus, further training by the Newnes team was initiated in April 1992. Prior to the additional training, officers expressed feelings of frustration and confusion in their case management role.

Such on-site training was the focal point of the success of case management at Newnes and was to continue on a monthly basis. However, some problems still existed regarding the skills required for effective counselling and guidance. In addition, no officers were designated to case management with the Nucleus inmates.

Revisions

Initially just being able to find the time for officers to perform the necessary functions of case management was a problem, however, this was overcome by rewriting post duties to include case management.

A copy of the case management file documentation is shown in Annex II.
PROGRAM MANAGEMENT

Introduction

The program was designed by a team of correctional and non-correctional staff to incorporate a co-operative living style in a correctional institution, but at the same time to provide inmates with basic numeracy, literacy, confidence, self-esteem and the life skills needed for community living. Inmates were given the opportunity to develop these skills by undertaking a structured program carried out over a 16 week period.

Although the program was primarily designed for the inmates it was also a valuable training tool for custodial and non-custodial staff alike.

The inmate target group were males aged between 18 and 24 years, preferably serving their first term of adult imprisonment. Once an inmate had completed the program they were placed initially at Windsor Correctional Centre and since October 12, 1992 at Parklea, Stage 8.

Inmates awaiting access to the program were queued at Parklea Correctional Centre. As the intakes were based on a four week period, this queuing stage was utilised to ensure numbers for the next program intake. It was also intended that inmates would not have to wait for extended periods before entering the program.

Development

(a) Charter of the team

The program development team approached the trainee program from the perspective that there were two primary functional areas of responsibility and accountability, these were:

- design, implementation and ongoing development of inmate development program;
- design, implementation and ongoing development of human resource development/training.

(b) Team membership

The team membership was divided into functional responsibility and accountability.

In the area of staff development the team was responsible to the Case Management Supervisor and in the area of inmate development the team was responsible to the Deputy Manager (Inmate Development).

With regard to accountability the team was responsible to the Deputy Manager (Inmate Development) who was accountable to the Governor and the Department of Corrective Services.

These relationships are shown in Figure 5.
Figure 5: Program development team - structural relationship

Figure 6: Program development team - functional relationship
(c) Priority of objectives

The development of the program was based on four broad objectives as follows:

1. "To design the trainee inmate program with regard to:

   • the content of the work and educational components;
   • timing of each component;
   • maintaining a logical sequence of components;
   • the availability of resources."

The original management plan had little or no logical sequence. It was simply designed to satisfy the Department's requirement to have such a plan.

2. "To develop a roster to resource the trainee program in compliance with team management and case management."

When this objective was initiated officer resources were minimal. There were few officers trained in team and/or case management and fewer still with the skills necessary to instruct inmates in the adventure training component of the program. However, the current officer training program rectified this problem.

3. "To identify staff training needs and develop strategies to meet these needs."

This objective was met and became part of an ongoing process.

4. "To satisfy the interlocking relationship between:

   • the inmate development program;
   • staff training;
   • rostering constraints."

In general, this objective was met, but rostering continued to cause problems.

(d) Time frames

Under the original management plan the time frames of the program contained a single block of alternative programs. The current amended management plan reduced these time frames to more manageable periods.

Although the program contained four phases the broad time frames of the program were divided into six parts as follows:

Induction: a comprehensive introduction to the camp, covering a variety of theoretical and practical subjects.

Phase project: an introduction to working as part of a team while still in the familiar surroundings of the camp (e.g., the car park and roads).

Adventure training (local): an introduction to the skills necessary for the two week camp, trust in others, and self-confidence.

Forestry: a period of varied work to establish trust and confidence in working with the community.

Community projects: a period of varied work to establish trust and confidence in working with the community.

Adventure training: a two week camp which reinforced values of self-worth, self-confidence
and self-esteem.

These segments were further divided into theoretical and practical time frames. The theoretical personal development and the non-theoretical physical training time frames demonstrate this (see Annex I).

(e) Significant changes

Two significant changes to the program have already been identified, the program outlined in the current management plan and the amendment to the current program. However, it should be emphasised that the program evolved, since its conception, through a series of small but significant changes.

Little documentation existed on the content of the original program other than a breakdown of the evening sessional theory components (see Annex I Figures 7a-d).

The first significant change worthy of mention was the reduction in evening sessions and their replacement with a day of education. Trainees returning to the camp after work or adventure training found the additional evening theory sessions intolerable. As a result, the theory components were for the most part allocated to a full day of education on Fridays (see Annex III Figures 11a to 11n).

As noted above the most significant changes to the program occurred with the commencement of the current program and its amendment. The original program, as demonstrated in Annex I Figures 7a-d, had little or no logical sequence in its practical and theoretical components. The current program (Annex III, Figures 11a to 11n) demonstrated a logical sequence in both the practical and theoretical components. These differences will be examined under program content.

Program content

(a) Education

Education under the current program (the amendment did not significantly change education) encompassed the broad concepts of numeracy and literacy.

It was based on voluntary participation and offered a wide variety of subjects and material. However, to meet participation contracts inmates were required to complete at least 6 hours.

The following were separate components, but were considered part of the education program:

Employment theory: the aim of this component was to empower inmates to apply for work within the community. It covered:

- job applications;
- interview techniques;
- industrial relations;
- supervision and supervising;
- responsibility, accountability and reliability;
- career choice;
- seeking employment.

First aid: the aim of this component was to qualify all program participants as first aiders to a certified standard. Certificates were awarded for successful completion.

Food and nutrition: this component covered the basics of correct diet within the community,
the centre and the bush. It was aimed at education for both the future diet and the current program needs of the inmate. It covered:

- introduction to fats and protein;
- carbohydrates, vitamins and minerals, food additives;
- weight control;
- positive nutritional selection, fluid requirements in exercise;
- bush tucker.

**Motor maintenance**: it covered a basic introduction to motor maintenance.

**Personal development**: this component was aimed at an increase, through education, in interpersonal skills. Topics covered were:

- basic communication skills;
- goal setting;
- advanced communication skills;
- group dynamics;
- assertion vs aggression;
- problem solving;
- conflict resolution;
- peer pressure;
- basic stress management;
- relaxation techniques (theory);
- relaxation techniques (practical);
- goal setting revision and update;
- relationships (general);
- relationships (family) - reaction to gaol;
- positive and negative role models for your children;
- society - why do we have rules?;
- Benjamin Franklin theory - gaol vs freedom;
- how to cope with "no";
- advanced stress management (effects on family);

- leisure (using free time constructively);
- importance of confidence/self-esteem;
- inmate's choice for Personal Development lesson;
- external support groups (how to approach or access them);
- program review, what are plans for future?;
- inmate's experience on camp: relationships, environment.

**Health and fitness**: this component educated inmates on health and fitness from two perspectives; firstly from the view of community life and secondly from the camp and its program. The topics covered were:

- health and body systems;
- respiratory system;
- cardio vascular system;
- nutrition and digestive system;
- muscular skeletal system;
- reproductive system, contraception;
- sexually transmitted diseases;
- infectious diseases;
- drug dependence, addiction and withdrawal;
- alcohol;
- nicotine, smoking and Quit for Life;
- cannabis;
- inhalants;
- designer drugs;
- fitness and health goals;
- practical sessions, weight training and aerobics.

**b) Adventure challenge**

Adventure training was conducted in weeks 6 (week 5 replaced week 6 under the current amendment), 15 and 16. Types of activities included bush walks, orienteering, abseiling,
rock climbing and overnight camps.

All staff members who conducted these activities held certified qualifications and the necessary expertise to instruct the inmates in these fields.

Preparation for adventure training was broadly composed of two components:

**Challenge theory/outdoor skills:**
- ropework;
- navigation;
- bushcraft;
- survival skills;
- equipment care and maintenance;
- expedition planning;
- venomous wildlife;
- element exposure.

