Lapping up the love
School companion dogs

The spirit of the season
Student volunteers helping the needy

Language and literacy
preventing generational disadvantage

Lapping up the love
School companion dogs

The spirit of the season
Student volunteers helping the needy
**Thinking of resigning or retiring at the end of this year?**

**ESSSuper members** — talk to us before you resign or retire.

We know moving on from your school can be confusing when it comes to organising superannuation. So for all your important questions, speak to the people who run your fund to get all the answers.

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- Providing any necessary forms
- Helping you decide if you need personal financial planning advice
- Providing up-to-date estimates of your benefit.

Our Consultants are experts in your fund and can simplify even the hardest of super questions. Whether you’re changing employers or retiring and want to secure a comfortable future – talk to us today.

**Call 1300 655 476 to book a free appointment with a Member Education Consultant.**

*Members include State Government employees who commenced employment prior to 1994. If you are not already an ESSSuper member you are not eligible to join.*

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Thinking of resigning or retiring, or by calling our Member Contact Centre on 1300 655 476. We know moving on from your school can be confusing when it comes to organising superannuation. So for all your important questions, speak to the people who run your fund to get all the answers. We know that planning for your future can be confusing, so we’re here to help. Our Consultants are experts in your fund and can simplify even the hardest of super questions. Whether you’re changing employers or retiring and want to secure a comfortable future – talk to us today. Our Consultants are experts in your fund and can simplify even the hardest of super questions. Whether you’re changing employers or by calling our Member Contact Centre on 1300 655 476. ABN 89 894 637 037. Before making a decision about an ESS Super product or service please consider our Product Disclosure Statement (PDS) that is available at www.esssuper.com.au

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Friday 20 January, the closing date for applications for the Victorian Education Excellence Awards, is fast approaching. Don’t miss your chance to be part of the most prestigious and exciting awards night on the education calendar.

The Victorian Education Excellence Awards showcase the outstanding achievements and practice of early childhood and school teachers, leaders and education support officers. The awards also strengthen the professionalism and capability of the school and early childhood workforce.

Turn to pages 50 and 59 to read about the post-Victorian Education Excellence Awards journey of two of last year’s winners. Both strongly encourage others to take up the opportunity to apply in 2012.
Living the language

Content and Language Integrated Learning (CLIL) helps prepare young people for work, study and life in an increasingly multilingual and integrated world.

Broadening Bastow’s reach

The launch of the Bastow Institute of Educational Leadership’s public website and world-class learning centre will ensure greater development opportunities for educational leaders.

Fraud prevention

Principals are central to the accountability process and there are four fundamental actions they can take to help prevent fraud and corruption in their school.

Extra support for refugee students

As part of the Refugee Support Initiative specialist coaches have been employed to build the capacity of teachers to improve outcomes for refugee learners.

Language and literacy life skills

A project in Melbourne’s west is focused on language and literacy skills as a means of preventing generational disadvantage among families from immigrant or refugee backgrounds.

iPads for all

Warringa Park School is well on its way to providing every student and teacher with ready access to an iPad and the improved learning outcomes are already evident.

The spirit of the season

Volunteering isn’t just for Christmas, as a number of secondary school students have discovered through Fare Share’s Schools in the Kitchen program.

Lapping up the love

School companion dogs Jack and Murphy lap up the students’ love and attention, unaware that they are giving much more than they receive.
Mental health pilot for early years

KidsMatter Early Childhood is a national mental health promotion, prevention and early intervention initiative specifically developed for early childhood services.

A catalyst for change

Bairnsdale Secondary College principal Graham Blackley has won an Australian Government Minister’s Award for Excellence in Teaching or Leadership in Aboriginal or Torres Strait Islander Education.

Regulars

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Professional Learning Workshop Programme  Term 1, 2012

Building the Inquiry Learning Toolkit – capabilities for the 21C learner (P-6)
Kath Murdoch. Tuesday 6 March, 9.30am – 3.30pm

Introducing Positive Education into your school
Helen McGrath. Friday 16 March, 9.30am – 3.30pm

Getting the most out of 2012 for your students in maths (P-6)
Rob Vingerhoets. Friday 16 March, 9.30am – 3.30pm

Leadership Skills for coordinators
Karen Stammers & Yvonne Willich
Monday 19 March, 9.30am – 3.30pm

Brain based learning - setting up students to surge ahead this year
Andrew Fuller. Monday 19 March, 9.30am – 3.30pm

Reluctant writers – getting them to write: what works and why
Jeanette Kavanagh. Thursday 22 March, 9.30am – 3.30pm

Skills for beginning teachers
Karen Stammers & Yvonne Willich
Monday 26 March, 9.30am – 3.30pm

Designing and implementing programs for boys & boys and motivation
Rollo Browne. Monday 26 March, 9.30am – 3.30pm

All workshops are held at the Australian Institute of Management, 181 Fitzroy Street, St Kilda

For further information or to book online visit: www.edpd.com.au
t: (03) 9524 6222 e: seminars@edpd.com.au
Encourage school leavers to celebrate safely

After years of nurturing your students it is now time to say congratulations and goodbye. Completing Year 12 is a significant achievement worth celebrating. For many young people, school-leaver celebrations will be their first opportunity to really experience commemorating a life event as an adult.

Before your students leave the schoolyard it’s worth providing them with information to help them celebrate safely. This may include equipping them with advice on the legal consequences of sexting. It may also involve discussing their social media footprint: the picture they post today could be seen by their future employers tomorrow.

The way the majority of Victorian school leavers celebrate is a little different from other states that have a number of formal ‘Schoolies’ activities – Victorians may travel, get a job or even volunteer. There are, however, a few places in Victoria where school leavers gather including:

• Surf Coast Shire (Lorne and Torquay)
• Bass Coast Shire (Phillip Island)
• Mornington Peninsula Shire (Sorrento and Portsea).

It is important to encourage school leavers who are heading to any of these destinations to register online at www.youthcentral.vic.gov.au/schoolies

The benefits of registration include access to free community transport, activities, BBQs, free water, access to ‘chill out’ zones and, in some cases, discounts and other local business offers.

Calling all young filmmakers

Trop Jr, the world’s largest short film festival for kids, by kids, is inviting young filmmakers to unleash their creativity on the big screen.

Entries for the junior Tropfest are now open, giving filmmakers aged 15 years and under an opportunity to show off their talents and walk the red carpet for the first time.

Some great prizes are up for grabs. Trop Jr finalists will also have their short films screened at the Domain in Sydney ahead of the iconic Movie Extra Tropfest event on Sunday 19 February 2012.

To be eligible, students need to create a film no longer than seven minutes. Entries close on 5 January 2012.

For more information or to enter, students should visit www.tropjr.com
Minister for Higher Education and Skills Peter Hall says the Formula One Australian Grand Prix Careers and Skills Forum will encourage students to study science and mathematics through to TAFE and university level.

A new Careers and Skills Forum for school students promoting the many rewarding jobs within Victoria’s advanced manufacturing, automotive and defence industries will be held in Melbourne as part of next year’s Formula One Australian Grand Prix.

The Formula One Australian Grand Prix Careers and Skills Forum is being run by the Australian Grand Prix Corporation in partnership with the Victorian Government and the Defence Materiel Organisation.

Minister for Higher Education and Skills Peter Hall says the forum is part of a broader state government effort to inspire school students to study science and mathematics through to TAFE and university level.

“To avoid future skills shortages and maintain Victoria’s position as Australia’s centre for advanced manufacturing, we are encouraging young people to consider the many exciting and well-paid careers in the manufacturing industry,” he says.

The forum will showcase careers in fields ranging from design, engineering and project management to tool making, production operations, marketing and sales.

It will include a program of industry-based careers seminars for school students and careers teachers, as well as an exhibition showcasing innovation in Victorian industry.

The Careers and Skills Forum will be held at the Golf Course Entertainment Area at the 2012 Formula One Australian Grand Prix from 15–18 March, with industry-based careers seminars for students and teachers taking place on Thursday 15 March and Friday 16 March 2012.

For more information, email schools@grandprix.com.au
Your calendar for the month ahead

DECEMBER

10 To help celebrate International Human Rights Day invite a human rights speaker to your school during the week, create a noticeboard for human rights activities, news and issues or create a list of human rights websites and use these to develop a trivia quiz. For more ideas, visit www.humanrights.gov.au

22 Term 4 ends for both kindergartens and schools.

25 Christmas Day

26 Boxing Day – public holiday

27 Public holiday in lieu of Christmas Day

Why is epilepsy training important for all schools?

Don’t ignore epilepsy!

It’s estimated that 1 in 200 school children live with epilepsy. It is one of the most common and misunderstood neurological conditions in our community.

Epilepsy is likely to have significant implications in development of cognitive function, personality, social wellbeing and longer-term outcomes.

Our training is student specific and equips school staff to support students in achieving improved social and learning outcomes.

Book NOW for training in 2012
Call Peter or Jenny: 03 9805 9111
Email: phoyle@epilepsy.asn.au or jcoussins@epilepsy.asn.au
“This photo was taken floating down the Snowy River on day 14 of our trip from Mt Kosciuszko to the ocean. The serenity of the river pool, between the mighty river rapids, gave us a moment to absorb the beautiful surroundings and wonder what was around the bend.

The picture has particular significance due to the amount of water in the river. This was at the peak of the Snowy River environmental flow, which allowed the river to run again after a 30-year dry spell.

Six days later we made it to our final destination, the ocean in the East Gippsland sleepy fishing town of Marlo. It was an amazing opportunity for the Glen Waverley Secondary College students and staff from Rubicon Outdoor Centre and Bogong Outdoor Education Centre to get a glimpse of the Snowy River restored to its former glory.”

Words and photo sent in by Philip Watterson, Rubicon Outdoor Centre.
Volunteering isn’t just for Christmas, as a number of Victorian secondary school students have discovered through lending a helping hand with Fare Share, writes Caroline Reidy.

FOOD RESCUE organisation Fare Share’s Schools in the Kitchen program is all about reaching young teens as their sense of social justice is developing.

“It works because the students come in and at the end of the day they can actually see what they’ve done — they’ve made all this food and it’s going to go out to people who really need it,” says Fare Share vice-president Sandy Dudakov.

Since 2001, this not-for-profit charity has provided more than a million meals each year for various charities from the Ardoch Foundation and Salvation Army, to the Asylum Seekers Resource Centre and community-based groups, including young mothers programs.

“Fare Share rescues food to fight hunger,” Ms Dudakov explains. “We collect good food that would otherwise go to landfill. It comes from supermarkets as food gets close to its use-by date and is no longer sellable or, for example a box of a dozen eggs where one or two is broken.

“Food donations might come from manufacturers where the finished product, while still perfectly fine, does not adhere to the recipe, for example it might be too salty. Or it could be leftover fresh fruits and vegetables from market growers.

“With the help of 3000 volunteers each year we turn this food into nutritious meals. All our food is given away free and we save charities about $6 million a year by giving them food they would otherwise have to buy,” she says.

Groups of between 15 and 25 students undertake a three-hour session as part of Schools in the Kitchen program. They work in a separate kitchen so as not to interfere with the regular Fare Share food preparation, but the contribution they make is as real as the lessons they learn.

“The students complete a short online OH&S questionnaire before they come in and upon arrival are instructed about the use of knives and kitchen safety, because this is a real workplace,” Ms Dudakov says.
“We talk about food waste, food insecurity and volunteering in general; students learn that it can be as simple as helping your elderly neighbour bring in their bins.

“Each student is then set a task; chopping onions, breaking eggs, making sausage rolls. They are all very capable when given the responsibility and as soon as the first tray comes out of oven they see that they are really putting into action everything we have talked about. At the end of one session a group of 10 or 12 students might have made up to 700 sausage rolls,” she adds.

“Our student groups cook a viable amount of food, while learning lessons along the way,” Ms Dudakov continues. “I’ve had some great testimonials from the students saying ‘I didn’t know how lucky I was’ or ‘I’ve learnt such a lot I want to come back to do this again’. They’ll often go back to school and think about fundraising. We don’t ask them to do this, it’s something they decide after seeing how much of a difference they can make.”

A key lesson learnt by Bayside P–12 College’s Year 11 VET Community Services class during their Fare Share visit in August was that the needy aren’t just the homeless; that they don’t always fit the expected stereotype, explains teacher Chris Backman.

“The session helped these students understand that there is that hidden population of people in Melbourne who have food insecurity and that there are organisations out there helping to combat this,” she says.

Food insecurity is a very real issue in Victoria, explains Ms Dudakov: “More than 370,000 Victorian men, women and children will at some stage this year not know when or where their next meal is coming from. Food insecurity can come about as a result of unexpected bills, an illness in the family or job loss or someone who’s become unexpectedly unwell and is not able to work anymore. A lot of people on social security or the elderly will at times find it difficult to manage and make ends meet.

“Each year in Victoria 700,000 tonnes of food goes to landfill – that’s the equivalent of 28,000 fully-stocked supermarkets. Much of this is still good quality food and we aim to save what we can in order to help those who need it,” Ms Dudakov explains.

Since the Schools in the Kitchen pilot was launched in mid-2011, 15 school groups have participated. Teachers often work a visit around subjects including social studies, home economics, health and the environment. Ms Backman says the visit was a perfect fit for her Bayside P–12 VET students studying community services.

“What Fare Share does fits in with the philosophy of the VET community services course. Part of the course is finding out about these type of organisations and how they fit into society. Another part is food service.

“We wanted the students to realise that there’s a lot of people out there that aren’t as well off as they may be. The students loved it, and really felt as if they were doing something worthwhile.”

Ms Dudakov says teacher response has been overwhelmingly positive.

“For the working poor even a little blip on the radar is all it takes for things to start going wrong. Food is discretionary. If they don’t pay the rent they know they’ll get kicked out of their home, if they don’t pay their electricity it will get cut off, if they don’t pay the registration on the car they can’t get to work ... but they learn to do without when it comes to food,” she says.
Viewbank Secondary College teacher Stav Mouzakis says Schools in the Kitchen was ideal for Year 9 students completing their Duke of Edinburgh Award, which instills lifelong skills to help students prepare for work and study opportunities after school. While working towards completion of the award students participate in physical recreation, skill, adventurous journey and volunteering activities.

“The Fare Share visit was part of the volunteering component,” Ms Mouzakis says. “I heard about Fare Share from a friend who’d participated in the corporate volunteer program and I was impressed that there was an organisation doing something positive about excess food and food wastage,” she says.

In fact, it was the success of Fare Share’s corporate volunteer program that prompted Ms Dudakov to develop the school program. “We have about 2500 corporate people come through each year. I thought, if we can get a viable amount of food cooked using corporates, then why not students?”

Ms Mouzakis says her students got a lot out of the Schools in the Kitchen session: “Firstly, through helping out the community and secondly through finding out that there are organisations out there that care about excess food and are doing something about it.

“By taking part in this program these students have become so much more aware of the needs of the underprivileged, including students like themselves who go to school hungry. If I keep them in a bit into recess they’ll say to me ‘but I’m hungry’ and I’ll remind them what it would be like to feel hungry like that all day,” she says.

Ms Dudakov is pleased these core messages are getting across to school students and hopes the festive season will motivate people to lend a hand year-round.

“Christmas and the holiday season are definitely a time of hardship for some people. It is a time when attention is given to the needy, but it is also important to remember that charities need help throughout the year and, as many students have learned, it feels great to give back.”

For more information on the Schools in the Kitchen program, visit www.fareshare.net.au
Vision for languages education

Offering language teaching scholarships, and encouraging schools to teach subjects such as science or history in a foreign language, are both part of the plan to create a multilingual Victoria.

EDUCATION MINISTER Martin Dixon and Minister for Multicultural Affairs and Citizenship Nicholas Kotsiras recently launched The Victorian Government’s Vision for Languages Education booklet, alongside internationally renowned US language education expert Professor Yong Zhao.

“The Victorian Government knows that when a student learns a foreign language, they also improve in English, develop better problem solving skills, and increase their own awareness and respect of other people and cultures,” Minister Dixon says.

“The number of government primary schools offering a foreign language has declined by almost 30 per cent in the past 10 years, which just isn’t good enough.

“This is why from 2015, every government school Prep student will begin learning a language and continue learning a language for a minimum of 10 years.

“Achieving this ambitious target is going to take an enormous amount of work, dedication and a strong commitment from this government to make sure schools know that we will be supporting them every step of the way.

“This vision outlines the steps we are taking to make sure Victoria will soon be offering one of the world’s most diverse and effective languages programs.”

