Leading Communities of Practice:
Appendices

Contents

Communities
of Practice

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Kingston Network: Steering Committee Membership 2017

(Yr. 2 of a two year cycle)

Fixed positions:		
Senior Leader (SEIL)		SEIL
Finance	Insert name	Insert school
Past Chair (may remain as member for 1 year)		
Chairperson: (a maximum of two years)	Insert name	Insert school
Deputy Chairperson:	Insert name	Insert school
Committee membership (Two year position)		

Fixed positions:		
SSSO representative:	Insert name	SEVR
Secondary Schools:	Insert name	Insert school
Special Schools:	Insert name	Insert school
Primary Schools:	Insert name	Insert school
Sponsorship and Marketing:	Insert name	Insert school

A member of the Executive could hold more than one area of representation

Working Parties/FISO groups		
1. Curriculum planning and assessment	Insert name	Insert school
2. Building Practice Excellence	Insert name	Insert school
3. Positive Climate for Learning	Insert name	Insert school
4. Building Leadership Teams	Insert name	Insert school
5. Building Communities	Insert name	Steering Committee

Appendix: B
Kingston Network Data Protocols

Kingston Network Data Protocols

The Kingston Network Data Protocols reflect the Department of Education and Training's reform agenda designed to "improve performance and student outcomes across all Victorian schools and early childhood services" and recognises the enhanced role of regional networks as a means to better target school improvement efforts.

The shared use of data at a network level is paramount to the effectiveness of the Kingston network. This network level schools data underpins the network's strategic direction and the strategic directions of the schools that comprise the network.

Network Data Protocols:

The following data protocols have been agreed to by the network:

1. Network members recognise their individual and collective responsibility to ensure data is used for its intended purposes

2. Access to data will only be provided for legitimate, useful and appropriate purposes, as detailed above and will not be used to compare, promote or denigrate any school over another

3. Network members will use the data in a way that is supportive of individual schools

4. All users of the data are responsible for ensuring that all data created, managed and reported is consistent with these protocols

5. The protection of the identity of individuals is paramount and all network members are responsible for managing the privacy requirements associated with data collection and use

6. Data with identifiers can be used with Principal Class Teams in schools, but identifiers must be removed for use with wider school teams.

These protocols are based on our knowledge of effective networks:

- Effective networks draw on the expertise that resides within each network school to improve student learning

- Effective networks realise the benefits of collaborative endeavour and joint problem solving within and across all networks

- Effective networks reach agreement about the most effective use of human, financial and knowledge resources

- Effective networks continually adapt and respond to emerging local issues, the performance expectations of the system and the state and federal government

- Effective networks have a high degree of alignment around purpose, expectations and accountability

- Effective networks make public their current performance and goals for the future

Use Of Data

Data will be used to:

- ensure collective responsibility for the improvement of learning outcomes for all students

- allow evidence-informed decision making in the development of purposeful and targeted approaches to improving school and network performance as detailed in the network strategic plan

- allow the network to report on progress against the goals and targets of the network strategic plan

- assist in the identification of the professional learning needs of the network

Data Sets:

The following data sets will be used by the network:

- aggregated network data reports as prepared by the Data and Evaluation Division

- aggregated data from other sources may also be utilised, where relevant

This data may be augmented by school-level information drawn from the school-level reports, school self-evaluations and school review reports.

Endorsed: May 12th

Communities of Practice

Appendix: C

Northern Goulburn Network 2016-2017 Strategic Plan

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Northern Goulburn Network of Schools 2016/17

The Northern Goulburn Schools Network encompasses a large geographical area, including two Local Government Areas, the City of Greater Shepparton and Moira.

Within the network there are 49 schools, including 7 secondary colleges, 38 primary, 2 special schools and a P to 12 College. A Flexible Learning Centre is also located in the network.

Schools within the network are currently educating more than 9 000 students.

Network Schools

- Ardmona Primary School
- Bourchier Street Primary School
- Cobram and District Specialist School
- Cobram Primary School
- Cobram Secondary College
- Congupna Primary School
- Currawa Primary School
- Dhurringile Primary School
- Dookie Primary School
- Gowrie Street Primary School
- Grahamvale Primary School
- Guthrie Street Primary School
- Harston Primary School
- Invergordon Primary School
- Katamatite Primary School
- Katandra West Primary School

- Katunga Primary School
- Katunga South Primary School
- Kialla Central Primary School
- Kialla West Primary School
- Lemnos Primary School
- McGuire College
- Merrigum Primary School
- Mooroopna North Primary School
- Mooroopna Park Primary School
- Mooroopna Primary School
- Mooroopna Secondary College
- Murchison Primary School
- Nathalia Primary School
- Numurkah Primary School
- Orrvale Primary School
- Shepparton East Primary School

- St Georges Road Primary School
- Strathmerton Primary School
- Tallygaroopna Primary School
- Tatura Primary School
- Toolamba Primary School
- Tungamah Primary School
- Undera Primary School
- Verney Road School
- Waaia-Yalca South Primary School
- Wanganui Park Secondary College
- Wilmot Road Primary School
- Wunghnu Primary School
- Yarrawonga P-12 College
- Zeerust Primary School
- Shepparton Flexible Learning Centre

Guiding principles

We each are responsible for all government schools achieving excellence

We work collaboratively within and beyond our own school to improve outcomes for all students regardless of background, circumstances or postcode

Network focus

"Quality teaching is not an individual accomplishment. It is the result of a collaborative culture that empowers teachers to team up to improve student learning beyond what any one of them can achieve alone." Richard DeFour
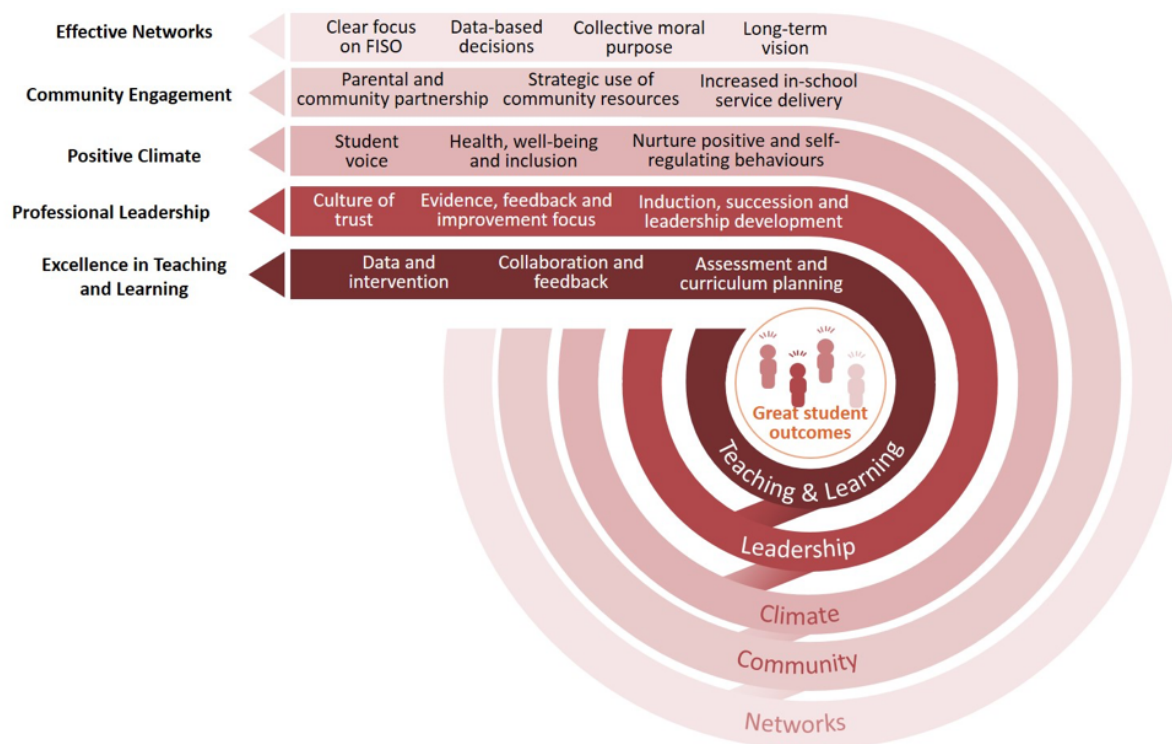
Taken from Bastow Communities of Practice

Network Governance:

All schools within the Northern Goulburn area form the network.

It is the role of the Network Principals to:

- elect the executive principals on a two year term, with 50% of each elected position vacated each year.

- contribute to the development of priorities for the network

- determine the frequency of meetings for all principals in the network, with there being a minimum of two per annum

- attend, or be represented, at all network meetings

Northern Goulburn Network Executive Composition and Election:

The Executive Network Principals will comprise:

- 10 Principals and the Northern Goulburn Senior Leaders.

The Executive Network will be made up of 3 sectors:

- 4 Large Secondary Schools

- 4 Large Primary Schools

- 2 Small Secondary / Primary Schools

Schools declare their own membership category.

The Executive Chair is elected by the Executive Principals.

The Executive Chair of the Network will chair the Principals meetings.

**Executive may co-opt other principal class representatives to join the group.
This may include Assistant Principals.**

Executive Terms of Reference

The Executive will:

- oversee the development and implementation of a strategic plan

- will ensure the network operates as a community of practice

Executive Meetings

The Executive shall meet on agreed meeting dates. Members of the Executive shall not send proxy representatives. The Agenda for the meeting shall be distributed at least three days prior to the meeting by the Executive Chair. Minutes and action items from the meeting will be distributed by the Executive Chair within three days of the meeting. The Executive Chair will arrange for minute taking and administrative support for meetings.

Network Protocols

Data sharing:

In this network:

We interrogate our performance using a hierarchy of analysis.

We do not judge people based on their data and we do not apportion blame. Instead, we seek only to understand what it will take to improve.

Although we take each years' results seriously, we are cautious about drawing conclusions about any particular area of performance based only one year's results. We prefer to examine four-year trends to determine if we are "stuck", improving or declining.

We look at our performance from a range of perspectives and using a range of data sets to understand any particular student outcome area. We always consider contextual circumstances alongside our data – without context, we can never have a complete picture of our performance.

Data quality is paramount. At all times, we ensure we are using valid and reliable information, working within our schools to promote data quality and high standards of collection.

Peer collaboration:

Our network values and develops a culture of inclusive support to ensure we are more effective and sustainable. We use all of the resources and expertise that exist within the network.

Our strong leadership facilitates supportive relationships as an essential part of creating our sustainable network.

We hold one another accountable for attending Community of Practice meetings and for maintaining our focus and persisting in pursuing our improvement goals.

Network Meeting Norms:

The network commits to meeting for a full day once every term. The executive will ensure meeting dates reflect school priorities and are distributed to school communities in a timely manner.

Values:

Trust

- Being safe to voice opinions
- Confidentiality
- Respect

Open Communication

- Attentive listening
- Transparency
- Feel comfortable in sharing professional opinion

Open to Ideas and Active Participation

Commitment

Do Not Assume

Be confident to seek clarification

Protocols:

Prioritise professional learning

Active listening

Ordered sharing opportunities

Confidentiality

Commitment to attend

Being punctual

Phone on silent

Focus on agenda

Prior Preparation

Committing to 'collective good'

Every voice is heard

Shared responsibility

Network Plan Professional Learning Plan

Northern Goulburn Network Professional Learning Plan			
Improvement Initiative	**Key Improvement Strategies**	**Actions**	**When**
Excellence in teaching & Learning	• Improve capacity to analyse data and use conclusions to intervene in teaching program. • Improve the capacity to establish high impact PLCs.	• Professional learning sessions delivered on how to analyse key pieces of data, such as NAPLAN, Attitudes to School. Principals given time to interrogate their data and develop plans. Sessions at the start or end of day to allow relevant leaders to attend. • Professional learning to build capacity of Principals to facilitate effective PLC's. PLC professional learning integrated into Principal learning sessions.	• One session at each of the 3 whole day Network Meetings
Positive Climate	• Develop deeper understanding of the Area Network Team and how the Area model can support schools	• Introduction to key staff within the Area, identifying their roles and capacity to support schools with issues and strategies such as ILPs/BMPs, Attendance, Out of Home Care, PSD.	• Overview of Area model and introduction to key staff – Meeting 1, • Presentations/Professional Learning from specific teams within area model, focusing on how they can actively support schools. Meetings 2 & 3
Professional Leadership	• Developing self as a Leader • Supporting succession & Leadership Development	• Using quality frameworks, such as the FISO continua for school improvement & to identify and develop a pathway for capacity building • Potential Leader to form partnership with small school. Potential leader relieves Principal of small school for network meetings. Time provided for handover, collaboration and mentoring	• Session at each meeting, allowing for ongoing monitoring • Ongoing

Member financial contributions:

Each network school will contribute the amount of $1 per student for the school year to support the ongoing running of network meetings and professional learning.

