A range of workshops will be offered across four concurrent sessions. Sessions B and C will present case studies highlighting emerging practice having a positive impact on student literacy and numeracy outcomes in schools and networks. Sessions A and D will provide the opportunity to engage in extended specialist workshops focussed on enhancing pedagogical and school improvement knowledge and practice.

**Differentiated Sessions A and D**

**Specialist Workshops 11:05 am – 12:35 pm and 2:40 pm – 4:10 pm**

Session D repeats the Specialist Workshop options available in Session A, except for Workshops A1 and D1 which are each offered only once. Selections for Sessions A and D should be different.

**Differentiated Sessions B and C**

**Practitioner Case Studies 12:40 am – 1:15 pm and 2:00 pm – 2:35 pm**

Sessions B and C each present 8 different practitioner case study options and are not repeated.

Details of all Practitioner Case Studies and Specialist Workshops are provided below.

Registration and session selections can be made at the Survey Monkey link that has been provided to you in your invitation to register.

Note: Participant numbers in all Practitioner Case Studies and Specialist Workshops will be capped, so it is suggested that you make your selection promptly.

- Once filled, sessions will be closed and removed from the online registration
- Workshop selections will open on 1 February, 2011
- Workshop selections will close at 5pm on 11 February 2011

<table>
<thead>
<tr>
<th>Session A 11:05 am – 12:35 pm</th>
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<tbody>
<tr>
<td>Select one Specialist Workshop from Session A</td>
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**A1: Powerful Learning in NMR (Wayne Craig and Prof. David Hopkins)**

This Workshop is only available in Session A

This highly interactive work shop, presented by Regional Director Wayne Craig and Professor David Hopkins, will detail the underpinnings and strategies that have led to significant improvement in outcomes in the Northern Metropolitan Region (NMR).

Core components of the NMR frameworks include System Leadership, Literacy, Numeracy, Classroom Management and Data and Assessment as well as discussion on a secondary strategy currently being implemented/developed in conjunction with Loddon Mallee and Grampians regions.

These strategies are all focussed specifically on the work of teachers and principals.

Wayne Craig was appointed as Regional Director of the Northern Metropolitan Region in 2005. Prior to this appointment Wayne was principal at Box Hill Senior Secondary College. Under Wayne’s leadership Box Hill Senior SC developed a significant reputation as an innovative school providing diverse programs and pathways. The College played a leading role in the integration of vocational education in senior schooling and established unique sporting programs in basketball, football and tennis. In 2005, Box Hill Senior SC established the Middle Years Tennis School to cater for 150 students seeking to combine middle years education with a strong sporting program. Box Hill...
SC also developed innovative approaches to the use of ICT as both a teaching and management tool. Wayne commenced his working life as a research officer for a major retail company and later taught mathematics and science at a number of technical schools in Melbourne’s east and south east.

David Hopkins is Professor Emeritus at the Institute of Education, University of London. He is a Trustee of Outward Bound, holds visiting professorships at the Catholic University of Santiago, the Chinese University of Hong Kong and the Universities of Edinburgh, Melbourne and Wales and consults internationally on school reform. Between 2002 and 2005 he served three Secretary of States as the Chief Adviser on School Standards at the Department for Education and Skills. He is also an International Mountain Guide who still climbs regularly in the Alps and Himalayas.

A2: Leading and managing the change (Chris Daicos)

“To cope with a changing world, an entity must develop the capacity of shifting and changing – of developing new skills and attitudes; in short, the capability of learning.” Arie De Gues

Most people involved in organizational change experience a kaleidoscope of emotions. Regardless of the reason behind the change, feelings of anger, resentment, anxiety, resistance, sadness and excitement are common at different points in the change process.

What makes organizational change so scary for so many people? What are they afraid of? Some may worry about being seen as incompetent to carry out new tasks, or worse yet, actually being unable to handle it. These anxieties all stem from a nearly universal fear of the unknown and, for many, turn the change process into a seemingly endless and frightening roller coaster ride.

Many schools fail to successfully implement change because they ignored some of the critical requirements in managing it. This workshop aims to equip change managers with the knowledge skills and right mindset in managing change.