**Physical training:**
- promotion of good health and hygiene;
- character building through participation in team and individual sporting activities;
- the achievement of an adequate level of fitness commensurate with age, height and weight;
- promotion of self esteem and self confidence through participation in adventure training activities;
- to experience a wide range of physical and sporting activities, stimulating interest in developing and maintaining a basic level of physical fitness;
- the encouragement to continue a healthy/hygienic lifestyle in the community;
- to set and attain achievable goals.

**Introduction of regular working patterns;**
- promotion of self discipline in attendance and behaviour;
- opportunity to acquire working skills;
- promotion/maintenance of good working habits;
- promotion of job satisfaction and production;
- financial gains of satisfactory employment.

**Administration**

(a) **Management strategies**

As noted earlier, the attainment of the centre's aims and objectives required the implementation of seven management principles. These principles and the extent to which they were implemented are listed below:

1. "A permanent stable staff must be allocated to each phase of the program and the program as a whole."

In the past staff had been withdrawn from phase allocation for training. Although this enhanced their skills, it tended to undermine rapport with their phase inmates.

In addition, the turnover of correctional staff at Newnes did not create a stable staff population and following the arrival of inexperienced officers at Newnes' problems arose between these officers and the more experienced officers.

2. "Senior supervisors and supervisors should be delegated extended authority."

During the early months of the camp's operation the delegation of extended authority
to the members of committees was seen to directly contribute to increased staff stress and possible burnout.

3. "All staff at the centre should be involved in managerial decisions relating to the operation of the centre and the program."

Staff involvement in managerial decisions was primarily confined to senior staff members.

4. "Staff should function as a multi-disciplinary team, using structured meetings, to achieve the aims and objectives of the centre."

Staff opinion of the multi-disciplinary team approach was evenly split between those who interpreted the team approach as a learning experience and those who interpreted it as a means by which the system exploited staff experience without appropriate rewards. Due to rostering restrictions structured meetings were either attended by only a few staff members or were held infrequently.

5. "Staff must be acutely aware of the responsibilities they have accepted, with all staff having the same degree of accountability."

This, in principle, was true with the exception of the Governor, who holds ultimate responsibility.

6. "Though inmates have signed a contract agreement they must be aware of their responsibilities and have the same degree of accountability."

This contract was viewed by some inmates as worthless. Although some inmates honoured the contract others viewed it as void and cited misinformation given to them prior to arrival at Newnes as the reason.

7. "Inmates involved in the program should have input into the decisions which affect them."

Theoretically this was to be achieved through case management and staff/inmate interaction, however, the majority of inmates believed they had no control over the decisions which affected them.

(b) Selection

Originally, inmates at Newnes were to be volunteers who were physically and mentally fit and who did not have a drug problem. However, during the period covered by this study selection was not restricted to volunteers.

Inmates reported that a great deal of misinformation was given to them (e.g., Newnes offers canoeing, weekend leave and independent cabins with their own laundries (see Inmate study)) in order to get them to volunteer for Newnes. This misinformation resulted in a negative perception of Newnes upon arrival.

(c) Staff training

From the time Newnes opened on August 16, 1991, staff training was given a high priority and was conducted in three distinct stages.

- The initial training exercise
  September 23 to September 27, 1991.
- The DOCS staff training program
  October 8 to October 28, 1991.
The Newnes staff training program

The skills and qualifications imparted to staff by the initial training exercise and the DOCS training program were satisfactory for the initial trainee program. However, with the continuing evolution of the trainee program it was evident that these skills and qualifications needed to be upgraded.

To accommodate this upgrading of staff skills and qualifications the Newnes internal training unit was formed in February 1992. The aim of this unit was to develop training modules specifically designed and tailored to the requirements of staff at Newnes. These modules included instructor training in the following fields:

- Bushcraft and Navigation
- Abseiling
- Occupational Health and Safety
- Health and Fitness
- Food and Nutrition
- Personal Development
- Rock climbing
- Case Management for Newnes
- First Aid
- Life Skills Counselling
- Internal Train the Trainer

In May 1992 Regional Office approved the deferral of one trainee intake for the purpose of allowing the Newnes staff training program to proceed. The success of the training program led to a continuation of this training whenever possible.

(i) The initial training exercise

The initial training exercise consisted of a series of instructional sessions based at the Newnes centre and held between Monday September 23 to Friday September 27, 1991. The exercise and instructional sessions were planned, organised, directed and controlled by staff employed at the Newnes centre.

The aims of the exercise were:

- to introduce personnel to adventure activities (e.g., abseiling and rock climbing);
- to test and assess personnel during the practice of adventure activities.

The objectives of the exercise were:

- to train, test and assess personnel in practical leadership;
- to train, test and assess personnel in adventure leadership (e.g., the ability to teach adventure activities).

The locations of the exercise were:

- the Newnes Young Offenders Correctional Centre;
- the Newnes State Forest;
- the Kanangra Boyd National Park;
- the Blue Mountains National Park.

The personnel involved were:

- participants: 19 prison officers;
- support staff: 4 prison officers;
- civilian staff: 1 administration officer and 1 nursing sister.

Total personnel involved numbered 25. For a list of personnel attending this training exercise see Annex IV Figure 12a.
The subjects covered within exercises were:

**Bush walking:**
- expedition planning;
- expedition preparation;
- expedition route planning;
- expedition leading;
- physical conditioning and mental attitude;
- practical navigation;
- movement on steep ground;
- walking in hot/dry conditions;
- effects of cold;
- effects of heat;
- clothing and equipment for groups;
- diet and rationing;
- river crossings;
- knots and lashings;
- first aid in the bush;
- improvised stretchers and carriers;
- procedures for the bushwalker;
- group dynamics;
- snakes and spiders;
- emergency procedures;
- bush safety.

**Caving:**
- cave expedition planning;
- cave expedition preparation;
- cave expedition route finding;
- cave expedition leading;
- cave dangers;
- cave safety procedures;
- procedures if lost;
- individual and group movement;
- communications;
- care and control;
- psychological aspects;
- clothing and equipment for groups;
- rescue procedures;
- conservation issues and cave environmental awareness;
- low impact usage of cave systems.

**Rock climbing:**
- climbing expedition planning;
- climbing expedition preparation;
- climbing expedition leading;
- climbing safety procedures;
- climbing theory;
- introduction to climbing equipment;
- climbing ropes and rope handling;
- care and use of equipment;
- basic principles of rock climbing;
- techniques of moving on rock;
- climbing knots;
- grading systems of climbs;
- types of climbing;
- climbing as a team;
- duties of leader and second;
- belays and use of slings;
- practical team work;
- use of natural features;
- use of artificial aids;
- rock climbing standards;
- climbing/belaying demonstration;
- rock climbing practice, "Top Rope";
- belaying practice, "Top Rope";
- nursery, intermediate and advanced practice.

**Abseiling:**
- abseiling expedition planning;
- abseiling expedition preparation;
- abseiling expedition leading;
- abseiling dangers;
- abseiling safety procedures;
- introduction to abseiling equipment;
- care and use of equipment;
- rope types;
- rope designation;
- rope construction;
- rope characteristics;
- maintenance and storage of ropes;
- inspection of ropes;
- methods and techniques;
- abseiling knots;
- belaying techniques;
- abseiling standards;
- abseiling/belaying demonstration;
- abseiling practice;
- nursery, intermediate and advanced practice.

The training program was conducted almost entirely in the field. The general syllabus was as follows:

Day 1: Move into training areas, camp overnight.

Day 2: Same as day 1.

Day 3: Late p.m. leave training area for Y.O.C.C.

Day 4: Roping and climbing training in close training area.

Day 5: Continuation of day 4.

The syllabus is shown in detail in Annex IV Figures 12b to 12h.

(ii) The DOCS staff training program

The staff training for Newnes offered by the Academy was the first part of a comprehensive program to meet the needs of officers working directly with young offenders.

The rationale was to make staff sensitive to the special psychosocial developmental needs of young offenders and as such equip them to respond with appropriate strategies.

The structure and operation of the program was divided into two parts, as follows:

- an initial training program of fifteen days (8/10/91-23/10/91) was to be completed before the reception of inmates at the Centre. It was to include all staff on site and provide a basic understanding of the philosophy, structure and operation of unit management and basic awareness, skills and coping strategies in operational areas;

- a follow up program of five days was to be completed at the graduation of the first intake and conditional on the recognition of gaps and the need for their correction.

