



Department of Education and
Early Childhood Development

Shine

June 2010 | Issue 05

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¹1GB = billion bytes; actual formatted capacity less. ²Testing conducted by Apple in March 2010 using preproduction iPad units and software performing each of the following tasks: video playback, audio playback and Internet browsing using Wi-Fi or 3G. Up to 9 hours of battery life browsing the Internet using 3G data network. Battery life depends on device settings, usage and many other factors. ³Battery tests are conducted using specific iPad units; actual results may vary. Actual size and weight vary by configuration and manufacturing process.

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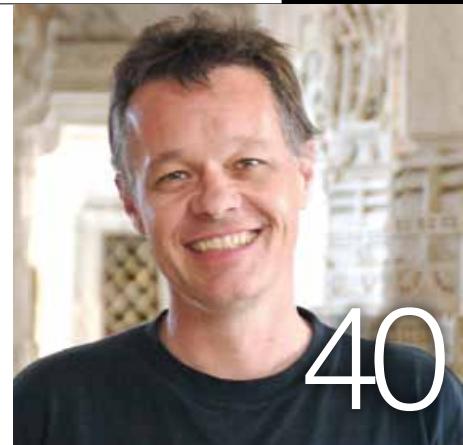


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Latest News

PAGE 14

Innovation Showcase enlightens

Teachers on the cutting-edge of technology-driven education have wowed audiences again this year.

PAGE 42

The Ultranet revolution is here

Throw away pencils and paper. A new era in education has begun with the official roll-out of the Ultranet.

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ON THE COVER |

Winner of the Lindsay Thompson Fellowship, Leonie Anstey, and winner of the Outstanding School Leadership Award, Michael Phillips, at the Victorian Education Excellence Awards Gala Dinner, held at Crown Palladium on May 14. For full coverage on all the winners and their plans for the future, turn to page 54.

Cover photo by Les O'Rourke

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MAXINE MORAND



SECRETARY OF THE DEPARTMENT
OF EDUCATION AND EARLY
CHILDHOOD DEVELOPMENT
PROFESSOR PETER DAWKINS

It has been an exciting time for education and early childhood development, with the launch of the Victorian Government's biggest ICT education project to date, the Education Excellence Awards and Service Awards, and the state budget all taking place last month. Not least of these exciting announcements was the rollout of the groundbreaking \$60.5 million Ultranet, which will be introduced into every Victorian government school this year.

The Ultranet heralds a new era in education that will connect Victorian government school students, teachers and families in a way never seen before. It will enhance student learning, support the work of teachers and allow parents to become more involved in their child's education. This is a truly revolutionary initiative, and something we're very proud to present to Victoria's education community.

Last month also saw the announcement of the 2010 State Budget, which has revealed an unprecedented increase in funding for the education and early childhood sector. Early childhood will receive an extra \$82.6 million over five years, which includes \$63.1 million for an additional 3590 kindergarten places, and \$14 million to support building integrated children's centres and the expansion of existing community-based early years facilities. Support for the early childhood workforce has also been strengthened, with funding of \$3.5 million over three years to support mentoring, leadership courses and professional development for early childhood professionals. A massive \$108.6 million dollars has also been set aside for support and services for children and young people with special needs.

And while the budget has provided enormous opportunities to improve and expand our education and early childhood sector, a world-class system wouldn't be possible without the dedication and hard work of our staff. Thank you for your continued support.

Bronwyn Pike

Maxine Morand

Victoria has an education and early childhood sector that aims to provide every child with the best possible start in life. It's something we're proud of, and something that deserves recognition. In light of this, the Victorian Education Excellence Awards recognise the outstanding work of our government schools and early childhood services, and last month I was honoured to attend this wonderful celebration.

The awards are an opportunity to acknowledge the inspiring staff who make our schools and kindergarten services exciting places for young people to thrive, learn and grow. This year once again demonstrated the excellence and innovation of our early childhood and education workforce, and I extend my congratulations to all our award recipients.

It was also my pleasure to attend the Victorian Education Service Awards. These awards celebrate and acknowledge staff, community members, outstanding parents and retiring school councillors for their contribution towards ensuring children have a positive educational experience when attending Victorian government schools.

Peter Dawkins



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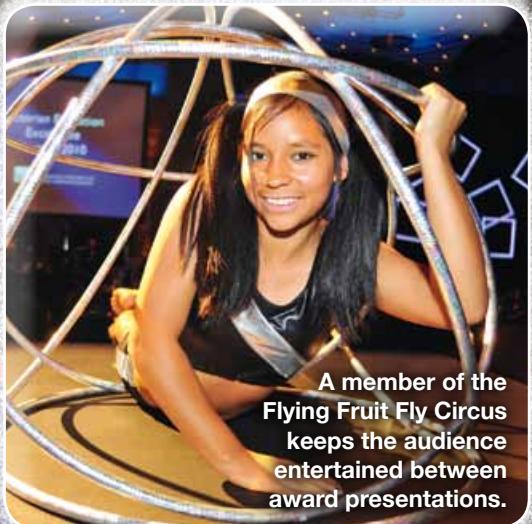
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*Members include teachers who commenced employment prior to 1994.

Glittering night of nigh

Each year, the Department recognises outstanding work from teachers, principals and other education professionals at the Victorian Education Excellence Awards – and this year, more than 1200 people



A member of the Flying Fruit Fly Circus keeps the audience entertained between award presentations.



Finalist Russell Gascoigne, pictured here with regional director Peter Greenwell and friends, was all smiles on the night.



Staff from Benalla College, finalists in the Pathways and Transitions Award category, celebrate with regional director Brian Collins.



Forty-year service award recipient Dina Guest with Minister for Education Bronwyn Pike.



Finalists from Warragul North Primary celebrate with regional director, and Service Awards MC, Michonne Van Rees.



Finalist Joan Kimberley from Waubra Preschool shared the evening with friends.

ts for our state's finest

principals, school support staff and early childhood professionals at the people turned out to celebrate. For more, turn to our special feature on page 54.

Finalist Fiona Rankin from Kyneton Secondary College with regional director Ron Lake.



Finalist Jacinta Farrugia from Barwon Valley School with regional director Grant Rau and friends.



Minister for Children and Early Childhood Development Maxine Morand with winners Glenda Hewitt and Jacquiline Getreu.



DEECD Secretary Peter Dawkins with Stephen Brain from Bendigo Senior Secondary College.



Finalist Jeffrey Wilson with regional director Katherine Henderson and colleagues.



Joining the Chorus student performer Josephine Greck held guests spellbound with her vocal talents.



Sixteen-year-old Joining the Chorus member Josh Gardiner holds the spotlight during a break between presentations.



PHOTOGRAPH BY LES O'ROURKE

What's new this month?

Experience life in the *Fame* lane



PHOTO COURTESY OF FREMANTLE MEDIA AND FOXTEL

■ It's been a whirlwind few months for Essendon Keilor College students who've been given a taste of the fame game. The students were cast in the *Ultimate School Musical: Fame* on Foxtel.

Essendon Keilor College principal David Adamson said the school's selection after a nation-wide search was a major coup. "The experience was great for the school," he said. "Our school was chosen because of its great tradition of performance. We put together a DVD of past school productions, which put us on the shortlist. The producers then visited the school and were impressed by the 'feel' of the East Keilor Campus and the school as a whole."

The students rubbed shoulders with host Ruby Rose and *Australian Idol* runner-up and voice coach Anthony Callea. The reality series began screening on Fox8 on April 20.

Dardee Boorai Art Award

■ The Dardee Boorai Art Award is being held again this year. Children and young people up to the age of 18 are encouraged to submit artwork responding to the theme: Strong Koorie Families, Strong Koorie Kids. There are great prizes up for grabs in different categories, including notebook computers, bikes, DS Nintendos, Wii Fits, vouchers and more. The Art Award closes in August.

For further details visit www.education.vic.gov.au/aboriginalcharter

Grade 5 Ski Free Pass

■ Year 5 students can ski for free at Victoria's five major alpine resorts of Mt Buller, Hotham, Falls Creek, Mt Baw Baw and Lake Mountain in 2010. The Grade 5 Ski Free Pass entitles Year 5 students in Victoria one free lift ticket or snow play pass at each of the five resorts, so they can ski, ride or play in the snow for free.

Visit www.visitvictoria.com and type 'Grade 5 Ski Free Pass' into the search field.



NAIDOC poster competition

■ The National Aboriginal and Islander Day Observance Committee is calling on young artists to put pencil to paper and brush to canvas to design posters for entry into the Stronger Smarter NAIDOC Poster Competition. There are digital cameras to be won by individual students and their schools. Entries close on Friday 25 June.

For entry forms, plus terms and conditions, visit www.naidoc.org.au/



Discover the science behind popular toys

■ What makes a spinning top stay upright? Why do magnets attract iron? How does a doll talk? These questions and more will be answered at Scienceworks this winter, when the science behind toys comes to life for school-aged children. The interactive *Toys* exhibition has returned to Scienceworks due to popular demand, and includes robots, dolls, hula hoops, building blocks, toy timelines and kaleidoscopes. *Toys* provides plenty of opportunities for children with enquiring minds from kindergarten to early secondary level to tinker with toys. The exhibition runs until July 18 and the cost is included with Scienceworks admission.

To book an excursion, visit www.museumvictoria.com.au/scienceworks/

Free driving lessons for students

■ Encourage your students to get creative and they could win driving lessons through a road safety writing competition. The Transport Accident Commission (TAC) has invited schools to submit up to three pieces of student writing for its annual competition.

The competition is a way for young people to consider their own behaviour when using the roads. As part of the competition, TAC has developed a range of resources to help students look at their relationships with their peers in a new light. The resources are particularly useful for students starting to get out on the road more often.

For more information contact Emily Bogue on 5225 6450.



VOX POP

WHAT'S THE BEST THING ABOUT WINTER?

"We can run outside without reminding (or nagging) the kids to wear a sunhat! I like collecting wood with the family, looking at snow on Mt Buller and staying inside feeling snug and warm."

**Helen Bretherton
Mansfield Preschool**

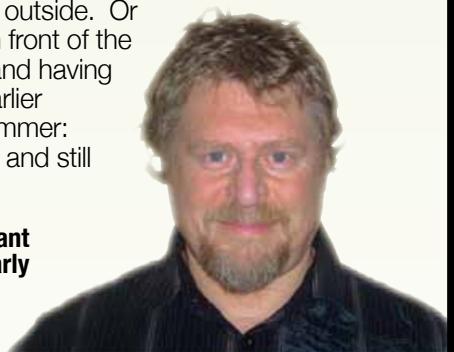


"That's easy, only three short months until spring!"

**Robert Lamb, principal,
Gladstone Park
Secondary College**

"Working in my shed listening to the footy – especially if Carlton is beating Collingwood – with the rain pouring down outside. Or watching a DVD in front of the fire with my kids, and having them go to bed earlier than they do in summer: they're only young and still gullible."

David Welch, assistant regional director, Early Childhood and Youth, Gippsland.



IT'S A WRAP

Your summary of the State Budget

Early childhood professionals and teachers in the disability sector will reap the biggest benefits from this year's budget, writes **Tina Luton**.

THE 2010 STATE Budget has revealed an unprecedented level of increased funding for the education and early childhood sector, but the big winners will be children with a disability, and those in early years.

A massive \$108.6 million dollars has been set aside for support and services for children and young people with special needs. This includes \$4.4 million to establish 'satellite' classrooms within mainstream government schools for students with intellectual disabilities, and inclusion support programs for students with autism.

Minister for Children and Early Childhood Development Maxine Morand said the 'satellite' classrooms would provide learning spaces within mainstream schools, and be set up in partnership with existing specialist schools.

"Having students with disabilities attending mainstream schools will be beneficial to those students and to the broader school community. This 'satellite' approach means children with an intellectual disability can participate in mainstream subjects, but there are also separate facilities and staff on site to cater to their special needs," she said.

A further \$9.2 million will be invested over four years to establish the Victorian Deaf Education Institute (VDEI). The new VDEI will be set up in Melbourne in partnership with universities to support and train teachers working with deaf students in schools across the state.

Minister for Children and Early Childhood Development Maxine Morand says the VDEI will be pivotal in achieving the workforce capacity required to meet the educational needs of deaf and hard-of-hearing children in Victorian government schools. "The intent is for the VDEI to become the centre of excellence in deaf

education," she says. "It will provide high-quality education support for teaching and non-teaching staff who are working in deaf education or who have students with a hearing loss in their classroom. The institute will provide a range of professional learning opportunities as well as accredited training programs to enable mainstream teachers to become teachers of the deaf."

Early childhood is another big budget winner with over \$38 million earmarked for Early Childhood Intervention Services and an extra \$82.6 million over five years allocated to meet the growing demand for vital services amidst the current baby boom. This includes \$63.1 million for an additional 3590 kindergarten places, and \$14 million to support building integrated children's centres and the expansion of existing community-based early years facilities.

Ms Morand said support for the early childhood workforce has also been strengthened with funding of \$3.5 million over three years to support mentoring, leadership courses and professional development for early childhood professionals. "We are working to make early childhood a more attractive career choice and our actions are supporting thousands of early childhood professionals to upgrade their skills and qualifications," she said.

Further, funding of \$2 million is provided to the Maternal and Child Health Line and Parent Line to increase the capacity of the services to respond to the information needs of Victorian parents.

Schools have also done well in this year's State Budget, with a particular focus on the



regenerations of a number of government schools in Melbourne's eastern suburbs. Schools in Knox are set to undergo a \$22.5 million transformation, as part of the \$271.3 million capital works budget for government schools.

Minister for Education Bronwyn Pike was also proud to announce that the government had exceeded its target for regeneration projects in the last year. "We are not only meeting but surpassing our targets. We promised to rebuild, renovate or extend 500 schools in this term, and we've managed to do that to 553," she said.

In addition, Ms Pike said the government had also completed its \$28 million commitment to fund new computers. "This Budget's investment of \$7 million will deliver more than 7000 computers to government schools to give young Victorians the information technology skills they need to seize the opportunities of the future," she said.



To read a complete overview of the education budget including highlights and factsheets, visit www.education.vic.gov.au/about/publications/budget

The facts

- ✓ \$64.3 million for modernisation projects in 11 schools to build libraries, gymnasiums, classrooms, multipurpose halls, science rooms and ICT centres
- ✓ \$38.4 million to increase funding to Early Childhood Intervention Services, which provide support to children with a disability or developmental delay in the years before school
- ✓ \$38.1 million over 18 months to expand the Program for Students with Disabilities to meet increased demand
- ✓ \$14 million to extend the Children's Capital Program, which provides grants to support the construction of integrated children's centres and renovation and upgrades to existing community-based early years facilities.

Over to you

"The funding for the satellite classrooms is exciting. I've been advocating for inclusive support rooms in every school across the state, even if we start now through networks. If we had schools in each network with inclusive support rooms, we'd prevent a lot of the mental health issues that we're currently experiencing where life in the schools is hard for the teacher and hard for kids."



Val Gill
Principal, Western
Autistic School

"Clearly the extra money to ensure there's enough kindergarten places for all children is incredibly welcome. The capacity for kids to access places has been a real issue in the past."

Emma King
CEO of
Kindergarten
Parents Victoria



"I think this budget has shown that we've shifted away from the esoteric stuff and we're focusing more on the nuts and bolts. Our greatest resource is the teacher in the classroom – and it's good to see the government recognise that."

Jacinta Farrugia
Teacher at Barwon
Valley School, and
finalist in the 2010
Education Excellence
Awards



"I think the increase in the ECIS unit price is fantastic – it's a really good step forward for helping kids with additional needs before they hit school. The more we can invest in early childhood the better, because the research says that's where we can do the best work with the funds."

Simon Milligan
Assistant regional
director of early
childhood services
for the Western
Metropolitan Region



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Your calendar for the month ahead

JUNE

14 Queen's Birthday public holiday. Enjoy this long weekend and celebrate in royal style by relaxing with family and friends at home or away.

20 The theme for this year's Drug Action Week, which aims to increase awareness of the potential harm caused by the misuse of alcohol and other drugs, is 'Looking After Your Mind!'. Suggested activities include hosting a sports competition, debate or a BBQ. For more information or to register your activity, visit www.drugactionweek.org.au

25 Celebrate the end of Term 2 and have some fun raising money for a serious cause on Red Nose Day. Hold a cake stall, host a morning tea, run a colouring competition - there are so many Red Nose ideas, which one will you pick? Visit www.rednoseday.com.au

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Snapshot

90 Mile Beach, 3pm



■ "This photo was taken at Woodside on the 90 Mile Beach on Labour Day, 8 March, earlier this year. The day had been perfect hiking weather until about 3pm when these storm clouds rolled in and, of course, it was too good an opportunity not to capture it through the lens."

Photo sent in by Dianne Walker, Toora Primary School

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Playing in a different space: Innovation Showcase enlightens again

Teachers and early childhood professionals on the cutting-edge of education put on another impressive performance at this year's Innovation Showcase, writes **Myke Bartlett**

HERE'S A QUICK spot quiz. Ever heard of screencasting? What about Edmodo? An UnClassroom? A ning, surely?

If any of the above have you scratching your head, you're probably not alone. This year's Innovation Showcase saw an astonishing array of groundbreaking techniques and programs focused on helping teachers and early childhood professionals make connections with students, with parents, with communities and with each other.

Presenters outlined new ways to build links between the world of the classroom and early childhood centre and the world beyond, engaging with a rapidly changing, technologically driven environment.

In keeping with the day's increased focus on the early years, voice training teacher

Galina Zenin spoke about her approach to music in the early childhood curriculum. The founder of Bonkers Beat Music Kinder and Childcare, Ms Zenin inspired audiences with the ways in which she makes music integral to learning, incorporating music into physical development, language programs and numeracy tasks.