The Victorian Government has already:

• Trained 30 languages teachers to teach other school subjects such as science or history in a foreign language;
• Funded 14 clusters of schools (involving 103 schools) to trial new approaches to languages education;
• Researched high-performing education systems with language programs as part of their core curriculum;
• Established a Ministerial Advisory Council for a Multilingual and Multicultural Victoria;
• Provided $16.3 million over for years to Community Languages Schools to continue providing after-hours language education to students.

From 2012, the Victorian Government will:

• Provide schools with grants to begin languages programs;
• Start offering scholarships to currently employed teachers and university students to become languages teachers;
• Begin offering a Certificate IV in Community Languages Teaching at Victoria’s TAFE institutes.
Living the language

Students walking into a language class expect to speak and write in that language – but what about learning history in Indonesian or science in German? Allison Harding investigates.

IT IS already happening at some Victorian schools – and will soon be happening at many more.

Content and Language Integrated Learning (CLIL) helps prepare young people for work, study and life in an increasingly multilingual and integrated world. And while living in a foreign country is undoubtedly the best way to learn a new language, that option is not always possible – especially for children. The CLIL model is, therefore, an excellent alternative.

CLIL is a dual-focused approach – there is a focus on both teaching of content, such as science and humanities through the target language, as well as the language itself. It is one of the strategies being introduced by the Department of Education and Early Childhood Development to improve the teaching and learning of languages in Victorian schools.

Gladstone Park Secondary College languages teacher Max Tosi is enthusiastic about CLIL programs, as are his students. He is partly motivated by his own positive experience as a student in a CLIL class in Europe.

“When you learn a foreign language you learn best when you’re in a foreign country,” he says. “So, essentially, that’s what we do with CLIL lessons – we simply teach new content through another language. “When I began at Gladstone Park in 2009, I started talking to my students in Italian a lot,” he says. “It worked well and the students enjoyed the experience.”

This year Mr Tosi joined a CLIL training course run by the University of Melbourne, for which the Department of Education and Early Childhood Development received 117 applications. He was one of six secondary, one P–12 and 23 primary teachers who took part. The participating teachers taught Chinese, French, German, Greek, Indonesian, Italian, Japanese, Korean and Spanish.
Gladstone Park ran a six-week CLIL trial earlier this year, in which Mr Tosi and his colleague Annalisa Nardi taught humanities in Italian to a group of Year 8 students. It was such a success that two classes have already elected to study humanities in Italian in Year 9.

“It is important to give students the choice to be part of CLIL, rather than imposing it. Most of our students liked it, saw we were supporting and helping them and were amazed by how much they were learning and enjoying themselves,” Mr Tosi says.

“CLIL will be very important in the future but schools and teachers need to be brave and take the lead – not wait to see that it works somewhere else,” he adds.

Dr Russell Cross, lecturer in Language and Literacy Education at The University of Melbourne, describes Victoria’s efforts to introduce CLIL into schools as “phenomenal”.

“Everybody knows that CLIL is an exemplary method of teaching another language but Victoria is the first Australian state to take it seriously,” he says. “We recognise that CLIL isn’t necessarily easy, but it’s absolutely worth the effort. Victoria is moving it into the core curriculum and is helping teachers be able to use CLIL. That’s what will make the Victorian curriculum stand out.”

Mariko Sato is the teacher of Japanese at Mount Ridley P–12 College in Craigieburn. The school has only been open for three years. It plans to implement CLIL in the middle-school curriculum next year, but Ms Sato has already started teaching some short CLIL lessons in her Japanese class.

“The students have been more attentive to my Japanese instructions and visual cues to follow what is happening in the class and to work with their peers,” she says.

Ms Sato believes the CLIL approach is the best way to immerse students in the target language and learn other subjects at the same time.

“Implementing CLIL will increase the contact time that our students can learn and use the language in meaningful contexts, whereas other schools find it very challenging to secure enough time to teach languages in the crowded curriculum,” she says.

Ms Sato has already found that CLIL can contribute to students’ cognitive skills as well as help them become more flexible and innovative in solving problems.

“The college has been very supportive of CLIL and once ‘Mentoring through CLIL’ is timetabled for 2012, the adventure will start. However, there are few teaching materials and resources available for CLIL (Japanese) so a lot of time will be needed to create and adapt teaching materials,” she says.

Ms Sato says it will be useful for schools initiating CLIL programs to share knowledge, skills and experiences.

Dr Cross says that the best thing about CLIL is that it gives equal attention to both content and language.

“It needs to be flexible as the same approach can’t be used in every classroom,” he says. “Students aren’t pressured to use only the target language all the time, but what is important is that they begin using language that demonstrates they understand what is being taught.”

For more information, contact Therese Mercader at mercader.therese.t@edumail.vic.gov.au or call 9637 2197.
GROODLE JACK – a poodle golden retriever cross – waits excitedly in the Hume Valley School office, happily greeting students as they arrive each morning, and always on his best behaviour.

“If any of our students are anxious when they arrive at school, the first thing they’ll do is come in and have a chat to Jack and give him a pat,” explains principal Diane Bassett. “That will have a calming effect and help cheer them up. It’s very beneficial, Jack’s the first point of call for many of our students.”

A specially trained therapy and companion dog, Jack has been with the school for several months and his routine has been quickly established. After his morning greetings he will take part in set programs or visit classrooms on request, always accompanied by a staff member.

“If a child is nervous about reading in front of the class, for example, Jack will sit with them and they will read to Jack with confidence,” says Ms Bassett.

“The students are rewarded with ‘Jack-time’ once work has been completed. This is a motivator, encourages speech and language and improves self-esteem. He is a comfort and a loyal friend.

“Jack has been trained to sit quietly in the junior playground while the children run around and play and has been taught to play a game of soccer with the older kids. The children have been taught how to ensure he obeys their signals,” she adds.

The therapeutic benefits of animals in a variety of settings – from companion animals for the elderly to therapy dogs for Alzheimer’s sufferers – have long been documented. Therapy dogs have also been found to have calming benefits for children with special needs, learning difficulties or autism spectrum disorder.

Hume Valley School, a P–12 specialist school of 250 students, sought out its own companion dog after seeing the positive student response to the visiting ‘Pets in schools’ program. After much research and liaison with other schools that had successfully integrated companion animals, Hume Valley School enlisted the help of Katie Hunter from Dogs for Kids with Disabilities (DKD), a non-profit organisation that selects and trains dogs to work with children with a variety of disabilities, in both family and school environments.

Ms Hunter says “companion dogs can lower anxiety if children aren’t coping in a social environment. We use them to build communication, social skills and friendships. You can also use dogs as rewards to encourage kids to sit and focus, then they get to go outside and play with the dog.

“Companion dogs can lower anxiety if children aren’t coping in a social environment. We use them to build communication, social skills and friendships.”

“In our one-on-one family placements we notice improved language and play skills and all this encourages speech in children. We aren’t exactly sure why, but this is especially the case with the little ones who won’t talk at all, yet around a dog will suddenly start speaking.”

DKD also likes to involve the children in the training so they see the cause and effect. “They say ‘sit’ and see it happen and they also think ‘maybe things can happen for me too’,” explains Ms Hunter.

...continued on page 18
It’s vital to get the right match, with puppies it’s about socialisation and training. We have both puppies and adult dogs that have the training and support and have been socialised for children.”

Victorian schools reaping the benefits of having a school dog include Mansfield Primary School, Benalla West Primary School and Broken Creek Primary School.

Ms Bassett says Jack wasn’t the first dog they looked at, but turned out to be the school’s ‘perfect match’.

“We first looked at a labrador, as they are docile dogs and the breed favoured by many assistance programs,” explains Ms Bassett. “But Katie assessed him as being too shy for a full-time school environment.

“She then came out to the school and brought three dogs she thought might be suitable for us, a groodle puppy, an older labrador and Jack. Jack just took to us instantly; he lay down and was right at home. He had the right temperament and seemed to choose us.”

After further assessment, eight-month-old Jack, with six months of DKD obedience training behind him, commenced a four-week trial before going on to become a permanent fixture at the school.

“At first some of the children were a bit timid around Jack, but we’ve taught him to sit patiently and wait until the student is ready,” says Ms Bassett.

“Thanks to Jack we’ve seen improved student attendance and positive and enjoyable interactions with him for students and staff.

“Students who are shy and don’t communicate well will chat to Jack and happily chat about Jack and this has helped with their confidence levels. He has a calming effect on students.”

Jack is also a low-allergy dog, as he doesn’t shed hair, though he does require regular grooming, which the students love to assist with. Jack’s first visit from a mobile dog-wash service proved a particular hit with the students.

Jack’s foster mum works in the school office and brings him in to school each day. His DKD training is ongoing and Ms Hunter visits the school at intervals and regularly liaises with staff to provide tips on training techniques.

“Having a companion dog is certainly working out well for us,” says Ms Bassett. “I do think it’s very important to go through all the processes to make sure you have the right dog.”
Ms Hunter says while the benefits for specialist schools are evident, in a mainstream school environment a companion dog can help shy or hyperactive students relax and feel more comfortable.

“Students with attention deficit hyperactivity disorder (ADHD), for example, can be calmed down by a dog. It does of course depend how you structure your lessons. Dogs are also used a lot around the world to help children who are ill or have suffered a trauma.”

In the mainstream school environment dogs are becoming increasingly popular with integration aides, Ms Hunter adds.

Other Victorian schools reaping the benefits of having a school dog include Mansfield Primary School, Benalla West Primary School and Broken Creek Primary School where Murphy, a cavalier King Charles spaniel maltese cross has become “part of the woodwork”, having come to the school when he was just eight weeks of age. He is now 18 months old.

Principal Wayne Anderson says “he’s only a little dog, but we wanted a dog of that size so the kids could safely pick him up and cuddle him. He has a wonderful temperament and because being in out of the classroom is all he’s know, he’s very well behaved.

“His purpose is as a companion dog, but his role is really student welfare. He wanders in and out of the classrooms, and if the kids are feeling a bit down they know he’ll always be up for a cuddle, and that cheers them up.”

At this little rural school with only 17 students Murphy’s care truly is a ‘team’ effort, with the two teachers and Mr Anderson sharing his outside-hours care.

“He bounds out of the car and into the office, he sits in on music time and he was even front and centre of our school photo,” says Mr Anderson.

“Murphy belongs to everyone, he will go to anyone and give them a cuddle, and each of the kids feel he’s their dog too.”

For more information on Dogs for Kids with Disabilities, visit www.dogsforkidswithdisabilities.com
CROWN PRINCESS Mary of Denmark joined DEECD Secretary Richard Bolt at Pakenham Springs Primary School in late November at the opening of the envi Sustainable Education Space.

A DEECD initiative, envi demonstrates the latest in environmentally sustainable design and technology to inspire the next generation of school buildings.

Envi aims to reduce energy consumption by 90 per cent, compared to that used by current relocatable buildings and reduce lifecycle CO2 emissions by 50 per cent.

At the heart of envi is a state-of-the-art Danish automatic ventilation system that controls airflow, air-conditioning and heating helping the building to run as efficiently as possible. The walls, ceiling and even the windows are highly insulated, ensuring that the building stays cool in summer and warm in winter.

The department will monitor envi over the next 12 months, collecting data on energy use and comparing efficiency with two existing relocatable buildings also at the school.

During their recent visit to Melbourne, Crown Prince Frederik and Crown Princess Mary of Denmark also joined Prime Minister of Australia Julia Gillard and Premier of Victoria Ted Baillieu at The Alannah and Madeline Foundation (AMF) private luncheon at the Hume Global Learning Centre, Broadmeadows, to celebrate the next phase of eSmart – eSmart libraries and community centres.

Earlier this year the Victorian Government announced its Stamp Out Bullying plan, identifying the action needed to protect students from bullying and cyberbullying. Under the plan $10.5 million has been allocated to the foundation’s eSmart system, which will enable all Victorian Government schools and 300 Catholic and independent schools classified as disadvantaged, to become eSmart.

The eSmart system takes a whole-school approach to wellbeing, improving cybersafety and reducing bullying and cyberbullying. It guides schools to implement strategies to embrace the benefits of technology and reduce risk.

Crown Princess Mary, AMF’s International Patron, said: “The Alannah and Madeline Foundation’s eSmart system is a considerable step forward in keeping children safe online.”

For more information on eSmart, visit: www.esmartschools.org.au
A royal week in education

Crown Princess Mary of Denmark was happy to show her support for two important Victorian education initiatives during her recent visit to Melbourne.

education
Children’s Facilities Capital Program

Licensed children’s services can look forward to new and improved infrastructure thanks to the opening of the 2011–12 Children’s Facilities Capital Program grants round, in which $26 million is available to services wishing to establish and expand childcare and kindergarten facilities.

SERVICES DELIVERING a funded kindergarten program can share in $15.55 million in grants by applying for an Early Learning Facility Upgrade grant of up to $300,000. The grant will enable services to increase their license capacity to meet the provision of Universal Access to 15 hours of kindergarten, and ensure they can continue to deliver other early childhood services such as three-year-old kindergarten programs.

In addition, $10.45 million has been allocated to establish integrated children’s centres in areas where there is growing demand for early education and care services.

The grants are a part of the Victorian Government’s 2011–12 commitment for capital funding to build new children’s services and upgrade or extend existing services.

Early planning and strong partnerships are essential in achieving a successful integrated children’s centre. Partnerships that encourage families, schools, local government, non-government organisations and communities to connect with each other are key to supporting individuals to move seamlessly between and within early childhood, school, higher education, VET and adult education.

Integrated children’s centres are one of the enablers for this, with the emphasis being on providing locally relevant quality services to families.

“The vision for the centre was the result of the estate developers and the local council wanting to create an integrated hub model, focusing on walkability and easy access to resources for community activities and the local shopping centre,” Ms Agostino says.

“The partnerships and vision were established well before we started designing and building the precinct.”

The centre is a part of a successful and innovative approach to governance of community facilities and collaboration between the City of Whittlesea, other agencies and the local community.

The partnership also includes estate developers, Wallaby Child Care Early Learning Centre, Laurimar Primary School, community members and the Northern Metropolitan Institute of TAFE.

The Victorian Government contributed $1.95 million towards the $6.53 million centre as part of the 2006–07 Children’s Capital Program. The centre is located within walking distance of a primary school, Wallaby Child Care Early Learning Centre, a shopping centre and medical centre. It features three and four-year-old kindergarten programs, occasional care and integrated early intervention programs, two maternal and child health consulting rooms and a program room for visiting services such as family support and parenting programs.

The 2011–12 Children’s Facilities Capital Program grants round is now open. For more information, visit www.education.vic.gov.au/ecsmanagement/capitalprogram
Child health record gets a facelift

THE NEW My Health and Development Record has been distributed to maternity hospitals across the state.

The child health record is the key document used by parents, Maternal and Child Health nurses and other health professionals to record health, development and immunisation information about each child.

Minister for Children and Early Childhood Development Wendy Lovell says the new format is the result of a detailed review conducted by the Department of Education and Early Childhood Development, which resulted in the development of a record that better meets the needs of parents and service providers.

“Victoria’s Maternal and Child Health service provides universal health care for children from birth to school age as well as valued support and advice for parents.

“The new My Health and Development Record will help parents keep tabs on their child’s progress, and it’s also a beautiful way of documenting the very early stages of their lives.”

Parents who participated in market research said the new green ring-binder, which offers more scope for personalisation, space for photos and zip-lock plastic sleeves for important documents, was a huge improvement on the old ‘blue book’.

A closer look

The My Health and Development Record provides parents with a place to record their child’s birth, health, growth and development. It boasts 16 sections including: birth details, immunisations, the Maternal and Child Health 10 key visits, and growth charts. The growth charts cover birth to 18 years and include the World Health Organisation growth charts for children under 2 years. PEDS (Parents Evaluation of Developmental Status) is also included. This is a primary developmental screening tool that acknowledges the important role parents have in identifying developmental and behavioural problems in their children. A list of important contact details for families is also included.

Minister for Children and Early Childhood Development Wendy Lovell presented the first new My Health and Development Record to proud parents Anita and Devi Beniwal of Maribyrnong.
KMEC HAS been developed in collaboration with beyondblue, the Australian Psychological Society, and Early Childhood Australia, with funding from beyondblue and the Australian Government Department of Health and Ageing. It involves the people who have a significant influence on young children’s lives – parents, families, caregivers, childcare professionals, teachers and community agencies – in making a positive difference to mental health during this important developmental period.