Supporting a positive transfer of students between schools:

Network Protocols (as per Schools Policy and Advisory Guide)

Parents/guardians are entitled to request a transfer between schools.

Schools must:

- provide student information for all students transferring out

- receive student transfer information for all students transferring in.

Schools must avoid practices that:

- force students to transfer or withdraw from school; except when the student is expelled

- restrict entry to eligible students.

School principals approve transfers when:

- the student residence changes and is now closer to a different government school (where requested)

- transfer is sought from an Australian school outside the state system

- the transfer is sought at the commencement of the school year or term 3 and in secondary schools the student can be accommodated mid-year without the reorganisation of the existing school program

- transfer is requested (other than in those instances cited above) by a parent/guardian and the principal of each school involved supports the request

- a student is expelled from a school. For students of compulsory school age, the principal of the school from which the student has been expelled is responsible for ensuring enrolment in another school or registered training organisation; in consultation with the regional office

For all other transfers where the parent appeals against the Principal's decision to not enrol the:

- transferring principal makes recommendations to the regional director

- regional director determines approval.

Additionally, schools should note that they cannot enrol international students wishing to transfer from another school (prior to the student completing six months of the principal course of study) without a release letter issued by the Department's International Education Division, see: ISP Quality Standards and School Resources, under Department resources

Network transition guidelines:

Pre-school to Foundation

Transition aims to improve children's experiences of starting school by developing and delivering transition programs. The process also aims to improve information sharing between children, families and early childhood educators.

Our network schools work collaboratively to support children with a positive and enjoyable start to their school life, by following these steps:

- Schools will establish key transition activities with an agreed timeline.

- Protocols for advertising in local pre-schools: schools can advertise freely and/or run transition with the 'main feeder' pre-schools within their neighbourhood. Schools may also leave literature and/or support transition with pre-schools in adjoining school neighbourhoods ('local' pre-schools). In some cases, a pre-school may be deemed a 'main feeder' for two primary schools.

- An agreed enrolment period and associated procedures will be established prior to each year.

- Our network schools will only promote enrolment in neighbourhood government schools.

Primary School to Secondary School:

Our network schools will be working collaboratively to support children to have a positive and enjoyable start to their secondary school life, by following these steps:

- Primary and secondary schools in our network area will plan together as professionals to ensure the smooth transition of our children from primary to secondary school. We will demonstrate tolerance and value diversity.

- Schools will establish key transition activities with an agreed timeline.

- Our network Schools will only promote neighbourhood government schools.

Orientation days:

As part of the transition from Year 6 to Year 7, students in government schools participate in an orientation day. All government schools hold this on the same day each year (in early December). Orientation may include a school tour, meeting fellow students and teachers, and taking part in lessons and activities. Secondary schools also hold an information session for new parents at this time.

Year 6 – 7 Transition Support Structures:

Network coordinators at Year 6 and Year 7:

- meet in Term 1 to establish the transition timeline as per DEET guidelines

- establish a schedule of local transition implementation program of visits, open days, visits back to schools

- establish a process and timeline for liaison and sharing of information with primary teachers.

Marketing and promotion guidelines:

Parents have the right to accurate and reliable information. Promotion and marketing helps build and maintain information in the community and, where appropriate, uses cooperative strategies.

Schools provide comprehensive information to promote their strengths, features, programs and facilities and will not use another school's data and information for direct comparison.

Promotion and marketing helps build a positive profile for our government education system. Schools are encouraged to explore broader marketing options, develop informative websites and consider use of social media tools.

- Promotion and marketing opportunities link to the promotion of school specific programs and events, together with school partnership groupings.

- Promotion involving multiple schools should include consultation with all relevant schools to determine content.

- Schools are encouraged to promote their own school. When promoting our school(s) we focus on highlighting strengths whilst refraining from the use of comparative language either in advertising or conducting tours.

- We believe that Government schools should not provide information that promotes non-government schools. Celebrations of current and/or former student achievement can be made without reference to non-government schools in general.

- Network schools will only advertise/promote secondary schools from the network, or from the school's Local Government Area.

Communities of Practice

Appendix: D

Casey South Network 2017
Annual Work Plan

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Overview

Network Description

The Casey South Network includes a range of education settings including both large and small primary schools, a special school and secondary colleges. The area is one of rapidly increasing population growth and will require additional educational facilitation into the future to cater for the increasing population.

- Fourteen primary schools

- Three secondary colleges

- One special school

Students requiring EAL intervention in their first six months of school in Australia are referred to the Noble Park Language School – Hampton Park Annex.

The Casey South Network includes the suburbs and estates of Cranbourne, Devon Meadows, Clyde, Lyndhurst and Lynbrook. The City of Casey is a rapidly developing residential area with large areas of land still allocated for urban development and surrounding rural areas. The City of Casey is one of the fastest growing municipalities in Australia. The City of Casey is located in Melbourne's south-eastern suburbs, between 28 and 60 kilometres south-east of the Melbourne GPO. The housing within the local area is varied. Some families are supported through government funding housing with many families on Health Care Cards whilst some families reside on private estates like Settler's Run and others have acreage. Some evidence of this is the SFO range of member schools ranging from 0.48 through 0.76.

Coupled with this is the high influx of refugee and new arrivals into network schools, many of whom present with evidence of traumatic experiences and disrupted schooling, very high incidence of domestic violence within our communities, third generational poverty and associated socio-economic issues which impact or potentially impact the SSSO service requirements to schools within the Network.

The age profile of Casey shows a high number of young families. It would be expected that a large cohort will move into the education system in the near future. There have been a number of new schools built in Casey South over the last five+ years, with two new schools opening in 2017.

The percentage of Casey residents who have completed Year 12 or equivalent (40%) is marginally lower than the State average of 48.6%. Within Casey itself, education levels vary considerably. Cranbourne has a much lower education attainment, with only 34% of the population having completed Year 12 in 2011.

Nearly 1000 people or 5% of the population in 2011 need help in their day to day lives due to disability. There has been a number of new schools built in Casey South over the last five+ years, with new schools opening in 2017. Several new schools are being planned to be built in the Casey area over the next five years.

As well, Network schools are generally highly multicultural in composition, with more than 70 nationalities represented across our schools, including families who are supported by a KESO (Koori Education Support Officer). There is a high number of students funded under the PSD program, requiring additional SSSO service provision and an increasing number of students with disabilities who require adjustments under the Disability Discrimination Act and Disability Standards for Education.

Network Vision

'Getting the best from our communities"

Network Guiding Principles (2014)

- Collegiality

- Building relationships with other Principals

- Establishing links between schools – breaking down barriers

- Keeping informed about DET policies and initiatives

- Sharing of ideas, knowledge and expertise

- Supporting teachers and building capability

- Sharing student learning data

- Experienced Principals guiding new Principals

- Guiding aspiring leaders

Purpose For The Network

The purpose of the Casey South Network is to work towards the best possible learning outcomes for our students. Specifically, the Casey South Network will provide a forum for local school leaders whereby:

1. Information and knowledge is collected and shared

2. Structured professional learning around school leadership is undertaken

3. Supportive, trusting relationships with local educational leaders are built and maintained

Network Activities

- Collegiality
- Building relationships with other Principals
- Establishing links between schools – breaking down barriers, understanding roles
- Keeping informed about DEECD policies, initiatives
- Sharing of ideas
- Experienced Principals guiding new Principals
- Guiding aspiring leaders
- Supporting teachers, building capacity

Network Attendance

Principals, Assistant Principals and Other School Leaders (every now and then aspirants)

- Leaders to support teachers, improving student outcomes
- Up to schools – leadership teams ideally although this can be hard to manage

Potential Agenda Items

a. Regular

- SSSOs
- P and D standards
- DEECD policies and initiatives
- Finance and SRPs
- Facilities
- Professional learning (mentoring and support for new Prins)
- HR employment
- Hot topics

b. Other

- NAPLAN
- Performance and Development
- School Funding, SFO differences
- Bring and brag sessions
- School visits

- Professional learning:
  - ICT directions, integration into learning
  - Finance
  - Facilities
  - Staff development
  - Curriculum development
  - Teaching and learning
  - Community engagement
  - Principal well-being
  - Data sharing
  - Conference follow-up
  - OH and S
  - The role of the legal branch
  - The role of the media unit
  - Conduct and ethics

NB: For the network to successfully achieve its purpose, a commitment is required from each member to:

1. Attend
2. Share information
3. Abide by any protocols that may be agreed by the network (e.g. there should be understandings around how school data is to be shared, etc.)

This purpose will be reviewed at the end of each year to ensure that it is still relevant, or in need of amendment.

Network Directory

School Type	Name	Principal Name Assistant Principals	Contact Numbers	Enrolment 2017	S.F.O.
Primary	Barton PS			250	
Primary	Clyde PS			354	0.5394
Primary	Courtenay Gardens PS			836	0.6421
Primary	Cranbourne Carlisle PS			473	0.5904
Primary	Cranbourne East PS			1228	0.4740
Primary	Cranbourne Park PS			343	0.6989
Primary	Cranbourne PS			308	0.6396
Primary	Cranbourne South PS			351	0.4035
Primary	Cranbourne West PS			565	0.6980
Primary	Devon Meadows PS			207	
Primary	Lynbrook PS			981	0.5491

School Type	Name	Principal Name Assistant Principals	Contact Numbers	Enrolment 2017	S.F.O.
Primary	Lyndhurst PS			833	0.5020
Primary	Rangebank PS			418	0.6748
Primary	Wilandra Rise PS			317	
Secondary	Cranbourne SC			1290	0.6674
Secondary	Cranbourne East SC			1182	0.5431
Secondary	Lyndhurst SC			480	0.6680
Special School	Marnebek Junior and Senior Campus			272	0.5683

Enrolment Data As At February 2017 Census

Total Students within the Network:

Primary	**7464**
Secondary	**2952**
Special	**272**
Total	**10,688**

Casey South Network 2017 Meeting Schedule

Term 1		
Friday 3rd February	**Executive Meeting**	**Lynbrook PS**
Thursday 23 February	**Executive Meeting**	**Lynbrook PS**
Thursday 2nd March	Network Meeting	Barton PS
Term 2		
Wed 19th April	**Executive Meeting**	**Lynbrook PS**
Thursday 11th May	Network Meeting	Wilandra Rise PS
Tuesday 30th May	**Executive Meeting**	**T.B.A.**
Thursday 14th June	Network Meeting	T.B.A.
Term 3		
Tuesday 15th August	**Executive Meeting**	**T.B.A.**
Thursday 31st August	Network Meeting	T.B.A.
Thurs 14th & Fri 15th September	C4 Conference	
Tuesday 12th September	**Executive Meeting**	**T.B.A.**
Term 4		
Thursday 19th October	Network Meeting	T.B.A.
Tuesday 14th November	**Executive Meeting**	**T.B.A.**
Friday 7th December	Network Meeting	T.B.A.

Network Governance

Network Principals

All principals from the Casey South Network are members of the Casey South Network Principals Group. It is the role of the Network Principals Group to:

- Elect the Executive on a bi-annual basis

- Contribute to the development of priorities for the network on request from the Executive.

- Approve the Annual Plan

Network meetings shall be held at least twice per term.

The Chairperson of the Network will chair the network meetings.

The Executive may co-opt PCOs onto the Executive if Executive Members move from the network or become unavailable.

Members of the Executive:

Chair –	
Andrew Bergmeier	Principal – Cranbourne West PS)
Graeme Vance	(Assistant Principal – Lynbrook PS)
Fiona Pratt	(Principal – Clyde PS)
Mandee Strickland	(Principal – Cranbourne East SC)
Greg Lacy	(Principal – Lyndhurst PS)

Network Composition And Election Process

- Of the Network Chair and will aim to include a minimum of three representatives from primary, special and secondary school settings with a mix of Assistant Principals and Principals, small school PCOs and larger school PCOs and FISO leaders

- The current Executive shall remain in position until the penultimate meeting of 2018 at which time elections shall be conducted to support the Network into 2019/20. Elections will thereafter be conducted at this meeting of each election year and shall hold office for two school years. The Chairperson will be elected at this meeting by the Principals Network.

- This Network Executive shall take responsibility for the planning and organization of Network activities throughout their term of office.