Explaining the concept of an UnClassroom, McGuire College's Adrian Camm – the winner of this year's mecu Outstanding Secondary Teacher Award – said it was crucial for teachers to match the curriculum with the interests of their students. Instead of cutting students off from technology, teachers should make the most of the learning opportunities provided.

"We're seeing kids quit school because it's getting in the way of their education." Mr

Camm said. "Kids come to school and are told to power down, switch the internet off, turn their phones off. Who's teaching them how to navigate the web safely and ethically, if teachers aren't?"

Mr Camm's UnClassroom is a student-driven space, where inquiry-based learning and play allow for creative approaches to curriculum, taking in activities such as webquests, classroom debates and, yes, even computer games. Breaking down the barriers between play and learning, he said, encourages students to be adaptable, critical thinkers and creative problem solvers.

Plenty of schools are already pushing at these barriers and reaping the benefits at all levels from Prep to VCE. Some have been toying with the learning potential of iPods, while others are finding new ways to meet students on their own turf.

Laburnum Primary School's Joanne Blannin has been using Edmodo, a free "Facebook-lite" social networking site on which students can submit assignments for the assessment of their peers. At Laurimar Primary, each of the 250 students has been given a netbook – a low cost, lightweight laptop – in order to enable access to virtual classrooms and facilitate 24/7 learning. Yackandandah Primary's Brendan Hogan spoke about the wonders of screencasting, in which activities on a computer screen can be recorded, along with a personalised, running commentary, to help easily-distracted students edit their written work.

It wasn't all about the technology, however. A number of presentations focused on innovative ways of connecting schools to their community. Both Footscray Primary and Huntingdale Primary spoke about the importance of bilingual programs in

Minister for Children and Early Childhood Development Maxine Morand.

PHOTOGRAPHY BY TIMOTHY BURGESS

Leading authority on innovation and creativity Charles Leadbeater.

Guests included kindergarten teachers, school-based staff and industry experts.





Many presentations were audiovisual spectacles.



A student ClassTV reporter from Thornbury Secondary College interviews teacher and presenter Scott Balliet.



Winner of the 2009 Lindsay Thompson Fellowship Louise Duncan.

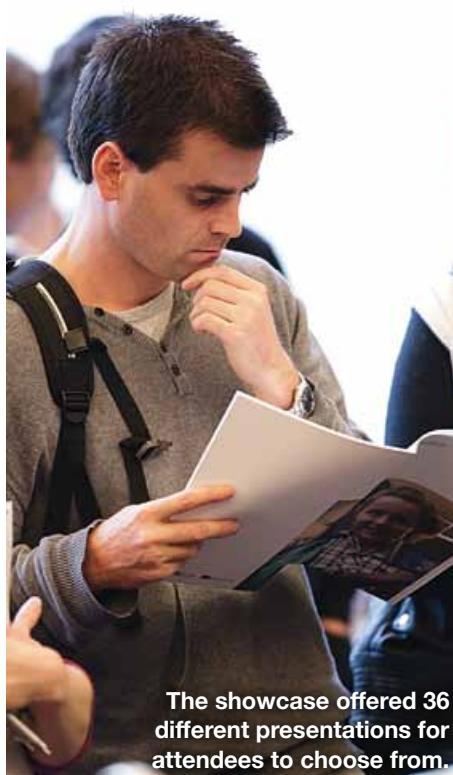
lowering the barriers between home life and the classroom.

Year 5 and 6 students from Nangiloc Colignan Primary explained how they run their own orange juice business, helping them connect their learning with a community built around the citrus industry.

Principal Eric Wright said both students and parents have appreciated a program that takes learning out of the classroom and grounds it in real life. "It gives you parent support because they can see value in what's being taught in class. They can see their kids understand what they go through on a daily basis."

In closing the day's proceedings, Katrina Reynen, acting general manager of the Department's Innovation and Next Practice Division, reminded teachers to pass on any inspiration they had gained on returning to school.

Going by the excited chatter and debates as the attendees filed out, spreading the word is unlikely to be a problem. ■



The showcase offered 36 different presentations for attendees to choose from.



Guests share a laugh during a break between sessions.



Winner of the 2010 mecu Outstanding Secondary Teacher Award Adrian Camm.

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mecu Community Banking Manager Filomena Garrubba with Nancy Sandilands and Minister for Education Bronwyn Pike.

mecu outstanding business manager award for 2010

Congratulations Nancy Sandilands from Melbourne Girls' College, winner of the **mecu** Outstanding Business Manager Award for 2010. This award recognises excellence in business management practice.



1955

When this photograph was taken, Gowrie Victoria (known then as the Lady Gowrie Child Centre, Melbourne) had been operating in Carlton North for 16 years, through the Second World War and the post-war years. An indoor/outdoor kindergarten program was up and running for five-year-olds, where the playroom and playground were considered one learning space, and Australia was booming with the one-millionth post-war immigrant arriving that year. There was also the first royal visit by the Queen and Prince Phillip, the first television broadcast and, of course, the Olympic Games to follow in 1956.

Studies on the health and welfare of the children were an integral part of the work carried out by the Gowrie centres around Australia, serving as models to demonstrate the best methods of childcare and education. In 1955, a major study was commenced to investigate some the factors in family life that may cause stress for mothers and children, and to show how teachers could make a useful contribution.

This year Gowrie Victoria is celebrating 70 years of excellence in early childhood education.

Words and photo sent in by Anita Williams, Gowrie Victoria

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Like father like son

They say the apple doesn't fall too far from the tree ... and that's certainly the case for this father-son duo, writes **Tina Luton**



David

Brendan was studying to be an engineer and doing some casual work at my school when he came home and announced that he wanted to be a teacher. My wife and I were pleasantly surprised, he realised engineering wasn't for him. Now he is Prep coordinator at his school and we are so proud and so pleased that he has found his niche. I run youth groups for our local church and I know how important it is for young people to find a career that they enjoy – Brendan has definitely made the right choice.

"I started teacher training at the age of 26 after working in sales and marketing for eight years and never really enjoying it. I have always enjoyed being with children and have four of my own; Brendan is the oldest and my youngest is in Year 12. Teaching is something that I love and I can see that Brendan loves it too. He is enthusiastic and has a very caring attitude towards his students. He has always been that way; teaching has just enhanced it.

"I was an assistant principal for eight years, but last year I had the opportunity to take the 54–11 option, so I resigned as AP and came back as a Prep teacher. I have followed Brendan's career path in a way, so it's more like son like father' than 'like father like son'.

"We chat and compare notes quite often and we regularly swap ideas and resources. We both play in our school concert bands, so we are musical role models for our students as well. Brendan has written some simple songs for his class. I don't write my songs but I still have youthful enthusiasm for my job.

"Preps are wonderful to work with and they say the funniest things. One little boy told me I smelt like his grandpa. I wasn't too sure how to take that but Brendan thought it was hilarious."

David Deith has 30 years of teaching experience to his name.



PHOTOGRAPH BY KIT HASELDEN

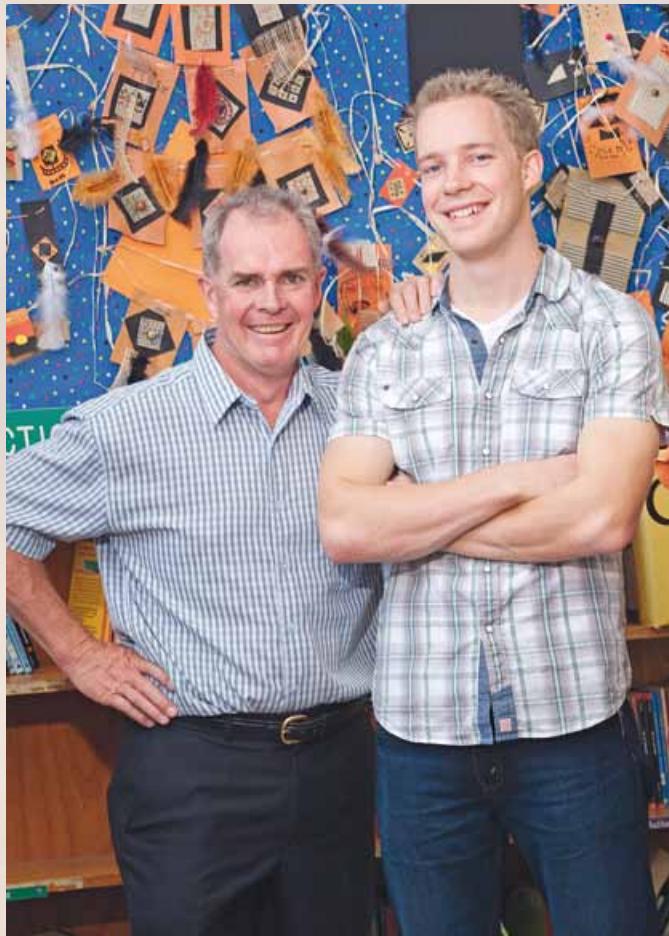


Brendan

Brendan has been in education for 30-odd years, but teaching never crossed my mind until he asked me to help out at his school vacuuming the dust out of computers. I was studying to be an engineer but as I went around to the classrooms and watched the interaction I became interested in teaching. I am now in my third year of teaching Preps and I love it.

"When Dad resigned from his role as assistant principal at Heathmont East he was looking to teach, and I told him that Preps were really good fun. They are very enthusiastic and their social interactions are hilarious. Plus, Preps get my childish sense of humour. They get Dad's too, which he loves."

"He has always had a good relationship with kids. He listens to them and makes them feel valued. He is the most positive person you will ever meet and I have always admired



his leadership qualities. He taught at Wattle View Primary for 15 years, and they had a huge send off where they presented him with a massive A3-sized bound book of kids' work and photos and memories – he says it was the highlight of his career.

"Now that we are both teaching Preps we talk shop quite a bit. It's great actually, we trade tips and resources and funny stories. We are always talking about creative ways to use our interactive whiteboards. Our schools have big orchestras and we both play in them. We don't compete but we compare: "My school is playing at the local shopping centre. Really? Mine's playing at the zoo!" It's kind of funny.

"We share a passion for teaching but we have our differences. For example, I haven't seen his workspace but I can imagine it is an organised mess. I do my reports gradually but I remember he used to pull all-nighters. He easily moves on from problems and finds solutions but I am still learning some of the ins and outs."

Brendan Deith is in his third year out as a Prep teacher at Vermont Primary School. **S**

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In conversation with Dr Stephen Brown

The executive director of the Victorian Literacy and Numeracy Secretariat has good reason to be passionate about his work.



Federal Education Minister Julia Gillard has said “demography is not destiny” and students in disadvantaged communities can succeed. Do you agree?

Yes, I absolutely agree that “demography is not destiny” and have seen evidence of this belief as I have travelled the state. As regional director in Hume for the past four years, I have seen compelling evidence of schools “punching above their weight”. Principals, staff and the broader school community strongly believe that all children and young people can achieve, when provided with targeted, informed support, and confidence in their own abilities.

There is a strong air of optimism and the conversations around student outcomes are more strategic, compelling and positive. I recently visited Yarra Junction

Primary School where the message is “High Expectations – No Excuses”. This is a message that now resonates in many of our schools with students from low socio-economic backgrounds and other factors that impact on student learning. I am heartened by the strong moral purpose in schools, led by committed and passionate principals.

What are some of the challenges faced by Koorie and ESL students in relation to literacy and numeracy and how are these being addressed?

Students from diverse ethnic backgrounds, including newly arrived students for whom English is not their first language, face a unique set of challenges and we need to target support to where it is needed. We have a range

of initiatives and support mechanisms in place in our schools to assist these students, including Koorie Literacy Coaches and intensive language support and we want to build on that to ensure these students have every opportunity to develop these core skills.

What have been the highlights of working with schools funded under the *Smarter Schools* National Partnerships?

It is valuable to see how other regions are developing theories of action to address the specific literacy and numeracy needs of their regions. I would hope there is a consistent approach to many of the strategies, however, I understand the unique needs of both the metropolitan and rural regions. I am invigorated by the commitment of principals and school teams in National Partnership schools, particularly with the deployment of coaches who provide planned and ongoing support in guiding and assisting teachers to build their own capacity.

Hot on the heels of the forum for National Partnership schools, what did you observe?

The forum was an opportunity for delegates to hear from principals who are leading programs to drive literacy and numeracy improvement in their schools. It was also a good opportunity to highlight



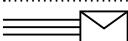
PHOTOGRAPH BY SHARON WALKER

the Literacy and Numeracy 6–18 Month Strategy and for principals to interact with regional and central office staff. We were fortunate to have David Hopkins, Professor Emeritus at the Institute of Education, University of London, as one of our keynote speakers. He is a world leader on school improvement and system reform and author of several books including *Every School a Great School*. As well as David Hopkins, Carmel Crevola, a well known literacy consultant, shared her learning from a career in literacy education and research through the Victorian Early Years Literacy Project and recent work in classrooms in Canada and the United States.

You are leading a team dedicated to improving literacy and numeracy outcomes amongst students. What are the priority areas for the Secretariat?

Identifying and sharing best practice, supporting regions to develop student literacy and numeracy achievement targets and monitoring and evaluating literacy and numeracy performance are among the areas of focus. By building this understanding, particularly in the context of the diverse needs of schools, we are coming from an informed position that allows us to target support where it's needed. Everyone knows and understands that over the last five years Victoria has developed a much clearer school improvement agenda. Thanks to this, we're well positioned to bring about real change, and the work of the Secretariat will supplement this.

Dr Stephen Brown has been travelling around the state to meet with school and network leaders involved in the Smarter Schools National Partnerships. The forum for National Partnership schools was held on June 4 at the Melbourne Convention and Exhibition Centre. 

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| 16 July | Phonics and Spelling (Traralgon)
with David Hornsby for Prep to Year 4 Teachers |
| 31 July | Assessment of Reading
with David Hornsby and Deb Sukarna for Prep to Year 6 Teachers |
| 6 Aug | Phonics and Spelling (Bendigo)
with David Hornsby for Prep to Year 4 Teachers |
| 7 Aug | Writer's Workshop – An Introduction
with Deb Sukarna for Prep to Year 6 Teachers |
| 14 Aug | Assessment of Writing and Spelling
with David Hornsby and Deb Sukarna for Prep to Year 6 Teachers |
| 28 Aug | Comprehension and Strategies for Reading
with David Hornsby and Deb Sukarna for Prep to Year 6 Teachers |
| 4 Sep | An Effective Writing Program (P-2) with David Hornsby
Revisiting Writer's Notebook (3-6) with Deb Sukarna |

Venue: Darebin Arts and Entertainment Centre
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Time: 9.30 am Registration, 10.00 am Start, 3.15 pm Finish

Cost: \$180 inc gst (or \$160 per person for two or more teachers from the one school). Includes registration, morning tea, lunch, hand-outs.

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Television chefs inspire record number of male students into hospitality

TELEVISION CHEFS are helping to create a surge in the number of senior male students taking up hospitality training at Victorian government schools. Launching Education Week at Footscray City College last month, Minister for Education Bronwyn Pike said the spike in course selection was pleasing.

"There are almost 600 more males taking VCE VET Hospitality this year compared to 2008, which can be credited to both the state-of-the-art trade training facilities in our schools, but also to the rising popularity of reality television cooking shows," Ms Pike said. "These programs are showing students that extremely successful careers can be carved out of hospitality training, and our schools are well-equipped to begin training our next generation of chefs and restauranteurs."

"VET Hospitality provides students with the training and skills they need for careers in commercial cookery. It's another way our system is preparing students for future success across a range of careers."

New figures from the Victorian Curriculum and Assessment Authority show there are approximately 2200 male VCE VET Hospitality students this year – up from 1600 in 2008. Students completing this course receive a Certificate II in Hospitality.

Footscray City College principal Maria Bawden was confident that the rise of TV cooking shows was having an impact on her students. "There has certainly been increased interest recently



Minister for Education Bronwyn Pike and former MasterChef contestant Chris Badenoch watch eagerly as two Year 11 students from Footscray City College prep food in the school's brand new industrial kitchen.

from male students wanting to participate in courses such as VCE VET Hospitality," Ms Bawden said.



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How classroom furniture makes a difference

The laws of interior design can have an effect on learning.

FURNITURE CAN transform any room, and school classrooms are no exception. With hundreds of new school buildings set to open this year through the Building the Education Revolution program, no two classrooms will look the same once furnished with modern, functional furniture – chosen by individual schools.

To furnish new buildings from the Primary Schools for the 21st Century program, schools are being awarded a furniture grant of up to \$51,500, depending on the size and type of the project. Just as the building designs in the BER program are incredibly flexible, modern furniture designs also present a wide variety of flexible options. For example, tables come in a variety of shapes and heights so they can be clustered together in different arrangements to meet different teaching needs.

Furniture can be set up for specific lesson purposes, to best fit with the learning styles of the children in that class. Cushions and ottomans can be used to create informal learning environments or allow students to form their own working groups in the large collaborative spaces.

Schools should consider the needs of their own school community when selecting furniture for their new BER buildings. They should aim to fill the spaces with a mixture of furniture so that a variety of learning settings can be established. It is also important to acknowledge how furniture activates a space and that spaces can be underutilised if not adequately furnished.

Teacher and learning coach at Derrimut Primary School, Lina Stephens, has seen the difference flexible, modern furniture can make to a learning environment. "Kids love it; it's nice and bright," she smiles. "The different shapes and levels of it are new to them so they're really excited to use it. This is especially the case with our new open spaces – it allows us to work with the kids really closely, but on the same level, and that generates a respect and trust with each other and with the new furniture."



Schools were sent information about the furniture grants via a circular in April and this information can also be found at www.education.vic.gov.au/buildingrevolution. Principals are also encouraged to speak to their project manager about the specific grant details for their school.