The four components of the KMEC framework are: creating a sense of community; developing children’s social and emotional skills; working with parents and carers; and helping children who are experiencing mental health difficulties.

KMEC is presently in pilot stage (the pilot ends in December 2011) in over 100 preschools and long day care services across Australia, including Creative Play Early Learning Centre in Bulleen.

This long day care centre with integrated kindergarten program offers quality care for up to 120 children aged three months to five years.

“Good mental health in early childhood has a positive impact on children’s overall development, assisting children throughout their lives. For these reasons, we became involved in this important KMEC initiative, so we could continue supporting the families currently using the service,” director Georgina Dimitrakis says.

Ms Dimitrakis says involvement with KMEC has helped to increase partnerships and engagement of attending families and the community. Staff have also devised and implemented new strategies under the KMEC framework.

“One of our strategies included the development of a ‘parent and educator directory’, which outlines individual skills, talents and knowledge. This directory guides both families and educators to utilise and network with other families and encourages stronger parent involvement within our program,” she explains.

“For example, a parent who is an opera singer was invited to contribute to the children’s daily music sessions. She felt a connection with the centre not felt before. Parent involvement is also part of the EYLF principle of ‘becoming’, as children form positive relationships and play-based learning with parents and educators. The parent and educator directory also assists us to achieve EYLF outcome three: ‘children are connected with and contribute to their world’.”

Ms Dimitrakis says the centre now actively collaborates with families on a range of activities, including where to take the children on excursions.

“Previously, we made some decisions without consulting parents. Now we involve both children and families. As a result, our families display a sense of

Mental health pilot for early years

KidsMatter Early Childhood (KMEC) is a national mental health promotion, prevention and early intervention initiative specifically developed for early childhood services.
belonging and connectedness, as parents initiate their own ideas.

“For example, one parent initiated and approached another 10 families and booked a venue close to the centre for a family dinner with children. Due to popular interest, the invitation was extended to all families. This provided an opportunity for families to connect and network, which nurtures an appropriate environment for the development of positive mental health for children and parents. Another three mothers devised a Sunday liturgy session for children at the local primary school, therefore extending the social network into the local community.

“As a result of our involvement with KMEC, we have also developed close partnerships with organisations in the community,” Ms Dimitrakis adds.

Karen Lovell from Manningham Community Health devised a mapping tool and guide containing a complete list of appropriate children and family services within the local community, which we now display in our centre. We’ve also had many opportunities to assist families to access appropriate services and navigate through referral processes.

“Before, we were unsure of what services were available and the appropriate referral pathways associated with each service. However, in conjunction with Karen Lovell and our KMEC state facilitator, we are now very knowledgeable about services available within our community.”

For more information, visit www.kidsmatter.edu.au

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**KidsMatter Primary**

The primary school mental health initiative KidsMatter Primary continues to grow, with an additional investment of $18.4 million from the Australian Department of Health and Ageing, which will enable 1700 more schools to participate by 2014. Almost 150 Victorian schools are already involved with the initiative.

Independent research has found that KidsMatter significantly improved mental health and wellbeing outcomes and can improve NAPLAN scores – equivalent to up to six months extra schooling.

For more information, visit www.kidsmatterprimary.edu.au or call Paul Shelton on 9657 9711.
Strategy making a difference in classrooms

The Literacy and Numeracy 6–18 Month Strategy: P–10 Improvement Schedule for School Leaders is designed to provide principals and school leaders with a foundation for a whole-school approach to literacy and numeracy improvement.

THE STRATEGY enables primary and secondary schools to reflect on their current whole-school practices in literacy and numeracy teaching and learning to determine which activities and programs should be implemented to support improved student outcomes.

It provides a six-term schedule that includes a minimum expected literacy and numeracy assessment for all students from Prep to Year 10, and advice on data analysis at a school, year, cohort and individual level.

The strategy assists schools in the implementation of an assessment and analysis schedule to inform their approach to high-quality literacy and numeracy learning and teaching. In turn, student intervention programs, advice on staff professional learning, and strategies to strengthen key partnerships with families can be incorporated.

At East Doncaster Secondary College the leadership team uses the school’s annual implementation plan in the context of the school’s strategic plan to tie together the elements of student learning, engagement and wellbeing.

“In secondary schools this is a challenge and the strategy really encourages you to stay on task and shows you how to pull these elements together with strong commitment from the teachers,” principal John Handley says.

“The strategy allows our teachers to identify the data, collaborate and share what that data means and to plan what they are going to do about it so they can take collective responsibility for each child,” he adds.

The strategy brings together a range of resources from across the Department of Education and Early Childhood Development and provides principals and school leaders with a single access point to the resources including assessment tools, support for data analysis, school accountability documentation, and material to support professional learning.

“When we look at the Effective Schools Model it is often very different for the classroom teacher to see how it fits together. The strategy enables teachers to see where the different elements work and assists them in making a difference to each student in the class.

“Another challenge for school leaders is to make key department documents available and accessible to teachers in a way that they want to engage with them,” Mr Handley says.

Updated Literacy and Numeracy 6–18 Month Strategy is online

The updated Literacy and Numeracy 6–18 Month Strategy: P–10 Improvement Schedule for School Leaders, is now available online.

This online tool is designed to support principals and school leadership teams in primary and secondary schools to develop a school-wide focus on literacy and numeracy improvement.

Resources to support the use of the Literacy and Numeracy 6–18 Month Strategy have been developed by the Victorian Literacy and Numeracy Secretariat and include a PowerPoint presentation with speakers’ notes, templates and videos from primary and secondary school principals.

To access the Literacy and Numeracy 6–18 Month Strategy and the Professional Learning Resource, go to the Victorian Literacy and Numeracy Secretariat website at www.education.vic.gov.au/vlns or the Ultranet design space ID 113239151.
Fostering engagement in mathematics classrooms

Engagement in mathematics is vital to students’ success and continuing participation in mathematics. Research recommends three distinct forms of scaffolding supporting the principles of engagement and motivation in mathematics:

- Analytic scaffolding
- Social scaffolding
- Scaffolding to promote autonomy and self-regulation

Scaffolding to foster students’ personal sense of autonomy and self-regulation as learners implies giving enough support to enable them to grow in self-confidence but not too much as to inhibit mathematics risk taking and independence.

To promote positive thoughts and behaviours about mathematics:

- Make learning intentions clear and communicate their importance to students.
- Model what it is to self-monitor and encourage students to adopt practices such as self-questioning and checking. Encourage students to evaluate their own learning and provide constructive feedback to teachers and peers.
- Explain to students how tasks are connected to what they may have already learned before and not to assume that this happens automatically.
- Establish a framework where students can exercise choices in the strategies and approaches they can use, rather than simply accept that mathematics consists of replicating what the teacher has demonstrated. Welcome invented strategies and connect them to what students have already learned.
- Expect students to make sense of mathematics themselves and avoid using external rewards and inducements.
- Ask students what was important for them and what did they learn.
- Provide personalised feedback and use formative assessment to help students move in directions that are meaningful for them. Help students to self-correct their work and to monitor their own progress.

Engagement varies greatly between schools and between classrooms. Disengagement occurs in mathematics more often than in other school subjects when students fail to see maths as relevant to their lives.

For more information on mathematics in Years 5 to 9 visit:


A WHOLE-of-family approach to engagement with literacy, learning and the school system is the central focus of the Maribyrnong Moonee Valley Local Learning and Employment Network’s (MMVLLEN) Braybrook Family Inclusive Language and Learning Support Program (FILLS).

“Language is the basis for all learning, and it’s also the key to being empowered within our cultural context,” explains Natalie Thomas, MMVLLEN partnerships broker specialising in the middle years program. “The more English language and literacy skills we have, the more we are able flourish and do well within our society.”

The Braybrook area has a high proportion of families from immigrant or refugee backgrounds, for whom English is a second language. Around 30 per cent of students in Braybrook are considered at risk of a diminished quality of life, with many parents having low levels of education and income, poor Internet access and little knowledge of academic or training options.

The Braybrook FILLS program supports families to develop English language skills and access children’s services. The program links services such as playgroups, Maternal and Child Health, the Public Access Internet program, Bilingual Story Time, and language and library programs to improve young children’s school readiness and older children’s literacy capabilities.

It was formed as a partnership between the Maribyrnong and Moonee Valley LLEN, Maribyrnong City Council and Dinjerra Primary School.

“Providing parents programs in the same area as the early years programs allows parents to participate while their children are also engaged in learning.”

Co-location is therefore a vital feature of the FILLS program, with the range of health and learning services located in the same vicinity.

Significant in the program is an AMES adult English course tailored to the Victorian education system. It provides information on how students transition through the system and outlines literacy standards, enabling parents to better understand what will be required of their children and how to help them.

“Providing parents programs in the same area as the early years programs allows parents to participate while their children are also engaged in learning,” explains Ms Thomas.

“Processes around school transition, into primary, onto secondary and beyond are heavily literacy-based. For parents, literacy skills are vital in helping their child transition through these education levels. The AMES program engages parents in reading school newsletters and school reports, writing absence notes and learning...
about Ultranel, for example. It's literacy that you need as a parent to be able to support your child through school.”

The FILLS program has been running since early this year, and response to it has been overwhelmingly positive, Ms Thomas adds.

“The families of Dinjerra Primary School feel quite empowered that their needs have been recognised and their suggestions supported.”

The initiative has led to community engagement on many fronts. Caroline Chisholm’s Year 12 students volunteer with the service, helping the young children engage in various activities, from rhyme time to readers.

VCAL students from across the area, many at risk of disengagement, have also volunteered with the program.

“This works really well, teenagers really like to make an impact and are positive about helping to make a difference,” says Ms Thomas.

“It’s also been a great opportunity for student teachers and students of community development and youth work, social work to come and engage in the program as part of their studies and placement obligations,” Ms Thomas explains, adding that this will be a continuing part of the program.

In fact, the program has been so successful that it received the Minister’s Award at the recent Department of Education and Early Childhood Development’s Early Years Awards, which recognise the outstanding achievements of those in the early childhood sector.

Minister for Children and Early Childhood Development Wendy Lovell presented the award, stating: “I am happy to hear about the results these services are achieving, as they build strong links between services, help parents to improve their skills and create partnerships that promote child and family-friendly communities.”

Ms Thomas says the award means a lot to the service. “It’s fantastic that this particular model has been recognised for how well it works as we feel there are opportunities for this model to work in other locations across Victoria.”

For more information, visit www.mmvilen.org.au
Ocean Grove leads the way

Ocean Grove Primary School principal Darryl Diment says the school is using innovative teaching and learning methods made possible by its new learning spaces.

“Learning is being personalised to meet the needs of our students. Teachers develop learning intentions that match up with the needs of the individual. The students are tested before each unit of work and allocated to a group that will match their specific learning needs. At the end of the unit they are then post-tested to see what progress they have made,” he says.

Students review their learning progress with their teachers each week. They discuss how they are meeting their goals and objectives and what they need to do to achieve them.

“The weekly conferences have shown that all our students are making great progress. They are achieving their goals and being more accountable for their learning,” Mr Diment says.

Mr Diment believes the new spaces are having a strong impact on student learning. “With the openness of the building we are able to use explicit instruction and group learning in the spaces. We use the flexible spaces and furniture in the middle area for students to do their independent learning, and also as a student breakout space.”

He adds that maths results have improved 10 to 40 per cent across the board when compared with previous results, and that in reading some students have increased two and three grades over the course of the year.
Art and craft exhibition a hit

For the past 36 years the Derinya Arts and Crafts Exhibition has been a vibrant event that attracts thousands of Victorians to view artwork from established and emerging artists.

This year the exhibition found a new home at Derinya Primary School’s multipurpose centre. Principal Jenny Roth says the new centre has not only provided an impressive venue for community events such as the exhibition, it has also provided the school with an excellent facility for everyday use.

“We use the centre for sport, dance practice, assemblies, performing arts, music practice, coffee mornings, special functions, parent gatherings, and of course the Derinya Arts and Crafts Exhibition.

“The centre is strongly focused on community use and includes a canteen that can be used for community functions and out of school hours activities. Parents and the school community love the building. It’s a beautiful space to work in and it adds another dimension to our school, and we will constantly be inventing new ways of using it,” Ms Roth says.

She adds that community interest in the multipurpose centre is running high.

Edi Upper cooks up a storm

Students at Edi Upper Primary School have been cooking up a storm in their newly refurbished kitchen. The school is also using the kitchen as a tool to strengthen its links with the community.

“We run a kitchen garden program for three other local primary schools, the kitchen is used for adult cooking classes for single people in the community and we are planning to run a program where the children prepare and share a meal each month with the senior citizens in our local area,” says principal Michael Cross.

Mr Cross says the new kitchen ties in perfectly with the school’s participation in the Stephanie Alexander Kitchen Garden Program. “It has enabled more children to be involved and allows students to expand their cooking experiences and gain other valuable skills.

“The children also run programs for students at other schools. This develops their interpersonal skills and oral language as well as their confidence,” he says.

“It’s already being used for basketball training, dance lessons, kickboxing classes and community coffee mornings. The school has even had an inquiry about using the multipurpose centre for a wedding.”

“A big plus is that now a wider group of students and community members can work with the Edi Upper students, and our students have the opportunity to engage in planning and organising activities around our kitchen and garden.”

For more information on Building the Education Revolution, visit www.education.vic.gov.au/buildingrevolution or call 1800 679 938.
BASTOW IS the cornerstone of the continued and substantial investment in building the knowledge and skill of all professionals in the Department of Education and Early Childhood Development.

Since 2009 the institute has been providing a range of powerful learning experiences for school and early childhood leaders. This year Bastow successfully piloted a range of leadership development courses, the feedback to which has led to the development of the 2012 learning program.

“The pilots helped us to determine what worked effectively and where there were opportunities for improvement,” says Bastow director Bruce Armstrong.

“The content of our courses has been developed by leading academics, researchers and practitioners. Together, they have identified the key ideas, theories and concepts that underpin the professional practice of school leaders. This intellectually challenging content will set high expectations for the learning of all participants.”

The 2011 pilots were assessed by an independent evaluator, which found that more than 90 per cent of participants agreed or strongly agreed that they experienced courses with high-quality content, design and delivery, that they acquired new knowledge and skills, and that the course improved their understanding of Department frameworks and increased their confidence and motivation to lead.

“Bastow courses are designed on the basis of evidence about the best ways for educators to engage with course content,” says Mr Armstrong. “Courses include opportunities for the practical application of knowledge and skills, the provision of multiple sources of feedback and ongoing support through mentoring and coaching, peer learning groups and online communication and collaboration. All courses are designed and delivered by quality assured experts in leadership.”

This year Bastow has celebrated two milestones, the first being the launch the Bastow public website, which will transform the way the institute communicates with the workforce and wider community.

“It is an important means of communicating our vision and mission, course offering and upcoming workshops and seminars,” says Mr Armstrong.

The website also provides easy access to information about the full range of Bastow courses and to numerous high-quality educational resources.

“In time the website will become more interactive,” Mr Armstrong adds. “Educators will be able to engage in online conversations about leadership and school improvement through the use of blogs and other Web 2.0 tools. They will be able to establish their own personalised online space to collect resources, post reflections and develop a professional learning portfolio, and will also be able to undertake blended and fully online leadership development courses through the website. This will change the way educators from rural and country Victoria access leadership development in the future.”

Bastow’s second significant milestone will be the completion of the restoration of its 138-year old heritage building and the modern extension and fit out that will provide a world-class learning centre.

“The facility will provide opportunities for leaders to connect, converse and collaborate to build their leadership capabilities,” explains Mr Armstrong.

Upon completion, the facility will be equipped with a 100-seat lecture theatre, a multipurpose room for large group work, an observational classroom, breakout rooms and an area for quiet reflection.

“All spaces will be enabled with the latest learning technologies,” Mr Armstrong says.

For more information, visit www.bastow.vic.edu.au
To receive alerts to events subscribe to the Bastow RSS feed.
Bastow case studies

As part of a 2011 evaluation more than 90 per cent of course participants agreed they would remain advocates for Bastow courses. Some of their experiences are outlined below.

**Emerging Leaders**

**Bella Davis**
Teacher, Skye Primary School

Bastow’s Emerging Leaders program had a huge impact on me. It gave me the confidence to make informed and purposeful decisions. Significantly, it provided me with the resources to take up the task of creating a personal definition of leadership and begin to create a vision about the type of leader I want to be.

I now understand that leadership is a journey, full of challenges. I came to recognise that both the ‘highs’ and the ‘lows’, if reflected upon, can have a positive impact on each leader’s journey.