As an outcome of the workshop, participants will:

- Anticipate and respond to reactions to change
- Have an understanding of a Change Model
- Describe the nature and concept of the change process and its components
- Explain the importance of anticipating and managing change
- Apply the different approaches in overcoming conflicts and other forms of resistance to change.

Chris Daicos began her career as a primary school teacher in Melbourne’s north-eastern suburbs, teaching grades Prep to 6. Following a number of years in the classroom she undertook a Bachelor of Social Work degree and worked as a social worker with the Department of Education for 13 years. Chris now works as a Training and Development Consultant, providing consultancy to a wide range of private and public sector organisations. She is also actively involved in the tertiary sector, teaching students in the Masters of Social Work, Masters of Teaching and the Masters of Education (Student Well Being) at Melbourne University.

A3: Nailing the ‘big ideas’ in Number: Using data to inform teaching (Prof. Dianne Siemon)

The Nailing the ‘big ideas’ in Number workshop will provide principals and numeracy leaders with an overview of the findings of the Scaffolding Numeracy in the Middle Years (SNMY) Research Project and the thinking behind the Assessment for Common Misunderstanding resources, both of which can be systematically used by schools to respond to the learning needs most responsible for underachievement in this domain. The workshop will make links to the e5 model of instruction, the effective schools model, and the Numeracy in Practice paper (DEECD, 2009). It will also provide an opportunity to share effective strategies to support teachers implement more targeted approaches to teaching the big ideas in Number.

NB: Participants are invited to prepare for the Workshop by reading the articles available on the VLNS website at: http://www.education.vic.gov.au/studentlearning/itnum/secretariat/news.htm

Di Siemon is a Professor of Mathematics Education in the School of Education at RMIT University (Victoria) where she is involved in the preparation of pre-service teacher, the professional development of practicing teachers and the supervision of Masters and Ph.D students. Her research interests include the development of children’s number ideas and representations, mathematical problem solving and the role of classroom culture and communication in mathematics teaching and learning. Di’s professional interests include working with schools and parents on children’s number learning and mathematical problem solving and the translation of research into practice. She was the Project Director for the Building Community Capacity Research Project, a large research project situated in remote Indigenous communities in the Northern Territory. Di has directed a number of other large scale research projects, including the Scaffolding Numeracy in the Middle Years Research Project (2003-2006), the Primary Numeracy Research Project (2003-4) and the Middle Years Numeracy Research Project: 5-9 (1999-2000). Di is a Past President of the Australian Association of Mathematics Teachers and the Mathematical Association of Victoria.
A4: Effective literacy teaching and learning for all students (Diane Snowball)

A major influence on literacy teaching is how well teachers know their students’ strengths and needs and how they use this knowledge to plan their teaching. This means that teachers need to fully understand the components of a literacy curriculum, how to continually assess them and how to teach their students in the most effective ways. School leadership plays a major role in this work, with leaders knowing enough to properly guide their school curriculum and ensure their teachers are doing the best possible work to achieve success for all students. DVDs of best classroom practices will be used to demonstrate what leaders, coaches and teachers should know about.

Diane Snowball is a Victorian educator with teaching experience that has ranged from Prep through university levels over the past 44 years. Her experience includes both teaching and administrative roles in secondary and primary schools, but the majority of her time has been devoted to the provision of professional learning for teachers and those involved in all levels of school leadership, with a focus on improving students’ literacy.

Diane is a past President of the Australian Literacy Educators Association and has presented at many conferences in Australia, New Zealand, Canada, Asia and the USA. She has written several books and articles about literacy teaching and has produced many videos, DVDs and CD-ROMs demonstrating the most effective teaching practices.

In 1992 Diane was invited to provide professional learning for teachers and administrators at schools across New York City and in several other parts of the US, which she did for 16 years. Diane’s main focus these days is on ways to provide the most effective professional development for Victorian educators so that all students have the best opportunities for achieving their potential and has been assisting the Western Metropolitan Region schools to meet this goal.

A5: Data literacy for principals and numeracy leaders (Dr Vicki Steinle)

The Data literacy for principals and numeracy leaders workshop will explore the 2010 NAPLAN item analysis report for years 5 and 7 Numeracy in an activity that can also be applied to NAPLAN Literacy reports and at other year levels.