TAKE 5

with Annie O'Loughlin



1 The country you'd love to visit?

My daughter, Hannah, has just left to live and work in London. I would like to take the opportunity to visit her, catch up with relatives and friends and spend some time with her in Spain and Turkey – two countries I have not visited but she has! Having said that I have just booked a two-week trip to New York with a friend in June on a whim!

2 The song to never hear again?

Family and friends never let a significant (or not so significant) occasion in my life pass without a dedication and rendition of John Denver's Annie's Song. Cringe-worthy crooners inevitably accompany!

3 What motivates you as an ARD?

I would say that appreciating the influence of the position and the significant time we currently share in the early childhood agenda are two factors that motivate me. Another is my wonderful regional team and colleagues. They all work so passionately for better outcomes for children, young people and their families in our region. I am privileged to work alongside and for them.

4 You never leave home without...

My Blackberry. It follows me everywhere and makes me stay organised – which makes my PA very happy! It also keeps me

in touch and up to date whenever and wherever I am. Axel, my son's Great Dane, stands guard as my screensaver.

5 The important issues for you?

For me it is about putting more energy into the earliest years. I am focused on early intervention and supporting vulnerable children to access universal early childhood opportunities in their communities

Annie O'Loughlin is the assistant regional director for Early Childhood and Youth in the Barwon South West Region.

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Ballarat High band beats Justin Bieber

How did a bunch of Ballarat boys beat Justin Bieber, the teenage heartthrob? **Rachel Skinner** finds out.

INDIE-ROCK band Howl – made up of former Ballarat High School Year 12 students Jonathon Crawford, Daniel Marie, Lachlan Morrish, Michael Belsar, Galen Strachan and Tim Street – took out last year's Triple J's Unearthed High Competition, beating 700 bands to the coveted first place. And despite the seething mass of teenage obsession stirred up by Justin Bieber's Australian tour, Howl's video clip for their single *Anyone But Us* was the most requested music video on Channel V last month – knocking the teenage heartthrob from top spot. Perhaps even more impressive is that the clip was filmed on a shoestring budget of just \$21 when the band played at a house party in Melbourne last year.

Ballarat High head of performing arts Damien Woods – who taught all six students during their time at school – is understandably proud of the band's rapid rise to success. He described the six-piece as naturally musical, highly driven, and all-round great guys. "They're amazing young adults and very musical. It's just a highlight – it's why you teach, to see kids push forward. We're just really proud of them and it's a real buzz."

And while he takes no credit for the band's impressive achievements, he believes

the school's music program provides the supportive environment necessary to nurture young musicians' talents. "They've done all the work themselves – all the credit goes to them. We've taught them, but they've gone and done that all themselves, and written their own songs," he said.

"Music's a passion and we have a really good music team, and the kids see us working as a team," he continued. "When we do gigs, we play alongside the kids. They see our passion and enthusiasm and I'm sure that rubs off on them. Our biggest thing is having fun and learning by doing – that gives students the opportunity to go in different directions, and there's something there for everyone. I've got the best job in the world, so I'm laughing. It's been a great ride."



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How to handle parents

Whether you're a chemistry teacher or a childcare worker – communicating effectively with parents is a big part of the job, writes **Karen Casey**.

FROM KINDERGARTEN to high school, children spend almost as much time in professional care as they do with mum and dad. It is only natural then that parents and carers have a relationship to ensure they are working toward mutual goals for the children. But what should that relationship be and how does a professional achieve it? What should professionals know about parents and what should they let parents know about themselves?

Childcare workers, kindergarten teachers and school teachers see children at different development stages, but the one consistency in the industry is the type of relationship each should have with the parents of their charges. Industry experts agree that the parent-carer relationship must be a two-way street, no matter what stage a child is at.

"The ideal relationship should be mutual trust and respect for the different roles each take in student learning and welfare and the ways each can support the other," said Patrick Waring, Deputy President of the Victorian Principals Association and director of Caroline Springs K-12 College. "Parents should feel comfortable to make contact with teachers at any time but respect the fact that teachers have a range of other responsibilities and may not be freely available."

Jan Deans, director of Melbourne University's Early Learning Centre, has the same expectations at her industry level. While professionals should have respect and understanding of where parents are coming from regarding their children, parents should be equally aware of a professional's responsibilities. "From a parent's perspective, there needs to

be an understanding that a childcare professional is a busy person who has the responsibility of their child and a group of other children," Ms Deans said. "Parents tend to forget that their child is one of 20 or 25 and there is sometimes only one or two teachers working with the children."

Open, effective communication goes a long way to achieving this mutual understanding. Being pro-active by getting to know a child's family beyond the crèche or schoolyard will establish trust and give a good indication of how certain parents should be approached.

Members of the Childcare Centres' Association of Victoria say being aware of a parent's language, culture and temperament lays the foundations for effective communication. "It also helps if you know what else is going on in their life,"

one member said. "They could be under enormous stress due to marital problems or illness in the family.

"You need to show parents respect. We are caring for their flesh and blood therefore they (professionals) always need to be sensitive in their communications. It is all about the way they say it, more so than what they say. When conveying information staff always need to say it in a positive manner."

When dealing with sensitive matters such as bad behaviour or academic problems it pays to be open-minded and non-judgmental. Mr Waring advised professionals at all levels to speak only to the facts of the issue. "A key to the resolution of sensitive matters is that parents and teachers develop a mutual appreciation of the issue and how it may impact on a student," he said. "From this point collaborative solutions can be devised."

Ms Deans said all children exhibited challenging behaviour at some point in their lives, but parents always felt a sense of responsibility for it. Choosing words carefully when approaching them about their child's behaviour was crucial. "Early childhood professionals find that the most difficult area to talk about mainly because parents become a bit sensitive," Ms Deans said. "You need to identify the

behaviour from an observer's perspective: 'Today I observed Johnny biting so and so. We will watch and see what's causing the behaviour; perhaps you could do the same at home too'.

"Breaking down those barriers is what we would like to proceed with. You need the involvement of the parent and the early childhood professional to work as a team through some of the challenging behaviours."

This situation may be made easier if a good rapport with parents was already established. Mr Waring said many parents were tentative about approaching teachers, perhaps because of their own schooling experience. It was therefore up to the professional to get things moving.

He said: "A phone call not connected to a problem at school but inviting conversation and support will surprise and delight the majority of parents, going a long way to resolving issues that may arise later due to the productive relationship that has been established."

Kindergarten Parents Victoria CEO, Emma King, holds her daughter's former kindergarten teacher in high esteem. As a parent, Ms King said she appreciated the simple but effective forms of communication the teacher employed.



"The teacher would leave an overview of her day and she would verbatim capture a conversation they would have," Ms King said. "It was almost going above and beyond but it was really fantastic. It was a way parents could have a trigger to talk to their child about their day. I certainly appreciated when my daughter was in kinder having an understanding of the program the children were involved in."

Brian Burgess, president of the Victorian Association of State Secondary Principals, said keeping in touch with parents on a formal and informal basis was important. Regular newsletters, online portals where parents could readily view up to date information and old-fashioned parent-teacher nights were an effective, whole-school approach that took some of the pressure off individual teachers.

"It's a lot of kids to form a relationship with," Mr Burgess said. "That's the challenge and that's where the school has



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What parents are concerned about at each stage of education

If you want to develop a trusting and cooperative relationship with the parents of the children under your care, it's crucial that you understand what parents are thinking. Here's a rundown of what parents are concerned about at each stage of their child's education.

to do what it can to draw people into its community. Have old, traditional working bees. Put up as many options as you can."

Ms Deans has a similar approach. The Early Learning Centre keeps in touch with parents through bi-annual parent evenings, a communication group and a parent information board. The parent evenings are presented by early childhood professionals and cover a range of issues associated with children's care and education. The communication group is a forum for parents to share ideas, information and concerns regarding the centre.

"In my experience, parents have been much more relaxed and much happier in themselves about leaving their children in the setting," Ms Deans said. "It's almost like they get the sort of information they need that might not be available at drop off or pick up time. The communication groups and parent evenings are really important because they provide a venue for parents to make a closer connection with the early learning setting."

Working bees, personalities traits and sensitivities aside there is one important thing both parties need to remember – the reason they came together in the first place: the child. ■

Parent needs at childcare stage:

With children so young parents are looking for a replacement for themselves and they tend to expect much more nurturing than they would in a school setting. They are looking for a warm, comfortable and friendly space for their child and tend to be most concerned about how their child will adapt to a new environment and carer. Separation is a big concern. Following this, parents want to know how their child is going socially and that they are involved in stimulating activities.

Parent needs at kindergarten stage:

Parents are already thinking of school at this stage. They tend to be concerned about whether their child is socially ready for an environment where there is less adult intervention and supervision, and where social groups start to form. They want to know their child will learn the basic social skills to handle even the simplest things like eating their lunch at lunch time, not emptying their lunchbox over morning tea.

Parent needs at primary school stage:

Parents are concerned about how their child fits in socially and that they feel secure and content at school. They are concerned about their academic progress and how it compares to other students of the same age. At this stage parents also want to know that any special interests and talents their child may have are recognised and developed.

Parent needs at secondary school stage:

Parents worry about how their children will adapt socially and academically at their new school. They want to know their child is happy and safe, that they will be challenged and stimulated in the classroom, and they want their talents to continue to be recognised and developed. In the senior years, parents focus on their child's future. They want to know a school provides choice, pathways to employment or tertiary study and a level of academic standard that will give their child the best possible chance in their chosen path.

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A DAY IN THE LIFE OF...

Brooke Simmons | early childhood educator at Gowrie Victoria

It's all about the children for childcare worker Brooke Simmons from Gowrie Victoria.

▼ 8.00AM Starting the day



Brooke Simmons' day begins with a quick yard check, and then it's time to collect and sort artwork from the previous day. "Together, the children and I will decide where it will be stored: we have two piles, one for our names and one with no names," she says. "We bundle up the unnamed artwork and sell it as wrapping paper outside our room."

The children start to arrive and are greeted by name. Each one is given the opportunity to take responsibility for an aspect of the day, which might involve checking the vegetable garden, feeding the chickens or setting the table for meals.

▼ 10.00AM Planning with colleagues



Ms Simmons is currently studying for a Diploma in Children's Services, so she divides this time between her study requirements and her planning of the educational program. "It involves me writing up reflections on the children's learning from the observations that I take. The team works together and discusses the ways in which we are going to respond to the children's interests and developmental progress. At the moment we are working on community projects to sell sunflower seeds and wrapping paper."

▼ 12.00PM Coordinating lunch



Lunchtime at the centre is busy, where educators encourage and promote healthy eating habits. The children are given a nutritious meal each day based on the Australian Dietary Guidelines and the Start Right Eat Right Award. "We sit with the children at lunch and talk about their day," Ms Simmons says. "They joke and sing and chat about many things. Their favourite joke at the moment is 'What smells funny? Clown's poo!'" After lunch the children rest and relax.

▼ 2.00PM

Teaching outside

After feeding the lunch scraps to the chickens, Ms Simmons sits down with staff member Jane (the gardener) to discuss the planting of vegetables and flower bulbs. "The garden helps the children learn about the importance of nature," Ms Simmons says. "They learn why we need water, dirt and sun for our vegetables to grow. They learn the reasons why the bees visit our garden. This experience connects them to their environment and helps them to discover and to care for the food that our garden will produce."

▼ 4.00PM

Chatting with parents

Parents begin to arrive to collect their children, and the late afternoon chatting begins. For Ms Simmons, this is an important part of the day. "I believe that being open and respectful to families creates trust between us all," she says. Once the last child has left for the evening, it is time to refill and restock supplies, check the washing and reset the play spaces so they are inviting and appealing in preparation for the next day. Ms Simmons may also make notes on the events of the day, and document children's learning and discoveries for their portfolio or reflection journal.



Longer kindergarten hours now being trialled

TWENTY kindergarten programs located across metropolitan and regional Victoria will run trials of 15 hours of kindergarten for children ahead of a national requirement to be introduced by 2013.

Announcing the trials late last month, Minister for Children and Early Childhood Development Maxine Morand said the pilot program would help ensure that Victoria was ready and able to roll out the 15 hours of kindergarten requirement smoothly.

"The change from 10 hours of kinder to 15 for children in the year before school is significant. And while it's still several years away, it is important that we start planning early," Ms Morand said. "Increasing kindergarten hours to the national requirement needs to be carefully planned to ensure it is successful."

"Through the pilot program, issues in the roll-out can be identified early and strategies developed to reduce barriers to expanding kinder programs, particularly in disadvantaged communities," Ms Morand said.

The pilots, to run over the second half of this year and through 2011, will assist in the development of guidelines for the introduction of 15-hours programs for all Victorian kindergarten programs. >>



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Timothy Atkinson

How to take the fear out of using technology

Don't let the students run rings around you – take control of your confidence in ICT with these 10 tips.



THE REALITY is that technology can be a daunting area of any teacher's curriculum and learning how to integrate it into your daily teaching routines can be just as challenging. These are 10 tips to help take some of the fear out of using technology in the classroom.

1. Network with other teachers

Talk to other teachers about how they are using technology in their classrooms. Use other local schools to help support you with practical ideas for integrating technology into the classroom.

2. Don't be afraid to ask

There are many avenues that you can seek help from. Most schools have a computer techie and more and more websites and companies are providing assistance through either email or phone support. One of the worst things you can do is not ask and try to bluff your way through it.

3. Get the students doing it

Your students are the greatest aid you can use when tackling the giant of technology. Students seem to adapt quickly to new technology and technology is being tailored more and more to younger ages. Get the students up and using the technology, and don't be afraid to ask them 'how did you do that?'

4. Have a back up plan

When things don't work, be prepared. One of the most frustrating things when trying to integrate technology into the classroom is when glitches happen: something won't work the way you hope it would, the server isn't

running or when streaming a video the connection freezes. One thing I do is explain to the students that this is part of using technology and in many parts of life things don't always run smoothly.

5. Be prepared

Take the time before the lesson to set up if you can. This will hopefully eliminate most of the gremlins lurking in the shadows.

6. Have a play and explore

Have some fun, there is so much out there to try and experiment with. Make learning how to use it fun.

7. Take little steps

No one expects you to leap from being able to just turn the computer on to doing animation. Don't be afraid to take little steps. Choose a reasonable goal and set a timeline to achieve it in. Start with what you have and work from there.

8. Don't give up

If first you don't succeed try, try and try again. Quite often we give up and don't want to try again because we don't have the time if it isn't going to work right the first time. Come back to it in five; ask a friend.

9. Attend professional development

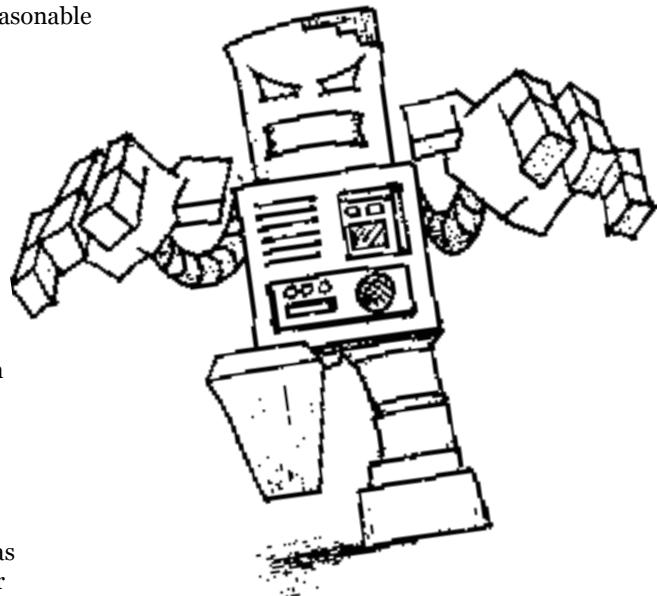
There is an ever-increasing amount of professional development being offered as technology is taking a bigger

role in the classroom. Talk to your principal or pd coordinator about workshops in your area. Discuss with other members at your school, identify an area of need or interest and see about bringing someone in to your school with that specific skill.

10. Don't be afraid not to know

One of the hardest things for many is to admit they don't know how to do something. Don't be afraid to admit to your students that you are learning too. I believe it actually helps and allows students to better connect with you.

Timothy Atkinson is a teacher at Maffra Primary School



Canterbury girls take online game to a new level

Students at Canterbury Girls' Secondary College have used iTunes to create an online geography game that can be played by people around the globe.

IF YOU haven't heard of Hidden Park, chances are you will soon. The online game is pure inspiration for geography teacher Claire Prosser and her students at Canterbury Girls, and it's already got people talking. Hidden Park turns a local park into an arena where players have starring roles as they navigate their way through the wilderness by following a magical map that is GPS-enabled. During their journey players must solve puzzles and riddles in order to track down and photograph the mystical inhabitants of the park, including trolls, fairies and dragons. The game is available worldwide on iTunes and includes major parks in North America, Europe, Asia and now Australia.

Ms Prosser says her Year 10 students used the Hidden Park application to take photographs and set up trails around Wattle Park, a popular nature reserve in Burwood, east of Melbourne. The task was a part of the fieldwork for their geography



elective, Changing Environments. They then sent the information to Hidden Park's award-winning creator James Kane, an Australian now living in the USA, so that he could upload it onto iTunes where it is now accessible by millions of potential users.

The interactive game caught the attention of executives at Parks Victoria, who invited the students to address the 'Healthy Parks,

Healthy People' congress held at the Melbourne Convention and Conference on 16 April.

"Our students were given four questions to research and answer in front of more than 1100 delegates from over 38 countries – and they got to present their responses alongside special guest James Kane," Ms Prosser says. "He was at the conference to talk about the use of technology in getting young people outside and exploring their local parks, and our students were asked to talk about how young people might interact with the parks and park rangers in the future," she explains.