Elections were held at the November 2016 meeting by which time Ken Robinson, Cranbourne SC (Network Chair) ,Andrew Bergmeier, Cranbourne West PS (SSS Chairperson), Graeme Vance (Lynbrook PS) and Fiona Pratt were elected. The current SSS Network Coordinator is Nicole King. Mandee Strickland and Greg Lacy have been co-opted in 2017 as part of their FISO role.

- The Network Principals Executive shall comprise of the Network Chair and will aim to include a minimum of three representatives from primary, special and secondary school settings with a mix of Assistant Principals and Principals, small school PCOs and larger school PCOs and FISO leaders

- The current Executive shall remain in position until the penultimate meeting of 2018 at which time elections shall be conducted to support the Network into 2019/20. Elections will thereafter be conducted at this meeting of each election year and shall hold office for two school years. The Chairperson will be elected at this meeting by the Principals Network.

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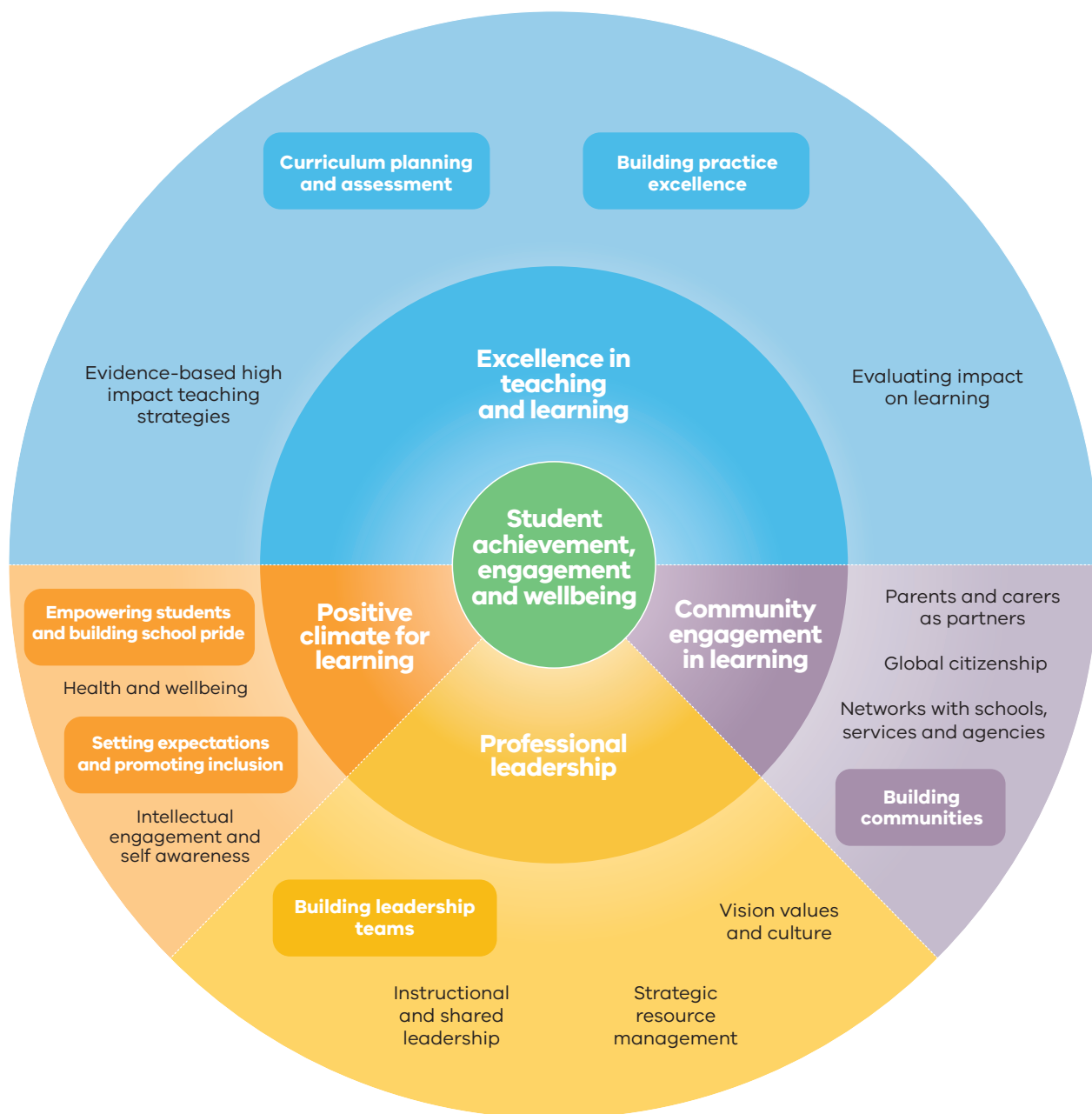
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Casey South Network As A Community Of Practice

The major function of the Casey South Network is to work collaboratively to achieve the best possible outcome for their students and communities.

The Framework for Improving Student Outcomes is the basis on which school improvement is planned.

Curriculum planning and assessment

Building practice excellence

Evidence-based high impact teaching strategies

Excellence in teaching and learning

Evaluating impact on learning

Student achievement, engagement and wellbeing

Empowering students and building school pride

Health and wellbeing

Positive climate for learning

Community engagement in learning

Parents and carers as partners

Global citizenship

Networks with schools, services and agencies

Setting expectations and promoting inclusion

Intellectual engagement and self awareness

Professional leadership

Building communities

Building leadership teams

Instructional and shared leadership

Vision values and culture

Strategic resource management

FISO

In 2016 Cranbourne South network responded to the FISO initiative by establishing FISO groups which comprises the Professional Learning Culture (PLC)

Professional Learning Culture (Plc) Pilot Schools 2017

Cranbourne Carlisle PS

Cranbourne PS

Cranbourne Park PS

Cranbourne South PS

Lynbrook PS

Lyndhurst PS

Lyndhurst SC

Marnebek Special School

Cranbourne East Secondary College

Network Commitment 2017

Common Learning Theme for all Principal Class of *Leading Learning in My School*, which would be achieved through:

Working in collaborative groups to access additional Professional Learning in relation to leading implementation of the school FISO initiatives in own school and across the network? What do I need to learn to 'do better' in my school? How do we support all schools in the effective implementation of the FISO initiatives?

FISO Groups 2017

- Building Leadership Teams – Building the capability of teacher leaders

- Building Leadership Teams – PLC Pilot schools 2017

- Building Practice Excellence – Curriculum Planning and Assessment
    - Yr 5, 6, 7, 8 teacher collaboration across prim/sec

- Building Practice Excellence - Establishing best practice in the Early Years EYE data, with a focus on consistency and assessment

Building The Capability Of Middle Level Leaders – Local Professional Learning

1. Inspire program 2017 (Participants to be identified)

2. Leading Data Conversations Workshops targeted at team leaders and facilitated by Southern Melbourne Education Improvement Leader (EIL) Cathryn Stephens

- December 2016

- Twilight sessions during March 2017. These sessions will be invitational and developed in response to needs identified by participants

Twilight workshop 1: *Leading Responsive Data Conversations March 23rd, 3.30-5pm*

Twilight workshop 2: *Supporting Teachers to respond to Data March 27th, 3.30-5pm*

Twilight Session 3: *Leading from the Middle with a Growth Mindset March 30th, 3.30-5pm.*

Respectful Relationships

Lead School 2017:   Lynbrook PS

Doctors In Schools

Cranbourne SC 2017

Cranbourne East Secondary College 2018

'Inspire' Facilitators For Casey South Local Leaders Program

Andrew Bergmeier

Sue Jones

Early Years Evaluation Assessment Tool

All schools are committed to implement the EYE assessment tool to ascertain the child's readiness for school and TTFM Tell Them From Me which measures the student's attitude towards school, teachers and other students. Both tools have been invaluable in determining the landscape of the network in the two vital areas of School Transition and students' wellbeing.

School Fiso Improvement Initiatives For 2017

Fiso Improvement Initiatives / Participating Schools	Partcipants	Description Of Focus	Short And Long Term Goals
Building Leadership Teams PLC Focus 1. Lynbrook PS 2. Marnebek School 3. Rangebank PS 4. Cranbourne Carlisle PS 5. Cranbourne PS 6. Devon Meadows PS 7. Cranbourne South PS 8. Cranbourne Park PS FACILITATOR		**Focus on establishing effective PLTs** Aim/Purpose The focus will be on establishing effective PLTs where PLT Leaders will have the capacity to facilitate evidence – based planning conversations and begin to build teacher capability through the PLT process and observation of practice. The schools will participate in the PLC PILOT in 2017	**Long Term Goal (S)** • To improve the effectiveness of PLT s in schools ensuring consistency of practice within & between schools • Improve expertise of PLT team leaders • To share PLT best practice within network This work is being done in consultation with our SEIL and EIL **Short Term Goal (S)** • Establish an expected team practice for 2017 • Facilitate professional learning for team leaders in preparation for 2017
Building Leadership Teams PLC Focus 1. Nar Nar Goon PS (Cardinia Network) 1. Clyde PS (part of State wide PLT Pilot) 2. Nar Nar Goon PS (Cardinia Network) FACILITATOR		**Building Leader CapabilityEffective PLTs** Aim/Purpose The PLC program will build school leader capacity to transform professional learning and teaching practice in schools for sustained improvement of learning outcomes. It will also build Instructional Leaders' ability to develop teams of teachers, who implement an inquiry practice as central to their work and who deliver teacher quality to improve student outcomes	**Long Term Goal (S)** Clyde PS Build the capacity and skills of School Leaders and PLC Instructional Leaders to improve the learning outcomes for every student through a consistent approach to disciplined collaborative inquiry. Nar Nar Goon PS Develop the capacity of middle leaders so that they can effectively lead Professional Learning Teams. A culture of communication and collaboration where teachers work together to develop their practice will be established.

Fiso Improvement Initiatives / Participating Schools	Partcipants	Description Of Focus	Short And Long Term Goals
		The program will also ensure that schools design and implement a guaranteed viable curriculum, continually assessing learning, refining pedagogy and practice and evaluating impact on learning. Partnership between 2 primary schools to build leadership capability of young leaders with a particular focus on establishing effective PLTs and effective PLT leadership. Leaders from the 2 schools meet regularly for common PD and discussion and to apply new learning to building on the effectiveness of PLT planning meetings, and in implementing a school-based project (introduction of the Victorian Curriculum).	**Short Term Goal (S)** Clyde PS The Foundation& 5/6 PLT's will use the inquiry approach to improve the specificity and measurability of short term reading data in order to reflect on teaching and learning practices more effectively (still to be finalised). Nar Nar Goon PS mentoring, coaching, professional learning and opportunities to network in order to build leadership. PLT and curriculum leaders will build on their confidence to lead teams focusing on data discussions and on high impact teaching strategies.
Building Leadership Teams 1. Cranbourne East SC 2. Lyndhurst SC 3. Cranbourne Park FACILITATOR		**Building Leader Capability** Aim/Purpose Partnership between 2 Secondary Colleges and the primary school to build the leadership capability of key leaders responsible for leading and monitoring school improvement. Leadership Teams will work together to access professional learning and to exchange knowledge and ideas, strengthen teaching and evidence-based approaches.	**Long Term Goal(S)** Long term is to have an aspiring and current leaders program that has 5 sessions which run throughout semester 1, 2017 over 5 days. A morning session for one 9am till 12noon, and an after lunch session for the other 1pm till 4pm. Positions for participating schools then offered to network. (Ian Wallis from VASSP will be the facilitator. He currently runs these types of programs across the state.) **Short Term Goal(S)** Our short term goal is to lock in a set of dates for the two leadership programs that will commence in term 1 of next year.