It was considered, because of the uniqueness of the Newnes program, that all staff should be trained jointly. As this was not possible, it was considered that all staff dealing directly with the trainees should be trained jointly.

The course outline was as follows:

1. Stages of psychosocial development

   **Aim:** to introduce participants to the basic stages of development within a psychological and societal context.

   **Contents:** childhood, adolescence, young adulthood, disorders.

2. Characteristics of young offenders

   **Aim:** to provide participants with an understanding of the essential differences between young and mature offenders.

   **Contents:** risk taking behaviour: bravado, no
recognition of consequences, no fear of personal safety, attitudes to authority, need for self-assertion versus need to follow rules, responding to peer group pressure, self-esteem, future orientation.

3. Techniques for managing young offenders 3 days

Aim: to introduce participants to effective interpersonal communication techniques for managing young offenders.

Contents: empathetic communication, reflective listening, assertive versus aggressive commands, conflict resolution (win/win), management of unresolved conflict, dealing with disruptive behaviour.

4. Crisis management - response to incidents 1 day

Aim: to contain and settle incidents by the minimum use of force.

Contents: defusing and/or isolating the incident, crowd management techniques, weaponless control, escalation of force, personal security issues, suicide awareness.

5. Dealing with the issues of disadvantaged groups 1 day

Aim: to create an awareness of the problems faced by various disadvantaged groups in order to elicit a sympathetic approach to this management whilst on the program.

Contents: culture awareness, aboriginal issues, ethnic groups, NESB communication problems, problems of the illiterate/in numerate.

6. Unit management/case management 2 days

Aim: to develop an understanding of the operating principles of unit management goals together with the necessary skills to case manage young offenders on the program.

Contents: unit management administration/decentralised control, dynamic versus static security, staff involvement in decision making and awareness of their role as team members, creation of units and maintenance of unit stability, awareness of stages of case management and file compilation, developing sound working relationships with inmates. Identifying and coordinating realistic plans to meet these needs. Monitoring and review of plans including post incarceration planning.

7. Awareness of counselling issues and strategies 1 day

Aim: to identify counselling needs and be able to recognise whether such needs require minor or major intervention strategies.


8. The use of group work 1 day

Aim: to understand and use group dynamics in the management of young offenders.

Contents: intrinsic and extrinsic rewards.

9. **Train the trainer**  
   **2 days**

   **Aim:** to provide the necessary theoretical and practical skills to develop, deliver and evaluate training sessions for young offenders.

   **Contents:** task analysis/setting objectives. Needs analysis. Personal learning needs/delivery using adult learning principles. Use of various training modes, lecture format, problem based learning, small groups, scenarios, case studies and basic skills instruction techniques. Evaluating a session.

10. **Stress management**  
    **1 day**

   **Aim:** to recognise and manage stress in work situation, support stressed colleagues and assist young offenders in dealing with stress.

   **Contents:** what is stress - stressors? Environmental factors and impact. Stress reduction and management techniques.

11. **Problem solving**  
    **1 day**

   **Aim:** to develop problem solving techniques for use in young offender management and in developing their own work location.

   **Contents:** what is a problem? Consulting others. Staying positive. Solution techniques. Decision making and taking. Art of delegation.

**Total:** 15 days

The content of this course was determined on the basis that no seriously psychologically disturbed, physically impaired, drug dependent young offenders would be included in the program. It also assumed that staff would obtain first aid skills from outside bodies.

(iii) **The Newnes staff training program**

The Newnes staff training program, was specifically designed by the Staff Development Team for Newnes officers and was conducted over a four week period between May 25 and June 21, 1992.

The purpose of the program was to provide staff with the skills and qualifications necessary for the implementation of the inmate trainee program as well as traditional security functions.

The program was divided into two components:

- the pre-course workbook;
- the on-site training program.

Although the pre-course workbook was to be completed prior to the on-site training program, it was also to be brought to each day of the training program. (A copy of the pre-course workbook is available upon request).

The on-site training program was divided into ten days as shown below:

**Day 1:** case management.

**Day 2:** methods of instruction - program and lesson delivery techniques.

**Day 3:** methods of instruction continued.
Day 4: fire fighting techniques - bush and domestic.

Day 5: roping and rappelling instruction - basic.

Day 6: rock climbing instruction - basic.

Day 7: roping and rappelling instruction - officer-in-charge.

Day 8: rescue techniques - bush/rock. Token economy system.

Day 9: security procedures encompassing: visits, reception room, emergencies, searching and report writing.

Day 10: culmination of testing on the above subjects.

Rock Craft handouts are included in Annex IV Figures 12i to 12j.
NOTABLE ACHIEVEMENTS

During the period under review there were many individual achievements at Newnes. The following were four notable achievements worthy of mention which resulted from action taken by or on behalf of a significant number of inmates or staff:

- The graduates.

The Newnes program was designed to provide inmates with the education and general life skills necessary to adequately prepare them for re-entry into the community.

The structure of the program and the self-discipline it engendered provided a framework in which changes in behaviour were seen to occur.

For example, inmates reported a wide range of experiences during their time at Newnes which they believed would have a positive effect upon their behaviour after leaving Newnes.

Of the 56 trainees who arrived at Newnes while the research studies were being conducted (Intakes 4-7) 33 completed the program and graduated. Accordingly, each graduation was a notable achievement.

- The Duke of Edinburgh Award Scheme.

This scheme was initiated by the Governor of Newnes in January, 1992 and adapted to the 16 week Newnes program by the Education Officer to provide an activity which could be carried on after the inmates had been released from custody.

The scheme provided a combination of physical challenge and education which was ideally suited to the Newnes program.

- The native seed collection and propagation program.

This program was initiated by the nucleus inmates (on completion of a Skillshare horticultural course) in conjunction with the education officer and under the direction of the Assistant Superintendent Industries.

This pilot program was intended to provide purposeful employment for all inmates at the Newnes centre.

- The officers at Newnes.

At Newnes staff were expected to be multi-skilled. Staff were rostered to undertake a wide range of duties and were provided with training in all aspects of the trainee program.

Even though staff identified problems at Newnes, attempts to develop multi-skilling among the staff was a notable achievement.
OTHER PROBLEMS EXPERIENCED

This overview highlighted a number of problems experienced both by the staff and the inmates at Newnes. These problems can be placed into three broad categories, safety, communication and security.

(a) Safety

Road accidents were a common feature of life at Newnes. The dirt access roads were slippery when wet or when covered with ice or snow and the road surface was uneven and in some places badly eroded. The non-use of seatbelts increased the likelihood of injuries when accidents occurred.

For example, on February 24, 1992 a troop carrier rolled over seriously injuring many of the inmates it was carrying. The inmates were not wearing seatbelts. Accordingly a directive that inmates should wear seatbelts was given, however, staff members indicated and regular observation showed that this directive was not enforced.

Although camp vehicles were initially fitted with seatbelts they were not generally accessible and often were not in working order.

The camp vehicles were also used to transport staff members and the camp children between Lithgow and Newnes. Given the dangerous road conditions and speed at which these vehicles travelled accidents were always a possibility.

(b) Communication

From the time Newnes re-opened in August, 1991 there were problems with communication between those at Newnes and the rest of the Department due to the isolation of the camp and difficulties with the telephone lines at Newnes. In addition, the distances travelled by many members of staff to and from work exacerbated the isolation felt by many of the staff at Newnes (see Staff study).

Communication problems also occurred at Newnes. These were as follows:

- Documentation.

The constant evolution of the Newnes management plan meant that any documented version was out of date at the time of issue.

As many of the procedures were in the formulative or planning stages it followed that many of the changes made to the program were not documented or were in the process of documentation.

Thus, advice as to the current status of any aspect of the program relied on communication at all levels. Failure at one level could leave a significant portion of the staff unaware of amendments to the program and thus the need for changes in procedures.

- Administration.