Ms Prosser says taking part in both the Hidden Parks project and the congress have paved the way for an ongoing relationship between the school and Parks Victoria, which has invited the students to help develop similar programs that promote healthy living and encourage young people to make the most of the great outdoors.

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An outta-this-world experience for science classes

Science teachers be warned: if you haven't taken your students to the space education centre yet – they're missing out!



THE VICTORIAN Space Science Education Centre (VSSEC) is a specialist space-themed school education facility, established by the Victorian Government to encourage students to get excited about science. The centre caters for students from Years 5 to 12, with in-class teacher instruction programs for primary schools and interactive centre-based scenarios for secondary students.

"We also target kids who are never going to be scientists, because it's important for us that they are science-literate."

Centre director Michael Pakakis said the primary school programs are held in schools, and focus on demonstrating strategies for teachers to engage their students in science lessons. "We've put together a program based on pedagogy that's been researched over 35 years as the most effective way of delivering science lessons to students," Mr Pakakis explains.

"It teaches teachers how to deliver an effective science lesson, and it also provides a great activity for the students. We make sure every student does at least two or three of the activities, and we leave all the equipment, instructions and hand-outs with the teachers so they can reproduce the lesson over and over again."

Visitors to the Strathmore centre have access to a theatre, computer suite, laboratory, mission control, Mars surface room and space laboratory, to create real-life scenarios where secondary students can experience for themselves what space exploration is all about. The centre even provides options for students who can't make it to the facility due to cost or transport issues.

"Our new robotics program, due to be launched later this year, will allow schools to transform a computer lab in their own school into a robotics mission control for students who can't come in," says Mr Pakakis. "Over the internet, they can remotely control the robot on the Mars surface. We're pretty excited about it, and it's actually a world first, combining



science, technology, engineering and mathematics within a multi-disciplinary education program."

Most importantly, the centre aims to get every student excited about science – irrespective of age or ability level. "We don't only target kids interested in science," Mr Pakakis explains. "We also target kids who are never going to be scientists, because it's important for us that they are science literate. Teachers are not only producing scientists – every student has to have some grasp of the science that is out there."

Understanding why some children soil their pants

MANY OF US have memories of the kid in the class or school who smelt pretty bad and was called 'stinky' or something to that effect. What you may not know is that soiling is a pretty common problem. It is reported at some time or another in up to 28 per cent of children, and it's reported as a longer-term problem in about 3 to 4 per cent. It affects mostly boys and is usually the result of chronic constipation. Soiling, or – as it's known medically – encopresis or faecal incontinence, is the result of a child having a long term build-up of their faeces over time. This build-up tends to occur in the rectum, the area just above the anus (or bottom).

As the faeces build up two things happen: the faeces get stuck or impacted and can't move creating a 'traffic jam' and therefore everything upstream gets blocked; and the faeces stretch the wall of the rectum and therefore stretch the nerve fibres so that the messaging related to needing to go to the toilet is disrupted.

Often the upstream looser faeces then make their way down the bowel and the child (who cannot feel these faeces) then soils as they can't prevent the faeces coming out on their own.

For a number of children, particularly those slightly older, this is a pretty scary experience. This is because when they soil at school they cannot feel it nor smell it (in fact we are pretty bad at smelling our own odours and hope that someone will tell us if we smell bad!) and so may easily become the focus of children's teasing.

Treating soiling is relatively easy, and involves three key things. The first is a high fibre diet. The second is using a laxative to help the child have a bowel action in the short term, and the third thing is regular sitting on the toilet-bowl 'training'. Both GPs and paediatricians are able to treat this condition. Children and parents who are motivated do very well.

Teachers and carers can assist the child by allowing them to go to the toilet whenever they need to go, discreetly letting the child know if they have soiled themselves and making sure they have the help they might need to change themselves. Sometimes a very sensitive hand is needed from the school and the teacher to ensure that both the parents and the child feel supported.

Most children stop soiling pretty quickly but sometimes it takes a little longer and much patience is needed by everyone.



Welcome to the first of a series of short articles on common health and developmental problems that affect children and young people. We hope the information in these articles is helpful for practice. In each article we plan to give a little information on these common problems with some references to further materials and websites. From time to time we will also ask our colleagues to contribute as well so they can bring their expertise to you. If you would like us to address any specific topics or have any feedback please email us at: goldfeld.sharon.r@edumail.vic.gov.au or proimos.jenny.j@edumail.vic.gov.au

More information on soiling can be found on the Royal Children's Hospital website www.rch.org.au

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Former excellence award winner still flying high

Twelve months on from winning the 2009 Outstanding Primary Teacher Award, Lalor Gardens literacy coordinator Huong Tran is making her mark on education.

"IT HAS been a whirlwind year," leading teacher Huong Tran says. "Winning the award last year was not just for me, it was for Lalor West as a community – and to be able to share what I have learned has been a great privilege."

Over the last 12 months Ms Tran has visited high-performing schools in Melbourne to observe how the teachers interact with students, and has spent time in New Zealand with Professor John Hattie (see Shine story, April issue, page 50) to gain an understanding of feedback and how to go about it. "He was very generous with his time and even arranged for me to meet with two other academics at the University of Auckland, which was amazing," she says.

Meeting Prof Hattie has had a profound impact on Ms Tran, who has changed her teaching methods to include deeper reflection for teachers and students alike. She has also enjoyed personal growth and now pushes herself "a little further outside the comfort zone both in the classroom and at home."

"As a mother, I have gone back and asked my children to teach me more about technology. My strong areas are reading and writing but I am not as confident in numeracy so am I learning more about that too," she says. It's an admirable goal for a woman who once spoke only Vietnamese. "When I came to Australia as a refugee in 1980 I was a teenager and spoke no English," she explains. "But I had great teachers – that's why I became a teacher."

"And as a teacher, I learned that we give feedback to the children but we don't go into detail – they need to know what it is



they have to work on specifically, one point at a time. And we should be asking them for feedback because if a child doesn't do what I expected him to do, then I need to know why."

This, she says, is the basis of her research project, aptly titled 'The impact of teacher feedback on student learning and how student feedback can improve teaching'.

"Our students have a reflective journal but I want them to reflect more deeply, and I wanted to push the teachers a bit further so I am getting them to ask the children to be really specific about what they did and didn't like about the lesson and the instruction," she explains.

Ms Tran's project includes making teaching and learning clearly visible – at



the beginning of each reading, writing and maths lesson a clear outline of what the teacher is going to teach and the expected outcome or 'learning goal' is written on the whiteboard.

"Sometimes teachers give examples of what it is they are looking for," she says. "They introduce the strategy and at the end of the lesson the children are asked to reflect. We then discuss what they have learned and what they still find difficult and if they didn't quite get the idea, then the teacher knows they have to go back and teach that strategy again but in a different way."

Next month, Ms Tran will use part of her award to fly to Hong Kong to attend the 'Creative and Imaginative Futures of Schooling' conference. ■



Huong Tran, pictured here with her husband, at last year's Victorian Education Excellence Awards. Ms Tran was the recipient of the 2009 Victoria Teachers Credit Union Outstanding Primary School Teacher Award.

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EDUCATION CENTRES

Graeme Base gets behind the Reading Challenge

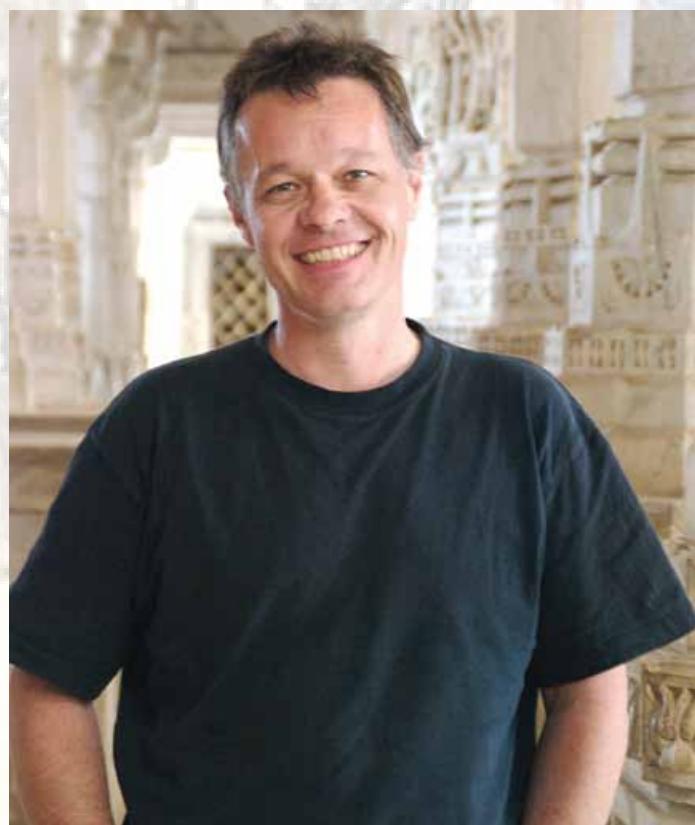
One of the world's leading children's book illustrators has designed the certificate for this year's Premier's Reading Challenge.

AUSTRALIAN AUTHOR and illustrator Graeme Base has a long list of cherished children's favourites to his name. His most popular picture books include international bestsellers *Animalia*, *The Eleventh Hour*, *The Sign of the Seahorse*, *The Waterhole*, and *The Discovery of Dragons*. And it was this final book that became the inspiration for the certificate he created for the 2010 Premier's Reading Challenge – and every child who completes the challenge will get one.

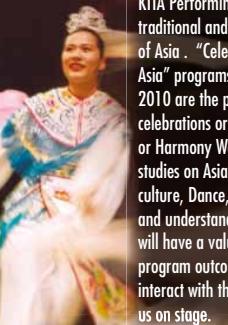
"I decided to use a dragon because it is a perennial favourite that appeals to a broad age group," Mr Base says. "Also, I like the idea that even a huge, action-oriented beast like a dragon can get enthralled by a good story – it sends a great message to kids about the power of books."

Mr Base has been writing and illustrating children's books for more than two decades. His path was set with the overwhelming success of his first book *Animalia* (published in 1986). The book achieved classic status with worldwide sales approaching three million copies, and is now an animated TV series. His latest book, *Enigma*, features the beautiful and detailed illustrations that have made him a household name and the clever and sometimes cryptic narrative that is a magnet for inquisitive kids. But as with all of his books, the images came first.

"I've been drawing since I was a kid. I used to sell pictures to my teachers," he says. "I did a three-year graphic design course and then I got a job in advertising and it was awful. I knew I could draw but I couldn't draw what they wanted me to draw, so I went and



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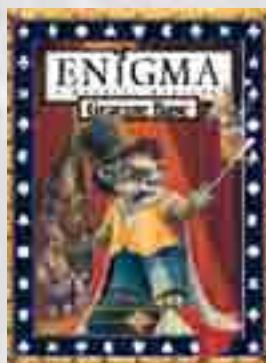
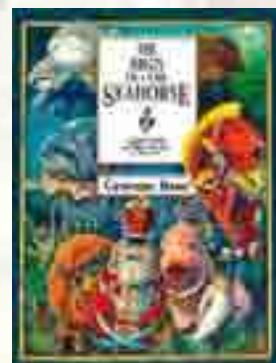
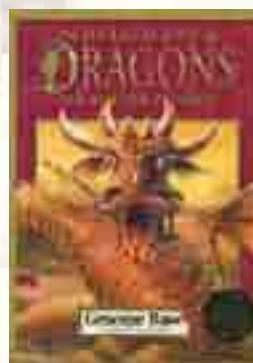
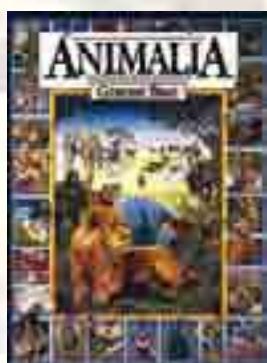
got some work doing picture book covers and then way back in the 1980s I thought I would have a crack at doing my own story. I did and I got it published and I have been doing that ever since."

Although he has a natural talent for the creative, Mr Base says he owes his success to three things: passion, persistence and providence.

"Providence: luck. You need that and I have a heap of it. I had some very early on with *Animalia*; it was the right book, which I showed to the right person at the right time. Then I got an incredible break in America with publicity and then the thing took off," he says. "Persistence is absolutely crucial because no matter how much passion and enthusiasm you've got, anything worth doing takes a while and you've got to hang in there."

He adds that the Premier's Reading Challenge offers children the perfect opportunity to put their passion for reading and persistence to the test. To date, more than 1000 schools and over 190,000 students have registered for 2010 Premier's Reading Challenge. Students have until June 25 to register and must complete the challenge by August 31 to receive their dragon-embellished certificate. **S**

 For more information on the 2010 Premier's Reading Challenge, visit www.education.vic.gov.au/prc





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Ultranet to revolutionise education

Roll out of the Ultranet has begun with the first two cycles of training already complete in Victorian schools.

STUDENTS AND teachers at Croydon Hills Primary School and Ringwood Secondary College have become the first in the state to log on to the Ultranet after completing two days of training last month ahead of the launch.

Education Minister Bronwyn Pike launched the Victorian Government's groundbreaking \$60.5 million online learning initiative at Ringwood Secondary College on May 10, kick-starting a two-phase roll out to all Victorian schools, the first of which will connect 550,000 teachers and students in an online learning partnership.

"Through phase one of the Ultranet, students and teachers will be able to use Web 2.0 tools, create personal learning portfolios, access digital learning resources and collaborate with their peers and colleagues across the state," Ms Pike said.

The Ultranet is designed to have a contemporary look and feel and will be operating in all government schools by the end of September. Teachers will use it to create curriculum plans, collaborate with other teachers, monitor student progress and provide assessment online, while parents will be able to use the Ultranet to become better informed about their child's education.

Lead user training, to be followed by professional learning for all staff, is being conducted at schools in all networks and regions during Terms 2 and 3, with staff at Ringwood Secondary College and Croydon Hills Primary the first in the state to undertake the two-day program.

Croydon Hills principal Graeme Caudry says staff are keen to begin using the Ultranet as a way of sharing resources and information between themselves and with other schools around the state.

Phase 1 of the Ultranet will allow students to use Web 2.0 tools, create personal learning portfolios and collaborate with their peers.



"Our teachers will have their own little area within the Ultranet in which to communicate, they will also have a wiki so that they can share a whole range of resources and information, such as lesson plans and feedback, with other teachers who are doing similar integrated topics and activities."

"They can choose to share this information with just our school or they can make it available to other schools within our cluster or with schools across the state," he says.

Phase one of the Ultranet is being rolled out progressively across school networks. The introduction of phase two in Term 4 will give an estimated one million parents access.

Parents will become partners in their child's education, able to use the Ultranet to see up-to-date information about their child, including their timetable, attendance, learning tasks, teacher feedback and learning progress.

Ringwood Secondary College lead user Clare Rafferty says this will make life much easier for everyone and will eliminate the need for teachers to fill out time-consuming progress reports.

"We will no longer need to fill them out because parents will be able to see up-to-date information on their child online. In the past, if a parent wanted an update they would call the school and the coordinators would get in touch with individual teachers

to set up an appointment – the Ultranet will make things quicker and easier,” she says.

Schools have received plenty of support in readiness of the Department's largest ever ICT education project, with upgrades to wireless broadband ISP and other IT incentives to try and create a standard platform. A sharing centre for schools has also been established where principals and staff can access information and resources.

Ultranet coaches, who have been busy increasing the ICT capacity of school leaders and teachers since 2008, will continue to provide ongoing assistance throughout 2010 and 2011. **s**

Support for schools during phase one

Support for the Ultranet implementation includes:

- \$5.5 million for professional learning associated with a range of ICT related initiatives, including funding for Ultranet professional learning
- ‘Connections 2010’ Big Day Out for principals, which will focus on leadership activities to support the Ultranet implementation
- An additional one-off pupil-free day for Ultranet professional learning on 9 August
- Distribution of an Ultranet information guide to every teacher
- Student user guides and support materials
- Online simulations, professional learning modules, ‘Getting Started’ guides and regular newsletters provided on the Ultranet support site
- Support materials, advice and messages for parents to be provided to schools in July.



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Interview with an Ultranet coach

Ultranet coach Angeliki Karvouni says the Ultranet will help bridge the divide between school and home, and link students, teachers and parents in new and exciting ways.

This year's Big Day Out on August 9 will promote the potential of the Ultranet and invite school leaders into this virtual environment. How important do you think this event is in profiling the Ultranet?

The Big Day Out will give school leaders an understanding and appreciation of the powerful opportunities that the Ultranet will provide. An event like this helps set the scene in providing all leaders with a fantastic overview of what education will look like in the future.

You are leading a team to support the implementation of the Ultranet in the Southern region. What has that been like?

My role involves providing support to schools to bring about the sustained changes in classroom practice that are necessary to maximise the use of the Ultranet for improved student outcomes. A major part of school readiness was to make ICT a part of the daily work of teachers. This year, I oversee the work of the Ultranet team across 82 schools.

How do you envisage the Ultranet will change the face of teaching and learning?

The Ultranet will allow all users to collaborate in a way that is not currently possible. Schools will have an opportunity to bridge the divide between school and home and provide an educational platform that can link students, teachers and parents in an online safe environment. This is truly exciting.



PHOTO BY PAUL PHILIPSON

What advice would you give schools that are adjusting to this new system?

It is important that schools understand that change takes time: they need to take one step at a time. There are lots of support structures in place to help schools on the Ultranet journey. Teachers are at different points on this journey and schools need to ensure that a methodical approach is taken to ensure staff feel supported. Principals need to give staff formal opportunities to share their work and examine their skills.

How can principals prepare for the arrival of the Ultranet?

Principals need to champion the Ultranet, model the use of the Ultranet at every opportunity and support the lead users in the school. It is very important that principals begin to share the benefits of the Ultranet with their staff and encourage them to take a stake in how the Ultranet can benefit their school.