Fiso Improvement Initiatives / Participating Schools	Partcipants	Description Of Focus	Short And Long Term Goals
Building Practice Excellence Curriculum Planning and Assessment 1. Cranbourne SC (Lead School) 2. Cranbourne West PS 3. Courtenay Gardens PS FACILITATORS:		**Years 5-8 Numeracy and Literacy Learning Sequences.** Three schools (one secondary and two primary) will work collaboratively to map the Years 5 -8 Numeracy and Literacy curriculum & develop learning sequences with associated assessments. Purpose is to deepen understanding of subject content and accurately identify the learning needs of each student, target teaching and monitor learning growth. Data is shared. An external expert, Esther Weichart will facilitate professional learning sessions and work with the teacher/leader groups PSD students from Monash University may pick this up as a research project in 2017.	**Long Term Goal(S)** • Establish a meeting schedule to share data. • Develop a plan to share mapping protocols and architecture. • Support teachers to implement a skills based approach through the use of maps, instructional rubrics and common assessment tasks. **Short Term Goal(S)** • Facilitate the sharing of data between schools • Establish a data sharing team across the schools. • Schools will present data to each other and apply a Datawise ladder of inference protocols to identify school needs and readiness for further curriculum intervention.
Building Practice Excellence 1. Lyndhurst PS 2. Cranbourne East PS 3. Barton PS 4. Wilandra Rise PS 5. Cranbourne PS 6. Cranbourne West PS 7. SEVR FACILITATOR		**Focus on the Early Years 0-8** Aim/Purpose Build on the Early Years Evaluation (EYE) data initiative to develop a sustainable approach to Years 0-8 learning and development, including successful transitions across key stages in schooling. This will include the development and facilitation of key Partnership with Casey Council and Early Childhood providers.	**Long Term Goal (S)** • Continuity of learning and development approaches between early childhood professional **Short Term Goal (S)** • Early childhood educators attend common professional learning • Agree to network schools mapping, main curriculum 0-8 years old

FISO Groups (Established 2016)

School Fiso Categories 2017

Excellence in Teaching and Learning		Professional Leadership	Positive Climate for Learning		Community Engagement in Learning
Curriculum Planning and Assessment	**Building Practice Excellence**	**Building Leadership terms**	**Empowering students & Building school Pride**	**Setting expectations & promoting inclusion**	**Building Communities**
Cranbourne Carlisle PS Barton PS Devon Meadows Cranbourne East PS Cranbourne East SC	• Cranbourn East SC • Devon Meadows (Reading and Writing) • Barton PS (PLTs & Instructional Model) • Cranbourne East PS (peer observation and feedback) • Cranbourne Carlisle PS (PLC Pilot) • Cranbourne East SC (use of data & instructional model)	Cranbourne South PS (PLC Pilot) Cranbourne East SC Devon Meadows PS Cranbourne East PS Devon Meadows	Cranbourne Carlisle Barton PS Cranbourne East SC		Cranbourne Sth PS
Cranbourne PS Lynbrook PS Clyde PS Marnebek Cranbourne SC Rangebank PS	• Cranbourne PS • Lynbrook PS (Numeracy; Feedback) • Cranbourne West • Cranbourne Park • Cranbourne SC (using evidence and learning sequences to differentiate T&L) • Courtenay Gardens PS (Coaching & Feedback; extending high achievers; ICT use) • Wilandra (Literacy)	• Cranbourne PS (PLC Pilot) • Lynbrook PS (PLC Pilot) • Clyde PS (PLC Pilot) • Cranbourne West PS • Lyndhurst SC (PLC Pilot) • Cranbourne Park PS (PLC Pilot) • Marnebek (PLC Pilot) • Cranbourne SC • Rangebank (PLC Pilot) • Lyndhurst PS (PLC Pilot)	Lyndhurst SC	Wilandra Rise PS	Courtenay Gardens PS

Communities Of Practice Casey South Self Assessment Tool

This tool provides a set of activities that networks perform at increasing levels of maturity, as they evolve into effective communities of practice. Use the tool to inform the ongoing development of your network. Bring the key members of your network together (including your SEIL) to critically examine where your network is currently places, and what you can do to develop it as an effective community of practice. The tool is drawn from recent research into effective collaboration between schools, but is not exhaustive or conclusive – it should be used to guide thinking, rather than be regarded as a recipe for success

	Emerging	Evolving	Embedding	Excelling
Community: How we work together	• We meet regularly as a network. • We are primarily task driven. • We have a schedule of activities planned. • We have a core of members who do most of the work to establish and run the network.	• We agree, document and provide agreed protocols for how we work as a network. • Our membership includes the primary, secondary and specialist schools in our area. • We regularly share knowledge, data and resources. • We are all active members in our network, with over 80% attendance at most meetings. • We welcome new members and have induction protocols to help them join. • We conduct school visits in eachother's schools and provide feedback.	• We have – and use – agreed protocols on how we operate as a community. We review and challenge each other to comply with them. • We are guided by a network plan that is regularly reviewed. • We have agreed systems for peer review that involve sharing data and resources. • Our roles and accountabilities are well-defined and agreed. • We have agreed protocols and metrics by which members hold each other to account. • We share resources according to needs across our network, including human and financial resources. • Membership of our network extends to Assistant Principals and Leading Teachers for priority projects. • It's easy for new members to join and feel like they belong. • We induct new members carefully using our protocols. • We celebrate achievements within our new network. • We regularly participate in classroom visits and provide feedback.	• We have a high level of social capital among the schools in our network that is a foundation for great professional collaboration. • Leadership is distributed, not centralised. • We are capable of practitioners of system leadership. • We actively collaborate with other networks and external agencies such as health and human serices, community organisations, tertiary institutions and private enterprise to improve our professional practice. • Our network helps faster and maintain strong relationships between the different institutions through which students' progress, fron pre-school to tertiary study. • We interact with all relevant resources available within the Department of Education and Training. • Membership of our network extends to all members of staff. • Students have a voice in our decision-making. • We do not rest on our laurels or get comfortable. We continually challenge ourselves to improve.

	Emerging	Evolving	Embedding	Excelling
Professional Practice: How we learn together	• We share experiences about teaching practices during network meetings. • We occasionally reference data. • We provide collegial support.	• We regularly discuss and share teaching practices. • We share information, concepts and strategies based on our practical experiences. • We know about other members' professional practices in the focus areas we have chosen to work on. • We arrange professional development from experts in relevant fields • We reflect on our own practices based on information shared at the network. • We occasionally give and reviev feedback about each other's performance data, with a focus on improving teaching practices. • There is a good balance of formal and informal structure.	• We regularly share our schools' data. • A high level of trust exists between members of the network regarding the information we share. • Reciprocal challenging is firmly established between members. • We take a joint practice development approach, using processes and protocols for observing each other's teaching, reviewing each other's learning materials and providing coaching and mentoring. • We support work shadowing and other forms of direct observation for developing teachers. • Progress towards our network learning goals is monitored regularly, and evaluated annually. • We document and share evidence and review our work in the light of it.	• We hold one another accountable for maintaining our focus, and persists in pursuing our improvement goals despite setback and difficulties. • Reciprocal challenging on specific, evidence-based outcomes is a key feature of our self-improving network and is embedded in all of our development activities. • We have a strong culture of transparecy of result and practice across our network. • Members trust, value and invite critical perspectives. • We partner with other schools in and beyond our network, sharing our best resources where they are most needed. • We maintain ongoing relationships with professional experts in relevant fields.
Professional Knowledge: What we learn together	• We have agreed on the FISO priorities for our network. • We discuss and share good practice, and sometimes arange expert speakers to present at meetings.	• We have clear learning goals for our network that support agreed FISO priorities and a schedule of activites that aims to support them. • Most of our activities address needs shared by all members. • Our activities explicity address improving teaching practices. • We give some attention to identifying and nurturing leadership talent.	• We have a clear and shared focus for improvement in student outcomes. • Our scheduled activities support joint practice development, not just transfer of professional knowledge. • We cultivate multiple dynamic, interlinked relationships across our schools at all levels. • Our members have sufficient data literacy to make the most of our shared data. • We have a clear strategic plan that supports the achievement of our agreed FISO priorities, which is regularly reviewed. • Leadership development is inherent in all professional development. • We do not focus on operational matters.	• We are guided by a long-term vision for improving student outcomes that extends for five or more years. • Our collective moral purpose is shared with our wider networks in our communities, including external agencies such as community organisations and tertiary institutions. • We have common, collective data structure enabling us to share data on all our schools across our entire network and have tools to usefully analyse and communicate the data. • Leadership development is closely tied to practice through mentoring and coaching.

	Emerging	Evolving	Embedding	Excelling
Professional Ethic: Why we learn together	• We value getting together and sharing experiences and ideas for our individual schools.	• Our network has a shared collective moral purpose. • We personally benefit by participating in the network. • The network contributes to our development.	• Our purpose is learning together to improve student outcomes. • We have a strong focus on fostering genuine, mutual partnerships and work hard to overcome competitiveness between individual schools that detracts from collective educational outcomes and well-being.	• A profound sense of collective moral purpose and responsibility for the educational outcomes and well-being of all children in our network informs everything we do – in our individual schools and across the network. • Altruism previals – our high-performing schools collaborate with poorly-performing schools on specific outcomes, inside and beyond our network. • Our network is an important enabler of long-term improvement across our educational system.
Endorsed and Enabled: What helps us learn together	• Our regional and area support teams show an interest in and commitment to our network.	• Participation in the network is supported by our schools. • The network has sufficient access to resources to function well. • Results and achievements of our network are officially recognised.	• We make sufficient time to participate in the network successfully. • Our systens and standards enable easy transfer of records as students move from pre-school to primary, primary to secondary and beyond.	• We are a self-improving school system, a product of our joint practice development, high social capital between members, collective moral purposes and ongoing evaluation and challenge practiced within and between schools. • We support teachers to experience other school settings as part of their career development. • We are resilient and self-sustaining – our network continues to operate successfully, regardless of changes to resourcing.

Bentley, T and Cuzaly, C (2015). The shared work of learning: Lifting educational achievement through collaboration. Mitchell Institute research report No. 03/2015; Farror, Maggie (2015). Learning together. The power of cluster-based school improvement, Centre for Strategic Education Paper 249; Hargreaves, David H (2012). A Self-Improving School System. Toward Maturity National College for School Leadership; Wenger, E, McDermott, R & Synder, W (2002). Cultivating communities of practice. Boston, MA Harvard Business School Press.

SSSO Service Delivery

Service Delivery Model

Casey South Student Support Services Network will use a SSS Network Coordinator to assess, allocate and manage requests for service provision from schools via SOCS.

The SSS Chairperson/Line Manager will provide line management to Student Support Services officers, and support the Executive Chair to manage the coordination and administration of the service. Performance and progression processes will be managed jointly with the SSS Network Coordinator and member(s) of the SSS Executive.

Student Support Services officers will be accommodated at Cranbourne Secondary College while this building remains appropriate and available. The SSS Executive values the co-location of these professionals. Priorities for Service Delivery will be set by the Network Executive Group.

Pre Referral Contact

School	Student Support Services Team Psychologist	Student Support Services Team Speech Pathologist
Clyde Primary		
Courtenay Gardens Primary		
Cranbourne Primary		
Cranbourne West Primary		
Cranbourne East Primary		
Cranbourne South Primary		
Cranbourne Carlisle Primary		
Cranbourne Park Primary		
Devon Meadows Primary		
Lyndhurst Primary		
Lynbrook Primary		
Rangebank Primary		
Lyndhurst Secondary		
Cranbourne Secondary		
Cranbourne East Secondary		
Marnebek School		

Student Support Services Team

The Student Support Services Team within Casey South Network comprises the following staff, currently employed on the indicated time fraction:

Name	Stream	EFT	Base Location
	SSS Co-ordinator Speech Pathologist		Cranbourne Secondary College
	Psychologist		Cranbourne Secondary College
	Psychologist		Cranbourne Secondary College
	Psychologist		Cranbourne Secondary College
	Speech Pathologist		Cranbourne Secondary College returning from family leave term 4 2016.
	Speech Pathologist		Cranbourne Secondary School
	Speech Pathologist		Cranbourne Secondary College contract expires in December 2016
	Social Worker		Cranbourne Secondary School
Total			

*Indicates a substantive ongoing position at this time fraction.

Service Demand

Demand Area	Evidence	Strategies to address demand
Speech and Language Assessments	SOCS Data	• Outsourcing. • Redeployment. • SSS take control of their allocated schools' referrals. • SSS Network Coordinator to monitor.
Intellectual and Achievement Assessments	SOCS Data	• Outsourcing. • Redeployment. • SSS take control of their allocated schools' referrals. • SSS Network Coordinator to monitor.
Support in managing Students with Challenging Behaviours	SOCS Data	• Outsourcing. • Redeployment. • SSS take control of their allocated schools' referrals. • SSS Network Coordinator to monitor.
Preventative Group Programs	SOCS Data	• Outsourcing. • Redeployment. • SSS take control of their allocated schools' referrals. • SSS Network Coordinator to monitor.
Therapy and follow-up after assessments	Assessment results, discussions with teachers and SSS school contact colleagues.	• Outsourcing. • Redeployment. • SSS take control of their allocated schools' referrals. • SSS Network Coordinator to monitor.

Network Priorities

Service Aims

1. For SSS staff to work together with school staff to provide appropriate and timely therapeutic responses to support our children, young people, families and staff during times of acute stress and challenge.

2. For SSS staff to work together with school staff to provide, promote and support sustainable interventions in Network schools which aim to improve and maintain the long term health, wellbeing and learning success of our children and young people. All of our children and young people who are living in Out-of-Home Care arrangements require specific provision as per the 'Out-of-Home Care and Education Commitment' agreement and we will work together with the team around the learner to meet their individual needs.