Bastow’s Emerging Leaders program provides a toolkit to begin the leadership journey. The program supported me to create my personal definition of leadership through a combination of new experiences, established frameworks, and guidance from mentors, role models and experienced leaders. This rich set of connections and supports meant I could establish a context and framework in which to place, evaluate and reflect on leadership experiences and challenges.

By the end of the program, I was reflecting on situations and challenges from a new perspective – as a leader.

...continued on page 34
Developing Relationships

Jennifer Douglas
Assistant principal, North Melbourne Primary School

Teaching is all about building positive relationships with students, staff and the community. In environments where there are strong and positive relationships, people are more motivated, creative and willing to take risks. Participating in the Developing Relationships module confirmed this for me.

A great bonus of the Developing Relationships module is forming collegiate support groups outside the sessions. These groups are informal and encourage further discussion of concerns and possible solutions.

An important part of the module is a school-based project. My project was about moving staff, emotionally, to a flexible learning space. This involved open discussions with staff, listening to their concerns, respecting their opinions, understanding their fears, supporting them and developing mutual trust.

Learning sessions during the Developing Relationships module have helped enormously, giving me courage and confidence to support my staff in the move.

Educational Leadership in Early Childhood Settings

Radha Narasimhan
Quality support officer, GoodStart Childcare

Before taking on directorship of a centre I wanted to learn whether I was on the right path as an educational leader. I wanted to know if I was implementing the Victorian Early Years Learning and Development Framework effectively. I was curious about what I could learn from other leaders. These were all factors in deciding to participate in this program.

The program was packed with stimulating discussion and exercises, such as the fish bowl, which was brilliant. It involved reflective practice, learning how to effectively communicate your understandings among fellow educators, and learning how to gauge their understandings by delving deeper.

I work in a team of six quality support officers, and my leadership practice has changed greatly. The exceptional presentations and support of my mentor have thrown open the windows. I have brought a wealth of knowledge back to my team, making a huge difference to the way we operate. We are redesigning tools and strategies to empower educators, equipping them with the resources they need to get positive results.

I highly recommend the program. It’s so rich, so full of discussion and reflection. The inquiry-based approach is such a useful framework for thinking, learning and leading. This kind of learning stays with you for life.
Leading Ethically

Scott Dellar
Executive principal, Ballarat South Community Learning Precinct

When our collegiate group of principals learned about the Leading Ethically module, we applied as a group. We knew it was exactly what we needed to stimulate important conversation and learning.

I found the module’s pre-readings enormously stimulating. I think in many ways the strength of the module was around the high level conversations of the participants, as we related our own stories and dilemmas about the ethical circumstances that we face as school leaders and as we become increasingly involved in high level community partnerships.

Better understanding and better knowledge of leading in an ethical manner is an important piece of the puzzle in school leadership. The module will be a foundation we can all leverage off for a number of years. 

Ballarat South Community Learning Precinct executive principal Scott Dellar applied for the Leading Ethically module as part of his collegiate group of principals because “it was exactly what we needed to stimulate important conversation and learning.”

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Principals are central to the accountability process and there are four fundamental actions they can take to help prevent fraud and corruption in their school, writes Dr Bandara Bandaranayake.

**Fraud and corruption activities are criminal offences. To safeguard public funds and properties in schools an environment of sound governance, robust internal controls and a strong ethical culture is necessary.**

**Be proactive**

Under the *Education and Training Reform Act 2006* the school council has the duty to ensure that all monies coming into the hands of the council are expended for proper purposes.

The main sources of funds for school councils are government provided funds (departmental, Commonwealth and state grants), locally raised funds (parent payments, donations and trading operations) and other funds such as bank interest and proceeds from sale.

The school council, on behalf of the Minister for Education and the public, entrusts school employees to utilise public monies and resources for educational purposes and to carry out their tasks honestly and ethically. As principals are the executive officers of school councils, they have a specific governance role to manage school resources effectively and efficiently on behalf of the school council and in line with the council decisions.

Principals can demonstrate their accountability to the council by creating an effective internal control environment and reducing the opportunities for fraud by developing and encouraging capable guardians of public funds.

Effective principals lead and set the example by being ethical leaders. They demonstrate a high level of personal integrity, and not only manage fraud risks proactively but also educate school employees about the responsibility and accountability for safeguarding public monies.

**Observe compliance**

One of the most vulnerable areas for fraud is cash handling. School councils raise funds locally and also conduct trading operations including canteens, uniform shops,
Outside School Hours Care (OSHC) and school facility hire. A lack of continuous attention to cash control could result in misappropriation of funds.

Procedures are clearly defined for capital investments in schools but compliance is not always observed. Quotation requirements and tendering thresholds are expected to be strictly adhered to. Assurance of the value for money principle and maintenance of the fairness in the procurement process are also important. Another potential pitfall is managing matters relating to conflict of interest.

Electronic banking is an emerging area of fraud risk. There are a number of advantages to electronic banking, which include fast access to accounts and financial information, paperless processing and permanent records. Technology is, however, never 100 per cent reliable. Online banking can compromise schools' financial security if someone can access the security details. Therefore, school account numbers and passwords should be well secured from cyber fraud or internal misuse.

School councils have the power to purchase goods and services directly from any source when it is to the best advantage to the school but within government policies. The purchase function must be strictly controlled with separating the authorisation, recording and custody functions so that a crosscheck can occur.

A stocktake of all assets is to be conducted, at a minimum, once per year. The school principal should appoint a stocktaking officer who is not involved in the handling or custody of stores, to conduct and supervise the stocktake. Any adjustment to the School Asset Management System and inventory requires proper authorisation by the school council.

School employees and school councillors are expected not to accept gifts, benefits or hospitality from people seeking to influence their decisions unfairly. They must always act fairly and objectively and maintain public trust by being honest, open and transparent.

Establish controls and procedures

To safeguard against potential risks in fundraising activities, there should be a clear statement of purpose approved by the school council, appointment of a small supervisory committee to oversee the activity, a delegation of authority to a subcommittee to engage in the fundraising activity, and a statement of how the profits and losses are distributed.

Carefully selecting, training and supervising money handlers, instituting a recording system at point of sale and receipted cash collection and banking system, can further improve cash control. At each cash collection point, where applicable, there must be at least two specified persons appointed for collection, record keeping and safe keeping of cash. The involvement of more people for cash handling works as a natural deterrent for potential misappropriations.

Segregation of duties is an important strategy to minimise potential fraud or misappropriations. This is achieved by ensuring that no one person has the complete responsibility for the entire transaction. Functions that should be separated include authorisation, payment, custody and recording.

Departmental policies require that all school council bank accounts, except the High Yield Investment Account (HYIA), must be in the name of the school council. Registered signatories at the bank for these accounts must comprise the principal as a mandatory signatory, and a second co-signatory who must be a member of school council and approved by council as a signatory. The business manager must never be a signatory for school accounts.

Ensure staff awareness

All staff are bound by the Code of Conduct for the Victorian Public Sector Employees. The Department of Education and Early Childhood Development’s Fraud and Corruption Control Framework provides a clear statement to employees that fraudulent, corrupt or improper conduct is not acceptable and will not be tolerated.

The framework also ensures that employees are aware of their responsibilities for establishing controls and procedures for the prevention of fraud, reporting suspicions of fraud and how such reports could be made.

Principals are responsible for the implementation of the framework and they must be aware of relevant internal control guidelines, including the Internal Control for Victorian Government Schools.

An annual planning process can also be used to identify fraud risks at early stages to develop strategies to mitigate them. Systematic measures, such as reviews, checks and balances, and methods and procedures, will help safeguard assets and resources, deter and detect errors, fraud and theft, and ensure adherence to Departmental policies and plans.

Dr Bandara Bandaranayake is the fraud control officer with the Portfolio Governance and Improvement Division of the Department of Education and Early Childhood Development.
VICTORIA’S COLIN Wilson, an apprentice chef from Holmesglen TAFE who works at the Yarra Valley’s Chateau Yering, has taken out the major award of Australian Apprentice of the Year at the Australian Training Awards.

Held in Brisbane in late November, the Australian Training Awards are the peak national awards for the vocational education and training (VET) sector, recognising and rewarding organisations and individuals for their outstanding contribution to skilling Australia.

Melbourne-based Stella Axarlis AM received a Lifetime Achievement Award for her vital work in the vocational education and training sector over many years. Ms Axarlis’ commitment and contribution to the VET sector has been recognised in her many appointments to a number of peak training and education bodies. These include chair of the National Training Quality Council, the Modern Australian Apprenticeships and Traineeships Scheme, the National Industry Skills Council and deputy chair of the Australian National Training Authority.

Other Victorian winners included SPC Ardmona in collaboration with the Australian Manufacturing Workers Union and the National Food Institute, taking out the Industry Collaboration Award; Jessica Pendlebury who was named Australian School-based Apprentice of the Year; and Amanda Divola, runner-up for the Australian Apprentice (Trainee) of the Year award.

Minister for Higher Education and Skills Peter Hall congratulated all Victorian winners.

“These individuals and organisations have already demonstrated excellence in their field of vocational education and training by being named the winner in their category as part of the Victorian Training Awards and now they have been recognised as the best in the nation in their field.

“To win an award at the Australian Training Awards is the icing on the cake for these outstanding Victorians. They have done themselves and their state proud.”

Aspiring chef Colin Wilson has already worked with culinary masters Gordon Ramsay and Neil Perry and, after winning a coveted prize, travelled to France to work with Michelin star chef Thierry Marx. Currently working at award-winning Eleanor’s Restaurant and Sweetwater Café at Chateau Yering, his future goal is to own and run his own restaurant.

Other Victorian finalists included Lisette Mill, Vocational Student of the Year; Stephanie Dalton, Aboriginal and Torres Strait Islander of the Year; Scott Robinson, VET Teacher/Trainer of the Year; Flexible Training Solutions, Small Training Provider of the Year; South West Institute of TAFE, Large Training Provider of the Year; Bendigo Senior Secondary College Applied Learning Program, School Pathways to VET; and Sandybeach Centre, Community Pathways to VET.

“Victoria is blessed with an outstanding natural resource, the talent and capabilities of its people, and this is why the Victorian Government is committed to ensuring that our training system is flexible and responsive to the changing needs of business, industry and all Victorians,” said Mr Hall.

“Skills are vital to Victoria’s future and supporting the development of skills is essential to the ongoing prosperity of the state.”

For more information about the Australian Training Awards, visit: www.australiantrainingawards.gov.au
News bites

Sandringham Primary wins short film award

Sandringham Primary School scooped top prize for Victoria at the annual Panasonic Kid Witness News (KWN) New Vision Awards.

The school received the Victorian State Primary Award for its short film entitled SOS, about two young students who set off to investigate an old natural history museum. They learn a valuable lesson when the exhibits suddenly come to life to teach them about conservation. Containing a strong environmental message, the short film comes with a stern warning for the audience not to ignore the plight of Australia’s endangered species.

This year the KWN competition invited 64 primary and secondary schools from across the country to script, produce, direct, star in and edit their very own short film. The judges critiqued the films, looking at the originality of the concept and the quality of the script, sound, videography and editing.

The awards were hosted by TV personality and KWN ambassador Toni Pearen and attended by guest judges, including Tim Farriss, founding member and lead guitarist of INXS.

For a full list of 2011 KWN winners, visit www.panasonic.com.au/kwn

Schools’ State Convention

Education Minister Martin Dixon joined 100 students as they debated and discussed climate change and environmental issues at the annual Schools’ State Convention at Parliament House.

The students from 37 government, Catholic and independent schools from across Victoria spent the day discussing key energy themes including sustainability, clean energy, climate change, population growth, natural resources and pollution.

Students participating in the convention had already been involved in recent student leadership activities, including Regional Schools’ State Conventions, Model United Nations Conferences and the YMCA Youth Parliament or Victorian Student Representative Council discussions.

From the convention, 25 students will be selected to represent Victoria at the National Constitutional Convention in Canberra in March 2012.

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IN 2010, the Department of Education and Early Childhood Development’s (DEECD) Innovation and Next Practice Division identified that students at Birregurra Primary School had achieved learning outcomes at secondary school level in the 2009 Government School Performance Summary. They invited our school to be part of a field trial to understand our practice and share it with others. We chose not to participate, as we did not fully understand why our students were getting such good results. We were not systematically nor consciously using data to inform any of our curriculum decisions, nor did we have a whole-school approach to any curriculum areas.

This inquiry into our practice highlighted the need for us to have greater awareness about how and why we were teaching the way we were and the importance of developing a clearly documented whole-school curriculum.

I first heard about the Practitioner-led Research Grant offered by DEECD in 2010, and realised that access to such a grant would allow us to shed some light on our current practice and provide the monetary support to develop a whole-school curriculum.

The aims of the grant were to:

- Encourage and support practitioner-led engagement with research into priority issues.
- Build research knowledge and skills through collaborative practices and learning between various members and groups.
- Share outcomes and outputs results of practitioner-led research to monitor and inform departmental objectives and priorities and inform policy development and practice.
- Foster partnerships as a way of building on and contributing to high-quality research.

I could also see how this grant may be beneficial to other schools in our region, so I approached Forrest Primary School principal Ann Buchanan and Ceres Primary School principal Lissa Campbell to discuss the possibility of our schools working together. We quickly realised that we had some common issues that we wished to address, and these became the starting point for our application.

The transient nature of teachers in our small rural schools meant that it had been difficult to develop a consistent whole-school approach to curriculum design and delivery.

Together, our three schools have a combined teaching staff of 12. Having only one teacher per year level has led to limited collaborative planning time and a lack of opportunity for rigorous collegiate debate around practice with regard to specific learning needs of students in specific levels within each school.

Once we had agreed on our purpose, we made contact with educational consultant Karen Green to assist us with our work. We were aware that Karen had been working on the development of an online curriculum that each school could deliver simultaneously. Having a curriculum that has already been mapped was seen as an asset. There was also the added bonus that teachers could have professional conversations about what students were doing in classrooms across the three schools.

Karen came on board and provided support to all teachers in the form of professional learning sessions around best practice. Teachers were introduced to Inter@ct, an online curriculum developed by Karen and her colleague Amanda Dressing. Through the adoption of this program, teachers from all three schools have been able to ‘learn while they teach’ a common curriculum, regardless of their number of years of experience or level of curriculum knowledge.

Common planning and professional learning days were scheduled. Teachers were given opportunities to visit each other’s classrooms. They were provided with professional readings and encouraged to use the e5 Instructional Model Journal in
which to record their own learning journeys. This provided a great opportunity for them to see themselves as lifelong learners who can model appropriate learning behaviours to their students. The Ultrananet was used as a vehicle for teachers to collaborate online and to stay connected.

One of the most notable outcomes of this interaction between staff from the three schools has been the increased awareness of the importance of higher-order thinking for leaders, teachers and students, as well as the extent to which the educators are now putting their practice under a microscope.

As teachers from each of the three schools began delivering the Inter@ct units, they found a common language and purpose around which to share their practice. The interactive nature of the online program meant that teachers were able to customise learning for students in the three settings. At meetings, they would step immediately into conversations about their own and their student’s capabilities, as they were all working from the same template with clearly identified outcomes.

Professional conversations between teachers from each school have provided opportunities to debate and challenge intentions of tasks. Beginning teachers in each school have commented on the emotional and practical support provided throughout the project.

The grant ran from July 2010 to July 2011. Lissa, Ann and I agreed that we felt an increased sense of satisfaction in knowing that our teachers were spending quality time in discussions around individual student’s requirements and reflecting on their teacher practice.

Another notable benefit has been students’ perceptions of themselves as learners. When asked to reflect on the work that he was doing at school, one student wrote: “We notice when we think now; we didn’t before.”

The ripple effect of this project is reaching beyond the three schools and is extending across two networks. Learning walks are prompting discussions about the importance of higher-order thinking. When applied as a whole-school approach all students are enabled to reach their potential as learners.

As principals, Lissa, Ann and I feel that we have been able to mirror the importance of reflective practice and empower our teachers to look into the same mirror to develop their metacognitive ability as they deliver an inquiry-based curriculum.

The importance of leaders as exemplars to their staff has been highlighted throughout this project. John F. Kennedy’s speech “Leadership and learning are indispensable to each other” highlights the importance of leaders ‘walking the talk’ as lifelong learners.

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Great digital learning resources on

Physical Education and Sports

School Sport Victoria
www.ssv.vic.edu.au
The Schools Sport Victoria website provides strategic leadership and resources across a wide range of school sports. It also provides online forms, policies, eBulletins and advocacy, as well as information on conferences and comprehensive sporting calendars for regional and state competitions.