The staff at Newnes were located in a number of buildings. For example, the administration staff and the professional staff (i.e., psychologist, education officer, deputy manager inmate development) were in separate locations from the main office.
Consequently, difficulties in communication arose between the staff in the main office who dealt with the inmates and the administration staff who maintained inmate records including the on-line offender records system.

To combat this communication problem, especially in the area of inmate records, the administrative staff implemented new procedures which required staff in the main office to keep them informed of an inmate's location and status. However, these procedures were only supported by the Deputy Governor, Trevor Shardlow.

- **Career development.**

In theory staff at Newnes were to be encouraged to have an input into the program and to make suggestions for improvements.

In practice there was no formal process by which this was done. Suggestions put forward by staff members based on their work, qualifications and experience could be dismissed by a senior officer without due consideration being given to their suggestions.

When this kind of response occurred it proved frustrating for the staff involved and diminished their sense of self-worth and involvement in the program.

(c) **Security**

A number of issues which affected security at Newnes arose during the period under review. These were:

- **Food.**

Complaints about food arise at most correctional centres from time to time. At Newnes complaints about the quality of the food and the size of the daily rations were constant. For example, on occasions inmates refused to eat their meals and this led to the direct disobeying of orders (see *Inmate* study).

Problems relating to the amount and quality of food in work camps, where physical exercise and manual work are undertaken on a regular basis, have also been raised in other forums (i.e., by the Official Visitor at Kirkconnell and Oberon).

- **Physical safety.**

Issues relating to compound security and physical safety were addressed in both the original and current management plans. However, these procedures were not able to ensure the physical safety of inmates while they were in the compound.

For example, on March 21, 1992 an inmate was assaulted in his cell for approximately two hours by his own phase members. Just five doors away the officer within the compound office heard nothing, yet inmates on the other side of the compound could hear his screams.

There was no Police investigation of this assault.

- **Escapes.**

During the period under review there were four escapes from Newnes involving eleven trainees.

For example, during the sole period of the adventure training camp one inmate packed his camp and headed into the bush (intake 4).
After being lost he stumbled onto a road, flagged down a passing car and asked for a lift to Oberon Correctional Centre.

In general escapes at Newnes were not anticipated and procedures were amended or implemented as a reaction to an escape.

Endnotes


5. Bolding of the aims and objectives denotes commonality between the original and current management plans. If they are not common the notation denotes the origin of the aim or objective, e.g., O1.2 refers to the original management plan, Objective 1, Aim 2; likewise C2.3 refers to the current management plan, Objective 2, Aim 3.

6. As noted earlier, Newnes by its nature operated on a team approach which includes both staff and inmates. These groups were effectively a reflection of the wider community outside the correctional centre, they combine to form the centre community.

7. The "Nucleus" were those inmates who performed the maintenance in and around the Newnes camp. They were chosen on the basis of their skills and their ability to provide a role model for the young offenders.

8. "In filing" refers to documentation kept on file within the Centre office.

9. "the solution" - in this case was a reference to the answer for a particular or a particular set of problems.

10. Inmates were able to purchase photographs under the TES. For example, as visitors were not allowed to bring photographic equipment into the camp it could be a photograph of the inmate and his family.

11. Project Survival was a Department of Corrective Services initiative based on an outward bound program. The program consisted of abseiling and rock climbing, bush survival skills and work in National Parks.

12. At present computer-based accounting procedures do not exist.

13. As noted in 9 above, this objective was to be based on a computer based bonus payment system and at present computers are not utilised for that purpose.

14. Under the Amended Supplement of the program structure Forestry work was replaced by the Phase-Project, Community work was replaced by Forestry work and work in the National Parks was replaced by Community work.

15. This was detailed in the Newnes Staff Study.

16. The Department of Corrective Services Academy: Young Offenders pilot staff training program; Newnes Young Offenders Correctional Centre.

References


ANNEX I: PROGRAM STRUCTURE

Figure 7a

Program Structure - Phases 1 & 2
Original Management Plan

Young Offenders Correctional Centre
Evening Sessional Theory Components

![Graph showing program structure with phases 1 and 2, factors, and hours per week.]

LEGEND:
- A = First Aid
- T = Challenge Theory
- D = Drug & Alcohol
- M = Motor Maintenance
- C = Creative Development
- P = Personal Development
- H = Health & Fitness
- E = Employment Theory
- F = Food & Nutrition

Source: Carter & Kirby, 1991.
Program Structure - Phases 3 & 4
Original Management Plan

Young Offenders Correctional Centre
Evening Sessional Theory Components

LEGEND:

A = First Aid
T = Challenge Theory
D = Drug & Alcohol
M = Motor Maintenance
C = Creative Development
P = Personal Development
H = Health & Fitness
E = Employment Theory
F = Food & Nutrition

Source: Carter & Kirby, 1991.
It should also be noted that, under the current management plan, education occupies 13 hours a week, with the exception of week 1 (8 hours), week 6 (4 hours) and weeks 15 and 16 which have no education.

Note: Where a component's hours contribute to more than 14 hours total a week the number of hours for that component are shown in brackets.

**LEGEND:**

- **T** = Challenge Theory
- **E** = Employment Theory
- **M** = Motor Maintenance
- **O** = Occupational Health & Safety
- **A** = First Aid
- **H** = Health & Fitness
- **P** = Personal Development
- **D** = Drug & Alcohol
- **R** = Fire Fighting
- **F** = Food & Nutrition

Program Structure - Phases 1 & 2
Current Management Plan

Young Offenders Correctional Centre
Sessional Theory Components

It should also be noted that, under the current management plan, education occupies 13 hours a week, with the exception of week 1 (9 hours), week 6 (4 hours) and weeks 15 and 16 which have no education.

Note: Where a component's hours contribute to more than 14 hours total a week the number of hours for that component are shown in brackets.

LEGEND:
T = Challenge Theory  A = First Aid  P = Personal Development
E = Employment Theory  H = Health & Fitness  D = Drug & Alcohol
M = Motor Maintenance  R = Fire Fighting  F = Food & Nutrition
Figure 9a  
**Program Structure - Phases 1 & 2**  
**Current Management Plan**  

Young Offenders Correctional Centre  
**Non-Theory Components**  

**LEGEND:**  
T = Physical Training  
C = Work in Community  
P = Phase Project  
B = Bush Craft  
F = Work in Forestry  
A = Challenge Practical  
H = Handy Man Skills  
R = Ropes and Knots  
M = Case Management  
N = Work in National Parks  

Program Structure - Phases 1 & 2
Current Management Plan

Young Offenders Correctional Centre
Non-Theory Components

LEGEND:
T = Physical Training  P = Phase Project  R = Ropes and Knots
C = Work in Community  F = Work in Forestry  M = Case Management
B = Bush Craft  H = Handy Man Skills  N = Work in National Parks
A = Challenge Practical

ANNEX II: CASE MANAGEMENT FILE

Figure 10a

CASE MANAGEMENT ALLOCATION SHEET

PROGRAM COMMENCEMENT DATE  /  /  

ALLOCATED PROGRAMME  
OFFICE COI  

PROGRAM COI  

INMATES ALLOCATED

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<th>D.O.B.</th>
<th>MIN</th>
<th>REVIEW DATE</th>
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PROGRAM COMPLETION DATE  /  /  

NOTE: Also referred to as the "Nominee Goal Planer".
Figure 10b

CASE NOTES

NAME: ____________________  DATE: ____________________

LOCATION: ____________________________________________

CASE NOTES: ___________________________________________

_____________________________________________________

_____________________________________________________

FOLLOW UP: ___________________________________________

_____________________________________________________

INTERVIEWING OFFICER: _________________________________

NEXT APPOINTMENT: ____________________________________

NAME: ____________________  DATE: ____________________

LOCATION: ____________________________________________

CASE NOTES: ___________________________________________

_____________________________________________________

_____________________________________________________

FOLLOW UP: ___________________________________________

_____________________________________________________

INTERVIEWING OFFICER: _________________________________

NEXT APPOINTMENT: ____________________________________

63
Figure 10c  

CASE REVIEW FORM

NAME: ___________________________  DATE: ___________________________  
M.I.N.: ___________________________

MINIMUM TERM EXPIRY DATE: ____________________________________________

1ST REVIEW / 2ND REVIEW / ONGOING REVIEW / TRANSFER (Circle)