The workshop will make explicit links to the School Accountability and Improvement Framework particularly Annual Implementation Plan (AIP) planning and improvement processes and the objectives of the DEEWR Literacy and Numeracy and Low SES School Communities Smarter Schools National Partnerships.

The workshop will enhance participant knowledge and understanding of how a range of student performance data, particularly NAPLAN, can support curriculum planning and inform teaching for individual students, cohorts, years level groups and school wide improvement.

Principals and numeracy leaders will use their school’s 2010 NAPLAN data to develop and document a professional learning activity that they can conduct with their staff, numeracy PLT, and/or coaches.

NB: Participants should bring to the Workshop a print copy of the Item Analysis Report (select ‘Numeracy Item Order’) for 2010 for either Year 5 or Year 7 for their school.

Vicki Steinle is a Senior Lecturer in Mathematics Education. Her specialist areas are primary education, numeracy education and children’s mathematical thinking. She has been Deputy National Co-ordinator of Numeracy Research Projects for the Department of Education, Science and Training (DEST) and a Research Assistant on an ARC-funded project: Improving learning outcomes in numeracy. She was co-Chief Investigator on an ARC Linkage grant with DEECD as industry partner providing sophisticated tools for assessment for learning. She is extensively involved in teacher professional development particularly in middle-year’s issues. Vicki is internationally recognised for her research involving students’ misconceptions of decimals.
**Session B  12:40 am – 1.15 pm**

Select one Practitioner Case Study from Session B

**B1: Deer Park North Primary School**

Deer Park North Primary School is located in the Deer Park/Sunshine Network of the Western Metropolitan Region. The school has a current population of 450 students, in Years Prep to 6. VELS data recorded between March and September 2009 showed a statistically significant growth in Reading; with an average improvement of 0.45 VELS level (0.25 is expected). This case study shares Deer Park North Primary School’s experience in the DEEWR Literacy and Numeracy in Low SES Communities Pilot and highlights the strategies the school and network employs to improve achievement in Reading, and the overall literacy of their students.

**B2: Hume Central Secondary College, Broadmeadows**

The school improvement journey undertaken by Hume Central SC has had at its core a recognition that many of our students arrive in Year 7 two or more years behind in terms of their literacy and numeracy. Thus the adoption of our College mantra: “2 years of learning in 1 for all our students”, which symbolises the sense of urgency and absolute focus on student learning that underpins the strategic and staged approach which has been taken towards school improvement.

A key focus of the College Principal has been the implementation of a distributed staff leadership structure, an ongoing effort to build leadership capacity across the College, and the development of structures and processes to ensure a culture of teacher collaboration, professional learning and inquiry. The employment of four Teaching and Learning Coaches during 2010, as well as the implementation of a Peer Coaching program, has allowed us to further embed a number of key strategies which are in place to improve student literacy, numeracy and learning outcomes.

School-based data, as well as 2010 NAPLAN results, support our efforts to date, and staff and students look forward to continuing our improvement journey with even greater success in 2011 and beyond. A multi-campus setting, Hume Central SC is located in the Broadmeadows area of the Northern Metropolitan Region and has a current enrolment of 1021 students in Years 7 to 12.

**B3: Korrumburra Secondary College**

Korrumburra Secondary College is located in the Gippsland South Network of the Gippsland Region. The College has a current population of 481 students, in Years 7 to 12. This case study explores the use of the algebra storyboard to demonstrate, in context, mathematical concepts and skills (numerical, spatial, graphical, statistical and algebraic), and mathematical thinking and strategies. The one, differentiated task allows for multiple student entry and exit points and uses concrete materials as the starting point. The use of questions to scaffold all students at their point of learning is modelled. The workings of the Year 7 and 8 Mathematics Professional Learning Team (PLT) in the development of this part of the Algebra Unit are outlined.

**B4: Moe (Elizabeth Street) Primary School**

The need for an oral language focus at Moe Primary School became evident after observational analysis of the school cohort. ‘Talking Time’ was developed as an explicit whole school approach to oral language. The ‘Talking Time’ program focuses on teaching targeted oral language skills. Student’s oral language skills are assessed and the results enable students to be given optimum oral language learning opportunities.