What do you see as the short-term and long-term benefits of the Ultranet for staff, students and parents?

In the short term, teachers will benefit enormously from sharing resources and collaborating online across classrooms and schools. Long term, students, parents and teachers will join in a partnership to provide the best possible outcomes for each child. The longer-term benefits for students also include the ability to access real time learning with various learning tasks that can be assigned to each student. The possibilities are endless and the future looks exciting and promising.

Big Day Out: Connections 2010 will showcase the potential of the Ultranet to connect people, places, spaces and ideas and will be held at the Melbourne Convention and Exhibition Centre on August 9.

Our schools to be showcased in Shanghai

VICTORIAN STUDENTS and teachers will showcase government school education to the world in an exhibit at the Shanghai World Expo 2010 in August. Education Minister Bronwyn Pike said Connections 2010 – a demonstration classroom featuring the best of government schools' learning and teaching practice, classroom design, and learning technology – is being transported to Shanghai to the expo to promote the high quality of Victorian government school education globally.

"Visitors to the expo will see first-hand how Victorian teachers are using this modern classroom and its flexible learning environment with top-end technology in engaging students in real-life and relevant learning – such as nanotechnology – in ensuring students will have the skills for 21st century jobs in a 21st century world," Ms Pike said.

In August, Victorian students and teachers from Balwyn High School and Glen Waverley Secondary College will use the classroom for a specially designed teaching and learning program based around the expo themes, Better City, Better Life. Students from Jin Cai High School in Shanghai, a specialist science school, will be taught by nanotechnology program by Victorian science and language teachers from Balwyn High School, John Monash Science School and Blackburn English Language School.

"Visitors to the expo, including Chinese families, teachers, principals and education officials, will see first-hand how Victorian teachers are using this modern classroom and its flexible spaces to achieve best practice teaching, and improve outcomes for students," Ms Pike said.

She said teachers and students will be using an exciting range of learning technology including the Ultranet, interactive whiteboards, netbooks, Skype and digital cameras in the program. "Our government has provided 27 netbooks and 27 digital video cameras, so our students



and teachers in Shanghai can work effectively in the classroom, and share their experiences both while they are away and when they return."

The students' travel is funded through the Department's Overseas Study Experience program for Year 9 and 10 students. Since 2008, the Department has assisted about 200 students to take part in the program.

As an example of the cutting-edge design being introduced into Victorian government schools, Connections 2010 will be one of many exciting initiatives discussed at this year's State of Design Festival in Melbourne.

On 19 July, the Department will host a free public symposium and panel discussion



at the BMW Edge Theatre in Federation Square, from 12.30pm to 1.30pm. Panelists will explore the links between school design, technology, curriculum, pedagogy and improved learning outcomes.



For more information on the Shanghai World Expo 2010 visit www.education.vic.gov.au/expoclassroom

A color photograph of a middle-aged man with dark hair and a surprised or shocked expression. He has wide eyes and his mouth is wide open, showing his teeth. He is wearing a dark grey or black blazer over a bright red crew-neck t-shirt. The background is a plain, light blue.

"I have stuff that I wrote when I was five. I was constantly filling up little exercise books with stories, jokes, cartoons, newspaper clippings ... anything that came my way."

Andy Griffiths

••► Children's book author

Eastmont Primary School 1970–1974

ANDY GRIFFITHS has been a singer in a rock band, a taxi driver and a secondary school English teacher. He's also worked as an editor and publisher of educational books, but it's writing that really makes him happy – and he's been putting pen to paper since he was a kid.

"I have stuff that I wrote when I was five," he says. "I was constantly filling up little exercise books with stories, jokes, cartoons, newspaper clippings, ticket stubs, bubble gum cards ... anything that came my way. After a while I started making my own little books."

After a year at Pascoe Vale Primary, Mr Griffiths moved to Eastmont Primary School (now a housing estate) where he met best friend Danny Pickett, who appears as a character in the *Just!* series, which has sold over one million copies in Australia and more than four million worldwide.

"I must point out that the real-life Danny is not quite as stupid as the character Danny," Mr Griffiths says. "Although he was always getting up to something ... I was always too scared to do anything really naughty. Danny and I are still in touch and I recently ran into my other friend from school, Lisa Mackney. She is in the books too and is now a primary school teacher (at Marlborough Primary School)," he says.

"I have very happy memories of school," he continues. "My most influential teacher though was Mr Dobson in Year 4. He encouraged us to have a little notebook and he would give us a random fact each Friday that we had to research."

In Year 7 Mr Griffiths created a magazine called *Popcorn*. It featured jokes, riddles, puzzles, comic strips and fake news articles and he sold it to other Year 7 students for three cents a copy. "It lasted for five issues," he laughs.

The following year he had greater success – and experienced a small taste of things to come – when his story 'Lost in Time' appeared in *Pursuit* magazine. "I was 13 years old. The story was about a boy who is transported many thousands of years into the future while buying two packets of chips and a can of coke at the footy.

"I wrote it on a 1920s Underwood typewriter that I bought at a school fete for 40 cents. It was all rusted up but my dad fixed it and I got a typing book and taught myself to touch-type. I used the Underwood up until my second year at university," he adds.

As one of Australia's most loved and celebrated authors Mr Griffiths has won more than 40 Children's Choice Awards and has been an integral part of the Premier's Reading Challenge. As an ambassador for this year's challenge he will again be visiting a range of schools to share his passion for reading and writing and some advice for aspiring young authors.

"Buy a cheap exercise book and write in it every day, starting with five minutes and gradually building to at least 30 minutes a day. Writing, like everything else, requires constant practice and persistence," he offers.

"When *Just Tricking!*, my first book, was accepted in 1997 after 10 years of trying to get a publisher to accept my work, it was a magical, wonderful feeling. So many people had told me it was impossible. Luckily, I am quite stubborn and extremely persistent: two qualities that are every bit as important for success in writing as actual writing talent."

Schools still have until the 25 June to register students for the 2010 Premier's Reading Challenge.

Then ••►



Andy Griffiths in Year 5 at Eastmont Primary School. His best friend Danny Pickett, namesake of a character in the 'Just!' series, is in the same row, second left. Fellow namesake, Lisa Mackney, now a teacher at Marlborough Primary School, is third row, third left.

Now ••►



These days, Andy Griffiths is an ambassador for the Premier's Reading Challenge.



If you know of a past student who has achieved success, email us at editor@edumail.vic.gov.au Story by Tina Luton

Principals discuss progress of BER at forum

School leaders got their questions answered – straight from the horse's mouth – at a recent forum on Primary Schools for the 21st Century.

THROUGHOUT APRIL and May primary school principals from across all regions have been attending forums to receive an update on the Primary Schools for the 21st Century program. Principals took the opportunity to tour library and learning neighbourhoods and multipurpose facilities that are nearing completion. Principals valued the chance to swap stories with each other about their experiences as they progress through the BER process and to ask questions on topics of interest, such as furniture, equipment and ICT.

"To have the opportunity to meet together with colleagues and members of the BER, Arup and regional teams was very valuable if only to put faces to names," said principal of Hillsmeade Primary School Anne Nicholls. "The session also provided clarification on a number of issues."

Stuart Daly, principal of Oatlands Primary



Principals (from right) Stuart Daly (Oatlands PS); Sue Jones (Cranbourne Park PS); Cheryl Van Deursen (Coral Park PS); and Gill Gray (also Coral Park PS) swap BER stories.

School in Narre Warren, agreed. "I can now fully visualise what we are getting and will take some of my senior staff to see a completed gym," he said.

One component of the forum agenda was to discuss tips for principals to help the BER projects run smoothly. Across all the forums the key message was the same – communicate, communicate, communicate!

School Garden of the Month Competition

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Send us your school 'garden tip' for May. If yours is chosen as the best for this month, your school will win \$1000 worth of garden pots to the value of \$1000 from [ShineSmart](#)™ Pots.

Prizes will be awarded each month throughout 2010. All entries received will be eligible for the major prize of a Kubota T1880 Ride-On mower to be presented in December at the SGA Presentation Day.

To enter, email your tip, together with school details and a contact person to: [rspelling@ozone.vic.gov.au](#) by **JUNE 24**. The winning school will be notified by phone and published in the next issue of [Shine](#).

JUNE

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5 ways to help your BER project run smoothly:

1. Foster a strong working relationship with your project manager and site manager.
2. Develop an understanding of what is included in the plans early in the project.
3. Communicate regularly and positively with school community and neighbours.
4. Visit schools in your area that are receiving a similar design and are more advanced in order to gain a thorough understanding of the final product.
5. Think about how you will use the space once it is completed, including what furniture is required, which levels will use the space and how you could share the space with the wider community.

The hot issue: ICT

Unsure how your new building is going to be supported by ICT? Not clear on what the fit-out will contain? Here's the lowdown:

The Department is installing base level ICT infrastructure and equipment as part of each P21 project in schools. This includes:

- EduStar Environment (ICT infrastructure), such as wireless, server, network communications and back up equipment
- ICT equipment essential for the operation of the particular standard design buildings. Depending on the particular design, this could include interactive whiteboards, projectors and multifunction devices.

This equipment will be installed in schools once the building has reached practical completion and prior to its handover to the school. For more information, visit www.education.vic.gov.au/about/directions/buildingrevolution

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Claire Glover with Victoria Teachers Credit Union Director John Scarlett and Minister for Education Bronwyn Pike.

Victoria Teachers Credit Union

Outstanding Primary Teacher Award

Congratulations to Claire Glover from Belvedere Park Primary School, winner of the Victoria Teachers Credit Union Outstanding Primary Teacher Award.

We would also like to recognise and commend all of the nominees for this category for their commitment and contribution to providing excellence in our education system.





Students at the Victorian College of the Arts Secondary School could not believe their luck when it was announced their school would be one of eight in the state to trial the new iPad. The Government plans to distribute more than 500 iPads, each worth \$629, to use in the classroom alongside netbooks, interactive whiteboards and the Ultranet.

Photo by Timothy Burgess

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- Evaluation from a participant at a THRASS course, Melbourne, 2003.

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Adrian Camm with **mecu** Community Banking Manager Filomena Garrubba and Minister for Education Bronwyn Pike.

mecu outstanding secondary teacher award for 2010

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Special school principal awarded for outstanding service to education

ROBERT KLEMM, assistant principal at Rosamond Special School, has been awarded the Public Service Medal for 2010. Mr Klemm received the award for "outstanding public service as an educator and mentor, particularly to young people with a disability, providing them with the opportunity to play their game of choice as a valued and respected member of a sporting team."

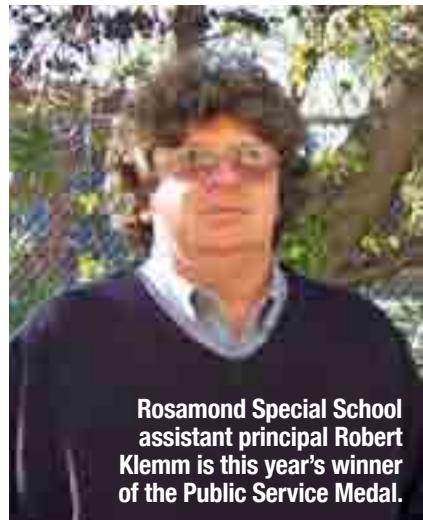
Mr Klemm has displayed outstanding commitment and contribution as an educator and mentor in the disability sector. For over 16 years he has volunteered as coach (as well as acting as club president, sponsor, mentor, bus driver and fundraiser) for two sporting teams, both of which exist to provide an opportunity for young people with additional

learning needs to be participants in the sporting activities of their local community. The opportunity that he provides not only enables these young people to increase their levels of physical activity but also instils in them a feeling of engagement, connection, self esteem and belonging.

The PSM, established in 1989, is awarded within the Order of Australia, for outstanding service by employees of the Australian Government and State, Territory and Local Government employees.



For more on the Public Service Medal www.education.eduweb.vic.gov.au/hrwebsources/psm.htm



Rosamond Special School assistant principal Robert Klemm is this year's winner of the Public Service Medal.

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*This offer applies to students in Year 5 and is subject to Victorian Government policy. Please see your school for details.



Winners of the 2010 Education Awards

Winner of the Lindsay Thompson Fellowship



Leonie Anstey, Teaching and Learning Coach Gippsland Region

Teaching and learning coach Leonie Anstey sees winning the Lindsay Thompson Fellowship as a personal milestone and a wonderful accolade for schools across South Gippsland. "I am based at Wonthaggi Primary – where the certificate now hangs pride of place in the school foyer – but I work in five or six schools so it's a big win for the whole region. For me, it shows that if you work hard and do the best that you can then anything is possible – if ever I had a dream then this is pretty close," she says.



Ms Anstey's work is based on the Instructional Rounds; she is involved with Harvard University Data Wise and plans to further explore what sort of learning we could expect from students if they did everything they were taught via an explicit learning task. She plans to make the results of her research available on FUSE and the Ultranet, and will present a paper at the Mathematical Education Research Group of Australia conference in Fremantle in July.

Where she'll go

Indianapolis and Boston in the United States.

What she'll do

Present at a mathematics leadership conference in Indianapolis and undertake a two-week professional learning program at Harvard University in Boston.

Winner of the Outstanding School Leadership Award

Michael Phillips, Ringwood Secondary College

Principal Michael Phillips is hoping to look at a number of international schools to see how they build a collaborative system of teachers, students and community. "I want to see the potential of the Ultranet to build a more powerful system of schools, and I am hoping to start sharing the findings as they are being developed," he says. "The aim is to introduce people at an early stage so that they can follow the journey and think about the possibilities."



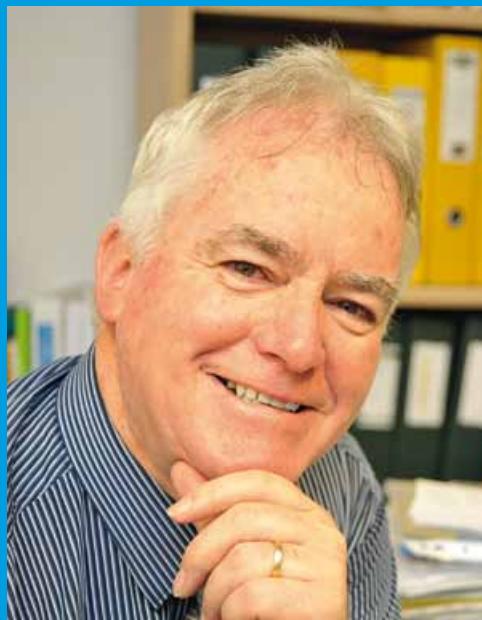
Mr Phillips says the awards dinner was a great opportunity for colleagues to mingle outside of school grounds. "It was a great night. I had the team from Ringwood there and a number of our younger school leaders as well and they really enjoyed it," he says. "The award is a huge honour and a career highlight, and it is currently in a prime place in my office – but I will need to rearrange a few things in order to hang it properly," he smiles.

Where he'll go

USA, Canada, Singapore, UK and Finland.

What he'll do

Undertake a series of learning walks and practicums, interview practitioners at key schools and universities and share his findings via the Ultranet.



Excellence Awards

Winner of the Outstanding School Leadership Team Award

Yarra Junction Primary School

The team at Yarra Junction Primary has been trying to keep things fairly low key; just "getting on with business" since winning their award. But according to team leader Deidre DeKlijn, when the community is so tight-knit everyone wants to share in the celebration. "This award is a first for the school and the general feel among staff and the community is pure elation," she says. "We are just so ecstatic and the phone hasn't stopped ringing with people wanting to congratulate us. The local paper has been out twice; it's a big deal for the community. We are fairly isolated out here and we work hard. It has given a boost to the whole township – not just the school. Everyone is so proud and the kids think all the attention honouring their hard work is fantastic," she says.



Where they'll go

They will stay locally, working in-house.

What they'll do

Utilise tools such as the Ultranet to develop an online community resource for parents.

Winner of the Curriculum Innovation Award



Silverton Primary School

Silverton Primary has become an exemplary model of embedding ICT into the whole-of-school curriculum and is attracting great interest from schools across the country and overseas. Last year more than 2500 local and international educators visited the school, and so far this year it has played host to more than 500 visitors. Principal Tony Bryant says as news of the award spreads, numbers are sure to rise.

"We might have to hire a tour guide, it's going to get bigger and bigger," he jokes.

"On the Monday following the award ceremony we had 45 visitors from two Sydney schools interested in seeing how we do things, which is great because we want to work more closely with schools locally and across the state on the use of ICT," he says. "There was a lot of cheering at assembly that morning, everyone was very proud and excited. The kids are currently working on a global project on deforestation with schools in six other countries and they couldn't wait to share the good news."

Where they'll go

To their own classrooms.

What they'll do

Assist local and national schools to maximise their use of ICT.



Winner of the Partnership with Parents and Communities Award

Eaglehawk Primary School

Teacher Mary-Anne Rooney left the award ceremony ecstatic and a little sore of thumb, having alerted fellow staff, family and friends of the good news via text messages within minutes of the big announcement. "My phone kept beeping with all the reply messages – everyone was just so excited and so proud," she says, adding that the school will be celebrating with a community BBQ while staff will have a private soiree: "There will be champagne and chocolate," she laughs.

The award has come at an ideal time for the school, which is merging with another local primary and will soon relocate to a brand new development. "The award is perfect to help build the cultures at the new school. It will help us to build family engagement and involve families in a really thoughtful way using the Family Friendly Schools program," Ms Rooney says. "It's an affirmation that if you work with families and resources you can do fantastic things."

Where they'll go

Staff representatives will travel to the USA, in particular to Phoenix, Arizona.

What they'll do

Attend a Family Friendly Schools conference and undertake training and accreditation to deliver the program across Victoria and nationally.