CASE SUMMARY: _________________________________________________________
___________________________________________________________
___________________________________________________________
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___________________________________________________________

CASE PLAN: ____________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________

SIGNATURE: ___________________________

CASE MANAGEMENT SUPERVISOR'S REVIEW: _________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________

NEXT REVIEW DATE: ______________  SIGNATURE: ___________________________
DATA FORM

MIN: ___________________________ DATE: ___________________________

NAME: ___________________________ DATE OF BIRTH: ___________________________

Aboriginal \ Torres Strait Islanders: YES \ NO

Country \ State of Birth: __________ Date Arrived in Aust: _______ Citizenship: _______

First Language: __________ Interpreter Required: YES \ NO If so, Language: _______

Marital Status: _________ Partners Name: _________ Do you have Children: _______

Next of Kin Name and Address: ___________________________________________________________

Do you receive any visits: YES \ NO

With Whom: ___________________________ How often: ___________________________

Comments: ________________________________________________________________

EDUCATION

Age at Leaving School: __________ Highest Level Achieved: __________

Do you have any problems with Reading or Writing: YES \ NO

Do you have any problems with Numeracy: YES \ NO

Comments: ________________________________________________________________

EMPLOYMENT:

Do you have any Trade or other Job Qualifications: YES \ NO

If so, state which ones: __________________________________________________________

What was your Last Job: ___________________________ When was it: ___________________________

Longest Period of employment: ___________ When was this: ___________________________

Main Type of Work: ________________________________________________________________

Comments: ________________________________________________________________
HEALTH

Do you have any illnesses requiring Prescribed Medication: YES \ NO
If so state the Condition and the Medication: ________________________________

DRUG AND ALCOHOL HISTORY

Have you ever used Drugs or Alcohol: YES \ NO
If so which ones and to what extent: ________________________________

Do you think that you have a problem or have had a problem in the past with substances: YES \ NO

Do you wish to see a Drug and Alcohol Counsellor: YES \ NO

Are you on Methadone: YES \ NO

Do you wish to apply to be placed on a Methadone Programme: YES \ NO

Comments: _______________________________________________________

GAOL EXPERIENCE

Have you been to Gaol before: YES \ NO If so state where, when & length of sentence:

______________________________________________________________

Have you experienced any problems in gaol either in the past or in this sentence:

______________________________________________________________

PROGRAMME PLANNING

What Programmes, Courses, Groups or Work have you been doing so far in this sentence:

______________________________________________________________

What Programmes, Courses, Groups or Work etc: would you like to be involved in for the rest of your sentence:

______________________________________________________________

Do you have any Post Release Plans at present:

______________________________________________________________

Signature: ___________________________ Date: ___________________________
Figure 10e

CHECKLIST

NAME: ___________________________ DATE: ___________________________

Please circle any of the following areas which relate to you:

1. I need help in setting specific goals.
2. I need a planned programme to help me live without using alcohol/drugs or breaking the law.
3. I want to change my lifestyle.
4. I need to learn better ways of coping with my problems.
5. I want to learn to communicate more honestly with ___________________________
6. I want to talk more easily with others.
7. I want to learn how to stop being so tense.
8. I need help in organising a more effective job search.
9. I want to learn how to manage my financial affairs.
10. I need to upgrade my skills, so I can improve my employment situation.
11. I want to learn how to improve my physical fitness.
12. I want to find a better job.
13. I would like to talk with someone about ___________________________
14. I would like to attend ___________________________
15. I want to avoid getting into trouble.
16. I need to stop using drugs.
17. I want to stop drinking completely.
18. I want to understand the conditions under which I get into trouble.
19. I would like to control my drinking.
20. I need a half-way house, so I can learn how to handle my problems.
21. I need regular contact with a person on whom I can count to discuss my problems & concerns.
22. I want a counsellor/therapist to help me understand my needs and develop greater awareness.
23. I want to learn how to say no when friends put pressure on me.
24. I want to learn how to handle aggression by others.
25. I need to learn to deal with anger.
26. I want to learn how to feel at ease with others.
27. I want to be able to improve my sleeping patterns.
28. I want to learn how to plan my time better.
29. I think I may have a gambling problem.
30. I spend much of my free time "just killing time"
31. My only problem is that I am in gaol.
32. On the whole I have not got many problems at all.
33. I would like ___________________________
EXIT SUMMARY

SUCCESSFUL TRANSFER: YES \ NO

REASON:

TRANSFERRED TO:

INSTITUTION OF CHOICE:

If not transferred to institution of choice, why did this not occur?

PROGRAM PERFORMANCE

ATTAINMENTS:

OUTSTANDING ISSUES:

FUTURE PLANS IN CUSTODY:

REFERRED TO:

GENERAL SUMMARY:

COMPLETED BY: __________________ Date: __________________
**ANNEX III: PROGRAM STRUCTURE BY DAY (CURRENT)**

**Figure 11a: Program Structure by Day (Current) Week 1.**

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**LEGEND:**

PA = Opening Address  
TC = Tour of Camp  
MA = Medical Assessment  
HF = Health & Fitness  
PT = Physical Training  
BC = Bush Craft  
TM = Team Meeting  
ED = Education  
FA = First Aid  
PP = Phase Project  
OA = Organised Activity  
TA = Team Leaders Address  
RP = Reception Processing  
CM = Case Management  
SI = Stores issue & exchange  
RS = Recon. stores & debrief  
FF = Fire Fighting  
PD = Personal Development  
DA = Drug & Alcohol  
CH = Occupational Health & Safety  
K = kilometre  
r = run  
e = with exercises  
w = walk  
p = pack walk  
lo = laps of oval.

**"** Refers to the number of the session in a particular course.
### WEEK 2

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### LEGEND:

- **ET** = Employment Theory
- **MM** = Motor Maintenance
- **HF** = Health & Fitness
- **PD** = Personal Development
- **DA** = Drug & Alcohol
- **PP** = Phase Project
- **OA** = Organised Activity
- **FN** = Food & Nutrition
- **IF** = Intro to Forest work
- **RK** = Ropes & Knots
- **PT** = Physical Training
- **HM** = Home Handyman
- **ED** = Education
- **FA** = First Aid
- **TM** = Team Meeting
- **ID** = Induction Debrief
- **k** = kilometre
- **r** = run
- **e** = with exercises
- **lo** = laps of oval
- **w** = walk
- **p** = pack walk

Figure 11b: Program Structure by Day (Current) Week 2.
Figure 11c: Program Structure by Day (Current) Week 3.

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**LEGEND:**

ET = Employment Theory  
PD = Personal Development  
ED = Education  
CM = Case Management  
PT = Physical Training  
WF = Forestry Work  

k = kilometre  
r = run  
e = with exercises  
to = laps of oval  
w = walk  
p = pack walk
Figure 11d: Program Structure by Day (Current) Week 4.

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**LEGEND:**

- ET = Employment Theory
- PD = Personal Development
- ED = Education
- CM = Case Management
- PT = Physical Training
- WF = Forestry Work
- k = kilometre
- r = run
- e = with exercises
- lo = laps of oval
- w = walk
- p = pack walk
Figure 11e: Program Structure by Day (Current) Week 5.

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**LEGEND:**

- **PD** = Personal Development
- **ED** = Education
- **CM** = Case Management
- **PT** = Physical Training
- **WF** = Forestry Work
- **CO** = Computer

- **k** = kilometre
- **r** = run
- **e** = with exercises
- **c** = with circuit
- **lo** = laps of oval
- **w** = walk
- **p** = pack walk
**Figure 11f: Program Structure by Day (Current) Week 6.**

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**LEGEND:**

RK = Ropes & Knots  
BC = Bush Craft  
DA = Drug & Alcohol  
PT = Physical Training  
ED = Education
Figure 11g: Program Structure by Day (Current) Week 7.