Australian Institute of Sport: Sports Profiles
Resource ID: XS5HRH
This handy website provides a comprehensive overview of most sports and key Australian Institute of Sport players along with valuable resources for sports medicine, technology and nutrition.

Victorian Institute of Sport
www.vis.org.au
Featuring more than 40 sports and sports-related careers, this website includes information on motivational guest speakers and athlete role model programs tailored for schools, covering topics such as goal setting and motivation, leadership and dedication.

Department of Education and Early Childhood Development school sport
A wealth of information on sports programs for schools, with links to statewide and national sports organisations. Includes opportunities for principals and teachers wishing to become sport sub-committee members in their region, and details on Victorian School Sports Awards and Victorian Teachers Games.
Here are six physical education and sports websites and resources recommended by the Ultranet team.

Search Ultranet endorsed content to find quality digital resources to support your learning program. Resources include interactives, videos, images and websites.

https://ultranet.vic.edu.au

The latest release of newly developed innovative digital learning resources includes Travelbugs and Act Wild. These can be found through the Ultranet and FUSE using the resource ID code provided.

### Travelbugs

**Audience:** Students Years 5 to 8

**Resource ID:** DQ28BM

Travelbugs is a social learning network that enables students to virtually travel the world to investigate other cultures and participate in collaborative activities with peers across the globe.

Students have opportunities to engage with others in China, Indonesia, India, Japan, Korea, Malaysia and Singapore, with more countries available over the next 12 months.

Travelbugs was developed in partnership with the Asia Education Foundation. Students already familiar with SuperClubsPLUS (www.scplus.com) will be able to extend their online skills in a new secure and moderated environment.

### Act Wild

**Audience:** Students Years Prep to 8

**Resource ID:** J2FRPL

Act Wild has been created in partnership with Zoos Victoria and features exclusive images, videos, fun facts, a zookeeper blog, student forum, and an events calendar to help students get grubby by joining local conservation events.

It provides insight into the unique animals at Melbourne Zoo, Werribee Open Range Zoo, Healesville Sanctuary and beyond, promoting how everyday behaviours can impact on animals in the wild.

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**Sport and Recreation**


Resource ID: Q6Y3ZA

This Department of Planning and Community Development site makes it easy to find a sporting group and locate facilities including sports camps. It features information on major events, sport news and sport management issues.

**ACHPER**

www.achper.vic.edu.au

Resource ID: N9CRK3

The Australian Council for Health, Physical Education and Recreation (ACHPER) site provides resources for teachers of health, physical education, sport and recreation. It includes news, research, conference information and ways to activate school programs.

**Travelbugs**

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iPads for all
Warringa Park School is well on the way to providing every student and teacher with ready access to an iPad and the improved learning outcomes are already evident.

WITH ALMOST 300 iPads in the hands of Warringa Park’s teaching staff and 304 students, the school is close to achieving its goal of a one-to-one program with the device.

Principal Colin Schot says the iPads have been integrated across all areas of the curriculum, with impressive results.

“It is invigorating and exciting to see students who could never engage with a computer or an interactive whiteboard to attempt to open and use an app in a way that you can see they are learning.

“I am excited as a principal of a specialist school for the opportunities the iPads present to personalise learning through the amount of apps that are available. This enables all learners to become successful, to communicate and more importantly to grow as citizens that ‘can do’ where often they are viewed as citizens that ‘can’t,'” he says.

Warringa Park is part of the Department of Education and Early Childhood

...continued on page 46
Early intervention using iPads

Allied Health Workers in the Western Metropolitan Region (WMR) are using iPads to assist with early intervention therapy, and WMR assistant regional director Simon Milligan says the region has already seen the benefits of funding this initiative.

“The flexibility of the device, coupled with children’s natural propensity to grasp technology quickly, has lead to the iPad emerging as a very useful tool in this area,” he says.

“The WMR immediately saw tremendous potential for the devices in our work with children and families. It was decided from the start that our early intervention workers should view them as tools, and as part of their professional practice be up-to-date with the tools available to them.”
Music spanning classrooms

Boneo Primary School teacher Sally Walsh has created a virtual orchestra of students from across the country, connectable at any time.

MUSIC TEACHER Sally Walsh has won the 2011 Microsoft Partners in Learning Teacher Award for Victoria for her innovative use of technology in the classroom.

Having no other music teachers to collaborate with at her small Mornington Peninsula school prompted Ms Walsh to create the Music Matters – Reaching Out platform for music teachers to share best practice. She used virtual conference centre technology to share PowerPoint presentation slides with music teachers at other schools and encourage music technology experts to present online.

Her web conference featured on the Department of Education and Early Childhood Development’s Virtual Conference Centre, a facility that allows Victorian educators to participate in web conferences for online teaching and learning, professional development and meetings.

“This was so easy, it gave me an idea: How about using live conferencing technology to connect students; not to swap ideas – to perform music,” says Ms Walsh.

It wasn’t long before her Year 4, 5 and 6 students were playing with others from across the world.

“Although I teach music in isolation in my classroom, my students and I can reach out to the world,” says Ms Walsh. “I now have colleagues from around the world to connect with and experts around the world to learn from. I am consistently challenged to try new ideas.”

In May this year Ms Walsh invited students in other schools to join her music lessons through audio and video linkups in real time. She rehearsed each group of students in instrumental sections, using music scores embedded in PowerPoint presentation slides. Then she turned virtual conductor, and was able to get all the students to perform together.

“My students were amazed they could create a virtual orchestra with students in other schools,” she adds.

“The idea of making music together without distance being a barrier is very powerful.”

The Microsoft Partners in Learning Teacher of the Year Award recognises innovation in classroom teaching using ICT across Australian schools. It is part of Microsoft Australia’s Partners in Learning, a global initiative that is dedicated to enabling access to technology, supporting leadership and building community in Australian schools.

Ms Walsh will go on to represent Victoria at the Microsoft Asia Pacific Partners in Learning Forum taking place in March 2012 where she’ll have the chance to be selected as the national winner, who will represent Australia at the Microsoft Partners in Learning Global Forum later that year.

With web conferencing seen as a powerful way to connect, communicate and collaborate with others in real-time from anywhere with an internet connection, many Victorian educators are now undertaking web conference training and registering to run their own web conferences on the Virtual Conference Centre.

Ms Walsh is also a Department-trained web conference coach, offering support for those teachers preparing to run their own conferences. All coaching occurs online, via online discussion forums, email and web conferences.

For more information on the Virtual Conference Centre, visit www.education.vic.gov.au/researchinnovation/virtualconferencecentre/training.htm

For more information on the Microsoft Partners in Learning Teacher Awards, visit www.microsoft.com.au/innovativeteacher
FINDING AND sharing content on the Ultranet is now easier due to the new Endorsed Landing Page. From videos to interactive learning objects, students and teachers can now easily engage with the visually appealing content.

When users select Content from the Global Navigation menu they are taken to the Endorsed Landing Page. This is a new entry point made up of content acquired by the Department and other quality-assured content developed by teachers.

The Content page has a slider to showcase content for teachers and students. The Landing Page contains links to the most popular content, and content by provider and by subject area. There is also a video player showcasing the latest video content. An additional feature enables users to group, save and share their favourite content. This makes it more convenient for a class or group to research a common topic. Separate interfaces for primary and secondary students will soon be introduced.

A number of teachers from schools in Keilor, St Albans and Melton recently attended a workshop with Ultranet coaches Deb Hicks and Alf Galea to focus on the use of quality digital content in collaborative spaces and learning tasks for students. A design space was set up to provide ongoing resources for teachers who want to include powerful interactives and digital content in their learning spaces for students. The space, open to all teachers, is called Using Quality Digital Content in Collaborative Spaces (Resource ID: 116643261).

Teachers at St Albans North Primary School are particularly keen to embed digital content in their curriculum spaces. Prep teachers Sharon Zammit and Katherine Attwood said they could readily see the way interactive, multimedia resources could develop their students’ understandings and actively engage them in a collaborative learning process.

“We developed collaborative spaces for our classes to support literacy, numeracy and inquiry learning. Students quickly became engaged in reading online stories, negotiating number activities and adding their own ideas to the page comments application in the inquiry space,” Ms Zammit explains.

“Using the Content page allows our students to further develop their knowledge of a topic interactively. Placing content into a collaborative space gives students the opportunity to put forward their own opinions and thoughts by adding comments and responding to classmates’ comments. They get such a buzz seeing
Ms Zammit says her students are impressed with their inquiry-based collaborative space about farming life in Victoria. “The space provides pages linking to informative interactives and engaging online storybooks about farms, as well as videos about farming. A page has been created that asks them to answer key unit questions using the simple comments tool. A popular page in the space also links to an online drawing program that students use to create a visual record of their learning.”

To log into the Ultranet, visit www.ultranet.vic.edu.au
Thinking skills lead the way

2010 Lindsay Thompson Fellowship winner Leonie Anstey shares her post-Victorian Education Excellence Award journey.

A QUESTION echoing through my mind, while I was working with a number of schools in South Gippsland was “How do we create students that are curious about learning?” Instructional leaders and teachers alike want to develop content knowledge and also the skills and attitudes to allow students to be able to critically analyse their learning.

When students are motivated to learn, we are able to raise outcomes for all members of the learning community. Through the latest stage of my Lindsay Thompson Fellowship I have been investigating this question with educators, school leaders and teachers in England, Norway and Finland.

I embarked on this study tour with support and design by Martin Renton from Sustained Success in England. He has worked closely with a number of schools in Victoria to raise the challenge in the classroom through critical thinking, philosophy for children and leadership development.

In my new role as a principal of Poowong Consolidated School, I was particularly interested in the development of community-designed schools. Some of the schools that I visited in England and Norway were at various stages of a three-year process that focuses on the whole-school community designing the school vision, enacting and reviewing. During the first year, once a vision has been determined, staff of the school undertake action research and report back formally in the second year.

The role of the leader is to support the staff to refine and reflect on their learning. Using the results of the action research, the vision is further refined to ensure that it continues to meet the needs of the school. However, more importantly, the school vision was observable in all aspects of the school community behaviours. For example, many schools were aiming for their students to be curious learners; this was observable by student participation in goal setting and engaging students in discourse about their learning process.

When asked, children were often able to clearly explain what they were learning and the improvement that they would be able to make in the next task. For example, Year 3 children at Penny Bridge Primary School in Ulverston, Cumbria, had co-designed the rubric for their narrative assessment and they explained to me the importance of self-assessing their work and the work of their peers as a vehicle for improving their writing.

The children at this school also design and run a healthy canteen to raise money for a local charity. The children in Years 5 and 6 were actively involved in Enterprise Education, where they had designed, marketed and sold candles in their community. Continual reflection on the learning process was a clear belief in all classrooms at this school.

At Ousten Primary School head teacher Damian Groark uses thinking maps as a whole-school design to develop consistent mental models for students to define, compare and contrast, sequence, sort and classify, and consider analogies. Again, a consistent vision for developing students’ ability to think and reason underpinned all aspects of the school directions.

I have been very fortunate to participate in such a wonderful study tour as a result of the Victorian Education Excellence Awards. It has been a dream year and I am indeed humbled by the generosity of all the educators and schools that have inspired me to continue learning and leading.

Nominations are now open for the 2012 Victorian Education Excellence Awards. For more information visit www.education.vic.gov.au/about/events/veea

FIRST PERSON

Leonie Anstey

with students at West Jesmond Primary School in Newcastle, UK.

Presenting to a group of students at Hognes Primary School in Norway.

50 INSPIRE DECEMBER 2011
Lessons on and off the field

The Professional Footballers Australia’s Heroes program aims to increase skills in leadership and teamwork. It’s also a great opportunity for students to meet their sporting idols.

FOR 40 students from Altona P–9 College and Keysborough College a visit to AAMI Stadium to catch up with Melbourne Victory players and see their idols in action was just one of the highlights of taking part in the Professional Footballers Australia’s (PFA) Heroes program.

The eight-lesson curriculum-based program aims to instil important values in Year 9 and 10 students such as self-confidence, fair play, respect, leadership and teamwork, as well as giving them a taste of a professional footballer’s working life.

In addition to seven in-class lessons with PFA members from clubs Melbourne Victory and Melbourne Heart acting as classroom mentors to facilitate learning, the program sees participating students attend an A-League club to view first hand the commitment that it takes to succeed as a professional footballer and gain insight into what goes on behind the scenes.

“The players approached us to do something with real meaning with kids in the community. If you just do things like shopping centre appearances, you don’t get to learn about the fans and build a relationship, but this program gives them a face-to-face connection,” explains Will Hastie, PFA manager of player services and community.

“It includes education on healthy eating, computer skills and the key financial items that are integral to the operation of a football club. Students are given a tour of the stadium, access to watch Melbourne Victory train and, of course, time with the players to get their memorabilia signed,” he says.

Olyroos and Melbourne Victory player Leigh Broxham says it’s encouraging to see the students build confidence as the program progresses.

“Often they are quite hesitant at the start but you see them build in self confidence and I hope there are things that they learn here that they take into day-to-day life.”

Altona P–9 College Year 9 student Kacie Cook says that the program was not only fun but has helped her in class. “My attitude has changed. Before this, I think I was probably a bit immature in the way I approached things, but now I think I can be a good leader.”

Now in its third year, the program is run in partnership with four Victorian schools: Hume Central Secondary College, John Fawkner College, Altona P–9 College and Keysborough College. It has also been expanded to include five schools in New South Wales. The program also partners with local businesses to provide funding and further community links for the students.

Melbourne Heart player Wayne Srhoj has worked with students at John Fawkner Secondary College and says he is looking forward to working with the school in the future.

For more information, visit www.pfa.net.au
Extra support for refugee students

As part of the Refugee Support Initiative specialist coaches have been employed to build the capacity of teachers to improve outcomes for refugee learners.

THE REFUGEE Support Initiative provides funding to regions to establish programs to support recently arrived refugee students in their first three years at an Australian school.

The majority of schools with refugee students receive English as a Second Language (ESL) support through the allocation of ESL index and equity funding. The focus of the Refugee Support Initiative is to enhance additional literacy and numeracy learning, pathway planning and school settlement needs of refugee or refugee-like students with disrupted schooling.

In 2011 key Refugee Support Initiatives included establishment of bridging programs for primary and secondary students, employment of ESL specialist coaches, and VCAL for refugee learners.

Eight ESL specialist coaches have been employed across Victoria to work collaboratively to build the capacity of teachers to improve outcomes for refugee learners, particularly in literacy and numeracy.

ESL coaches were placed in schools with large numbers of refugee students and across a cluster of schools where small numbers of students are scattered across a network.

They provide support for the development of culturally inclusive programs for all learners, and information and support for the implementation of approaches and strategies that create a deeper understanding of second language acquisition, along with curriculum and pedagogy that are particularly effective for ESL learners.

During the course of the year, the coaches attended an eight-day training program presented by Dr Pauline Gibbons from University of Technology, Sydney, who focused on ESL, and Esther Weichert from Education Partnerships who focused on coaching principles to build strong regional ESL networks. ESL regional program officers and transition officers based in new arrivals programs in English language schools and centres across Victoria also attended the training.

Bendigo-based ESL specialist coach Mardi Holland is working with four secondary schools and one primary, supporting about 80 students from refugee backgrounds and 25 staff.

"ESL is fairly new in Bendigo so most of my time is spent working with teachers and leadership teams to set up programs to support the refugee-background students who have made Bendigo their new home," she says.

"The role I play in each school differs, but each week I usually team-teach to share ESL strategies, plan with mainstream teachers to modify work to make it accessible for refugee-background students, work with ESL teachers to plan units and assessment tasks linked in with the ESL Developmental Continuum, and work with leadership teams to implement whole-school strategies to provide further support to these students.

"A large component of my role is sharing the refugee experience with teachers so they are aware of the backgrounds of our students, the challenges they have faced and continue to face, and the best ways to support their learning."

Bendigo South East Secondary College ESL teacher Jenni Shelton says having a specialist ESL coach on hand at the school has been invaluable and insightful.

"Mardi has been able to change hats often, from inspiring team teacher, supporter, advocate and mentor to sounding board, resource supplier, camera person to link between schools, colleagues and friends. She has listened, clarified, challenged, supported, connected, helped and above all else, she has kept on coming back."

Michael Lennon, new arrivals student coordinator at Bendigo Senior Secondary College, agrees that Ms Holland’s assistance has been a tremendous benefit to both students and staff.