Winner of the Pathways and Transitions Award

Bendigo Senior Secondary College

"Winning this award was a bit surreal to be honest," recalls teacher Stephen Brain. "I was sitting with a colleague at the time, and we both agree that the 10 minutes following the announcement was a bit of a blur."

There are five members of the existing pathways team and more than 170 staff working with the students, and Mr Brain says everyone works well together. And the proof is in its growing list of accolades. Last year the school won the Outstanding Education Support Team award for ICT, this year the Pathways and Transitions Award. Next year – who knows?

"We will take stock at this point," Mr Brain says. "I am gloating as far as the school is concerned, but I think we have people across all categories that could step out of that humble nature and put their hands up," he grins.

Where they'll go

The college would like to visit a number of countries including Scandinavia, New Zealand, USA and Canada.

What they'll do

Investigate how other schools provide meaningful pathway and transition options in order to further develop their own model.



Winner of the Victoria Teachers Credit Union Outstanding Early Childhood Teacher Award

Glenda Hewitt Warracknabeal Memorial Kindergarten



Glenda Hewitt wants to travel overseas to explore different early childhood programs, with a focus on isolated communities. "I will probably go to New Zealand because their rural areas will relate to ours. I would also like to go to Italy to look at some kindergartens using the Reggio Emilia approach and see how they operate. I have never been to Italy before or to New Zealand, actually I have never been out of Australia so it's very exciting," she says.

Next year will be busy for Ms Hewitt who plans to juggle work with further study. "I will have a lot on my plate, which is also exciting," she says. "I would love to complete my Master in Early Childhood Education with a focus on rural early childhood programs at the University of Ballarat. I do sessional work there so I have an affinity with the school and the peer support."

Where she'll go

Italy and New Zealand.

What she'll do

Investigate rural early childhood programs and complete her Master in Early Childhood Education.



Winner of the Victoria Teachers Credit Union Outstanding Primary Teacher Award

Claire Glover, Belvedere Park Primary School



Claire Glover has increased professional development opportunities for teachers in ICT, and implemented the Earn and Learn Program for students. She now plans to create a web page as an attachment to the Ultranet where teachers can celebrate best teaching practice across the state. "It's a great way for teachers to celebrate things in their classroom," she says. "I am planning to visit schools in different regions, and I'll show them how to set the program up and then they can develop it from there."

Ms Glover has been teaching for seven years and says while the award is an incredible personal honour, it really belongs to the school. "I have been surrounded by expert-level teachers and principals, and have really been guided by them," she says. "They have always supported my ideas; they have never said 'no, you can't do that', but 'that sounds great, how can we help?'. Winning the award has been fabulous for Belvedere Park. It was a team effort and I am so grateful."

Where she'll go

Ms Glover will work locally and interstate.

What she'll do

Set up an online bank of excellent teaching practice in an open learning environment such as the Ultranet.



Winner of the Victoria Teachers Credit Union Outstanding Teacher Award — Disability and Additional Needs



Jacqueline Getreu, Ashwood School



Inaugural award winner Jacqueline Getreu would encourage all special education teachers to apply for an Excellence Award, and in doing so sing the praises of their students. "This award is a wonderful validation of special education and what we can do for our students and what they can achieve," she says. "Our students were very excited, they all came up to congratulate me and lots of families have sent lovely emails – it is kudos for the school and for our wonderful staff and principal."

Ms Getreu is the coordinator of the student learning team, which has been working towards creating a user-friendly student survey accessible to all levels of intellectual disability at the school. She plans to develop the survey into an online tool students can access via their computers, and will present her findings at a range of workshops around the state.

"There is an enormous amount of input into schools from special education trained teachers and this award is an opportunity to be shared right across Victoria so that others can see the potential of our students," she says.

Where she'll go

Ms Getreu will work locally.

What she'll do

Refine the student survey and its delivery, find software to support it, and share outcomes through the Ultranet, Knowledge Bank and a series of workshops.

Winner of the mecu Outstanding Secondary Teacher Award

Adrian Camm, McGuire College



We all know 3D is in-vogue on the silver screen, and apparently in the classroom too. This is why ICT teacher Adrian Camm can't wait to integrate it into his school. As a recipient of the 2009 Minister's Award for Excellence in ICT, Mr Camm is fascinated by virtual immersive environments and their potential to revolutionise the classroom. "It's about new forms of communication and expression," he explains. "3D is considered cutting-edge, but I think it will become the norm. It makes learning more exciting for the students because it gives them a sense of presence. In essence, it's about doing things that they can't do in the real world, such as explore space or take part in the laboratory experiment."

Mr Camm will fly to Philadelphia next year to visit the Science Leadership Academy and attend EduCon. "It's a conference where the greatest minds in the world get together and discuss the future of schools and learning and where we are heading," he says. "On the way home I'll visit some schools in New York, in particular those using virtual worlds."

Where he'll go

Philadelphia and New York, USA.

What he'll do

Extend his virtual learning community into 3D environments.



mecu Outstanding Business Manager Award

Nancy Sandilands, Melbourne Girls' College

When asked if she was surprised about winning her award, Nancy Sandilands gives a little snort of astonishment: "Was I surprised? I was sick! There were so many emotions; I felt humbled, fulfilled, over the moon. I have won awards in Irish dancing and a netball grand final, but this is serious! It's so fabulous I just can't believe it. I am still doing somersaults," she laughs.

Ms Sandilands wants to investigate strategic ways to alleviate core and non-core activities from the workloads of teachers and principals, and will travel to the UK and USA to do so. "I will look at best practice schools in the UK and then go to Washington to spend a few days at the Wallace Foundation. I have travelled a lot but never to the USA, so that's exciting. This award means a lot to people in the school community, and for my family, and I am still getting lovely emails from people I don't even know," she says.

Where she'll go

UK and the USA.



What she'll do

Visit schools in Britain and attend the National College for Leadership at the Wallace Foundation in the USA.



Winner of the Outstanding Education Support Team Award

Wallarano Primary School

Acting principal Gail Doney couldn't wait to share news of the school's big win with principal David Duff who is currently overseas. "I sent him a text and he called back straight away," she said. "He was thrilled to bits and very proud – as are we all."

There are 49 different cultures at Wallarano Primary, and while the school has a strong literacy program, it would like to extend its expertise in numeracy by exploring the most effective teaching methods for children with autism, language disorder and intellectual disabilities. The team will investigate the best course of action over the next two terms in readiness for implementation next year. "We don't want to rush in," insists Ms Doney. "We want to get the training right and have the resources in place to support the program and then encourage those skills to be transferred into the classroom and beyond," she says.

Where they'll go

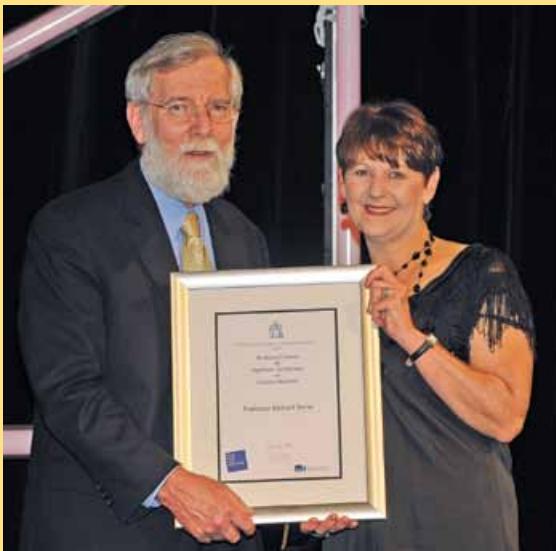
The team will work within their classrooms and locally.

What they'll do

Establish a numeracy tutoring program with parents and support staff, and showcase their programs to schools in the Greater Dandenong network posting their findings on the Ultranet, Connect and FUSE.



Inaugural winners of the Minister's Award for Significant Contribution to Victorian Education



Professor Richard Teese and Professor Stephen Lamb

Professors Richard Teese and Stephen Lamb – both from the Graduate School of Education at the University of Melbourne – have worked in the field of education reform for a number of years.

As the director and deputy director respectively of the Centre for Post-Compulsory Education and Lifelong Learning, Prof. Teese and Prof. Lamb were recognised for their overarching commitment to equality in education and the significant work they have produced around school funding models.

They have also contributed to our understanding of post-compulsory pathways and post-school destinations, which led to the development of the Department's On Track survey – a first in Australia.

Accepting the award from Minister for Education Bronwyn Pike during the Gala Dinner, Prof. Teese said was touched by the recognition. "The evening was to celebrate the considerable and admirable achievements of teachers in the Government system," he said. "To be able to contribute in a modest way to the success of Government schools is an honour."

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Jacquiline Getreu with Victoria Teachers Credit Union Director John Scarlett and Minister for Children and Early Childhood Development Maxine Morand.

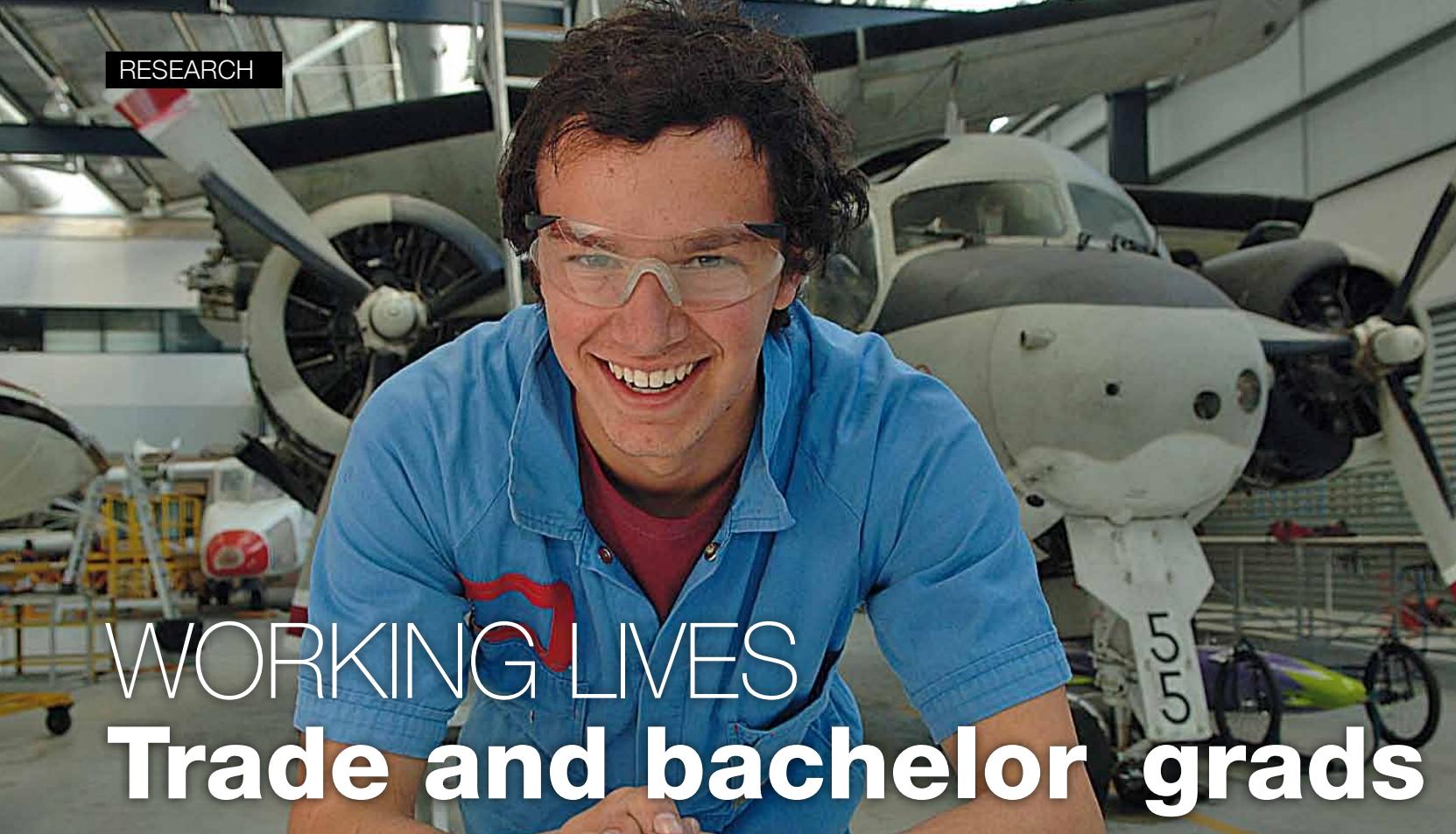
Victoria Teachers Credit Union

Outstanding Teacher Award — Disability and Additional Needs

Congratulations to Jacquiline Getreu from Ashwood School winner of the Victoria Teachers Credit Union Outstanding Teacher Award – Disability and Additional Needs.

We would also like to recognise and commend all of the nominees for this category for their commitment and contribution to providing excellence in our education system.





WORKING LIVES Trade and bachelor grads

How do trade and bachelor graduates measure job satisfaction 10 years on? A recent ARC (Australian Research Centre) Linkage study – conducted by RMIT in collaboration with the Department, the National Centre for Vocational Education Research and The Skilled Group – found out.

THE STUDY

THE STUDY looked at how individuals measure the 'benefits' of work in the 21st century. No longer is a simple monetary indicator adequate to measure a person's concept of occupational benefit. The research suggests the need for a new, more complex, measure of work-related benefit in order to investigate career and job changes with a view to understanding skill shortages in Australia.

The study involved three stages of data collection and analysis of trade and higher education graduates who had completed their course at RMIT between 1994 and 1996. The research team documented the various influences on decisions of these young men and women during the 10-year retrospective survey period.

Families strongly influenced the first occupational choice after Year 12. In

the post-qualification period of career-building and decision-making, family considerations – including the expectations of partners and the needs of children – were also important.

A number of participants were clearly influenced in their career choices by working hours, including the effects of shift work and inflexible or long working hours, as they considered long working hours detrimental to their personal life and wellbeing.

The variety of contractual arrangements put in place to meet the needs of both employers and employees is a point requiring further investigation. Concerns relating to permanent part-time work, and part-time contracts that maintain employee rights and working conditions, were raised by a number of participants in this study.

The findings also highlighted the constant educational needs – including re-education

10 years on

– of a workforce changing and adapting to the impact of computerisation. The current skill shortage reflects the imbalance between old skills no longer required and new skills not yet acquired in the various processes of employment change. However, there is a work culture, or mind set transformation, required in the re-education process for both employees and employers if change is to occur. As might be expected, participants had varying perceptions of the value of further formal academic studies, compared to on-the-job training and short courses.

'A Ten-Year Comparative Analysis of Work, Benefit and Skill Trajectories of Parallel Cohorts of Trade and Bachelor Graduates' Working Lives' was an ARC Linkage Study 2006 – 2009 (LP0667939).

THE INTERVIEW

The Department's Research Branch (RB) interviewed lead investigator Associate Professor Heather Fehring from RMIT about the study and some of its main findings.

RB: Can you briefly describe the Working Lives project?

HF: Very briefly, this was an exploratory study investigating TAFE and Higher Education graduates from RMIT using a retrospective, quasi-longitudinal life-course methodology. The three-stage study involved an initial mail questionnaire to 179 participants (Stage 1), a follow-up telephone interview of 94 Stage 1 participants (Stage 2), and 12 in-depth case study interviews (Stage 3). The aim of the study was to provide data on the work, skill and benefit trajectories experienced by young trade certificate and bachelor degree graduates over the first 10 years of their working life.

RB: Your study indicates that for some young people apprenticeships appear to be a second choice. What can VET and higher education providers do to promote apprenticeships as a pathway to a career?

HF: The notion of 'equal but different' needs to be the message to young people. Career options that maximise the potential and interest of young people do not need to be placed in a hierarchical order, with VCE at the top. Furthermore, there needs to be



Associate Professor Heather Fehring from RMIT worked in conjunction with the Department's Research Branch to deliver the 'Working Lives' project, which compared parallel cohorts of trade and bachelor graduates 10 years after finishing study.

a more concerted campaign of advertising pathways for the current and future workforce.

People in the workforce are changing their occupation more frequently than previous generations of workers. Young people even talk of their 5–10 year career plan expectations. If people are thinking of changing occupations more regularly, then understanding how to re-credential and follow alternative pathways into other occupations would be beneficial to both employees and employers. It also benefits



the growth of the economy by responding to market forces.

The stories of individuals who have moved from teachers to decorators; from accountants to teachers; from nurses to small business operators and from full-time to part-time workers would provide positive illustrations of how changes are possible in a fluid, flexible and dynamically changing workforce.

RB: The investigation raised interesting questions in relation to the measurement of the concept of 'benefit' in the 21st century workforce and found that participants did not consider their working lives to be governed solely by financial considerations. Your study reflects the dynamism of career pathways, and challenges the perception that skilled trade occupations are low-wage, low-progression and lack flexibility. What were some of the descriptors, other than financial considerations, participants used to identify 'benefit' in their working lives?

HF: Participants spoke about benefits in terms of the relationship between their work and life satisfaction or lifestyle. They considered that a balance was very important. Several spoke about wanting shorter working hours to enable more family and leisure activities as a benefit in relation to work. Jobs that provided favourable working conditions such as flexible working hours, were considered

a benefit. Some participants spoke about being self-employed as a benefit.

An interesting notion is the perceived benefit of on-the-job training rather than further formal qualifications. On-the-job training is felt to provide not only a way to keep skills current, but also, to encourage divergent career moves within the workplace. In this way, workers can follow interests, maximise opportunities and take on challenges. This added to their self-confidence and was considered a benefit.

RB: The imbalance between males and females in TAFE, compared with bachelor degree courses reflected in this study gives rise to questions about why females do not appear to choose TAFE studies as career options. The findings seem to indicate that 'family-friendly' policies in the workplace are not achieving enough. What were some of the gender issues raised by participants in the Working Lives project?