3. For SSS staff to work together with school staff, children and young people, and families, to support our learners to develop a sense of purpose and belonging within the school community and to feel connected with and supported by staff and peers, as they transition: into school at Prep; from primary to secondary school; when returning to school following a period of prolonged absence; to and from a specialist setting; and when leaving secondary school.

4. For SSS staff to work together with school staff to promote the value and benefits of regular and ongoing school attendance with our children and young people and their families. For SSS staff to work together with school staff, children and young people, their families and external agencies, to support learners' improved attendance through individualized interventions that include short, medium and long term goals and support arrangements

Priorities

Priority	Description	Provided through
Urgent Overriding Priorities		
Priority 1: Critical incidents (SOCS Priority 1)	• Critical Incident Response in conjunction with activation of school or network emergency management plans • Imminent risk of serious injury to students or staff	• Identification of support actions needed via Network Coordinator • Coordination of support at the team level by the Network Coordinator • Individual support to students and/or teachers • Allocation of Individual OHC ENQ referrals to appropriate SSS Team Members
Priority 2: Acute Issues (SOCS Priority 2)	• Acute emotional trauma • Child protection matters • Out-of-home Care Educational Needs Assessment	
Core Priorities – Program Model		
Priority 1: Preventative Work (SOCS Priority 3)	Preventative interventions Challenging behaviour/mental health issues Early/timely interventions to address student engagement (eg school refusal, critical family issues) Assessments for the Program for Student with Disabilities	Individual support to students and teachers Group work with students or teachers Overview at team level to provide strategic supports where indicated and possible Provision of professional learning for teachers to build capacity
Priority 2: Core Business (SOCS Priority 4)	Learning Difficulties Wellbeing issues that impact upon student engagement (eg family issues) Ongoing interventions for PSD students with identified outcomes	
Priority 3: Time Sensitive Assessments (SOCS Priority 5)	Deadline assessments for Program for Student with Disabilities (not Intellectual Disability or Severe Language Disorder with Critical Educational Need categories) Special provision or consideration for VCE Extreme challenging behaviour/mental health issue where student is a significant risk to self or others	

Service Delivery Procedures 2016

Background

SOCS data is the main indicator of our referral needs.

Role Of The SSSO Workforce

The main role of the SSSO workforce is outlined in the Network Plan.

Characteristics

In 2016, each Network school has an allocation of SSS time for Psychology and Speech Pathology. SSS Psychologists and Speech Pathologists are assigned to individual schools within the Network and will work in collaboration with school staff to identify service needs and prioritize referrals within the school. Network Social Worker, Rita Pietrosanto, will continue to work across the Network, responding to priorities for Social Work services as identified through SOCS referrals.

In addition to traditional service delivery such as assessment and individual and group interventions, there will be a focus on SSSOs delivering interventions within one classroom at each school in collaboration with the classroom teacher. This type of Service Delivery will be referred to as 'SSS Classroom Learning Intervention Program'. SSS CLIP aims to effect sustainable changes in behavior within classrooms to improve health, wellbeing and learning outcomes for children and young people. SSS CLIP will achieve this aim by SSSOs: building relationships with classroom teachers through collaborative work; and facilitating the sharing of knowledge and skills to build capacity in both SSSOs and classroom teachers supporting children and young people in schools.

SSS CLIP implementation will begin in Term 2, 2016. Documentation outlining its purpose, role description for SSSOs and reporting, monitoring and reviewing arrangements will be shared with school staff. Regular feedback will be sought from classroom teachers participating in the SSS CLIP to inform the review process and future planning.

Individual Ssso Caseloads

Cases are limited to approximately twenty per SSSO at any one time. SSSOs usually stay with child for 6 – 8 visits over a period of time, at the end of which the case is closed on SOCS. This caseload comprises report writing for each case, assessment/s, follow-up, conferring with families, school staff, welfare meetings, team meetings and emergencies.

All SSSOs need to meet annual PD requirements to stay registered. This is a joint Network/individual responsibility.

Performance And Development

All SSSOs have a performance and development requirement. This is administered by the Region/Line Manager. This varies according to whether the SSSOs are employed under VPS guidelines or ES guidelines.

Role Of The Ssso Executive

Role will be clarified as the transition to the Region is finalized.

Principal Network And Collaboration Website:

www.edugate.eduweb.vic.gov.au

Collaboration Team Site – Principal Network – Casey South

Casey South Network Rasps

Contact	School	Contact Phone	School Phone
	Cranbourne West PS		
	Lyndhurst SC		
	Devon Meadows		
	Cranbourne East SC		

DET Dandenong Regional Office	8765 5600
DET Central Office	9637 2000

Program Co-Ordinator School Agreement (Pcsa)

This agreement is between:

PCS School:	Lynbrook Primary
Funding Entity: Network	Casey South Principals

Cluster Schools:

- Clyde PS
- Courtenay Gardens PS
- Cranbourne Carlisle PS
- Cranbourne East PS
- Cranbourne East SC
- Cranbourne Park PS
- Cranbourne PS
- Cranbourne SC
- Cranbourne South PS
- Cranbourne West PS
- Devon Meadows PS
- Lynbrook PS
- Lyndhurst PS
- Lyndhurst SC
- Marnebek School
- Rangebank PS

1. Agreement Summary

1.1. The PCSA has been established to provide professional development and networking opportunities for Principal Class Officers of schools and colleges in Casey South Network.

1.2. The funding for this PCSA has been provided by the members of the cluster schools and may only be used by the PCS School for the purposes of program.

1.3. PCS is to work in a cooperative manner with the cluster of schools to deliver the program outlined in 1.1.

1.4. This agreement is considered to be Level One of the PCSA Governance Framework and as such is required to be endorsed by the Principals of the cluster schools and their School Council.

1.5. Frequency of meetings – at the executive meetings the PCS Administrator will provide the following reports :
- GL21115 – Sub program account transaction report
- KGLSUB21003 – Annual

2. Description Of Service Provided By The Pcs

2.1. Administrative services associated with the delivery of the program to the cluster of schools including payments to the service provider and other associated costs as outlined above.

2.2. Maintenance of adequate records to support receipts and payments of monies in relation to delivery of the program.

2.3. All payments will be made by the PCS for the program in compliance with the department's policies and procedures.

2.4. The PCS will maintain separate financial records in relation to the program in CASES21 consistent with the requirements outlined in the Program Coordinator School Governance Framework (the PCS Framework).

2.5. The funding requirements for the program will be met by an annual affiliation fee of $ 495 per cluster school Principal and $275 per cluster school Assistant Principal to be generated during term 1 of each calendar year.

2.6. The cluster schools will ensure that any transactions or payments associated with the delivery of the program received at the relevant school will be provided to the PCS on a timely basis.

2.7. The cluster schools will ensure that all funds related to the program will be provided to the PCS for central management if received separately.

3. Responsibilities Of The Cluster Schools

3.1. The cluster schools will ensure that any transactions or payments associated with the delivery of the program received at the relevant school will be provided to the PCS on a timely basis.

3.2. The cluster schools will ensure that all funds related to the program will be provided to the PCS for central management if received separately.

4. Financial Accountability

4.1. The PCS will comply with the financial accountability requirements consistent with the department's financial policies and procedures and will be subject to the school audit process. The executive has financial oversight of the network funds

4.2. The PCS will ensure all financial transactions associated with the program will be recorded separately in the school's CASES21 and operating statements will be available from CASES21 as required for formal reporting.

4.3. The monies will be acquitted through a financial report at the end of the agreement period and this report will be provided to all parties to the agreement.

5. Taxation Compliance

5.1. The PCS must ensure that all taxation requirements have been met in the administration of the PCS.

5.2. GST and FBT must be accounted for in accordance with the Department's taxation requirements and all supporting documentation must be maintained by the PCS for all taxation transactions

6. Reporting Requirements

6.1. The PCS must comply with reporting requirements and ensure that all parties to the agreements are in receipt of the reports within the agreed time frame.

6.2. A sub program report (KGLSUB21003) and transaction history (GL21115) will be presented at the Casey South Annual General Meeting to be held in Term 4.

7. Variation And Termination

7.1. Non-compliance with the PCSA may result in the funding being withdrawn from the PCS and the agreement being terminated.

7.2. The agreement may be terminated at any time by agreement between the cluster of schools.

7.3. Any variations to the agreement must be approved by all parties at the completion of the program. The timeline for acquittal will be one month following completion of the program.

7.4. On the transfer of the PCS to another PCS, the former PCS will hand over all records in its possession to the new PCS. The balance held in the Official bank account will be transferred to the new PCS at the same time.

7.5. The final acquittal for the program will be completed one month following completion of all program activities. The acquittal will include the following information:

7.6. Final financial position for the program, this will be derived from the PCS CASES21 and will be endorsed by the principal and the school council from the PCS.

8. Period Of Agreement

8.1. This agreement formalises the arrangements that are already in place.

8.2. The agreement will be deemed to be ongoing.

8.3. Termination will be by agreement with the cluster schools.

8.4. Withdrawal by a cluster school member will be made in writing to the PCS. The affiliation fee will not be refunded in the year of withdrawal.

8.5. On termination funds will be distributed equally between the parties to this agreement.

8.6. Approval And Signature

Approvers	Name	Signature	Date
Principal **School:**			
School Council President **School:**			
Principal **Lynbrook Ps**			
School Council President **Lynbrook Ps**			

Appendix: E
Wellington Network 2017 Annual Work Plan

Contents

Wellington Network

Our Purpose

Our purpose is to provide collegiate support to each other, to ensure we continually challenge and improve ourselves as leaders, and to share knowledge and best practice amongst between our schools. Our purpose is underpinned by a common moral imperative to provide the best educational opportunities for all students collectively across the Wellington Network.

Why We Meet Together

Our purpose is underpinned by the following elements, which define our meetings and collaborative work.

- Networking and collegiate support.
- Shared knowledge, resources and practice on common initiatives.
- Leadership development PD, including common understanding of highly effective schools.
- Communication with the department, including information for schools and feedback to the Department.
- To actively promote and celebrate the achievements of our schools.
- To support each other in the implementation of the Education State reform agenda.

Key Initiatives

Our key initiatives that are common across all schools within the network are:

- **Education State, SEVR and Outer Gippsland Area improvement initiatives.**
- **Improved Teaching and Learning**: Developing students as resilient, confident, independent learners ready to take on a lifetime of change.
- **SW Positive Behaviour Support**: A consistent, inclusive approach to behaviour which underpins the positive culture of our schools, and paves the way for powerful learning environments.
- **FISO Network Group Initiatives**: All schools will be part of a FISO (Framework for Improving Student Outcomes) Group, as per the Education State agenda. These will be determined by identified commonalities in school strategic plans, and coordination of groups will be supported by the Senior Education Improvement Leader.

Network Structure

The Wellington Network consists of 26 schools, including 21 primary schools, 3 secondary schools and 1 specialist school. Collectively, the network is responsible for 4449 students across the Wellington LGA.

The network is led by an improvement team, known as the Wellington Network Improvement Team. The team is supported by two sub-committees, the SWPBS Steering Committee, and the Improved Learning at Wellington (IL@W) group.

Wellington Network Improvement Team (WNIT)

The Wellington Network will elect one of its number to Chair the Group, with a two year tenure.

- The Wellington Network Improvement Team will comprise eight members drawn from the following categories:
  - Maffra Cluster (Secondary and Primary representative)
  - Sale Cluster (Secondary and Primary representative)
  - Yarram Cluster (Secondary and Primary representative)
  - Rural Cluster (Primary Representative)
  - Specialist School representative (1 member)
  - Executive Chair (from any school type)
  - SSS Coordinator (ex officio)

- Principal class officers from schools within the network may be nominated for election.

- Nominations for election will close in February. WNIT membership cycle commences from March each year. The primary principal positions are held for one year; all other positions consist of a two year term. This model is to ensure continuity within the membership.

SWPBS Steering committee

Draft – add description of SWPBS committee terms of reference.

Improved learning at Wellington (Il@W)

The Improved Learning at Wellington steering committee has the following terms of reference:

1. Official Committee Title:

Improved Learning at Wellington (IL@W) Steering Committee, also referred hereafter in this document as "the committee".

2. Group Composition:

The committee will comprise of 6 to 10 members. All members must be employed by the Department of Education and Training, and based in one of the Wellington Network schools. Members must be a teacher and/or principal class officer as per the Education and Training Reform Act 2006.