"Not only has Mardi been working in our classes providing extra support to students who really need it, she has also been involved in planning our program and working with us and our feeder schools on providing accurate and up-to-date assessment," he says.
The Bastow Institute of Educational Leadership and the Wannik Education Strategy have collaborated to sponsor the Stronger Smarter Leadership Program in Victoria as part of the Department of Education and Early Childhood Development’s commitment to improving educational outcomes for Indigenous students.

The Stronger Smarter Leadership Program aims to challenge and support school and community leaders in their pursuit of educational excellence through enhancing their leadership capacity, challenging their assumptions about school culture and contributing to transformational change in educational outcomes.

“This program turns the spotlight on solid teaching and good practice,” says Mildura Primary School principal Dennis Mitchell, who was one of 20 school leaders with Indigenous students who chose to participate in the program.

“As an Indigenous principal with Indigenous students I saw the program as essential for my school and for my own personal development. One of the most beneficial parts of the program was to get together with like-minded principals with high expectations for Koorie students. It was a reaffirmation that it doesn’t matter where kids come from; they still have the ability to achieve great things,” he says.

Participants make a minimum 12-month commitment to the program, which consists of three major components: forums, challenges and dissemination.

The forums run for a minimum two days and give participants the tools to bring about transformational change in their workplace. The challenges give them the opportunity to implement these practices in their school and the dissemination allows participants to reflect and share their story with the broader education community.

“There has been a focus on closing the gap for Indigenous kids,” says Swan Hill College principal Tim McMahon. “All our data shows that they are not doing as well as non-Indigenous kids and that what we were doing hasn’t been as effective as it could be. This is about implementing best practice in other learning settings to get the best outcomes.

“I found Stronger Smarter very different from other leadership courses in that there was a lot more time to listen and digest the information, to reflect on what we were doing that was positive and tinkering around with things that weren’t working,” he says.

Stronger Smarter Leadership Program manager Sharon Grose says that the pace is intentional and an essential part of the process: “The pace of the program is to allow people time to reflect and think deeply about what needs to change in their school. It is also about acknowledging that this is challenging work and people need time to distil the learning,” she says.

Established in Queensland the Stronger Smarter mission is to create a “high expectation era for Indigenous education – where we move beyond hope through high expectations to positive outcomes and great achievements for Indigenous children.”

Bastow Institute of Educational Leadership director Bruce Armstrong says he found the collaboration between Bastow, Wannik and Stronger Smarter to be cohesive to this mission.

“It is a privilege to work with dedicated and passionate members of the Stronger Smarter team and witness the learning and growth of school leaders through the program enabling them to build their leadership capacity to facilitate change, engage the Indigenous community and transform learning context.”

The Stronger Smarter Leadership Program will run throughout 2012.

For more information, visit www.strongersmarter.qut.edu.au
Graham Blackley is principal of the junior campus of Bairnsdale Secondary College. His work on a Koorie Education Plan has seen him presented with an Australian Government Minister’s Award for Excellence in Teaching or Leadership in Aboriginal or Torres Strait Islander Education.

The awards are run by the Australian Institute for Teaching and School Leadership and recognise outstanding teachers and principals across the country; the Department of Education and Early Childhood Development nominated Mr Blackley for his award.

Bairnsdale Secondary College is one of the largest providers of education for Indigenous youth in Victoria, and Mr Blackley’s commitment has seen the educational outcomes of Indigenous students reach a level comparable to other students at the school.

“Twelve years ago, when I arrived here as an assistant principal, the outlook for Koorie students was bleak,” he says.

“Students seemed to transition well from local primary schools but there was a disturbing pattern of attendance levels falling during Year 8. This was also the point at which some students began dropping out of school.

“There were 15 Koorie students enrolled in Years 9 and 10 and I got to know these students very well as I was their physical education teacher. Average attendance of this group of students was less than 20 per cent.

“These students were segregated from the others in their year levels and formed the middle school Koorie class. They also refused to wear school uniform. It was unusual for any Koorie student to access education at Years 11 or 12.

“Koorie students did not mix in the yard with other students but rather congregated in a ‘safe’ area. A culture of low expectations for Koorie students was firmly embedded in the school. The students identified being Koorie as meaning that you did not attend school and if you did, it was expected that you would cause some form of trouble. Suspensions were being given to Koorie students at six times the rate of non-Koorie students.”

Mr Blackley’s Koorie Education Plan was officially launched in 2008, requiring all staff to take responsibility for Indigenous student outcomes. It was developed with the assistance of the Stronger Smarter Institute, Dare to Lead and the local community. The plan was many years in the making.

“I initially set about visiting all families, and was met with a high level of frustration,” he explains. “I have yet to meet a Koorie family that does not want an education for their children, and expect the school to deliver it.”

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“Koorie students did not mix in the yard with other students but rather congregated in a ‘safe’ area. A culture of low expectations for Koorie students was firmly embedded in the school. The students identified being Koorie as meaning that you did not attend school and if you did, it was expected that you would cause some form of trouble. Suspensions were being given to Koorie students at six times the rate of non-Koorie students.”

The students began to respond to simple steps such as making school uniform compulsory for Indigenous students. The staff response was also vital to the school’s overall success in this area.
“The Koorie Education Plan clearly stated that responsibility for success of Koorie students rested with every member of staff at the school. It pointed out that high-quality relationships and high expectations of students had to underpin all of our work with Koorie students and school mantras were developed to remind everyone of this. There was also a strong focus on literacy and a strong focus on all students in the college being taught about local Indigenous history and culture, especially in the period following European settlement.”

As a result, Indigenous students at the school have a more positive sense of their identity, and fewer students are disengaged.

“There are numerous future leaders and the school has its first Indigenous school captain,” Mr Blackley says.

“The more that staff believed in the students, the more they dared to believe in themselves,” he concludes, adding that the support of external agencies and members of the local community have been vital to the school’s success.

AITSL 2011 Australian Government Minister’s Award winner, Bairnsdale Secondary College principal Graham Blackley with Federal Minister for School Education, Early Childhood and Youth, Peter Garrett.

Commonwealth Special Education Program

Home-Based Educational Support for Students with Severe Disabilities – 2012 Applications

The Home-Based Educational Support Program enables students with severe disabilities to access an educational program where they are unable to attend school due to the severity of their disability.

Funding is available to assist with the delivery of a tailored educational program for the student and may include assistance with:

- Salaries of support staff, therapists and teachers
- Essential, specialised equipment

Detailed information about the Home-Based Educational Support Program and how to make an application can be found in the Home-Based Educational Support Program 2011 Guidelines, available from:


Applications close on 16 December 2011.
The Victorian Schools’ Garden Awards encourage school communities to utilise their gardens and grounds effectively and provide an opportunity for students to explore ideas about climate change. Open to all State Government, Catholic and independent schools, the program has also proved an important vehicle for school rejuvenation in areas affected by bushfire and flood. All Victorian Schools’ Garden Awards entrants receive a participation certificate. Congratulations to the 2011 winners.

THIS YEAR has been a big one for Bentleigh Secondary College. As well as being recognised as a state and regional winner in the Victorian Schools’ Garden Awards, the school’s head of sustainable practices, Bill Thomas, was named Prime Minister’s Environmentalist of the Year at the Banksia Environmental Awards. “These are the premier environmental awards in Australia,” Mr Thomas says.

The school was a finalist in the Water – Our Most Precious Resource category at the Banksia Environmental Awards. This category recognises leadership and innovation in assuring continued environment and community access, both today and by future generations, to quality freshwater resources and vibrant marine environments.

Bentleigh Secondary College boasts a wetland and an urban forest. “Both the wetland and forest double as outdoor classrooms and provide a habitat for flora and fauna,” Mr Thomas says.

Perhaps most impressive is the school’s commitment to water management, having cut its water use by 93 per cent over four years.

“We use multiple tanks to harvest rainwater for toilet flushing,” explains Mr Thomas. “At any one time we have 175,000 litres in storage for this purpose. This makes the college largely independent of drinking water for toilet flushing.”

The wetland captures excess stormwater that can’t be harvested by these tanks. Once treated, this water is stored in an underground tank, which is connected to a sub-surface system that irrigates one of the school’s playing fields. The college also uses harvested water stored in a 30,000-litre tank to maintain a large vegetable garden.
Bentleigh Secondary beat Coca Cola to take out the Excellence in Sustainable Water Management Award at the United Nations Association of Australia World Environment Day Awards early this year. In 2010 the school won a savewater! Award.

Mr Thomas was earlier this year awarded Queen’s Birthday Honours for ‘outstanding public service and exceptional contribution as a leader in sustainable education’.

“It’s a great thing for the school, none of these outcomes are possible without a dedicated team and it is a reflection on how committed everyone is here,” he says.

### Victorian Schools’ Garden Awards results

**Turf Producers of Victoria Award**
(Makeover of school oval to the value of $45,000)

- Stella Maris Catholic Primary School

**Kubota School of the Month Award**
(Kubota Ride on Mower – value $5770)

- Lancefield Primary School

**Fat Fruit Greenhouse Award**
(Greenhouse to the value of $3900)

- St Mary’s Primary School Greensborough

**Awards of Merit**

- **Yates Award of Merit** – Orbost Secondary College
- **Maxicrop Award of Merit** – Cann River P–12 College
- **Fat Fruit Greenhouse Award of Merit** – Churchill Primary School
- **Nursery and Garden Industry of Victoria Award of Merit** – Wandoan Primary School
- **Plantsplus Award of Merit** – Penbank School
- **Turf Producers of Victoria Award of Merit** – Toorak College
- **Catholic Education Office Award of Merit** – Whitefriars College
- **Horticulture Media Association of Australia Award of Merit** – Wedge Park Primary School
- **Kubota Award of Merit** – Trinity Lutheran College Mildura
- **Royal Botanic Gardens Award of Merit** – Lancefield Primary School

**Department of Education and Early Childhood Development Award of Merit**
– Collingwood College

**State Awards**

- **Category 1** – Strathewan Primary School
- **Category 2** – Benalla Primary School
- **Category 3** – St Thomas Primary School Drysdale
- **Category 4** – Bentleigh Secondary College

**Special Award**

- Ararat North Primary School

**Pink Heath Awards**

- Croxton School
- Brunswick South West Primary School

**Kevin Heinze Perpetual Award**

- Croxton School

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**School Garden of the Month Competition**

**LANCEFIELD PRIMARY SCHOOL WINNER OF KUBOTA RIDE-ON MOWER**

Thank you to all the schools for sending their ‘garden tips’ throughout 2011. Last month’s winner of a Debbie Daks framed and signed Schools’ Garden Awards print – to the value of $200 – is Alphington Primary School.

ALL entries received throughout the year were also eligible for the major prize of the Kubota T1880 Ride-On Mower, valued at $5770.

Congratulations go out to Lancefield Primary School, which was announced as winner on December 1st at the Royal Botanic Gardens at the School’s Garden Awards Presentation Day.

*Last month’s Garden Tips winner: Alphington Primary School*
Building career pathways

REGIONAL CAREER Development Officers (RCDOs) are employed in all nine Department of Education and Early Childhood Development regions to assist schools in developing career pathways for students.

Their role is to focus on system improvement of career development programs and activities provided to young people, capacity building of careers practitioners, and stakeholder engagement in the career development process, including with parents and Local Learning and Employment Networks (LLEN). RCDOs work with all schools, Learn Local and TAFE providers.

The initiative is funded under the National Partnership on Youth Attainment and Transitions, a joint initiative of Commonwealth, state and territory governments running from 2010 to 2013.

Since mid-2010, RCDOs have been working closely with careers practitioners and staff in schools, TAFEs and Learn Local providers assisting with benchmarking current practice, implementation of the Victorian Careers Curriculum Framework, facilitating professional learning, and supporting regional careers networks. RCDOs have also been encouraging the customisation of career development to specific groups of young people, including those from Indigenous, English as a Second Language, and low socio-economic status backgrounds as well as students with disabilities.

Alan Davies, RCDO in the Loddon Mallee Region, has been working with Swan Hill Specialist Development School to align their secondary school learning and teaching activities with career development learning outcomes from the Victorian Careers Curriculum Framework. This online resource provides a scaffold for career development programs and activities for all young people in secondary school, Learn Local and TAFE settings.

Mr Davies is assisting the school to examine how the three stages of career development – self-development, career exploration and career management – can be integrated into the delivery of the Certificate I in Transition Education and VCAL Work Related Skills to improve post-school outcomes for students.

“I met with the school to discuss how they were planning to implement the framework and we decided the best approach was to integrate learning outcomes from the framework across the curriculum to meet the needs of individual learners. This supported a whole-school approach with teachers working together to embed career development into their day-to-day classroom activities,” he says.

Mr Davies says that through engagement with the framework, students at Swan Hill Specialist Development School are developing the skills, knowledge and capabilities to plan for future pathways and transitions, including education, training and employment.

All RCDOs are trained to deliver Lasting Gifts workshops, which support parents, family members, carers, guardians and advocates to become career development allies and aim to develop career conversation skills with students beyond simply ‘What do you want to do when you finish school?’

Practical exercises help them to assist young people in developing their preferred career choices, feeling less worried about the future, and building a ‘circle-of-strength’ – a network of resource people to support them on their journey.

Eastern Metropolitan Region RCDO Helen Reeves has been working with schools, Learn Local, TAFE providers and community stakeholders including LLENs, to organise a series of Lasting Gifts workshops for parents in the area.

“Key messages parents receive when attending a workshop include change being a constant, following your heart, focusing on the journey, accessing your allies and being your own ally, and learning as ongoing process.

“Lasting Gifts reflects the contemporary approach of career development being a lifelong process of managing changes in life, learning and work. Parents are encouraged to reflect on their own journeys, values and aspirations,” she says.

RCDOs and can work with schools to organise and promote Lasting Gifts workshops to parents in their community. They also arrange for school staff to be trained in delivering of the program.

For more information on Regional Career Development Officers, visit www.education.vic.gov.au/sensecyouth/nationalpartnerships/rcdo.htm
WINNER OF the 2011 mecu Outstanding Business Manager Award, Bromwyn Minihan from Hampton Park Primary School, would encourage others in similar roles to apply.

“I strongly encourage all business managers to apply for the 2012 award. I have had the opportunity to meet new people, to go to new places and try new ideas. Since receiving this award I have been invited to speak on several occasions at staff meetings, conferences and professional learning sessions,” she says.

“I appreciate being given the opportunity to meet new people and enhance the value of the school support staff through the use of the framework that I led the development of, and to professionalise all school support staff.

“In July, I was invited by Professor Karen Starr to be a guest speaker at the Bastow Institute of Educational Leadership’s program for business managers. This program has given Victorian school business managers the opportunity to develop as leaders within their school community.

“Projects being led by business managers include staff training and development, system changes, non-teaching duties previously completed by principals and teachers now being performed by support staff, and new networks being formed to support smaller schools with less access to facilities and expertise,” she says.

Ms Minihan says the business manager’s role in a school is an autonomous one, which has led to very strong networks being formed within regions, clusters and states.

“Teamwork and collaboration can make the most challenging tasks real and effective. When business managers create a plan for change and manage it they have achieved amazing results. Change is never easy but when strong supportive leadership develops effective change it is a positive outcome for all.”

The Victorian Education Excellence Awards showcase the outstanding achievements and practices of early childhood educators, primary and secondary teachers, leaders and education support officers in Victorian government schools. Nominations are invited across 12 categories, covering school leadership, primary, secondary and early years education, partnerships and additional needs education. Winners receive a monetary prize to help them further their professional development.

“The Business Manager Award has given me the opportunity to attend an Executive Leadership Forum for School Business Officials in Florida USA in February 2012,” says Ms Minihan.

“This forum will bring together leaders in the school business management community to exchange information, engage in quality professional development and build relationships that will enhance their school. I will use this opportunity to focus on leadership development and higher-level learning and thinking skills.

“I will be looking for innovation and new ideas for developing leadership skills and opportunities for all the outstanding business managers in Victoria.

“The leadership of schools requires diverse skills that are not all related to teaching and curriculum. The managing of school budgets, facilities, resources, administration and systems can be led by the school’s business manager allowing the principal to be an instructional leader. With the support of the Association of Business Managers In Victorian State Schools and my colleagues I will continue to promote business managers as leaders in schools,” she says.

Applications for the Victorian Education Excellence Awards close on Friday 20 January 2012.