HF: Being torn between career progression and parenting is still very much an issue in the 21st century. This is always a vexed question as it is painted as the rights of an employer versus the rights of the individual. This response is not helpful in moving forward with new and responsive policies for the future needs of the skilled workforce.

Policies around permanent part-time work or flexible working hours need to



take into account issues around leave, superannuation, taxation and workcare contributions. Such policies should not limit the options of employees and encourage companies to take on part-time staff and support flexible working arrangements. Re-entry pathways are needed that will support promotion opportunities and recognise and re-credential prior learning. Encouraging company tax breaks and incentives are some suggestions that might address the future needs of a changing workforce.

An avenue back into employment might include the availability of government-funded, tax-free scholarships for men and women who have been the main carers of children for a number of years. **S**

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- Fehring, H., Malley, J. & Robinson, L. 2008
The first ten years of working life: the experiences of those with trade and bachelor degree qualifications
Working Paper Series 2008, WPS no. 4
RMIT University, The Centre for Applied Social Research (CASR), School of Global Studies, Social Science and Planning, Melbourne.
Available at: www.rmit.edu.au

Fehring, H., Malley, J. & Herring, K. 2009
Working Lives project: A ten-year comparative analysis of work, benefit and skill trajectories of parallel cohorts of trade and bachelor graduates
Report of Stage 3
RMIT University, Melbourne.
Available at: www.rmit.edu.au

A summary report from all three stages of the study is available on the Research Publications page at www.education.vic.gov.au/researchinnovation

A photograph of a woman with blonde hair, wearing a dark turtleneck sweater, smiling warmly at the camera. She is leaning over a desk, interacting with a young child who is looking up at her. The background is slightly blurred, suggesting an office or classroom environment.

Science lessons direct from the rainforest

Nature-loving teachers were able to beam their lessons directly from the field into the classroom, during a recent research expedition into Far North Queensland.

FOUR AM wake-up calls in the great outdoors may be the stuff of nightmares for some, but for Peter Cleeland they're a dream come true. The Koo Wee Rup Primary School teacher has just returned from an expedition to the Wet Tropics Rainforest near Port Douglas – all in the name of science training – and loved every minute.

"This PD is no walk in the park," he concedes. "We had no showers or toilets for the first week, and that was challenging. It was a wet environment, plagued with mosquitoes, but it was the most rewarding experience."

Mr Cleeland was one of 11 teachers who journeyed to Far North Queensland as part of Earthwatch TeachLive, a program that places teachers in the field to work with scientists to promote sustainable environments. Teachers are given scholarships to participate in this program under the *Energising Science*

and Mathematics Education in Victoria strategy.

For a couple of weeks, teachers become members of an esteemed scientific research team and assist in a range of field activities such as making and recording observations, radio tracking animals, and censuring flora and fauna.

For Mr Cleeland, this meant joining climate change expert Professor Steve Williams and scientist Martin Cohen, both from James Cook University, to assist with bat, bird, gecko, skink, possum, insect and reptile surveys.

"Each member of our group had a set number of surveys to do each day," he said. "Some commenced at 4.30am and others finished at 11.30pm."

During their placements, teachers can interact with their classrooms via the TeachLive website, effectively taking their students on a fascinating virtual expedition.

On Mr Cleeland's trip, the teachers planned their lessons with a strong ICT flavour to promote student investigations probing the link between global carbon emissions and climate change in the rainforest. At the end of each day, they wrote up their experiences and then uploaded the information and images to the highlights page of the Earthwatch website.

"It was a wet environment, plagued with mosquitoes, but it was the most rewarding experience."

"Our students logged on from home and school and sent in questions and comments via the forum section of the website which





lead to some interesting dialogue," says Mr Cleeland who encourages interested teachers to keep an eye open for future Earthwatch expeditions.

"This experience had a profound impact on the whole team and has made me more aware of the need to conserve our planet," he says.

"As educators we were left in no doubt at the profound affect carbon emissions are having on our planet, in particular on the rainforest and its inhabitants. If the temperature rises by 2-3°C over the next century 50 per cent of the 700 species that occupy the Far North Queensland rainforest will simply disappear. I feel a strong sense of purpose as an educator having experienced the beauty and splendour of the rainforest first hand to empower my students with the necessary information for them to make reasoned and logical lifestyle choices in the future." **S**



For more information, visit www.earthwatch.org.au and www.teachlive.org.au



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How to embed ICT in everything you do

The Department provides a range of ICT professional learning opportunities and resources to support teachers to make ICT integral to learning and teaching.



Professional Learning Program

If your school is looking for professional learning activities that use a range of ICT to support high quality curriculum planning, then the Intel® Teach suite of programs may suit your needs. Intel Teach offers a range of online and face-to-face extended professional learning opportunities to assist teachers to design learning sequences for effective learning with ICT in a 21st century context.

For information and dates of current ICT Professional learning opportunities visit www.education.vic.gov.au/studentlearning/elearning/proflearn.htm

1-to-1 Learning

Learning in a 1-to-1 environment can open up new possibilities for learning, making it easier to exploit existing learning opportunities. Learning can be more active and student centred. 1-to-1 digital devices connect directly with individual learners as they engage with learning activities and collaborate online within and beyond their schools.

The 1-to-1 Learning Showcase links you to resources about 1-to-1 learning, including 101 classroom ideas, advice for implementing a 1-to-1 program in your school, parent information, research and tours of 1-to-1 learning environments. This showcase also provides schools with information on the netbook trial and the NSSCF Computer Fund.



Resources

A number of online resources and tools are freely available to schools including digital learning content, professional learning resources to support learning and teaching with ICT, and a guide to safe and responsible behaviours.

The ePotential ICT Capabilities Resource is an online tool created to help Victorian teachers develop their ICT capabilities, and identify and support their ICT professional learning needs. It includes an ICT capabilities framework for teachers, and online survey and continuum, interactive teaching resources, learning materials and planning tools. Find where you are on the continuum and explore the practical resources including teacher and student work samples, advice for getting started and professional learning resources.

Learning Online is the Department's web resource for safe and responsible use of digital technologies. It presents policy, strategies and resources for schools related to cybersafety, including cyberbullying.

FUSE (Find, Use, Share Education) provides access to relevant, informative and exciting online educational resources from around the world. Primary and secondary students and teachers can search for websites, images, audio and video as well as other online interactive resources.

eLearning ICT Showcases celebrate effective eLearning practice in Victorian schools for teachers and school leaders. In the showcases you can find video footage, student work, learning sequences, comments from teachers and a variety of other resources on a particular subject area.

The eduSTAR software image provides over 80 educational software applications. Further information on the software available can be accessed on the Connections 2010 site. Online tutorials are available on the eduSTAR Software Tutorials Showcase at <http://epotential.education.vic.gov.au/showcase>

The ICT Domain Page has ideas and support for implementing the ICT domain of the VELS (Victorian Essential Learning Standards), with practical advice, resources and examples of how teachers have used ICT across VELS domains.

To access all of these programs and resources, visit the DEECD eLearning and ICT website at www.education.vic.gov.au/studentlearning/elearning

Koorie students run their own amazing race through city

AN AMAZING race around the city of Melbourne was a novel start to the inaugural Wannik Student Leadership forum held at Melbourne's Rydges Hotel from 9–12 May. Koorie students from across Victoria attended the forum and excitedly assembled at the Sir Doug Nicholls Statue in Parliament Gardens to take part in the heart-pounding race through the CBD and surrounds.

Teams of six navigated their way on foot and by tram searching for clues, letters, numbers, codes, resources and race checkpoints to complete a series

of team challenges. The challenges included getting a stranger to take a group photo, and 'hovering' 300m above the city in The Edge glass cube at Eureka Skydeck, before crossing the finish line at Birrarung Marr almost four hours later.

Next morning the students regrouped to settle into three days of workshops and discussions on team building, leadership and achieving goals, with spirited presentations from a host of guest speakers including rap singer Tjimba Possum-Burns and Essendon footballer Nathan Lovett Murray.



Students armed with lanyards and maps get ready to test their navigational skills in Melbourne's CBD.

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10 questions for Pam Toose



Hand Pam Toose – regional network leader (RNL) for Macedon in the Loddon Mallee Region – a lemon tart while she's watching *Packed to the Rafters*, and you'll have yourself a happy lady.

1. What do you think makes a good principal?

Someone who can build and maintain positive, trustful relationships with a variety of people and who understands effective teaching and learning. A principal must be passionate and proud of their school, but at the same time respectful of the system they work in. They also need to be confident in their decision-making.

2. When you were a student, who was your most inspirational teacher?

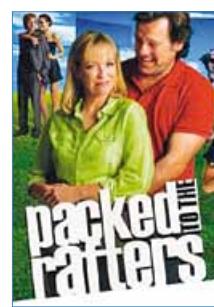
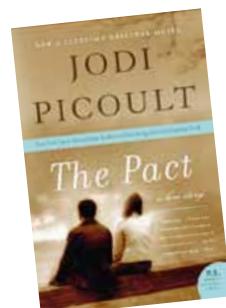
Two inspirational teachers at Boort High School in the 1970s were: Alan Stephens, my Year 11 accounting teacher, because he was passionate about the subject, had a sense of humour and genuinely cared about students; and Kevin Carter, my Year 11 economics teacher, who was direct, focused and knowledgeable.

3. What are you reading at the moment?

I have just finished the *The Pact* by Jodi Picoult, which is about teenage suicide, and I have just started reading a book by Professor Yong Zhao titled *Catching Up or Leading the Way*.

4. What is your idea of the perfect weekend?

A long weekend! No alarms, a cup of tea in bed reading the papers, shopping and the movies with my beautiful daughters and the evening with family and friends drinking fine wine and eating good food.



5. What do you love to eat?

Anything sweet, especially with a lemon flavour; I particularly enjoy lemon tarts from a bakery in Kyneton called *Sweet Cravings*.

6. What was your main motivation for becoming an RNL?

I enjoy variety and challenge, which is a key part of the RNL role. The RNL role was the logical next step for me within the Loddon Mallee Region.

7. What were you doing prior to this role?

I was director of student learning and acting senior education officer with Loddon Mallee Region.

8. What are some of the key projects you're working on?

I have been involved in the Global Education Leaders Project, with four others, representing Victoria on a global stage to implement the Rural Education Strategy using the Ultranet as the enabler to build workforce capacity.

9. What do you do to relax after work?

A glass of wine, chocolate, having dinner cooked for me, and watching light TV such as *Spooks* or *Packed to the Rafters*.

10. What is your all-time favourite movie?

Love Actually. It's a classic film with exceptional and experienced actors, depicting love in many forms.



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5

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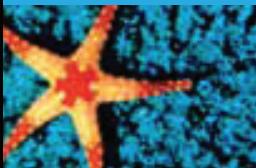
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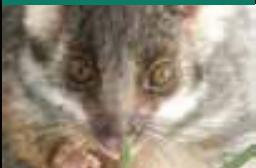
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COMPLEMENTING VELS STAGES OF LEARNING

Getting into music and performing arts courses: Advice for your Year 12 students



ATTAINING A place in a top tertiary arts training institution is a competitive process. All applications by prospective students are assessed through a discipline specific audition, as well as requiring a minimum VCE English score. In the case of entry into music courses, a musicianship test will be a component and in the case of dance – a physiotherapy examination, to be certain the body will be able to withstand the rigours of such a physically demanding career.

It is essential that all students who are committed to a life in the arts become involved in the creative life of their school and community. Professor Gary McPherson, Head of the School of Music at the Faculty of the VCA and Music, says: “Investing hours of practice is crucial to the development of your technical skills and musicality, but it’s also important to make the most of all performance opportunities so that you can build confidence as a performer. You need to have some balance in your life too.”

The selection process can be an intimidating experience but passionate students should not be deterred; rather, they should see it as a character building challenge, says Professor Kristy Edmunds, Head of the School of Performing Arts at the Faculty of the VCA and Music in Melbourne.

“We’re looking for students with a high degree of motivation, discipline and artistic imagination,” Prof Edmunds says. “In the case of performing artists, the audition panel will be particularly interested in how the candidate is able to respond to direction and creatively interpret material. Dancers require a high degree of technical proficiency, across ballet and contemporary movement vocabularies.

“For theatre, the actor needs to be authentically convincing as a performer, with an understanding of the meaning and purpose of the text they are delivering. With production candidates, a working knowledge of and passion for the performing arts disciplines and a clear intent in their own aspirations is a must.”

 For more information about undergraduate and graduate courses in art, dance, theatre, film and TV, music and production at the Faculty of the VCA and Music, visit www.vcam.unimelb.edu.au or call the VCA and Music Student Centre 9685 9419.



Tips for your students



Get involved and be inspired by the creative life of Melbourne. Most arts organisations publish online newsletters that will let you know about forthcoming performances, concerts, public talks, workshops and exhibitions. The VCA and Music distributes a free e-newsletter which is full of information about student performances, ticket giveaways and events for prospective students. To subscribe visit: <http://cms.unimelb.edu.au/vcamenews/subscribe>



Understand the entry requirements. Every discipline and institution is different, so it's essential to prepare accordingly. Check with your career advisor if you're unsure about anything.



Practice, practice and practice. And then, rehearse your audition pieces in front of your friends and family to help settle your nerves.



Join the school production. Students interested in the work related to performance production including set, costume, lighting, sound design, workshop, wardrobe, stage and production management should be practising these skills in school productions.



Enrol in an audition technique workshop. The VCA and Music offers holiday short courses to help get the best out of your solo performance, visit www.vcam.unimelb.edu.au/short_courses for more information.



Attend open days. Visit music and performing arts faculties on open day. Talk to the staff and current students to get a feel for the institution and see if it's right for you.

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Kahootz challenges kids to create their own *My Place*

STUDENTS FROM across Victoria converged on the Australian Centre of the Moving Image (ACMI) recently to kick off the first of two Kids Kahootz Challenges for 2010. The six primary schools that attended the event brought their expertise of Kahootz to the green screen and game-making arena.

Each student who attended the challenge was asked to create an 'expression' that would explore the television production *My Place*, based on the award-winning book by Nadia Wheatley and Donna Rawlins. *My Place*, the television series was awarded a Logie for Most Outstanding Children's Program and is currently screening weekdays on ABC1 at 5.25pm. The *My Place for Teachers* website includes 39 downloadable video clips from the television series, a 'Decade Timeline' highlighting key events and 'Behind the Scenes' information, which allows users to explore the development and production of the television series.

The Kids Kahootz Challenge 2010 invited students to undergo one full day of training in storyboarding, green screen and game-making at ACMI. Students were asked to storyboard before producing their green screen video and most enjoyed the challenge, including Year 6 student Joe from Mitta Mitta. "It was a great experience going to ACMI and doing the green screening with all the other schools," he said.

Emily from Corio South was also impressed. "We had green boxes that camouflaged with the green screen so it looked like we were swimming on nothing," she said. "This was a brilliant experience for me. When we get back to school we have to download what our scene was onto the computer and add things to make it much



A young student has fun with the green screen as part in the Kids Kahootz Challenge 2010 at the Australian Centre for the Moving Image.

more interesting." Students have now gone back to school to work in small groups to create 3D responses using Kahootz and *My Place* as their theme.

The Kids Kahootz Challenge is a partnership between ACMI, the Australian Children's Television Foundation (ACTF) and the Department's eLearning Unit. Each participant received a prize donated by Dataworks and the ACTF. The second Kids Kahootz Challenge will run in November 2010.

Above: a scene from the television series 'My Place' – which was awarded a Logie for Most Outstanding Children's Program and based on the award-winning book by Nadia Wheatley.

Where to find out more

For more information about the *My Place* television series and Teachers' Guide (DVD-ROM), visit www.actf.com.au or the *My Place for Teachers* website at www.myplace.edu.au.

Alternatively, access the teacher resources through the Learning Resource ID AGQBJ7 in FUSE.

For more information about Kahootz 3.0 visit the Making the Most of Kahootz 3 Showcase at <http://epotential.education.vic.gov.au/showcase> or visit www.kahootz.com.au



If you want more information or are interested in nominating your students to participate, contact Louise Bowe in the eLearning Unit on 9637 2172



Glenda Hewitt with Victoria Teachers Credit Union Director John Scarlett and Minister for Children and Early Childhood Development Maxine Morand.

Victoria Teachers Credit Union

Outstanding Early Childhood Teacher Award

Congratulations to Glenda Hewitt from Warracknabeal Memorial Kindergarten, winner of the Victoria Teachers Credit Union Outstanding Early Childhood Teacher Award.

We would also like to recognise and commend all of the nominees for this category for their commitment and contribution to providing excellence in our education system.



What is eduSTAR?

Software on eduSTAR is available to schools through the Department's School Technology Architecture and Resources (eduSTAR) standard platform. The eduSTAR program provides schools with standardised models, patterns, management practice and tools in order to deliver an effective mix of educational software and tools to enable teachers and students to access and embrace the Ultranet.

There are currently over 80 software applications available on the eduSTAR software list, including:

- animation
- concept and Mind Mapping
- digital video and images
- drawing and painting
- interactive curricular resources
- logic and problem-solving
- 3D modelling and game-making
- presentation and multimedia tools

- sound and music
- thinking skills
- typing tutors
- web authoring
- writing tools.

How do I access eduSTAR software?