3. Appointment to the Committee:

Position on the committee will be determined via expression of interest to the Network Chair. Expressions of interest shall be in written form, not exceeding one page, or shorter at the discretion of the Network Chair. For members other than principal members, approval shall be sought from the members' respective principal, with an understanding of the commitment involved.

4. Term of Service:

All positions shall hold a one year tenure, with a rollover to a subsequent year at the discretion of the Network Chair, should the member be willing. Members shall hold a position for no more than three consecutive years before the position is re-advertised to the Network. Upon re-advertisement, the previous member may reapply and may be reappointed in a merit based process as outlined in item 3 above.

5. Scope of Commitment:

Members commit to attending a monthly meeting located within the Wellington Network of not less than one hour, but greater as deemed appropriate by the committee.

The committee is responsible for planning and delivering a one hour professional development session to network principals at a monthly principals meeting.

Delivery of the session will not require the attendance of all members of the steering committee, and it is at the discretion of the committee as to who and how many are engaged in this commitment, which may vary from month to month.

6. Remuneration

Appointment to the committee is an unpaid position, such that no remuneration shall be provided to any member for services rendered or expertise given in relation to their duties as a committee member. This item is not withstanding the fact that all members receive a salary in accordance with their employment with the Department of Education and Training.

It is intended however that committee members receive professional gain through the acquisition of educational knowledge and leadership skills in the course of their duties.

7. Intellectual Property

Any property created through this course of this work, including but not limited to school resources, lesson plans, staff activities, posters or visual artefacts, instructional models, assessment or evaluation tools, remains property of the Wellington Network. Furthermore, subject to appropriateness and quality control, all resources shall be made freely available to all schools within the Wellington Network.

Where conflict arises between this item and any such item described by the Department of Education and Training in relation to intellectual property, the latter shall prevail.

8. Governance and Reporting

The committee will report directly to the Network Board on a monthly basis via minutes of their weekly meeting, or verbally should a committee member also hold a place on the board.

9. Scope of Work

The committee will be responsible for driving a common teaching and learning agenda across the Wellington Network, so called "Challenging Learning". This is outlined in three broad aims:

- To be the lead learners of Challenging Learning, through engagement with research and evidence on a global scale.

- To build on and develop a school improvement model (the "Challenging Learning Model") as a guide and resource tool for network schools.

- To explore and implement effective methods for evaluation of Challenging Learning at a network level, and to assist schools with self-evaluation through effective tools or assessment mechanisms.
- To prepare and deliver a one hour professional development session for network principals once a month at **network meetings.**

10. Resourcing and Budget

Separate funds do not exist for the committee, and the committee is not responsible for budgetary management. The committee may however, make submission to the Network Executive Group, via the Network Chair, for expenditure items relevant to the scope of this work and in line with network priorities. Expenditure requests will be brought before the Executive Group for consideration.

Network Meetings

Network meetings occur twice a term, in week 3 and week 7. Meetings are held on a Tuesday from 9am to 4pm, at the Laurels Function Centre in Sale.

Financial affiliation

Each school makes a payment to support the administrative functions and logistics of the network meetings. The fee for 2017 is set at $400 per principal class officer.

Communities Of Practice

The Wellington Network adopts a Communities of Practice (CoP) approach. The network self-assesses on a termly basis regarding performance against the CoP Matrix, setting goals and reviewing progress.

FISO Groups

A key element of each network agenda is the collaborative inquiry through Framework for Improving Student Outcomes (FISO) groups.

Network schools are organized into the following groups based on strategic plan priorities:

FISO Group	Schools Involved
Guthridge, 545, Maffra, Boisdale, Woodside, Cobains, Bundalaguah	Improve student learning outcomes in writing via a consistent whole school approach
Seaspray, Airly, Cowwarr	Building practice excellence with a focus on a systematic synthetic phonics program to improve reading & spelling.
Maffra SC, Sale College, Yarram SC	Articulate what "Challenging Learning" is and how it is embedded in your teaching practice.
Stratford, Longford, Heyfield, Loch Sport, Devon Nth	Increased student self-motivation and learning resilience leading to increased engagement in their learning (Challenging Learning)
Wurruk, Alberton, Araluen, Briagolong, Yarram, Nambrok/Denison, Rosedale	Have an Instructional Model in place by the end of 2016.

Network Protocols

Network Meeting Protocols

To be added.

Induction Of New Members

To be added.

Data Sharing Protocols

1. Introduction and Rationale

Victoria's Education State agenda and Learning Places Network Model is founded on an understanding that by increasing authority and responsibility at the network level, school improvement efforts will be enhanced through greater collaborative planning, the sharing of knowledge and expertise, and more effective resourcing.

We know that effective networks:

- Draw on the expertise that resides within each network school and external to the network to improve student outcomes,

- Realise the benefits of collaborative endeavour and joint problem solving within and across all networks,

- Reach agreement about the most effective use of the human, financial and knowledge resources made available by all levels of the system,

- Continually adapt and respond to emerging local issues, the performance expectations of the system and of the state and federal government,

- Have a high degree of alignment around the purpose, expectations and accountability that enables them to address the differential needs of every student and school in the network,

- Use evidence to identify priorities and establish improvement plans that will provide all students with access to an excellent education, and

- Make public their current performance and goals for the future.

The sharing of data aligns strongly with the networks shared moral purpose on the desire to improve student outcomes for all children, regardless of school site, student's postcode or family background.

2. Purpose

The sharing of data between schools, and indeed across a network of schools, enables collaboration and shared expertise at a greater level. Schools can readily identify other schools performing well in areas relevant to them, and seek to learning from existing practice within the local context.

The sole purpose of sharing data within the Wellington Network is to collectively improve student outcomes across all schools.

3. Scope

- Data sharing in this context refers all school level data, including but not limited to:

- DET School Summary Report

- DET Supplementary (Panorama) Report

- Attendance data

- NAPLAN data

- Attitudes to School Survey data

- School Climate (Staff Opinion) Survey data

- On Track and Destination data

- Suspension and Expulsion data

- VCE Results data (subject to VCAA and VTAC confidentiality guidelines)

- Local testing, including On Demand, Online Interviews, etc.

Data sharing in this context shall be limited to the following DET staff:

- Principals and Assistant Principals, Wellington Network

- Senior Education Improvement Leaders, Outer Gippsland

- Education Improvement Leaders, Outer Gippsland

- Area Executive Director, Outer Gippsland

- Student Support Services staff, Wellington Network

4. Principles of Data Sharing

- We adhere to the conditions set out in this agreement, and treat all data with confidentiality beyond those individuals and roles covered in this agreement.

- We consider all data with a Growth Mindset; the lens of how to improve our collective data rather than proving our current ability to others, or each other.

- We are non-judgmental of others, and provide feedback with positive intent.

- We consider all data in context, and consider trends over time rather than isolated results.

- We look at our performance from a range of perspectives and using a range of data sets to understand any particular student outcome area. We always consider contextual circumstances alongside our data – without context, we can never have a complete picture of our performance.

- Data quality is paramount. At all times, we ensure we are using valid and reliable information, working within our schools to promote data quality and high standards of collection.

- We take collective ownership of our school and network data. We maintain high expectations and do not excuse away data, rather exploring all possible avenues for improvement.

5. Grievances

In the event an individual or school are concerned that practices have occurred which are outside of the scope of this agreement, the individual or school are advised to inform the Network Chair and Senior Education Improvement Leader.

6. Review

This agreement will be reviewed on a two yearly basis, aligned with the election of the Network Chair.

Communities of Practice

Appendix: F
Wellington Network 2018 Plan on a Page Draft

Wellington network, OGA, SEVR

OUR PURPOSE

Our purpose is to provide collegiate support to each other, to ensure we continually challenge and improve ourselves as leaders, and to share knowledge and best practice amongst and between our schools.

Our purpose is underpinned by a common moral imperative to provide the best educational opportunities for all students collectively across the Wellington Network.

MEETING DESIGN

Session	Item
Intro (15 minute)	Update/Overview
Student Outcomes (1hr)	READING • Literacy Stategy • Improvement Cycle
Communities of Practice (1hr)	FISO Groups • 4-5 Groups aligned by SSP Priorities
Morning Tea (30 min)	Collegiate Time
Practice Elements OR Strategic Elements (Rotation – 45 min)	Shared practice of high impact stategic, with consideration of your school context, AIP...
Leadership & School Improvement (1hr)	ESSENTIAL ELEMENTS • Unpacking elements • Sharing Practice & Resources
Lunch (45 min)	Collegiate Time
Leadership & School Improvement (45 mins)	ESSENTIAL ELEMENTS
Optional PD (3pm to 4pm)	As requested

THE EDUCATION STATE

LEARNING FOR LIFE
Excellence in Reading, Numeracy, Science, Arts.
Critical & Creative Thinking

HAPPY, HEALTHY & RESILIENT KIDS
Resilience
Physical Activity

BREAKING THE LINK
Retention in Education
Closing the disadvantage gap

PRIDE & CONFIDENCE
Excellence and Equity in Every School

OUTER GIPPSLAND AREA

ABSENTEEISM
Reduce Chronic Absenteeism by 10%

READING & NUMERACY
Increase proportion of students achieving high growth in Literacy and Numeracy by 5%

SCHOOL LEAVERS
Reduce the number of early school leavers by 5%

WELLINGTON NETWORK

Student Outcomes: READING

Leadership: ESSENTIAL ELEMENTS

Communities of Practice: FISO Groups

Practice Elements
PBS, CL, HITS

Strategic Elements
SSP, AIP, PDP

IMPROVEMENT CYCLE

Evaluate and diagnose → Prioritise and set goals → Develop and plan → Implement and monitor

Communities of Practice

Appendix: G
Yarra Valley Network 2017 Handbook

Contents

Network Schools

A Santuary for Learning

Small Schools are Great Schools

Warburton Primary School
Be Proud of Your Local School

Caring and Excellence

Launch into Learning

Wesburn Primary School

Growing and Learning Together

Small School, Big Learning

Striving for Excellence

Yarra Valley Network Principals

School	Principal/Assistant Principal	Email
Regional Director		
Out East Area Manager		
S.E.I.L.		
Badger Creek P.S		
Chum Creek P.S.		
Dixons Creek P.S.		
Don Valley P.S.		
Gladysdale P.S.		
Gruyere P.S.		
Healesville H.S.		
Healesville P.S.		
Hoddles Creek P.S.		

School	Principal/Assistant Principal	Email
Launching Place P.S.		
Millwarra P.S.		
Seville P.S.		
Silvan P.S.		
Toolangi P.S.		
Upper Yarra S.C.		
Warburton P.S.		
Wesburn P.S.		
Woori Yallock P.S.		
Yarra Junction P.S.		
Yering P.S.		

School Contact Detail

School No.	School Name	Contact Details	
3309	Badger Creek Primary School	**Physical** **Postal** **Phone** **Fax** **Email**	
3279	Chum Creek Primary School	**Physical** **Postal** **Phone** **Fax** **Email**	
1585	Dixons Creek Primary School	**Physical** **Postal** **Phone** **Fax** **Email**	
3956	Don Valley Primary School	**Physical** **Postal** **Phone** **Fax** **Email**	
3982	Gladysdale Primary School	**Physical** **Postal** **Phone** **Fax** **Email**	
2956	Gruyere Primary School	**Physical** **Postal** **Phone** **Fax** **Email**	

School No.	School Name	Contact Details	
7900	Healesville High School	**Physical**	
		Postal	
		Phone	
		Fax	
		Email	
849	Healesville Primary School	**Physical**	
		Postal	
		Phone	
		Fax	
		Email	
2541	Hoddles Creek Primary School	**Physical**	
		Postal	
		Phone	
		Fax	
		Email	
2599	Launching Place Primary School	**Physical**	
		Postal	
		Phone	
		Fax	
		Email	
5441	Millwarra Primary School	**Physical**	
		Postal	
		Phone	
		Fax	
		Email	
2820	Seville Primary School	**Physical**	
		Postal	
		Phone	
		Fax	
		Email	

School No.	School Name	Contact Details		
1801	Silvan Primary School	**Physical**		
		Postal		
		Phone		
		Fax		
		Email		
3237	Toolangi Primary School	**Physical**		
		Postal		
		Phone		
		Fax		
		Email		
8410	Upper Yarra Secondary College	**Physical**		
		Postal		
		Phone		
		Fax		
		Email		
1485	Warburton Primary School	**Physical**		
		Postal		
		Phone		
		Fax		
		Email		
3466	Wesburn Primary School	**Physical**		
		Postal		
		Phone		
		Fax		
		Email		
1259	Woori Yallock Primary School	**Physical**		
		Postal		
		Phone		
		Fax		
		Email		

School No.	School Name	Contact Details	
3216	Yarra Junction Primary School	**Physical** **Postal** **Phone** **Fax** **Email**	
1034	Yering Primary School	**Physical** **Postal** **Phone** **Email**	

2017 Executive Members

Senior Education Improvement Leader:	Phillip White
Network Chair:	Anne Stenhouse
Executive Members:	Lesley Gunther, Cameron Heath, Narelle Messerle, Scott Tully

Role Of The Network

- Roles of the Network Executive:
    - To develop an effective community of practice
    - To foster collaboration
    - To provide professional learning (beyond what might be covered in F.I.S.O. groups)
    - To establish transition protocols and processes that ensure smooth and successful transition from early childhood through to secondary school and beyond
    - To remove obstacles to the network's successful delivery, adoption and use of key educational initiatives
    - To maintain at all times the focus of the network goals
    - To use data to identify and set goals for the network
- Roles of the Network Members:
    - To attend all scheduled Network meetings
    - To champion the Network within and outside of work areas
    - To share all communications and information across all Network members
    - To make timely decisions and take action so as to not hold up a project/goal
    - To attend all meetings and, if necessary, nominate a proxy
    - To be a collegiate group, providing support to each other as needed
    - To apologise to the Network Chair when unable to attend meetings
- Members of the Network Executive expect:
    - That each member will be provided with complete, accurate and meaningful information in a timely manner
    - To be given reasonable time to make key decisions
    - To be alerted to potential risks and issues that could impact on successful completion of our goals
    - Open and honest discussions

Collective Moral Purpose

We strive to achieve the best outcomes for all students within the Yarra Valley Network by:

• making a commitment to work collaboratively and collectively across all network schools

• Continually improving teaching and learning practices through a research and evidence-based approach

• Sharing resources – expertise, curriculum days, professional learning, etc.