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**LEGEND:**

- PT = Physical Training
- ED = Education
- CM = Case Management
- PD = Personal Development
- WC = Community Work
- CO = Computer
- k = kilometre
- r = run
- e = with exercises
- c = with circuit
- l0 = laps of oval
- w = walk
- p = pack walk
Figure 11h: Program Structure by Day (Current) Week 8.

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**LEGEND:**

- **PT** = Physical Training
- **ED** = Education
- **CM** = Case Management
- **PD** = Personal Development
- **WC** = Community Work
- **HF** = Health & Fitness
- **k** = kilometre
- **r** = run
- **e** = with exercises
- **c** = with circuit
- **lo** = laps of oval
- **w** = walk
- **p** = pack walk
Figure 11i: Program Structure by Day (Current) Week 9.

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**LEGEND:**

- PT = Physical Training
- ED = Education
- CM = Case Management
- PD = Personal Development
- WC = Community Work
- FN = Food & Nutrition
- k = kilometre
- r = run
- e = with exercises
- c = with circuit
- lo = laps of oval
- w = walk
- p = pack walk
Figure 11: Program Structure by Day (Current) Week 10.

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**LEGEND:**

- **PT** = Physical Training
- **ED** = Education
- **CM** = Case Management
- **PD** = Personal Development
- **WC** = Community Work
- **HF** = Health & Fitness
- **k** = kilometre
- **r** = run
- **e** = with exercises
- **c** = with circuit
- **lo** = laps of oval
- **w** = walk
- **p** = pack walk
Figure 11k: Program Structure by Day (Current) Week 11.

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**LEGEND:**

PT = Physical Training
ED = Education
CM = Case Management
PD = Personal Development
WN = National Park Work
HF = Health & Fitness

k = kilometre
r = run
e = with exercises
c = with circuit
lo = laps of oval
w = walk
p = pack walk
Figure 111: Program Structure by Day (Current) Week 12.

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**LEGEND:**

PT = Physical Training
ED = Education
CM = Case Management
PD = Personal Development
WN = National Park Work
HF = Health & Fitness
k = kilometre
r = run
e = with exercises
c = with circuit
lo = laps of oval
w = walk
p = pack walk
Figure 11m: Program Structure by Day (Current) Week 13.

<table>
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**Legend:**
- PT = Physical Training
- ED = Education
- CM = Case Management
- PD = Personal Development
- WN = National Park Work
- HM = Home Handyman
- k = kilometre
- r = run
- e = with exercises
- c = with circuit
- lo = laps of oval
- W = power walk
- w = walk
- p = pack walk
- P = with full pack
Figure 11n: Program Structure by Day (Current) Week 14.

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**LEGEND:**

PT = Physical Training
ED = Education
CM = Case Management
PD = Personal Development
WN = National Park Work
FN = Food & Nutrition
k = kilometre
r = run
e = with exercises
c = with circuit
lo = laps of oval
W = power walk
w = walk
p = pack walk
P = with full pack
Figure 11o: PERSONAL DEVELOPMENT PROGRAM - TOPICS 1992.

1. Communication 1
2. Goal Setting
3. Communication 2
4. Group Dynamics
5. Assertion vs Aggression
6. Problem Solving
7. Conflict Resolution
8. Peer Pressure
9. Stress Management 1
10. Relaxation Techniques (Theory)
11. Relaxation Techniques (Practical)
12. Goal Setting revision and update
13. Relationships (General)
14. Relationships (Family) - reaction to goal
15. Positive and negative role models for your children
16. Society - Why do we have rules?
17. Benjamin Franklin Theory - goal vs freedom (+ve or -ve)
18. How to cope with "No"
19. Stress Management 2 (effects on family)
20. Leisure (using free time constructively)
21. Importance of Confidence/Self-esteem
22. Inmate's Choice for P.D. lesson
23. External Support Groups (how to approach or access them)
24. Program Review. What are plans for future?
25. Previous inmates' experience on camp - Relationships/environment.
## HEALTH & FITNESS PROGRAM - TOPICS 1992

<table>
<thead>
<tr>
<th>SERIAL</th>
<th>SUBJECT</th>
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<tbody>
<tr>
<td>H &amp; F 1</td>
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<td>Fitness Sports Injuries</td>
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<tr>
<td>H &amp; F 3-5</td>
<td>Practical including Training Techniques,&lt;br&gt;Injury prevention, Personal weight/fitness programming</td>
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<td>H &amp; F 6-7</td>
<td>HIV/AIDS</td>
<td>N. Ayers</td>
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<td>STDs&lt;br&gt;Contraception</td>
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<tr>
<td>H &amp; F 11</td>
<td>Nicotine, Smoking &amp; Quit for Life</td>
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<tr>
<td>H &amp; F 12</td>
<td>Cannabis</td>
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<td>H &amp; F 13</td>
<td>The Inhalants</td>
<td>J. French</td>
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<td>H &amp; F 14</td>
<td>The Designer Drugs Education</td>
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</tr>
<tr>
<td>H &amp; F 15</td>
<td>The Muscular System Joints and Ligaments</td>
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### FOOD & NUTRITION - TOPICS 1992

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<td>Food additives</td>
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<td>Weight control</td>
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<td>Positive nutritional select.</td>
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<td></td>
<td>Fluid requirements in exercise</td>
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<td>Lesson 5</td>
<td>Bush tucker</td>
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<td>2 hours</td>
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ANNEX IV: TRAINING DOCUMENTATION

Figure 12a
List of Personnel who participated in the Initial Training Exercise

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<td>Supt.</td>
<td>Assessor</td>
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<td>Shardlow, T.</td>
<td>Dep. Supt.</td>
<td>Assessor</td>
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<tr>
<td>Browning, J.</td>
<td>A/Supt.</td>
<td>Assessor</td>
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<tr>
<td>Sinclair, D.</td>
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<tr>
<td>Lockhart, G.</td>
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<tr>
<td>Scholes, G.</td>
<td>Leg 3</td>
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<tr>
<td>Cunningham, F.</td>
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<td>Keane, C.</td>
<td>Leg 5</td>
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</tr>
<tr>
<td>Moore, S.</td>
<td>Leg 6</td>
<td>Break Camp Bush Walk</td>
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<td>Halpin, D.</td>
<td>Leg 7</td>
<td>Recovery Unit** Bush Walk O/N Camp</td>
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<td>Henderson, T.</td>
<td>Leg 8</td>
<td>Bush Walk</td>
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<td>Vandermeer, J.</td>
<td>Leg 9</td>
<td>Bush Walk</td>
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<td>Taylor, W.</td>
<td>Leg 10</td>
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<td>Leg 11</td>
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<td>Mantle, F.</td>
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** The Recovery Unit is placed at a strategic position in the case of an emergency.
Note: The term "leg" refers to a section or part of the training expedition.

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**LEGEND:**

CI  Chief Instructor  Superintendent Carter  
SI  Senior Instructor  Assistant Superintendent Browning  
DS  Instructor        Assistant Superintendent Sinclair  
IM  Instructor        Prison Officer Murphy

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Note: The reference to the Kowmung River, with the activity of Knots and Lashings, refers to both a destination and a practical demonstration of the use of Knots and Lashings in different methods of river crossings.