For information, visit www.education.vic.gov.au/about/events/veea
Western suburbs schools lead the way

Schools in the Western Metropolitan Region have participated in a ground-breaking pilot project to enable students in Years 9 and 10 to train as leaders and work with local primary schools to deliver quality sport and physical education activities.

Launched in October, the Quality School Sport Pilot Project provides the opportunity for primary and secondary schools, together with tertiary institutions and community organisations, to form a collaborative partnership to improve student outcomes through sport.

Twenty-nine students from Victoria University Secondary College, Keilor Downs Secondary College and Copperfield College are the first to successfully complete 16 weeks of training in basic sports leadership, where they have developed skills in coaching, fair play, organisation, planning and communication.

During Term 4, the students have been assisting as referees and officials for local inter-school sports events, as well as conducting before and after school sports programs at local primary schools.

In addition, more than 60 Year 5 and 6 students have also been trained and are responsible for implementing lunchtime sport activities at their schools.

The project has received support from the Victorian Institute of Sport, AFL Victoria, Western Bulldogs, Melbourne Victory and Netball Victoria. Participants have had the opportunity to work with former Matildas’ captain Melissa Barbieri and Olympic gold medallist aerial skier Jacqui Cooper.

The Quality School Sport Pilot Project will be introduced across more networks in 2012.

For more information, contact Robyn Miller at School Sport Victoria at miller.robyn.m@edumail.vic.gov.au or call 9488 9466.

Track and field championships

More than 1000 primary school students competed in the School Sport Victoria State Primary Track and Field Championships at the new Lakeside Stadium in Albert Park last month. Schools from Mildura to Mallacoota and Warrnambool to Wodonga were represented with some outstanding winning performances achieved, including:

Rhys Rigoni – Heidelberg Primary School – Boys 9/10 years discus with a throw of 36.11m.
Daniel Mourach – Malvern Primary School – Boys 9/10 years 100m.
Reza Haidari – Dandenong South Primary – Boys 11 years 1500m.
Nicole Reynolds – Anderson’s Creek Primary School – Girls 12/13 years 80m hurdles.
Jennifer Mendes – Altona Primary School – Girls 11 years 1500m.
Spring Gully Primary School – Girls 12/13 years 4 x 100m relay.
Montpellier Primary School – Girls 11 yrs 4 x 100m relay.
Woodlands Primary School – Girls 9/10yrs 4 x 100m relay.

The School Sport Victoria State Secondary School Track and Field Championships were also conducted at Lakeside Stadium, with outstanding performances recorded by:

Jacqui Mall – Frankston High School – Girls 17 years javelin – 41.55m new record.
Hamish Robertson – Cheltenham Secondary College – Boys 15 years long jump 6.42m – new record.
Maree Muscara – Maribyrnong Secondary College – Girls 12/13 years javelin 41.58m – new record.
Ryan Osborne – Buckley Park Secondary College – Boys 15 years 400m – 51.40 new record.
Maribyrnong College – Girls 12/13 years 4 x 100m relay – first place.
Ringwood Secondary College – Girls 14 years 4 x 100m relay – first place.
Kyabram P–12 College – Girls 15 years 4 x 100m relay – first place.
Balwyn High School – Boys 18 to 20 years – 4 x 100m relay – first place.
Sebastopol College – Boys 17 years 4 x 100m relay – first place.
Frankston High School – Boys 16 years 4 x 100m relay – first place.

For more information about School Sport Victoria, visit www.ssv.vic.gov.au
The Abilities Based Learning and Education Support (ABLES) is a new teaching, learning and support approach for students with disabilities. It aims to improve the learning outcomes of all Victorian students with disabilities and additional learning needs.

ABLES allows students to be assessed on the basis of their abilities and will provide teachers with explicit guidance material and resources that will enable them to effectively plan and teach for students based on their individual learning needs.

For more information, email ables@edumail.vic.gov.au or visit www.education.vic.gov.au/healthwellbeing/wellbeing/ables.htm

Tyabb Railway Station Primary School Year 6 student Chloe John has been awarded the Prime Minister’s NAIDOC medal for NAIDOC week’s short story writing competition.

Her entry, entitled ‘Harmony’, was based on this year’s NAIDOC theme and was selected from more than 116,000 entries adjudicated by a panel that included television personality Casey Donovan. Chloe was presented with her medal and an MP3 player at a special whole-school assembly, where principal Carole Mayes congratulated her and all the other participants for their excellent entries.

“The ultimate aim of these NAIDOC initiatives is to provide children with a greater understanding of the importance of friendship and cultural diversity. Chloe’s poem certainly illustrates and embraces the importance of friendship and the uniting of people from different cultures,” Ms Mayes says.

Harmony is...
Harmony is the colour orange,
Harmony is being able to say sorry,
Harmony is learning from the past,
Harmony is having peace in life,
Harmony is bubbles floating in the air,
Harmony is being able to have disagreements with others,
Harmony is leaving the evil and starting the love.

You may have noticed Seven News meteorologist and weather presenter David Brown making special appearances in classrooms around Victoria recently. It’s part of Channel Seven’s new quest to discover the exciting range of special programs on offer in government schools right across greater Melbourne. Here’s a snapshot from one of the schools he’s visited recently.

Lilydale Heights College
David Brown dropped into the Valleydale Café at Lilydale Heights College for a perfectly brewed coffee and bite to eat. The student-run café is open twice a week and gives Year 10 students a wide range of hands-on hospitality experience, including coffee making, food preparation and cleaning, as well giving them valuable skills in customer service, budgeting and finance, and menu planning. The fully operational café is open to staff, students, parents and the local community.

Invite Seven News to your school!
Catch David Brown’s School Days on Saturdays at 6pm during Seven News. For a chance to be featured on the program, email a brief description of your school’s project to schooldays@edumail.vic.gov.au
Good news from around the state

Loddon Mallee

Riddells Creek Primary School has been learning about William Shakespeare, with all year levels looking at the English poet and playwright’s work and learning all about his life and what life was like for people 500 years ago.

“After more than a term’s work the whole school, consisting of 300 students, delivered a fantastic matinee and evening performance of A Kid’s Summer Night’s Dream,” says Year 1–2 teacher Gary Perrott.

“Over 600 people attended the evening’s performance, and parents, families, teachers and children were all enthralled with the entertainment. The students were amazing, confidently singing, dancing, acting and having a wonderful time,” he says.

Barwon South Western

Prep and Year 1 students at Clifton Springs Primary School have been discovering how things work this term, and have focused on two separate robot-themed activities.

Visual arts teacher Corinne Bentley says the students constructed robots from food boxes, tubes and cardboard, spray painted them gold and silver, and then decorated the finished product with wire and specialty papers.

“They also spent some time exploring printmaking techniques using a range of implements, including boxes, tubes, sponges and cardboard, and then selected their favourite techniques to print designs onto a bubble-printed background,” Ms Bentley says.
Grampians

Stawell West Primary School has celebrated its seventh annual Twilight Pushcart Challenge and teacher Garry Wood says it was one of the best-ever turnouts.

“This year we had six pushcart teams competing and the two winning teams then went on to compete in the RACV Energy Breakthrough Challenge in nearby Maryborough with a support crew of eight students and three teachers.”

The challenge is the culmination of units of work that have spanned the year in various areas of the curriculum. The aim of the program is to engage students in their learning, encourage teamwork and give them practical skills in design and construction, as well as foster community involvement.

Design briefs were completed in consultation with students at Stawell Secondary College. The college students also assisted with construction.

“During the construction stage the Year 5–6 students worked industriously to raise money to help fund the pushcart challenge. They secured sponsorship from local businesses and ran a car boot sale. They also undertook a physical fitness campaign to boost endurance and strength,” Mr Wood says.

Gippsland

Classrooms in the Latrobe Valley Network were treated to a magical storytelling session by teaching and learning coach Carol Hodgson and her cloak of many tales, which took more than two years to make.

“The cloak provides a vehicle to engage students and creates teaching episodes that can be planned and spontaneous, intentional and unintentional, fun and purposeful,” says Ms Hodgson, whose fictional characters including Word Wizard, Vango the Vowel Owl, Polly the Parrot of Purpose, and Beatrice the Behaviour Bee have created countless classroom opportunities to problem solve and learn. She also uses the ‘Hack and Help’ process for students to give and receive feedback to each other.

“There is great learning and fun to be had by all when passion and purpose ignite,” she says. “Once children are hooked they will remain interested learners of language, literature and literacy forever after.”
Western Metropolitan

- The Bike Ed Engagement Program (BEE) at The Grange P–12 College was set up by student wellbeing coordinator Julie McCahon at the end of last year, and came from her participation in the Bastow Emerging Leaders Program 2010.

“All participants were required to implement and lead a school-based project, and a partnership opportunity with Wyndham City Council enabled me to organise training for several teachers in Bike Education – at no cost to our school,” she explains.

Ms McCahon says the school was given access to 12 mountain bikes, enabling delivery of the pilot program for students in Years 7–10. The idea of having a cross-age sample of students was to promote mentoring and the unique opportunity for students to experience the benefits of supportive ‘familial type’ bonds.

“This year, we ran a modified program involving Year 8 boys. Many of these students are involved as part of our Flexible Learning Option: Junior Connections program and several have demonstrated leadership capacity as positive peer role models,” she says.

Northern Metropolitan

- Watsonia Primary School recently performed The Message of the Jungle Drum, a musical created by the students and supported by an Extended Schools Residency grant from Arts Victoria, and artists Karen Kyriakou and James Richmond from Musica Viva.

Visual and performing arts teacher Collette Dane says students from Prep to Year 6 spent two terms working with the artists to write song lyrics and scripts, create movements, costumes, instruments, animations and the storyline for their production which centred around the theme of interdependence. To gain information for the story and collect meaningful data Year 5 and 6 students visited the local Watsonia RSL and interviewed the elders to discover how life had changed and document the stories of lessons learnt in their lives.

“This production was integrated into many aspects of classroom learning and gave students the chance to work in multi-aged ‘tribes’ leading to improved interpersonal skills. Among numerous advantages in learning within the arts, students engaged in meaningful and purposeful literacy based learning in the areas of speaking, reading and listening,” Ms Dane says.
Hume

Yarrawonga College P–12 recently held an exhibition of work created by primary students participating in the school’s activities program targeted at children who need extra engagement at school. Run by student support officer Michelle Klowsie with a team of community volunteers, the program also provides increased emotional support and resilience strategies.

Activities include drawing, painting, chess, knitting, model building, kite making, wood building and other crafts. Links are made to the curriculum through literacy programs and projects built around the objects and artworks the students create. At the end of the year everything is put on show.

“The exhibit showcases the amazing work done by the students through this program and gives a chance for students to be recognised for their achievements,” Ms Klowsie says.

Southern Metropolitan

Caulfield Primary School’s end-of-year play, Monkey, was a huge success and a great reflection of the school’s Japanese bilingual program, with the production performed entirely in Japanese. The play was based on the early 1970s Japanese TV show Monkey Magic.

“We are only a small school of 120 students but as a bilingual school, our students do 7.5 hours per week of Japanese,” says principal Peter Gray. “All our students were involved in the performance. Apart from our staff, there was great involvement by parents and the volunteers who support our Japanese program,” he says.

Eastern Metropolitan

It was lights, camera, and action for Year 2 students at Glendal Primary School who recently brought to life the much-loved children’s story There’s a Hippopotamus on a Hospital Roof Eating Cake.

The school’s music coordinator Jenny Merrit says hours of rehearsing lines, songs and dances in the lead up to the performance paid off, with the children having a wonderful time on stage and receiving a hearty round of applause from the enthusiastic audience, which included a very special guest.

“The show finished on a high as the stage was graced with the presence of author Hazel Edwards who is recognised worldwide for her hippo series. Hazel was celebrating her birthday and the children sang happy birthday to her on stage and presented her with flowers and a cupcake.”
The appointments listed below are as a result of vacancies advertised online. All data, including spelling of names and schools, is as provided by schools through the Recruitment Online system. This information is published for the purpose of general interest only.

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<thead>
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**Leadership Opportunities in Victorian Government Schools**

Information about exciting school leadership opportunities is posted on [www.education.vic.gov.au/schooljobs](http://www.education.vic.gov.au/schooljobs) and will be available from the dates indicated.

**INSPIRE publication date**
Monday 05 December

**Online Job Posting date**
Friday 2 December
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</tr>
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<td>Drury, Chloe</td>
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<td>Class 1-3</td>
</tr>
</tbody>
</table>
Laura Dunstan
Master of Education (Sustainability)

“Get to exercise my passion for our unique environment.”

I get to exercise my passion for our unique environment.

Laura Dunstan
Master of Education (Sustainability)


APPOINTMENTS

NAME SCHOOL CLASSIFICATION
Kelly, Ashlea Louise Lynbrook PS GRD
Knight, Eliza Port Melbourne PS ES1-1
Knight, Eliza Aspendale Gardens PS LEAD
Kyne, Jari Beaumaris North PS LEAD
Lawrence, Elizabeth Nancy St Kilda Park PS CLASS
Leung, Bonnie Lee Melbourne Grammar School CLASS
Lupis, Constance Marie Chalcot Lodge PS ACPF
Living, Brooke Shannon Brighton PS ACPF
Longland, Joanne Evelyn Berwick Chase PS ACPF
Love, Abigail Yarrambo College CLASS
Lu, Ritu Port Melbourne Springs PS LEAD
Mahoney, Sarah Lynbrook PS GRD
Mahoney, Sarah Lynbrook PS GRD
Mannering, Frances Caroline Yarrambo College CLASS
Markham, Jessica Elise Lynbrook PS GRD
Marston, Melissa Nicholson Yarrambo College CLASS
Martin, Melanie Yarrambo College CLASS
Mayhew-sharp, Jamie Oakleigh PS LEAD
McIndoe, Brighton Brighton SC CLASS
McDonald, Susan Gaye Doveton College AP1-1
McGarr, Ryan Melbourne Grammar School CLASS
McKenna, Grace Sunshine Lakes PS ES1-1
Mears, Wendy Sandringham East PS CLASS
Mikaelson, Meredith Caulfield North Park Community School XR
Mills, Vicki Leon Elaine Springs PS CLASS
Murphy, Catherine Ellen Oaklands PS CLASS
Murray, Nicola Jane Kinglake PS CLASS
Nardone, Donna Yarrambo College CLASS
Newell, Robert Charles Brighton SC CLASS
Norris, Kevin Thomas J O'Shanessy Altona Meadows PS CLASS
Oake, Natalie Helen Cranbourne East PS CLASS
Oxley, Angela Helen Moorooduc PS CLASS
Paippe, Michael Edward Melbourne HS CLASS
Parnes, Beverley Doris Courtney Gardens PS SSQ1-1
Patone, Adrienne Aspendale Gardens PS CLASS
Pattison, Geoffrey Robert Rosebud SC AP2-3
Perry, Anna J Yarrambo College CLASS
Perry, Allison Welcome Point PS CLASS
Pickard, Susan Princess Moyne PS ES4-2
Riley, Karen Lisa Hampton PS CLASS
Ross, Beverley Hampton PS CLASS
Roulette, Linda Yarrambo College CLASS
Rowley, Tristan James Morialta College CLASS
Ryan, Elisa Morialta College CLASS
Scott, Neil St Kilda Park PS CLASS
Secombe, Lara St Kilda Park PS CLASS
Seegers, Christopher Richard Hampton PS CLASS
Sheridan, Cathrine Maree Mornington PS ES1-1
Sherlock, Simon John Warrnambool East PS CLASS
Simmonds, Tammy Rebecca Mordialloc College CLASS
Simmonds, Sarah Kate Moorooduc HS CLASS
Slav, Andrew James Moorooduc HS AP2-3
Smith, Lyndelle Isobel Gardenes PS CLASS
Smith, Melissa Carlton Grammar School CLASS
Smith, Michelle Southland East PS CLASS
Smith, Wayne Lyndale SC LEAD
Soward, Deborah Elizabeth Brighton PS CLASS
Stalder, Bede St Kilda Park PS CLASS
Strohman, Sharron Michelle Lyndale PS CLASS
Sullivan, Stacey Glen Anna District College CLASS
Taylor, Janice B Bellbridge PS CLASS
Taylor, Rowan Shary Brighton PS CLASS
Tickeel, Simon St Kilda Park PS CLASS
Tokeley, Kathryn Jane Yarrambat College CLASS
Tomce, Fiona Reeves Nambour North P-12 College CLASS
Topham, Lisa Mornington PS GRD
Troj, Cassandery Maria Lynbrook PS CLASS
Urmana, Gemma Lucy Williamstown North PS GRD
Wall, Kate Louise Westall SC GRD
Ward, Grant Brighton Brighton PS CLASS
Wardie, George Moorooduc PS CLASS
Watkins, Laura Jean Moorooduc PS CLASS
Watmough, Brooke Dandenong PS AP1-1
Weier, Naomi Dandenong PS AP1-1
White, Emma Jane Kingston PS CLASS
White, Emma Jane Kingston PS CLASS
White, Mark Edmund Yarrambo College CLASS
Whitaker, Rachel Brighton Brighton PS CLASS

NAME SCHOOL CLASSIFICATION
Williams, Amy Jane Gardenes PS CLASS
Williams, Natasha Simone Sandringham East PS ES1-1
Yagnmou, Liene Tyabb PS ES1-1
Young, Mary Jo Hampton PS ES1-1
Yebas, Iman Ardeer South PS GRD
Yen, Detra Taylor Lakes PS LEAD
Yokota, Tatsuhiko Yarrambo College ES1-2
Zanders, Michaela Caulfield Park ES1-2
Zhang, Huimin Morialta College ES1-2
Zou, Nan Halls Head ES1-2
Zou, Nan Halls Head ES1-2
Zue, Wei Huimin Morialta College ES1-2
Zhang, Huimin Morialta College ES1-2

DECEMBER 2011

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Retirements

BOORt DISTRICT SCHOOL RETIREMENTS
The Boort District School community would like to recognise the retirements of Vikki Lanyon, a teacher at Boort Primary School for many years and Malcolm Goldsworthy, current Principal of Boort District School, with a function at the Boort Sports Club on Tuesday 13th December. The night will begin at 6.00PM with finger food served. We invite past and present colleagues to this night. Please RSVP via email to boort.district.P12@edumail.vic.gov.au or by phone 54552201 by December 1st. There will be a $10.00 cost for the evening. Drinks at bar prices.