Protocols

As a network we agree and follow these protocols:

• We welcome and respect each other's opinions and views

• We all contribute to discussion

• We maintain confidentiality at all times

• We regularly share knowledge, data and resources to improve student outcomes

• We are welcoming to all new principals to our network

• We sit with different people at each network meeting

• We support principals in difficult times and care for their welfare

• We ensure all voices are heard

• We are all active members in our network with 90% or above attendance at network meetings

• Our membership includes both primary and secondary schools

• Network schools make an annual financial contribution of $200 to the work of the network

• We will review and challenge each other to comply with these protocols

2017 Calendar

Term 1:

Thursday February 9:	Executive Meeting
Thursday February 23, 8.30am:	Network Meeting (ANZUK – Nigel to sponsor)
Friday March 3:	Network Chair Forum
Thursday March 9:	Area Principal Forum/ Network Meeting

Term 2:

Thursday April 20, 1.30pm:	Executive Meeting
Wednesday May 3:	Network Chair Forum
Thursday May 25:	Network Meeting
Thursday June 8, 1.30pm:	Executive Meeting
June 19 & 20:	Two Day Regional Principal Conference

Term 3:

Wednesday July 26:	Network Chair Forum
Thursday August 3, 1.30pm:	Network Meeting
Thursday August 24:	Area Principal Forum/ Network Meeting

Term 4:

Thursday October 12, 1.30pm:	Executive Meeting
Thursday October 19, 8.30am:	Network Meeting
Wednesday October 25:	Network Chair Forum
Thursday November 16:	Area Principal Forum/ Network Meeting
Thursday December 7, 1.00pm:	Network Inspire Presentation/Christmas Break Up

Please note: *Yarra Valley Network Meetings occur in the morning terms 1 and 2 due to the high risk of bushfires impacting many of our network schools. These generally start later in the day when we should all be back at our schools.*

Principal Induction Process

- Network Chair will visit to welcome new principal and present Network Handbook

- A mentor (chosen by SEIL) will be provided, keeping in mind your setting. Mentor and new principal to timetable regular meetings.

- Informal contact (e.g. telephone) from network principals to welcome to Yarra Valley Network

- Welcome in Network Agenda and Minutes

- Opportunities will be provided to identify and connect with principals of similar sized schools where necessary

- A Roles and Responsibilities Manual will be established and will include details of relevant professional learning. (This will include Schedule B.)

- Contacts will be provided:

  – Region, DET sites, and support for specific processes (e.g. Emergency Management Plans, Expulsions, Conduct & Ethics, ICT, Underperformance, Work Cover, School Council issues, etc.)

  – Local Support Services (e.g. Anglicare, State Schools Relief, etc.)

2017 FISO Groups

Schools	F.I.S.O.
Upper Yarra Secondary College (Bayswater Secondary College)	**Whole School Approach to Literacy (Secondary)**
Healesville Primary School Healesville High School (**The Patch Primary School** Boronia K – 12 Cockatoo Primary School Menzies Creek Primary School)	**Assessment Data Literacy to Inform Practice**
Dixons Creek Primary School Chum Creek Primary School Toolangi Primary School Yering Primary School	**Respectful Relationships** **Improving Numeracy**
Launching Place Primary School Wesburn Primary School Don Valley Primary School Gruyere Primary School Millwarra Primary School	**Building Teacher Capacity: Writing and Spelling**
Hoddles Creek Primary School (Lilydale West Primary School Mooroolbark East Primary School Wandin North Primary School Yarra Glen Primary School Wandin Yallock Primary School Rolling Hills Primary School Upper Ferntree Gully Primary School Upwey South Primary School	**Building Teacher Capacity: Numeracy**

Schools	F.I.S.O.
Badger Creek Primary School (**Tecoma Primary School** Monbulk Primary School Ferny Creek Primary School Sassafras Primary School Upwey Primary School Macclesfield Primary School)	**Building Teacher Capacity: Numeracy**
Warburton Primary School Gladysdale Primary School Seville Primary School (Lilydale Primary School)	**Building Teacher Capacity: Numeracy**
Yarra Junction Primary School (**Wantirna Primary School** Bayswater Primary School Billanook Primary School Boronia Heights Primary School The Basin Primary School Kent Park Primary School Kilsyth Primary School Dorset Primary School)	**Building Teacher Capacity: Writing**
Silvan Primary School (**Mt Dandenong Primary School** Olinda Primary School Kallista Primary School Belgrave South Primary School Selby Primary School Gembrook Primary School)	**Building Teacher Capacity: Writing**
Woori Yallock Primary School (**Birmingham Primary School** Lilydale Primary School Ringwood North Primary School Warranwood Primary School)	**Building Teacher Capacity: Numeracy**

Transition Protocols

Transfer of Students Protocols

When a school is contacted by a parent considering transferring their child to our school we agree to:

- Be mindful of the Privacy Act requirements

- Ascertain the name of the school that they wish to leave

- Ask if they have spoken to the principal in the school about their concern. If not, request that they do so.

- The principal will inform the parent that a valued enrolment protocol exists between neighbouring schools and that, as Principal, you will contact the child's current school re the visit/enquiry

- During the interview, take care not to make comment on the school from which the children are considering leaving

- Inform the parent that, in many cases, certain behavioural traits may not disappear with a change of school

- Advise parents that, after discussions with the principal of the current school, if they wish to proceed with the transfer, to notify their current school administration immediately so that a smooth transfer can take place

- Inform parents of the process whereby following a transfer, student records are to be sent on to the new school

- Officially, it is the parent's right to transfer their child to another school only on the first day of Semester one and two. The Principal has the discretion to accept transfers at any other time of the year

- Children moving into the school's neighbourhood area are entitled to be enrolled at any time.

- Abide by DET/NEVR guidelines regarding student transfers and expulsion of students. (Refer to Schools Reference Guide)

Pre-School – Prep Transition Protocols

Transition aims to improve the experiences of starting school by enhancing the development of delivery of transition programs. It also aims to improve the sharing of information between children, families and early childhood educators.

Successful Transition Strategies for Primary and Secondary Schools on the Department of Education and Training site provide a wealth of information and resources to support transition (including the Middle Years Typology of Successful Transition Strategies).

Objective:

Yarra Valley schools work collaboratively to support children to have a positive and enjoyable start to their school life.

- For primary schools and early childhood services in the Yarra Valley Network to plan together as professionals to ensure the smooth transition of our children from pre-school to school.

- Schools will establish key transition activities with an agreed timeline

- Protocols for advertising in local early years services: - schools may leave literature/support transition (e.g. transition dates and programmes, special events such as open nights, playgroups, storytelling activities, etc.) at early childhood services.

- Yarra Valley schools will promote enrolment in neighbourhood government schools.

Marketing/Advertising Related To Prep Transition:

- Parents have the right to accurate and reliable information.

- Schools provide comprehensive information to promote their strengths, features, program and facilities. Comparisons will not be made with other schools.

- Yarra Valley government schools will submit a double page collective advertisement and editorial promoting all government schools in the local media during Education Week.

- Transition dates for schools in the Upper Yarra will be included in the Upper Yarra Transition Calendar, to be distributed through all early childhood services in the area

- School promotional material may only be letter dropped in the local neighbourhood of the school.

Protocols Of Advertising In Local Early Years Services:

- Schools may leave literature/support for transition (e.g. transition dates and programmes, special events such as open nights, playgroups, storytelling activities, etc.) at early childhood services.

- Schools should provide the appropriate number of copies as early childhood services cannot print multiple copies from emails.

- Individual schools will not promote themselves by distributing their promotional packages to early childhood services.

- Schools may organise information sessions at their own school and invite prospective parents from early childhood education and care settings such as preschools and long day care centres.

Pre-School Transition Activities:

- Parent information sessions may be offered when schools deem appropriate.

- Individual schools may provide activities, visits to and from, with their local early years services from term 2.

- Transition sessions will be held from the beginning of term 3.

- Parent concerns regarding the child's school readiness to be referred to the school, in consultation with the early childhood service.

- Schools and early years services will plan together to ensure smooth transition. Representatives of each centre should meet regularly to plan for transition.

- Orientation Day will only be on the DET designated day in early December.

- Transition Statements from early childhood services will be sent or handed to relevant schools by December 1 each year.

Primary – Secondary Transition Protocols

The transition 6-7 process will follow current DET/NEV Region practices and guidelines.

These resources are available from:

DET schools of the future reference guide http://www.education.vic.gov.au/management/governance/spag/

participation/transition/default.htm

Objective:

Yarra Valley schools work collaboratively to support children to have a positive and enjoyable start to their secondary school life.

- For primary and secondary schools in the Yarra Valley area to plan together as professionals to ensure the smooth transition of children from primary to secondary school.

- Schools will establish key transition activities with an agreed timeline.

- The NEV Region enrolment period and procedures will be established prior to each year.

- Yarra Valley primary schools will support and promote their local government secondary schools to prospective parents.

Marketing/Advertising Related To Primary – Secondary Transition:

- Parents have the right to accurate and reliable information.

- Schools provide comprehensive information to promote their strengths, features, program and facilities and will not use another school's data and information for direct comparison.

- Yarra Valley government schools will submit a collective advertisement and editorial promoting all government schools in the local media during Education Week.

Protocols Of Advertising In Local Primary Schools:

- Protocols for advertising in local primary schools:

    – - Government secondary schools can provide transition information to primary schools within their school neighbourhood.

    – - Schools may organize information sessions at their own school and invite primary school parents from any primary school, starting term 2.

    – - Representatives of each centre should meet regularly to plan for transition.

Orientation Days:

- As part of the transition from Year 6 to Year 7, students in government schools participate in an orientation day.

- All government schools hold this day on the same day (early December each year) and this may include a school tour, meeting fellow students and teachers, and taking part in lessons and activities.

- In some special cases, such as alternative settings, the orientation day may vary from the DET date.

- Secondary schools also hold an information session for new parents at this time.

Year 6 – 7 Transition Data Sharing:

Network schools will share relevant student data as part of the year 6-7 transition process.

- student achievement

- NAPLAN student data at year 3 and 5

- student social / emotional / wellbeing

- Transition Form - stating relevant information, e.g. P.S.D., guidance, speech, etc. describing student

  social emotional characteristics and needs.