LEGEND:
CI  Chief Instructor        Superintendent Carter
SI  Senior Instructor       Assistant Superintendent Browning
DS  Instructor              Assistant Superintendent Sinclair
IM  Instructor              Prison Officer Murphy

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**LEGEND:**

CI  Chief Instructor    Superintendent Carter
SI  Senior Instructor   Assistant Superintendent Browning
DS  Instructor          Assistant Superintendent Sinclair
IM  Instructor          Prison Officer Murphy
Newnes (Y.O.C.C.)
Historical Overview

Figure 12e


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</tr>
<tr>
<td>Arrive Inter. Climb</td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td>Rock Craft Training</td>
<td>SI</td>
<td></td>
</tr>
<tr>
<td><strong>Afternoon</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock Craft Training</td>
<td>SI</td>
<td></td>
</tr>
<tr>
<td>Depart Inter. Climb</td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td>Arrive Newnes</td>
<td>IM</td>
<td>Health Check</td>
</tr>
<tr>
<td>Evening Meal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Debrief</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LEGEND:**
- CI  Chief Instructor: Superintendent Carter
- SI  Senior Instructor: Assistant Superintendent Browning
- DS  Instructor: Assistant Superintendent Sinclair
- IM  Instructor: Prison Officer Murphy

<table>
<thead>
<tr>
<th>Activities</th>
<th>Instructor</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depart Newnes</td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td>Arrive Inter. Climb</td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td>Introduction to</td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td>Rock Craft Training</td>
<td>SI</td>
<td>Safety Orders</td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock Craft Training</td>
<td>SI</td>
<td></td>
</tr>
<tr>
<td>Cliff Rescue Exercise</td>
<td>CI</td>
<td></td>
</tr>
<tr>
<td>Rock Craft Training</td>
<td>CI</td>
<td></td>
</tr>
<tr>
<td>Depart Inter. Climb</td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td>Arrive Newnes</td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td>Return all Equipment</td>
<td>SI</td>
<td></td>
</tr>
<tr>
<td>Group Debrief</td>
<td>SI</td>
<td></td>
</tr>
<tr>
<td>Exercise Debrief</td>
<td>CI</td>
<td></td>
</tr>
<tr>
<td>End of Program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LEGEND:**

CI  Chief Instructor  Superintendent Carter
SI  Senior Instructor Assistant Superintendent Browning
DS  Instructor       Assistant Superintendent Sinclair
IM  Instructor       Prison Officer Murphy
HANDOUT 1: To participants; Initial training exercise.

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reporting Procedures</td>
</tr>
<tr>
<td>All Officers are to report for duty to SAS Shardlow not later than 0800 hrs on Monday the 23rd day of September, 1991, at the Young Offenders Correctional Centre, Newnes.</td>
</tr>
<tr>
<td>All Officers are to bring their I.D. cards.</td>
</tr>
<tr>
<td>See attached map - Annex A (Note: Annex A not included)</td>
</tr>
<tr>
<td>2. Physical Fitness</td>
</tr>
<tr>
<td>The Training Programme is conducted almost entirely in the field. As such it is physically demanding. All Officers are reminded of the high level of physical fitness required of the Officers of the Y.O.C.C.</td>
</tr>
<tr>
<td>3. Dress and Clothing and Equipment</td>
</tr>
<tr>
<td>See Annex B for required and suggested clothing and equipment.</td>
</tr>
<tr>
<td>A warm woollen jumper is to be carried on the trekking phase. Other clothing should be selected with a view to climatic conditions at the time.</td>
</tr>
<tr>
<td>Spare socks and underwear are to be carried on the trekking phase, plus other spare clothing as the Officer desires, but note ... if you take it out, carry it.</td>
</tr>
<tr>
<td>An echelon bag with clean clothing can be secured at the Y.O.C.C. for use after the trekking phase.</td>
</tr>
<tr>
<td>4. Rations</td>
</tr>
<tr>
<td>The programme is rationed for from lunch, Monday the 23rd until lunch Friday the 27th, inclusive.</td>
</tr>
<tr>
<td>Extra personal rations (chocolate bars, cans of drink etc) can be carried on the trekking phase, but ALL rubbish is to be carried out. Any additional rations must be purchased before arriving at the Y.O.C.C.</td>
</tr>
<tr>
<td>5. Accommodation</td>
</tr>
<tr>
<td>Accommodation, Monday to Thursday inclusive, provided. Sleeping gear supplied.</td>
</tr>
<tr>
<td>Accommodation is available for Sunday night the 22nd. Advise SAS Shardlow if required.</td>
</tr>
<tr>
<td>NOTE - Sunday night is NOT rationed. Cooking facilities available.</td>
</tr>
</tbody>
</table>
HANDOUT 1 (continued)

6. Contact information

Postal address ... Rank ... Name
Young Offenders Correctional Centre
PO Box 442 Lithgow NSW, 2790

Emergency contact telephone number (047) 677 660

NOTE: As a large portion of this programme is conducted in the field it should be expected that only emergency communication will be passed to and from all Officers.

A telephone is available at the Y.O.C.C.

7. Leave

Due to the remoteness of all training sites, this is a live-in programme, without local leave.

8. Transportation and Parking

A vehicle compound exists to secure all vehicles at the Y.O.C.C. during the field phase.

Due to the nature of the roads in the area surrounding the Y.O.C.C., Officers are advised to exercise extreme care when driving. In the event of heavy rain contact SAS Shardlow for road surface conditions.

Transport from Lithgow railway station by arrangement. A bus will depart from Windsor Periodic Detention Centre for the Y.O.C.C. at 1700 hrs on Sunday the 22nd of September. Officers requiring this facility are to confirm with SAS Shardlow as early as possible.

All Officers are again reminded they are to report for duty not later than 0800 hrs Monday the 23rd of September.

9. Out-of-Bounds

Private houses and Staff quarters exist on the grounds. These areas are out-of-bounds unless invited.

10. Washing Facilities

Washing machines and dryers are available at the Y.O.C.C. Officers are to supply own laundry powder etc.

11. Environment

All training areas used in this Programme are flora and fauna reserves. Care should be taken not to disturb the natural environment.
HANDOUT 1 (continued)

12. Syllabus (general)

Day 1 0800 hrs Programme commences. Move into training area, camp overnight.

Day 2 Same day 1

Day 3 Late p.m. leave training area for Y.O.C.C.

Day 4 Roping and climbing training in Close Training area.

Day 5 Continuation of day 4. Close of Programme 1600 hrs.

13. Further Information

Officers requiring further information are to contact Senior Assistant Superintendent Trevor Shardlow.

Telephone: (047) 877 660 FAX: (047) 877 015

ANNEX B (to Handout 1)

DRESS, CLOTHING AND EQUIPMENT

Each Officer is to report for duty with the following items:

ESSENTIAL ITEMS (MINIMUM QUANTITIES)

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2pr walking trousers (army greens or similar)</td>
<td>1 small towel or hand towel</td>
</tr>
<tr>
<td>2 long sleeve shirts (as above)</td>
<td>1 bath towel</td>
</tr>
<tr>
<td>1 woollen jumper</td>
<td>1 pocket sized notebook</td>
</tr>
<tr>
<td>3pr woollen walking socks</td>
<td>qty pens/pencils</td>
</tr>
<tr>
<td>1 bush hat</td>
<td>1 small bag (oschol)</td>
</tr>
<tr>
<td>1 watch cap (beanie)</td>
<td>qty personal toiletries</td>
</tr>
<tr>
<td>1pr comfortable bushwalking shoes or runners</td>
<td>qty laundry detergent</td>
</tr>
<tr>
<td>1pr woollen gloves</td>
<td>3 large garbage bags</td>
</tr>
<tr>
<td>qty underwear</td>
<td>qty insect repellent</td>
</tr>
<tr>
<td>qty t-shirts</td>
<td>qty sunscreen (15+)</td>
</tr>
</tbody>
</table>

OPTIONAL ITEMS

Casual clothing to suit conditions; PT clothing; small pocket torch; lightweight bush jacket
**HANDOUT 2: To participants; Initial training exercise**

**STAFF BUSH TRAINING ORDERS SITUATION (TOPOGRAPHY)**

Kanangra Boyd National Park steep mountainous terrain with several waterways which include the Kowmung River, Christies Creek. Area has heavy eucalypt forest and there are many limestone and sandstone cliffs covering the whole area.

The area of operation will be on the Bindook and Yerranderie survey sheets.

This training phase has been incorporated into the programme to test and assess your ability to perform your duties in a wilderness setting. It will also give you an idea of the types of training you will be subjecting the inmates on the young offenders programme to.

**TASK**

Complete the bush training phase without injury with 100% effort.