Clay, Gill, Glynn, McNaughton and Salmon, 1983, indicate that ‘the most effective way of raising the level of a child’s control over the structures of English is to provide him with opportunities to speak with a competent and flexible adult speaker of English’. The aim when developing the program was to ensure that every student had the opportunity to have a daily conversation with a competent adult speaker. This practitioner case study will provide an overview of the processes involved in developing, running and maintaining the program, and builds on the digital story presented at the 2010 VLNS forum. 130 students are enrolled in Years Prep to 6 at the school, which is located in the Latrobe Valley Network in the Gippsland Region.

**B5: Norlane High School**
Norlane High School (SFO 0.76) is located in the Geelong North Network of the Barwon South Western and has a current population of 374 students in Years 7 to 12. Many students enter the school well below expected levels of achievement. The school’s improvement strategy has centred on coaching and the development of teacher teams. Teachers are supported to plan, deliver and reflect on curriculum collectively. Teachers work for extended times with particular groups of students. There is an emphasis on the use of student data, with structures developed to build student ownership of data. Students set individual goals and use personal learning time to work toward the achievement of these goals. A recent priority has been to develop a shared understanding of differentiated instruction. Banks of precise student activities have been developed as a basis for improving students’ reading comprehension, with significant improved learning outcomes being evident in this area.

**B6: St Georges Road Primary School, Shepparton**

St Georges Road Primary School is located in the Shepparton Network of the Hume Region, with a current population of 350 students from Prep to Year 6. In addition to involvement in the Smarter Schools National Partnerships, the school is participating in the DEEWR Literacy and Numeracy in Low SES Communities Pilot in-depth case studies. VELS data recorded between March and September 2009 showed a statistically significant growth in Number; with an average improvement of 0.4 VELS level (0.25 is expected). This practitioner case study shares the St Georges Road Pilot experience and highlights the strategies the school and network employs to improve student achievement in mathematics.

**A7: Warracknabeal Secondary College**

Ten schools in the Wimmera East and West networks have formed a cluster to implement the first QuickSmart program in Victoria. QuickSmart is a theory-based educational intervention for middle-school students, specifically for those in Years 5, 6, 7 and 8, designed to enhance students’ fluency in either literacy (reading and comprehension) or numeracy by improving their information retrieval times. This case study shares the experiences and successes of the QuickSmart program from the perspectives of the Warracknabeal Secondary College and of the cluster, which now entering its third year, boasts an effect size of 0.78. Warracknabeal Secondary College is located in the Wimmera East Network of the Grampians Region, with a current population of 238 students from years 7 to 12.

**A8: Yarra Junction Primary School**

Long hours, maximum effort, same results…… Sound familiar? It’s the kids! It’s not our fault! It’s the area! ….Excuses? How do you break a cycle of poor performance and low expectations? Bravely, and with unwavering determination. This case study builds on the digital story presented at the 2010 VLNS forum. Find out how strong instructional leadership focused on teaching and learning, a shared vision and goal, a strong learning community, distributive leadership and high expectations, changed an underperforming school into one of the top achieving schools in Victoria. We will share our story of determination, success, failure and brave leadership. The team will show you the system that Yarra Junction uses to maximize student learning achievement and teacher capacity. We will persuade you that with perseverance, determination and bravery, what you achieve is only limited to the expectations you have of yourself.

Not ready yet? Do your kids really have time to wait? Come and be brave! ‘Keep the dream alive – All children can achieve’

Yarra Junction Primary School is located in the Yarra Valley Network of the Eastern Metropolitan Hume Region, with a current population of 228 students from Prep to Year 6.
### Session C  2:00 pm – 2:35 pm