Year 6 – 7 Transition Resources

School Policy + Advisory Guide http://www.education.vic.gov.au/management/governance/spag/default.htm

Welcome to Secondary School – A Parent's Guide to Government Secondary Schools

www.education.vic.gov.au

Appendix: H
Wellington Network Meeting Agenda

Wellington Network Meeting

Meeting Agenda

Date:	Tuesday October 31 2017
Time:	9:00am – 3.30pm
Location:	Avon Ridge Winery, Stratford Maffra Road

Attendees:	Wellington SEIL, Wellington SSSO, EILs, Principals and Assist ant Principals.
Apologies:	

Time	Items	Notes
8.30am	**Arrival period** – Tea and coffee	
9.00am	**Welcome**	
9.15am	**Term 4 Strategy, Performance Reports**	A look at a strategy to manage term 4, the performance reports and EBA etc **Please bring your performance report which is on the school performance report site**
10.00am	**AIP**	Time with you challenge partner looking at 2017 AIP progress and mapping work into 2018. **Please bring you mind-year 2017 AIP**
11.00am	**Morning Tea**	
11.30am	**FISO Collaborative Groups** – All	Ongoing work
12.30pm	**Assessment**	Following on form the last two sessions we will continue to look at assessment
1.00pm	**Lunch & collegiate time**	
2.00pm	**Assessment continued**	
3.30pm	**VAGO** – TBC	A possible session from VAGO seeking feedback on school council governance.

Communities
of Practice

Appendix: I
Wellington Network Improvement (WNIT) Agenda

VICTORIA
State
Government

Education
and Training

bastow

Wellington Network Improvement Team

Date:	Tuesday, 28th August, 2017
Time:	8.30am – 10.30pm
Location:	Sales DET Office

Attendees:	Adam Hogan (Chair), Craig Felstead (SEIL), Alison Clark (AED), Brendan Staple, Brett Pedlow, Matt Currie, Joel Fraser, Malissa Nicol, Rosie Roberts, Shelagh Donegan, Dawn Luscombe.
Apologies:	

No.	Items	Minutes/Discussion	Actions - who, what, when.
1	Welcome		
2	Finance Reports		
3	Sub-Commitee Reports • SWPBS Steering • Challenging Learning Steering		

No.	Items	Minutes/Discussion	Actions - who, what, when.
4	Linking Network to Area to Ed State		
5	Outer Gippsland Prin. Forum Feedback		
6	Principal Well – DET Initiative		
7	Next Network Meeting		
8	Any Other Items		

Communities of Practice

Appendix: J
Northern Goulburn Newsletter

Contents

Network News!

Term 4 Network Meeting!

The Executive group have been hard at work, planning for the Term 4 Network Meeting on **Thursday, 26th October**. The job was made considerably easier by the high response rate to the term 3 feedback survey. Results of the survey can be seen at the end of the newsletter. The Term 4 agenda is starting to take shape and will adhere to our Network PD Plan that was developed at the beginning of the year.

Some items that we believe will feature include a EBA presentation from Brian Wheeler. This will give the definitive view from the department and allow us to catch up on the latest initiatives being used to implement the agreement.

We will see spot run! SPOT is the Strategic Plan Online Tool. We hope to be able to have an opportunity to use some of the functionality and perhaps make a start on our 2018 AIP.

We are planning on having a member of our multi disciplinary team present on the complaints process and how we can utilize it in the most productive manner.

Network Meeting Dates

Area Meeting — Thursday, 2nd March

Network Meeting — Thursday, 23rd March

Regional Conference — Monday & Tuesday, 19-20th June

Network Meeting — Thursday, 3rd August

Area Meeting — Thursday, 17th August

Network Meeting — Thursday, 26 October

Area Meeting — Thursday, 9th November

Disclaimer—The Strategic Plan

Online Tool is not funny in anyway and does not have voice activation capability. Asking SPOT to run may leave you looking silly.

Run, Spot.
Run, run, run.
Oh, oh, oh.
Funny, funny Spot.

Vic Curric!

Please be aware the VCAA have **NEW** professional learning sessions available to support the ongoing implementation of the Victorian Curriculum. During Term Four VCAA is offering schools the opportunity to work with a Specialist Teacher to investigate the Victorian Curriculum, develop units of work and unpack assessment. **These sessions are FREE and available to ALL Victorian schools.** Sessions are offered as online and face-to-face workshops for primary and secondary teachers, and they can be scheduled in response to requests from networks or clusters of schools.

To see what's available and register please follow the following link: http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccur-proflearn-specialists.aspx

What makes your job easier?

A popular component of our professional learning plan is hearing from principals and school staff about things they do that have high impact or make their jobs easier. If there is something happening in your school that others may benefit from, let one of the Executive Team know and we can organise for you to share with the group.

This does not have to be ground-breaking stuff. If it makes what you do more effective, then others would probably like to hear about it. It may take 30 seconds to explain or 90 minutes. If a colleague has told you something that they do in an informal conversation and you think it's a winner, then dob them in! I absolutely love hearing about things that work and that I can implement, don't you?
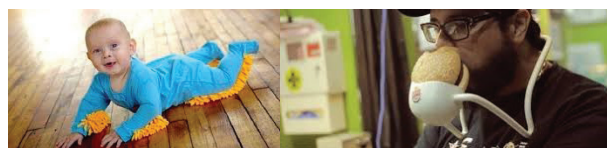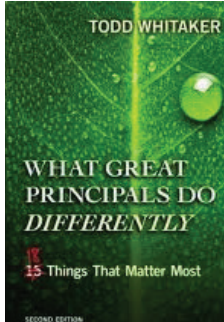
Non – educational examples of genius ideas to make life easier!

Professional Reading

What Great Principals Do Differently by Todd Whitaker is a very helpful and very easy to read book. Here is an extract:

Trauma Informed Practice

The following extract is the first paragraph from the document Making Space for Learning. https://www.theactgroup.com.au/documents/makingspaceforlearningtraumainsschools.pdf)

Experiences of elevated, prolonged stress or trauma rock the very core of children and young people. In these circumstances, children are overwhelmed with the internal reactions that race through their brains and bodies.They do anything to survive, not because they want to but because they need to. They shut down their feelings. They push away memories of pain. They stop relying on relationships around them to protect them. They stop trusting and believing in others. There is some confronting material, as the first paragraph would suggest, but it is very relevant in the schools that we teach in.
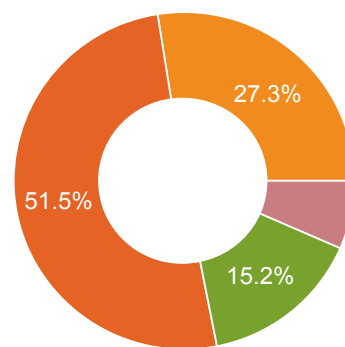
Term 3 Meeting Feedback

The Shepparton Education Plan consultation session was useful for me

33 Responses
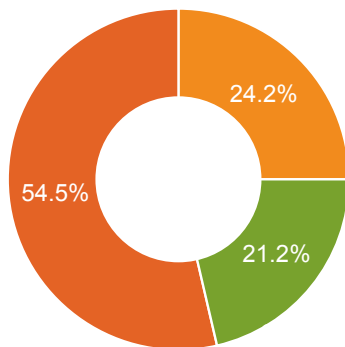
24.2%
21.2%
54.5%

- ● Strongly disagree
- ● Neutral
- ● Strongly agree
- ● Disagree
- ● Agree

The Shepparton Education Plan consultation session was worth the time spent outside of my school.

33 Responses

27.3%
15.2%
51.5%

- ● Strongly disagree
- ● Neutral
- ● Strongly agree
- ● Disagree
- ● Agree

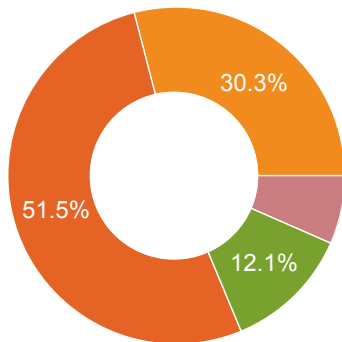## Other comments on the Shepparton Education Plan Session

2 Responses

> Useful to get the overview of where we have been, where we are & where we are going as State Education in Shepparton!
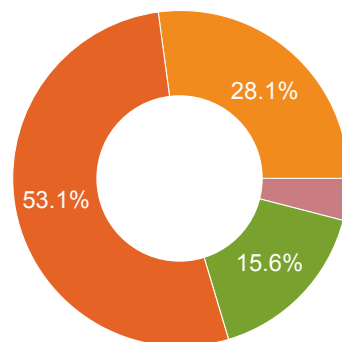
> There was no consultation

The AIP mid-cycle session was valuable to me.

33 Responses

- ● Strongly disagree
- ● Neutral
- ● Strongly agree
- ● Disagree
- ● Agree

The AIP mid-cycle session was worth the time spent outside of my school.

32 Responses

- ● Strongly disagree
- ● Neutral
- ● Strongly agree
- ● Disagree
- ● Agree

Other comments on the AIP Mid-Cycle session

7 Responses

Great to sit with 2 secondary colleges close to my college to share, compare & celebrate achievements.

Not the session, just that I had already done this work with my leadership team.

Already completed this process.

We were able to use this time to discuss the FISO component with out FISO group. This was very valuable, good to have some flexibility in this session as we find it hard to meet altogether to discuss the direction of the group.
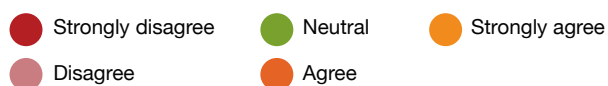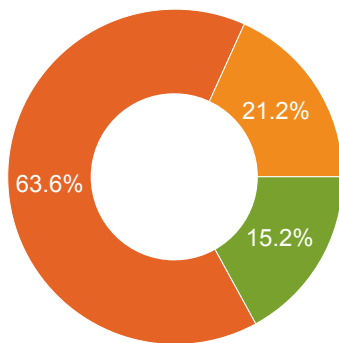
The opportunity to share with others is a great part of being in the network.

Good to hear what others schools trying.

Great to hear what others are doing. Discussion on what work is being undertaken very informative.
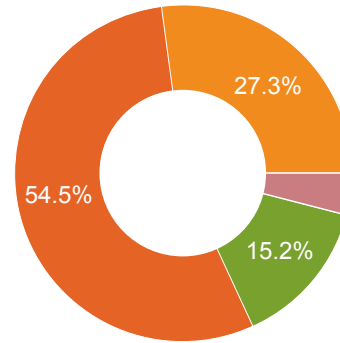
The HITs session was valuable to me.

33 Responses

- Strongly disagree
- Neutral
- Strongly agree
- Disagree
- Agree

The HITs session was worth the time spent outside of my school.

33 Responses

- Strongly disagree
- Neutral
- Strongly agree
- Disagree
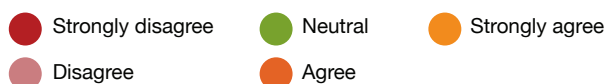- Agree

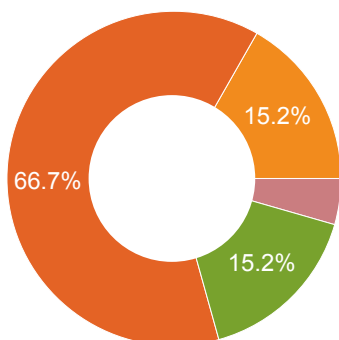## Other comments on the HIT's session,

3 Responses

Good chance to plan for the PL we are going to do with HITs

We were able to relate this session to the FISO focus of teacher practice. This followed on well from the previous session.
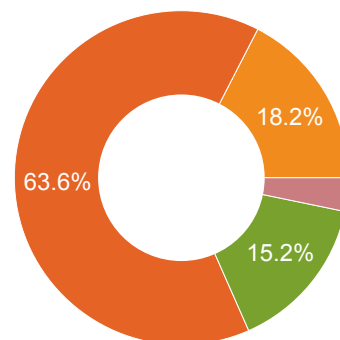
Alignment with DET/Area focus

The collaboration through ICT session was valuable to me.

33 Responses

- Strongly disagree
- Neutral
- Strongly agree
- Disagree
- Agree

The collaboration through ICT session was worth the time spent outside of my school.

33 Responses

- Strongly disagree
- Neutral
- Strongly agree
- Disagree
- Agree

Other comments on the Network Meeting Program

10 Responses

Emma did a great presentation. Please pass onto Emma & well done to Brad for making it all happe. Thank you.

Great to see what is happening in our local schools.

My staff use One Note for their Work Programs & are experiencing a few issues with it. We now have a resource to tap & extend its use in our school.

Thanks to the team from McGuire.

Inspiring to hear a passionate teacher and year 9 students!

AIP session the best. A good network day. Thank you to Paul, SEIL's & all presenters.

Proactive, purposeful day.

Shorter lunch.

An improved agenda, thanks!

I appreciated Paul's opening comments. Great personalisation.

The overview and discussion time was valuable. Thank you.

Thanks for your organisation and for a worthwhile agenda.

It would be great to see more Principals attend the breakfast offered at 7.30pm by the V.P.A

Will there be an opportunity to explore more about the new agreement – to help our forward planning and assist in our understanding of it/?