RETIRING SOON?
Volunteers for Isolated Students’ Education recruits retired teachers to assist families with their Distance Education Program. Travel and accommodation provided in return for six weeks teaching. Register at vise.org.au or contact Ian Newman, telephone/fax 9645 8699, permanently laser engraved on glassware. Have your reunion or commemorative message engraved glasses.

Employment

APPLYING FOR JOBS?
Teachers, principals, support staff; Others succeed – why not you? Discover secrets of criteria responses. Anywhere in Victoria. Experienced in schools, staff selection. Contact Geoff: 03 5989 4932 or geoff@agacityservices.com.au

Financial Planning

Carrington Financial Services

We offer
- Salary Sacrifice
- Novated Lease
- 54.11 Resignation
- Retirement Planning
- Wealth Creation
- Taxation
- Estate Planning

For a no obligation assessment of your situation contact John Doyle, Fabio Ferro or Timothy Veal on (03) 9820 8689

Professional Development

Adolescent Counselling

This course aims to provide participants with the appropriate knowledge, skills and attitudes required to support, guide and understand young people and the issues that confront them.

Commencing: March 15
(Thursday evenings for ten weeks)
Duration: 5:30–6:30pm
Venue: Clayton campus
Contact: 9905 2700
12 points credit at postgraduate level
www.education.monash.edu/shortcourses

MONASH University
CRICOS Provider: Monash University 00008C

Integration Aide/ Teacher Aide

Certificate of Education Support
Designed for people who want to work with special needs students, this course provides the skills and knowledge to give emotional and academic support.

Commencing: February at all Monash campuses and suburban venues.
Duration: 48 hours (8 x weekday, weekend or evening classes)
Contact: 9905 2700
www.education.monash.edu/shortcourses

MONASH University
CRICOS Provider: Monash University 00009C

Holiday Accommodation

GIPPSLAND LAKES, PAYNESVILLE
Two bedroom units three minutes walk to beach, three bedroom house with lake frontage. Fully self contained for a comfortable holiday or short break. Phone 5156 6395, email info@lakewoodpark.com.au

METUNG
Akora flats; 4 two bedroom self contained flats. Outdoor bbq, off street parking for cars and boats. Well behaved dogs are welcome. Phone 03 5156 2320 or email: info@akorafilaments.com or visit www.akorafilaments.com

OCEAN GROVE
Modern 2 story, Sea views, 2 living areas, 2 bathrooms, 3 bedrooms; sleeps 9. Secure double garage. Ph: 9439 1238 Mob: 0419 536 608

See our advert in the PD section or book online at www.edpd.com.au
Understanding and Managing Challenging Behaviour

Designed to help participants understand the underlying issues and aims to provide strategies for dealing with students exhibiting challenging behaviours.

**Dates:** March 19, 26; April 17, 24; May 1, 8 (total 6 evenings)

**Duration:** 5:30–8pm

**Venue:** Clayton campus

**Contact:** 9905 2700

www.education.monash.edu/shortcourses

**MONASH University**

CRICOS Provider: Monash University 00008C

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Working with Primary School Aged Students with Autism

Designed for teacher aides, this practical three-day course outlines the features of autism that impact on student learning and provides skills and strategies to successfully support the students.

**Dates:** March 7, 14, 21

**Duration:** 5:30–8:30pm

**Venue:** Clayton campus

**Contact:** 9905 2700

www.education.monash.edu/shortcourses

**MONASH University**

CRICOS Provider: Monash University 00008C

---

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- Luxury staff quarters
- Lakes cruise
- Australian Indigenous Culture Activities
- Beach activities, water skiing, sailing, canoeing, raft making, nature walks, orienteering, ropes, hut building

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e-mail info@lakewoodpark.com.au

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School Camps

WARANGA HOLIDAY CAMP

We are situated 4 kms from Rushworth, a 70 square mud brick complex offered on a catered or self catered basis to groups of 20–64.

Phone for further details, 5856 1243. Email info@lakewaranga.com

---

Travel

BALI

Bali to Bandung 8 days September 2012, $1600 land content. Vanilla plantation tour, coffee and cinnamon growing, old Dutch capital Bandung and the coolness of surrounding hills, hot springs, Indonesian music, kite flying, traditional dancing and cooking classes. Small group. Clean three star hotel accommodation pre inspected for you. Twin share. Single supplement possible. Contact Julia- deliciousvanilla@live.com.au

---

FRANCE - SOUTH WEST

17C.2B/R apt in elegant Figeac or cottage in hilltop Lauzerte.Low cost, brochure, teacher owner 03 9877 7513. www.flickr.com/photos/clercmont-figeac/

FRANCE - BURGUNDY

Relax in a renovated stone farmhouse, fully equipped including all linen. Sleeps 6. Near Cluny Abbey, Macon, Beaujolais wineries, local markets, walking and bike trails. Within 1 to 2 hour drives of Lyon, Beaune, Dijon, Geneva. Phone Melbourne owner 9545 0505. Website: afarmhouseinFrance.com

FRANCE , PROVENCE

Fully equipped and restored 17th century house in mediaeval, fortified village of Entrevaux. Sleeps seven. Close to Nice, Cote d’Azur and Italy. Phone owner 5256 2798 or (02) 9948 2980. www.provencheshousetay.com

ITALY, LUCCA

Lovely 2 BR medieval apt in historic centre of this walled city. Perfect base for Tuscan holiday. v. good weekly rates. Email Aust owner: lucaapartment@optusnet.com.au

VALENTINE TRAVEL

Walking Holidays Especially for Women invites you to come to Tuscany or Lake Como in Italy with us in 2012! Perfect for solo travellers. Small, friendly groups. Contact Biddy: 0409011233. www.valentinetravel.com

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Wanted

**WANTED–PHOTOCOPIERS**

Photocopiers all brands and many models. Working, faulty, obsolete or surplus. Also telephone systems, IT/computer items. Contact David on 0402 469 111, and fax 9388 9810. Telephone systems, IT/computer items. Contact David on 0402 469 111, and fax 9388 9810. Email bbs_copy@westnet.com.au

---

Salary package any car you like!

Watch the video here. Scan this QR code with your smartphone to find out how novated car leasing can benefit you.

www.teachersleasing.com.au

**Great news** - employees of the Victorian Department of Education and Early Childhood Development now have the option to salary package any car on the market!*

To find out just how much money you could save by salary packaging a car simply use the online calculator on our website.

Already have a car?

You can still benefit from salary packaging your car through a Sale and Lease Back agreement.

**Call us on 1300 117 165**

for an obligation free quote.

**Or visit our site for a free quote.**

---

*aThe car can not exceed the Luxury Car value of $57,466. Salary packaging with Smartsalary and Smartleasing is only available to teachers employed by the Department of Education & Early Childhood Development.
Curtain Call

Attention teachers! Nothing brings words to life for students like seeing them performed on stage. Feast your eyes on this month’s educational stage productions and incursions.

The Squeaky Window – Pocketfool Productions Incursions through 2011
The Green Crusaders – Drama Works Incursions through 2011
Drama and Impro Workshops – Impro Melbourne Incursions through 2011
Brass Bedlam Incursions through 2011
Microscope Drawing Workshop – Scale Free Network Incursions through 2011
Romeo & Juliet, Macbeth Incursions Term 4
Phatpoetry – Poetry for Years 7–8 Incursions Term 4

Brainstorm Productions presents: Bookings: www.brainstormproductions.com.au
The Human Race (Years P–6) Incursions through 2011
The Hurting Game (Years 7–10) Incursions through 2011 and 2012
Verbal Combat (Years 7–10) Incursions through 2011 and 2012
The Protectors (Years P–6) Incursions through 2011 and 2012
Being Brave (Years P–6) Regional incursions through 2011
Cheap Thrills (Years 9–12) Incursions through 2011 and 2012
Cyberia (Years 8–11) Incursions through 2011 and 2012
Wired (Years 10 – 12) Incursions through 2012
The Magic Words (Years P–6) Incursions through 2012

Australian Shakespeare Company presents: Bookings: www.shakespeareaustralia.com.au
Play On Shakespeare Incursions through 2011
Shakespeare Intensive Incursions through 2011
Shakespeare Characterisation Incursions through 2011
Shakespeare Unit Development Incursions through 2011

Eagle’s Nest Theatre Company presents: Bookings: http://eaglesnesttheatre.com
Romeo & Juliet Incursions through 2011
Macbeth Incursions through 2011
Cyberia (Years 8–11) Incursions through 2011 and 2012
Wired (Years 10 – 12) Incursions through 2012
The Magic Words (Years P-6) Incursions through 2012

Outside School Hours Care Forum
Wednesday 8 February 2012, Sunshine
Monday 13 February 2012, Geelong
Friday 17 February 2012, Broadmeadows
Wednesday 22 February 2012, Bendigo
Monday 27 February 2012, Traralgon

Gowrie Victoria
Bookings: www.gowrievictoria.org.au/bookings

Mornington Peninsula Regional Gallery
Bookings: 5975 4395
Sea of Dreams: the lure of Port Phillip Bay 1830–1914
Thursday 8 December 2011

Email your PD listings to editor@edumail.vic.gov.au
Staffroom Quiz

Put your general knowledge to the test with this month’s 20 questions.

1. Bottle-nosed, river and common are all types of which animal?
2. Death Valley is mainly within which US state?
3. How many times has Queen Elizabeth visited Australia?
4. Who recorded the album Like a Prayer in 1989?
5. Who won this year’s Rugby Union World Cup?
6. In the world of food, what is Roquefort?
7. What is the United States’ highest military decoration?
8. Which is the world’s most famous sled dog race?
9. What is an American Curl: (a) a breed of cat (b) a seagull (c) a surfing term (d) a hairstyle?
10. Which former Sheffield Shield player and federal MP began coaching which Australian national women’s team in 1993?
11. What did Robbie Burns describe as ‘Great chieftain o’ the puddin’ race’?
12. Which Hollywood actress has the same name as Shakespeare’s wife?
13. What is a White Dwarf?
14. In the computer world, what does ISP stand for?
15. Name the male and the female athletes who have won the most Olympic gold medals respectively.
16. Which northern hemisphere country records the highest tides in the world?
17. Koko is the star of which Australian film?
18. What distinctive pattern do you make if you knit one, purl one, knit one, purl one?
19. At Christmas in the northern hemisphere, it is traditional to exchange kisses beneath a sprig of which plant?
20. Are Santa’s reindeer male or female?

Quiz by Melbourne Trivia Company
www.melbournetrivia.com.au
See page 70 for answers.

Puzzles

Sudoku

Difficulty level: Moderate

1. Fill in the numbers (1-4) without repeating a number in any row or column.
2. The numbers in each heavily outlined set of squares (cages) must combine to equal the number in the top corner using the arithmetic sign indicated.
3. Cages with just one square can be filled in straight away with the target number in the top corner.
4. A number may be repeated in a cage but not in a row or column.

Sudokumedium_23-2.png

See page 70 for answers.
Victorian Education Excellence Awards 2012

Step up, stand out and accelerate your career!

Apply online now for the 2012 Victorian Education Excellence Awards.


Closing Friday 20 January 2012.

The 2012 Victorian Education Excellence Awards are proudly sponsored by:

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Helping you help your students in 2012

The SPELD Teacher Training Course in Specific Learning Difficulties
In this 4 day course you will become skilled in testing, understanding, and implementing practical teaching strategies to help primary and secondary aged students who are experiencing learning difficulties. Presented by Michelle Hutchison and Dr Daryl Greaves. Cost: $990 (inc GST).

<table>
<thead>
<tr>
<th>2012 SCHEDULE</th>
<th>JANUARY</th>
<th>MARCH</th>
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<tbody>
<tr>
<td>SPELD Teacher Training Course in Specific Learning Difficulties</td>
<td>Melbourne: Mon 16th, Tue 17th, Sat 21st &amp; Sun 22nd 9.30am–3.30pm each day</td>
<td>Melbourne: Sat 17th, Mon 19th, Sat 24th &amp; Mon 26th 9.30am–3.30pm each day</td>
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SPECIAL EVENT

Advance Notice!
Neil Mackay Tour 2012!

Neil Mackay is an internationally renowned educator and author of *Removing Dyslexia as a Barrier to Achievement* and *Taking the Hell out of Homework*. As an educational consultant and trainer who created the concept of Dyslexia Friendly Schools in the UK, he has extensive teaching experience with all age groups and abilities and brings the classroom alive in his innovative and entertaining workshops for teachers and allied professionals. Neil Mackay tours Australia in June 2012. For details on this great Professional Development opportunity and more in 2012 or to register your interest please visit our website www.speldvic.org.au or phone 03 9489 4344.

JAN, FEB & MARCH EVENTS

<table>
<thead>
<tr>
<th>COURSES</th>
<th>9.30am–3.30pm</th>
<th>Melbourne:</th>
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<tbody>
<tr>
<td>Just the Strategies ... to Help Struggling Students</td>
<td></td>
<td>25 Jan</td>
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<tr>
<td>Presenter: Michelle Hutchison</td>
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<td>21 Jan</td>
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<tr>
<td>Cost: $250 (inc GST)</td>
<td>Melbourne:</td>
<td>21 Feb</td>
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<tr>
<th></th>
<th>9.30am–3.30pm</th>
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<tr>
<td>The Sounds of Language</td>
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<td>24 Feb</td>
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<tr>
<td>Ruth will begin with a theoretical component followed by a workshop where we will put the theory into practice. These activities will demonstrate how to include phonemic awareness and phonics into the classroom or home environment.</td>
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<tr>
<td>Presenters: Ruth Fielding Barnes and Tom Nicholson</td>
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<td></td>
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<tr>
<td>Cost: $250 (inc GST)</td>
<td>Melbourne:</td>
<td>21 March</td>
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<th>10.00am–3.30pm</th>
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<tr>
<td>Wordshark &amp; Textease</td>
<td></td>
<td>19 Jan</td>
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<tr>
<td>Presenters: Computer Learning Support Team</td>
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<td></td>
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<tr>
<td>Cost: $30 (inc GST) Members, $45 (inc GST) Non-members</td>
<td>Melbourne:</td>
<td>20 Jan</td>
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<tr>
<td>Technology Taster Session</td>
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<td>10 Feb</td>
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<tr>
<td>Presenters: Computer Learning Support Team</td>
<td></td>
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<tr>
<td>Cost: $20 (inc GST) Members, $30 (inc GST) Non-members</td>
<td>Melbourne:</td>
<td>9 March</td>
</tr>
</tbody>
</table>

Register Today! Bookings are essential and space is limited. For more details of each event or to register visit www.speldvic.org.au or phone 03 9489 4344. Membership discounts apply. Certificates given for PD attendance.