**Select one Practitioner Case Study from Session C**

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<tr>
<th>Case Study</th>
<th>School Name</th>
<th>Description</th>
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| **C1: Derrimut Primary School** | Engaging family and community to improve learning.  
At Derrimut Primary School, a new school in the Western suburbs of Melbourne, our journey to becoming a vibrant, sustainable and authentic learning community began with the belief that “It takes a whole village to raise a child”.  
Families and community are important learning partners in creating an authentic 21st Century learning environment that is inclusive, connected, socially just and achieving excellence.  
Our community is one where the adults learn right alongside the children, where students have independence and a voice in their learning and are connected globally and locally by access to anywhere anytime information, expertise and the ability to communicate and create in real time. |
| **C2: Donburn Primary School, Doncaster East** | Donburn Primary School is committed to providing a vibrant, attractive and safe teaching and learning environment, growing and evolving in harmony with the community. We are continuously reflecting on our student learning outcomes and we are determined to provide a learning environment that stimulates, challenges and extends every student. Over the previous three years we have engaged a literacy consultant, Jane Plunkett and together we have developed a strategic approach which focuses on an explicit teaching model in both literacy and numeracy. Our restorative approach underpins our whole school’s operation and all students and staff respond positively to our orderly and calm learning environment. Donburn Primary School is located in the Manningham Network of the Eastern Metropolitan Region, with a current population of 312 students from Prep to Year 6. |
| **C3: Echuca East Primary School** | Echuca East Primary Schools has an SFO indicator of 0.522, and is located in the Campaspe Network of the Loddon Mallee Regions, with a current enrolment of 372 students from Prep to Year 6. As a school we had an awakening, and saw the need to look at the data of our students, accept where they were and carefully monitor student learning and achievements. In the past, staff had struggled to accept our data, attempted to justify it with the stories behind the students. Our major initiative in 2010 to maximize human resources to staff our two hour literacy block. Every staff member was a teacher of literacy, including the Literacy Coordinator, Numeracy Coordinator, specialist staff, Principal, Assistant Principal and all Education Support staff. All resources were allocated on a need basis, with ‘data’ being the driving factor. We Are Learning To... statements (WALTS), were expected for every lesson; peer observation and coaching was facilitated; internal accountability was high; all doors were open; and there were no tolerance of alternative programming during literacy. As a result of this initiative, our student learning data and the attitude of our staff towards the initiative and students towards literacy exceeds all our expectations. |
| **C4: Euroa Secondary College** | Euroa Secondary College’s focus on lifting literacy and numeracy performance is a three-way partnership between staff, students and community. At the school level, literacy and numeracy intervention programs, differentiated teaching within the Mathematics and English classrooms, and extension of the teaching of literacy and numeracy to all domains are school wide priorities. Family forums are conducted to share teaching and learning strategies and outcomes. As part of the school’s professional learning focus, Mathematics and English teachers attend training to assist in indentifying student difficulties in numeracy and literacy and link these to appropriate teaching strategies. Overall, student achievement at Euroa Secondary is in the central band compared with the middle 60 per cent of government schools and comparable to the median for all government schools. This practitioner case study builds on the digital story presented at the 2010 VLNS forum. Euroa Secondary College’s is located in The Ranges Network of the Hume Region, with a current population of 361 students from Years 7 to 12. |
**C5: Harrisfield Primary School, Noble Park**

Leadership at Harrisfield Primary School has a clear focus on whole school curriculum planning and planning for student diversity, achieved by:

- An expected teacher practice document for reflecting and monitoring teaching and learning
- Timetables with common APT across levels for shared weekly planning and moderation
- An explicit focus and skill for Literacy and Numeracy in every session
- Planning documents with consistent explicit language in the delivery of the curriculum supported by the e5 Instructional Model and PoLT
- *Walk-through program* - with a focus on PoLT
- PLT’s using data to conduct action research projects in mathematics
- Funding and implementing professional learning in Numeracy
- Creating collaborative learning spaces
- Coaching time for every teacher
- Staff self appraisal documents aligned with expected practice documents.

Harrisfield Primary School is located in the Greater Dandenong Network of the Southern Metropolitan Region and has a current student population of 207 students from years Prep to 6.

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**C6: Hoppers Crossing Secondary College**

Hoppers Crossing Secondary College is located in the Wyndham Network of the Western Metropolitan Region. The school has a current population of 1000 students, in Years 7 to 12.

In addition to involvement in the Smarter Schools National Partnerships, the school is participating in the DEEWR Literacy and Numeracy Pilot in-depth case studies.