**EXECUTION**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>Equipment issue, then transport to bats camp, then walk to the Colong Caves a distance of approximately 6 Km. Once at Colong set up camp and prepare for caving expedition.</td>
</tr>
<tr>
<td>Phase 2</td>
<td>Commence walk to Christies Creek via Acetylene Spur, Lannigans Creek and the Kowmung River. On arrival at Christies Creek set up camp distance to be walked approximately 12 Km.</td>
</tr>
<tr>
<td>Phase 3</td>
<td>Commence walk up Mt. Colboyd to Kanangra Walls. On arrival at Kanangra vehicles will then transport to Newnes and evening meal.</td>
</tr>
</tbody>
</table>
### TIMINGS

<table>
<thead>
<tr>
<th>Phase 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0830</td>
<td></td>
<td>commence equipment issue</td>
</tr>
<tr>
<td>0930</td>
<td></td>
<td>depart Newnes for bats camp</td>
</tr>
<tr>
<td>1300</td>
<td></td>
<td>arrive bats camp</td>
</tr>
<tr>
<td>1330</td>
<td></td>
<td>commence walk to Colong Caves</td>
</tr>
<tr>
<td>1530</td>
<td></td>
<td>arrive Colong Caves set up camp</td>
</tr>
<tr>
<td>1630</td>
<td></td>
<td>commence caving expedition</td>
</tr>
<tr>
<td>1830</td>
<td></td>
<td>evening meal</td>
</tr>
<tr>
<td>1930</td>
<td></td>
<td>group discussion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0600</td>
<td></td>
<td>breakfast - break camp</td>
</tr>
<tr>
<td>0700</td>
<td></td>
<td>commence walk to Christies Creek</td>
</tr>
<tr>
<td>1500</td>
<td></td>
<td>arrive Christies - set up camp</td>
</tr>
<tr>
<td>1800</td>
<td></td>
<td>evening meal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0600</td>
<td></td>
<td>breakfast - break camp</td>
</tr>
<tr>
<td>0700</td>
<td></td>
<td>commence walk Mt. Colboyd</td>
</tr>
<tr>
<td>1700</td>
<td></td>
<td>arrive Kanangra Walls</td>
</tr>
<tr>
<td>1730</td>
<td></td>
<td>depart for Newnes</td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td>arrive Newnes evening meal</td>
</tr>
</tbody>
</table>

Timings subject to alteration routes

- **Phase 1**: main and forestry roads to bats camp
- **Phase 2**: Acetyleone Spur - Lanigans Creek - Kowmung River Christies Creek
- **Phase 3**: Mt. Colboyd - Wallaby Pass - Kanangra Walls

Maps: Phase 1 and 2 Bindook 1:25000  
Phase 3 Yerranderie 1:25000

Actions on:  
(a) separated  
(b) bites  
(c) halts and rests
<table>
<thead>
<tr>
<th><strong>ADMIN &amp; LOG</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vehicles:</strong></td>
</tr>
<tr>
<td>1 x troop carrier</td>
</tr>
<tr>
<td>1 x 23 seat bus</td>
</tr>
<tr>
<td><strong>Equipment each:</strong></td>
</tr>
<tr>
<td>1 x pack</td>
</tr>
<tr>
<td>1 x sleeping bag</td>
</tr>
<tr>
<td>1 x 2 litre water</td>
</tr>
<tr>
<td>rations</td>
</tr>
<tr>
<td>tents 1 per 2 persons</td>
</tr>
<tr>
<td>first aid kit = team leader</td>
</tr>
<tr>
<td>1 x compass</td>
</tr>
<tr>
<td>1 x map sheet per senior officers</td>
</tr>
<tr>
<td>caving lights as required</td>
</tr>
<tr>
<td>helmets as required</td>
</tr>
<tr>
<td>wet weather gear x 1 set</td>
</tr>
<tr>
<td><strong>Personal equipment:</strong></td>
</tr>
<tr>
<td>1 x pair walking shoes/boots</td>
</tr>
<tr>
<td>1 x woollen jumper</td>
</tr>
<tr>
<td>2 x pairs socks (wool)</td>
</tr>
<tr>
<td>1 x denim trousers or similar</td>
</tr>
<tr>
<td>under clothes (cold weather)</td>
</tr>
<tr>
<td>bush hat/beanie</td>
</tr>
<tr>
<td>gloves</td>
</tr>
<tr>
<td><strong>Rations:</strong></td>
</tr>
<tr>
<td>2 x breakfast - muesli</td>
</tr>
<tr>
<td>3 x lunch - sandwiches (make up self)</td>
</tr>
<tr>
<td>2 x dinner - dehydrated</td>
</tr>
<tr>
<td>1 x dinner - cooked at Nownes</td>
</tr>
<tr>
<td><strong>Water:</strong></td>
</tr>
<tr>
<td>water collection will be done on walks etc.</td>
</tr>
<tr>
<td><strong>Special equipment:</strong></td>
</tr>
<tr>
<td>large first aid kit</td>
</tr>
<tr>
<td>oxy viva</td>
</tr>
<tr>
<td>stretcher</td>
</tr>
<tr>
<td>all to be carried in safety vehicle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>COMMAND &amp; COMMS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications via pager to me.</td>
</tr>
<tr>
<td>Land line from Oberon camp.</td>
</tr>
<tr>
<td><strong>Command structure:</strong></td>
</tr>
<tr>
<td>O.I.C.</td>
</tr>
<tr>
<td>Mal Carter</td>
</tr>
<tr>
<td>2.I.C.</td>
</tr>
<tr>
<td>John Browning, Trevor Shardlow</td>
</tr>
</tbody>
</table>
Handout 3: To staff for Rock Craft training.

### Climbing Calls

<table>
<thead>
<tr>
<th>Role</th>
<th>Call</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belayer</td>
<td>&quot;On belay climb when ready&quot;</td>
</tr>
<tr>
<td>Climber</td>
<td>&quot;Take in&quot;</td>
</tr>
<tr>
<td>Climber</td>
<td>&quot;That's me&quot;</td>
</tr>
<tr>
<td>Climber</td>
<td>&quot;Tight rope&quot;</td>
</tr>
<tr>
<td>Climber</td>
<td>&quot;Slack&quot;</td>
</tr>
<tr>
<td>Climber</td>
<td>&quot;Runner on&quot;</td>
</tr>
<tr>
<td>Climber</td>
<td>&quot;Hold&quot;</td>
</tr>
<tr>
<td>Climber</td>
<td>&quot;Climbing down&quot;</td>
</tr>
<tr>
<td>Climber</td>
<td>&quot;Lower me down&quot;</td>
</tr>
<tr>
<td>Climber</td>
<td>&quot;Traversing left or right&quot;</td>
</tr>
<tr>
<td>Climber</td>
<td>&quot;Safe&quot;</td>
</tr>
<tr>
<td>Belayer</td>
<td>&quot;Off belay&quot;</td>
</tr>
</tbody>
</table>

All climbing calls are answered by calling "Aye aye" and the person's name.

---

Handout 4: To staff: Rock Craft training.

### Abseiling Calls

Instructor calls trainee to cliff edge, takes hold of harness, positions trainee next to abseil rope. When trainee balanced and safe, instructor lets go of harness and attaches safety rope to trainee and says...

<table>
<thead>
<tr>
<th>Role</th>
<th>Call</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>&quot;Safety rope&quot; on &quot;rig up&quot;</td>
</tr>
<tr>
<td>Trainee</td>
<td>&quot;Check me&quot;</td>
</tr>
<tr>
<td>Instructor</td>
<td>&quot;Checked start abseil&quot;</td>
</tr>
<tr>
<td>Instructor</td>
<td>&quot;Abseiler on rope&quot;</td>
</tr>
<tr>
<td>Anchorman</td>
<td>&quot;Safe&quot;</td>
</tr>
<tr>
<td>Trainee</td>
<td>&quot;Safety rope off&quot;</td>
</tr>
<tr>
<td>Trainee</td>
<td>&quot;Safety rope off&quot;</td>
</tr>
<tr>
<td>Trainee</td>
<td>&quot;Off rope&quot;</td>
</tr>
<tr>
<td>Instructor</td>
<td>&quot;Off belay&quot;</td>
</tr>
</tbody>
</table>

All abseiling calls are answered by "Aye aye" and person's name.