VELS data recorded between March and September 2009 showed a statistically significant growth in Reading; with an average improvement of 0.6 VELS level (0.25 is expected).

This practitioner case study shares the Hoppers Crossing Pilot experience, and highlights the strategies the school and network employs to improve achievement in English, and the overall literacy of their students.

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**C7: Mahogany Rise Primary School, Frankston North**

The implementation of Independent Reading at Mahogany Rise Primary School has seen a renewed energy in literacy learning and teaching. This approach to reading has empowered children from Prep to Year 6 by providing them with the responsibility for choosing their own books based on their interests, ensuring optimum engagement. The teacher acts as a facilitator, guiding children’s learning through mini-lessons with an explicit focus, individual conferences and guided reading sessions. Forget worksheets and be prepared to invest in sticky notes. Watch as it becomes an automatic response for children to use these to record their thinking as they read.

The Mahogany Rise Primary School Writing Process, whilst still in its infancy, has had an amazing and immediate impact on student outcomes. By combining components of a number of approaches to writing, we have developed a system which suits the needs of our children. Using a colour coded system for the draft process of our writing, children are able to identify the main components in each text type and use the appropriate coloured paper for each section of the text. The early evidence for this approach is very encouraging. This practitioner case study builds on the digital story presented at the 2010 VLNS forum.

Mahogany Rise Primary School is located in the Northern Peninsula Network of the Southern Metropolitan Region. The school has a current population of 174 students, in Years Prep to 6.

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**C8: Seymour P-12 College Delatite Road Campus**

Delatite Road Campus is a primary school, part of the recently merged Seymour P-12 College, in The Ranges Network of the Victorian Hume Region. The school has a current population of 170 students from Prep to Year 6. VELS data recorded between March and September 2009 showed a statistically significant growth in Number; with an average improvement of 0.53 VELS level (0.25 is expected).

This case study shares their Pilot experience and highlights the strategies the school and network employs to improve student achievement in mathematics.
### Session D  2:40 pm – 4:10 pm

Select one Specialist Workshop from Session D

<table>
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<th>Workshop</th>
<th>Details</th>
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| **D1: Enabling Learning (Bruce Armstrong)** | Leading school improvement focused on the central goal of enabling powerful student learning is the crucial role of school leaders. This workshop will explore:  
- why leadership is a critical factor in improving student learning  
- the shared beliefs and understandings essential to create a community of learners and thinkers  
- the conditions that enable learning to flourish  
- practical strategies to build effective professional teams and develop a culture of high performance.  
The workshop will enhance participant knowledge and understanding of how literacy and numeracy improvement is effectively lead and sustained in both primary and secondary school contexts.  
The workshop will make links to DEECD policy context, the *Developmental Learning Framework for School Leaders*, the School Performance and Development Culture and teacher performance and development.  
*Bruce Armstrong*, an educator in secondary state schools for twenty-five years, is deeply committed to forging a high quality public education system. He was a member of the Principal Class for twelve and a half years and six and a half as Principal of Balwyn High School. In December 2008 Bruce was appointed as Acting Assistant Regional Director – School Improvement in the Northern Metropolitan Region. In July 2009 he was appointed as the Inaugural Director of the Bastow Institute for Educational Leadership. He believes the establishment of the Bastow Institute is a significant investment by the Victorian government in building the knowledge and skills of the next generation of educational leaders. Bruce is sensitive to the issues facing schools as they seek to improve and as a former Principal is cognisant of the challenges facing Principals and schools leaders as they focus on the core work of improving the quality of teaching and learning. |
| **D2: Leading and managing the change (Chris Daicos)** | This Workshop is a repeat of Workshop B2 |
| **D3: Nailing the ‘big ideas’ in Number: Using data to inform teaching (Prof. Dianne Siemon)** | This Workshop is a repeat of Workshop B2 |
| **D4: Effective literacy teaching and learning for all students (Diane Snowball)** | This Workshop is a repeat of Workshop B2 |
| **D5: Data literacy for principals and numeracy leaders (Dr Vicki Steinle)** | This Workshop is a repeat of Workshop B2 |