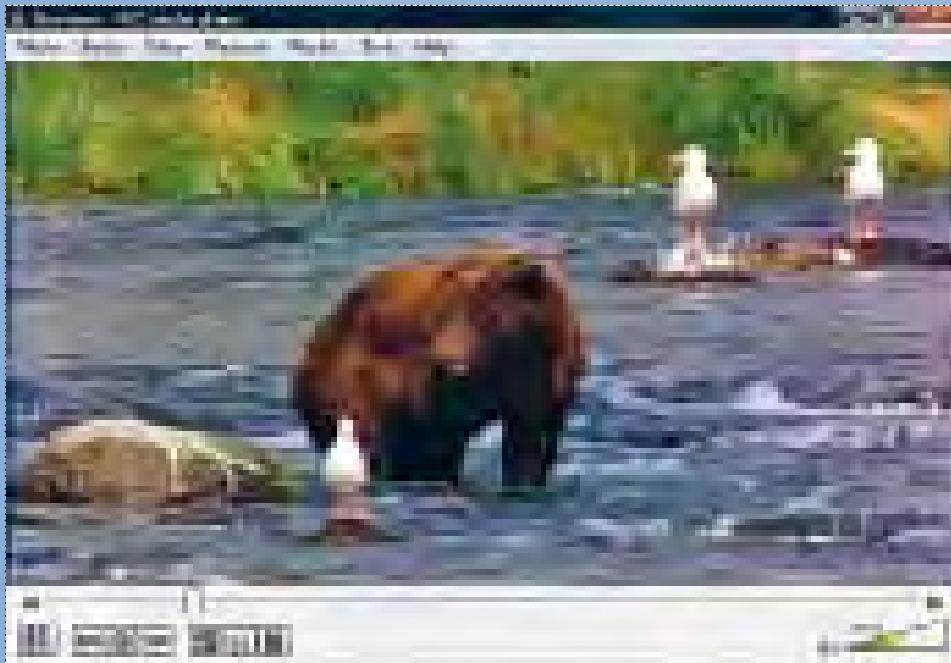
All devices bought from the DEECD panels come with the eduSTAR software already loaded onto them. Schools can ask technicians to load the eduSTAR software onto school-owned devices that do not have the software.

Getting started with eduSTAR

For each application below, the following details are provided to assist schools:

- short description outlining main features of the application
- relevant year level the program applies to
- weblink to an online tutorial or resources for the application.

This issue we focus on three great multimedia apps available on eduSTAR.

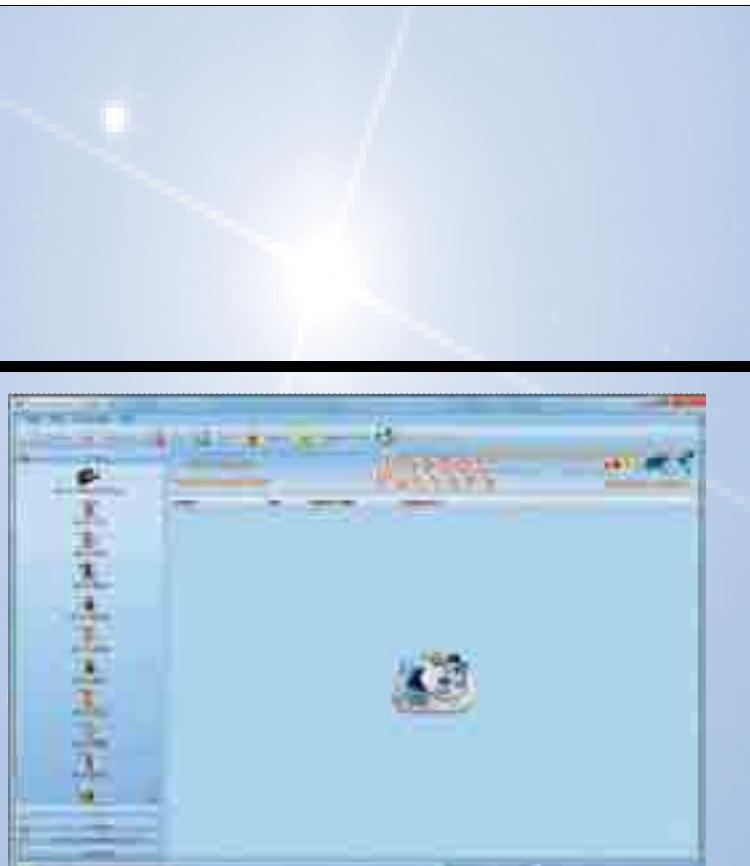


VLC Media Player

[www.videolan.org/
support](http://www.videolan.org/support)

■ VLC Media Player is a multimedia player capable of reading most audio and video formats, as well as DVDs, audio CDs and various streaming protocols.

Suited to: Prep-Year 12



Format Factory

www.myformatfactory.com/Tutorials

- Format Factory allows students to easily convert all popular video, audio, picture formats to other formats.
- Suited to: Years 5–12



VirtualDub

www.virtualdub.org/virtualdub_docs

- VirtualDub is a video capture/processing utility for Windows platforms.

Suited to: Years 8–12

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Nominations open for Early Years Awards

■ Nominations for the 2010 Early Years Awards will open in June. The awards recognise the contribution that partnership approaches make to improving the health, learning, development and wellbeing of Victorian children.

The awards, sponsored by the Government's Best Start program, are an opportunity to recognise leadership, outstanding achievement, exceptional dedication and innovation in improving outcomes for children and families. The Best Start approach is to strengthen the local capacity of parents, families and communities and early years services to better provide for the needs of all young children and their families.

To receive information about the awards, email your name, organisation, contact phone number and email address to childrens.week@edumail.vic.gov.au



A vibrant poster for 'CUP CAKE DAY for the RSPCA'. The title 'CUP CAKE DAY' is written in large, stylized, orange and white letters. Below it, 'for the RSPCA' is written in red and black. The date 'MONDAY 16 August 2010' is prominently displayed. The poster features a cartoon-style illustration of a dog, a cat, and other animals like birds and butterflies. There are also cupcakes and flowers. A speech bubble on the right says: 'Get involved and download our school information packs!'. The website 'www.rspcacupcakeday.com.au' is at the bottom.

Attention innovative teachers: Microsoft wants you

The Innovative Teachers Awards are now open for 2010. The awards are open to any K-12 teacher from around Australia who is using simple technologies in innovative ways to engage students and improve their teaching practice. Winning teachers will receive a trip to the Philippines to attend the Microsoft Asia Pacific Innovative Teachers Conference.

To download entry forms visit www.microsoft.com.au/innovativeteacher



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| <ul style="list-style-type: none"> • learning technologies • leadership and school improvement • teaching and learning programs | <ul style="list-style-type: none"> • classroom management and engagement • curriculum initiatives • enhancing literacy and numeracy |
|--|--|



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News bites

Commissioner for Environmental Sustainability praises Victorian schools

■ Four Victorian government schools were recently recognised by Victoria's Commissioner for Environmental Sustainability, Dr Kate Auty, for their work in changing values and behaviour through their environmental programs. Frankston High School, Benalla Primary School, St Georges Road Primary School, and Christmas Hills Primary School were acknowledged during Dr Auty's report on environmental management systems by Victorian government departments and agencies.

The report evaluates the way these organisations are responding to climate change and environmental concerns. This year's audit included a study of environmental sustainability in the education sector, focusing on the ResourceSmart Australian Sustainable Schools Initiative

Victoria framework – a joint initiative between the Department of Sustainability and Environment and DEECD that aims to help Victorian schools reduce their impact on the environment. "I made education a priority sector because there is no better place to start meeting the climate change challenge than in schools," Dr Auty said. "Our young people have an opportunity to instil lifelong behaviours that will be considerate of the environment."

In her report, Dr Auty praised the innovative sustainable programs operating in Victorian schools and recommended that all schools adopt the ResourceSmart AuSSI Vic framework. Currently, 25 per cent of Victorian schools are involved.

Malaysian teachers visit sister schools

■ The sister school program between Australia and Malaysia, which has been in operation since 2008, has now been extended to include seven additional sister schools from both countries.

Next month teachers from Leongatha Secondary College, Tallangatta Secondary College, Maffra Secondary College, Eltham High, Cobden Secondary College, Ashwood Secondary College and Maribyrnong Secondary College will visit their sister schools to reciprocate a recent visit to Victoria by Malaysian teachers and an official from the Ministry of Education.

For more information on the sister school program, contact the International Education Division on 9637 2990 or email international@edumail.vic.gov.au

New facilities for Wangaratta High School

■ Wangaratta High School staff and students are now enjoying new state-of-the-art facilities. Last month, Minister for Education Bronwyn Pike officially opened the first stage of a \$16 million modernisation project, making it an exciting day for the entire Wangaratta community.

Ms Pike said the \$5.1 million first stage provided Wangaratta High School with a new senior school featuring an integrated library and new staff facilities. "The new senior school complements Wangaratta's modern teaching by providing flexible learning spaces for both small and large groups of students," she said. "Students now have access to the latest and greatest information technology resources."

Wangaratta High School teaches more than 1250 students, after merging with Ovens College in 2007.

WOORABINDA SCHOOL CAMP



Since 1973, when Woorabinda opened as the Warragul inspectorate camp, there has been a commitment to delivering quality residential outdoor experiences at affordable prices to Victorian students – with a particular focus on school groups from Gippsland & Latrobe Valley.

Many committed individuals, local service clubs and schools have worked tirelessly to maintain the facilities and develop Woorabinda as a popular return destination for the past 37 years. There have been rocky times with threats of closure but Woorabinda School Camp has always pulled through to operate in the best interests of the students and teachers in their local community and beyond.

An exciting new development which ensures Woorabinda's long term future and ability to meet the ever changing needs of schools into the 21st century is underway.

In 2010, Woorabinda officially became part of the Department of Education and Early Childhood Development as a campus of Somers School Camp – School No. 4647.

What does this mean for you?

- Woorabinda is now fully staffed – currently with 5 full time, experienced program staff
- There are additional support staff to assist with catering, cleaning, administration and maintenance
- Enhanced curriculum choices are under development and will be ready for introduction in 2011
- Opportunities abound for your students to participate in high quality outdoor and environmental education experiences which compliment your school curriculum
- Affordable prices remain – costs are financially subsidised by DEECD

- Rigorous risk assessments have been undertaken and documented
- Activities, equipment and ratios are in compliance with "Safety Guidelines for Adventure Outdoors"
- There is a high level of professional support in programming to engage your students and improve learning outcomes
- Competitive pricing for transport (coaches) can be arranged if required.

Consider your options now for 2011:

When you think about the educational benefits and conduct your cost analysis the answer will be clear!!

Book your 2011 residential outdoor learning experience at Woorabinda now.

Facts in brief:

Location:

North Shore Road, Yallourn North 3825 – approx 2 hours from Melbourne

Features:

Set in a lush temperate rainforest, on the shores of Lake Narracan. 145 hectares in a combination of open pasture, waterholes, fern gullies and natural forest.

Strategic focus:

Values based teaching and learning with a focus on personal development, sustainable practice and community building

Nearest town:

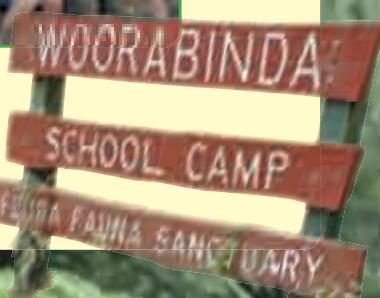
Yallourn North – 8 kms – 5 minute drive
Moe – 15 kms – 15 minutes drive

Accommodation:

Up to 72 students and 10 staff in two heated and well maintained bunk houses - Rooms of 2 with shared bathroom facilities.

Catering:

Fully catered by trained / experienced DEECD employed staff. Special dietary requirements catered for upon request.



Program:

Adventure based learning – Ropes, initiative games, zip wire, canoeing, bush cooking, orienteering, archery, hut building.

Environmental education – mini beasts, rainforest exploration, sustainable living, local wildlife.

Please ring to make a booking or to get more information:

(03) 5167 1458 – Woorabinda office or (03) 5983 5302 – Somers School Camp office

Preference will be given to:

- Groups of 50 or more students from Years 3–6
Note: Smaller groups accommodated if prepared to share with other schools.
- DEECD schools – different pricing structure applies to non-DEECD groups
- 5 day bookings
- Schools which apply in writing

Please note:

1. Closing date for 2011 placement is 1st August 2010
2. Application forms available from Woorabinda School Camp:
(03) 5167 1458 or electronically by contacting: somers.camp.woorabinda@edumail.vic.gov.au

Principal:

Denise Anthony

Assistant Principal:

Steve Hamill

Campus Coordinator:

Bruce Milkins
(Woorabinda)

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www.education.vic.gov.au/spectacular

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No extra workload for State Schools Spectacular

Time-poor teachers can breathe easy. Getting your students involved in the State Schools Spectacular doesn't necessarily mean extra work for you.

WITH THOUSANDS of participating students from more than 100 schools across Victoria, the State Schools Spectacular is not only a sparkling celebration of the talent of students in government schools, but an impressive exercise in behind-the-scenes orchestration.

But this doesn't mean an extra workload from the teachers involved. Mount Evelyn Primary School music teacher Jenny Barker was pleasantly surprised at just how little she had to do when she decided to get the school's level four massed choir – which is made up of 20 Year 5 and 6 students – involved in the production.

"Joining the Chorus has organised rehearsals, they've helped with the funding of transport by getting Rotary on board, they provide all the costuming," she said. "All we have to do is use the CDs and music that they send us, and just rehearse."

The State Schools Spectacular is coordinated by Joining the Chorus (JtC), the Department's performing arts initiative. Students participate either as part of a school group or as individual performers, and participating schools are provided with CDs, choir charts, dance DVDs and instructional manuals, as well as professional instruction and rehearsal time.

Ms Barker said the school's involvement in the production has simply meant the choir's usual rehearsal is now for the Spectacular, instead of an in-school or local performance. "We usually have a level four choir rehearsal, and now instead it's a State Schools Spectacular rehearsal. It isn't changing anything for me."



As an added bonus, Ms Barker said schools are encouraged to use the materials provided for their own future performances. "They've said we can use those songs as performances in our own school afterwards. Usually with massed choirs, you're not allowed to do that."



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Thérèse Rein will announce the winners in five categories at the ACCESS Chaplaincy Dinner 2010 on 9 August. All entrants will be considered for inclusion in the competition's official publication.

It's free, and entries close on 30 July 2010.

All entries will be judged by an expert panel, chaired by Eddie Bronson.

Check out competition details at www.accessministries.org.au

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Good news from around the state

Compiled by Tina Luton



Barwon South Western

The students at Clifton Springs PS have been actively placing their fabulous artwork into the community. They entered pieces into the Portarlington Agricultural Show, the Rotary Easter Art Show, and have permanent displays at a local Drysdale bank. Visual arts teacher Corinne Bentley says many of the students have been successful award winners but ultimately the exhibits give them a true sense of pride and purpose. "Exhibiting encourages the students to strive for high standards and creates a great deal of excitement and satisfaction," she says.

Western Metropolitan

Female Year 9 and 10 students from Melbourne's west attended the free *Young Women Flying* conference at Parliament House, held in conjunction with International Women's Day celebrations. The conference was organised by assistant principals Charmaine Taylor from Melton Secondary College and Nolene Symons from Bayside P-12 College, and arose from a discussion about the under-representation of women in leadership roles in all sectors of Australian society. Keynote speaker Ashleigh Dunner shared her journey as a systems analyst with a major public company, while president of the League of Women Voters (LWV) Dr Deborah Towns discussed the need for women to step up and take leadership roles in all spheres, particularly local councils and parliament.

Attendees also heard from finalists in the Legacy Junior Young Speakers Award and members of the Victorian Leaders of Girl Guides who explained how their role has changed to meet the needs of young women in a modern world. Participants then broke into school-based groups and discussed what they had learned. Ms Taylor said the students clearly enjoyed the experience and "visibly grew" as the day wore on. "I watched them straighten up as we discussed the issues and they grew in confidence. They grew clearer and their voices stronger the longer they spoke," she said.





Hume

■ Belvoir Special School VCAL coordinator Julie Boyd rode 400 kilometres from Wodonga to Swan Hill earlier this year to raise funds for her school, and she is about to embark on another cycling event in September. This time she will ride through the rural back roads of India for five days before completing three days of volunteer work at the remote Chosla village school. The ride has been orchestrated by Memorable Challenges, an expedition that pushes participants to the limit as they raise much-needed funds and awareness for their chosen charity. For Ms Boyd, the charity is her beloved Belvoir.

So far she raised \$2000 for her school and she is hoping to double that figure over the next couple of months. "The students are my inspiration and they have been fantastic at helping with fundraising. They have been very busy helping to organise things for the raffle, we will also hold a Christmas in July dinner at a restaurant in Albury," she says.



Northern Metropolitan

■ A group of 13 girls from Years 8–12 at Mill Park SC took part in a recent 10-day netball and cultural tour around the South Island of New Zealand. The school's Year 7 program and learning outcomes manager, Airlie Swallow, said the girls did a huge amount of fundraising to help support their trip and had a fantastic time on tour. "They had training sessions with two New Zealand national players and met players from the Canterbury Tactix," Ms Swallow said. "The girls improved substantially as the tour progressed, winning four of their six games, including beating Villa Maria College which is one of the strongest netball colleges in New Zealand. It was a fantastic trip for the girls who learnt so much, both on and off the court," she said.

Loddon Mallee

■ Swan Hill mum Sue Fox was one of eight Victorians to be awarded Victorian Education Community Service Awards at Melbourne's Crown Palladium on May 14. Minister for Education Bronwyn Pike said the mother of three had a "huge impact" at Swan Hill PS where she has volunteered since 2001. "Students at Swan Hill Primary have benefited enormously from the nine years of hard work she has dedicated to ensuring the school is providing every student with every opportunity," Ms Pike said. Ms Fox regularly helps out with reading and writing, correcting homework, accompanying students on excursions and camps, and canteen duty. She also coaches the boys' soccer team, which has made the state finals two years in a row, helps make costumes for school concerts and uses her nursing skills to conduct head lice checks. Ms Fox was thrilled with her award but said volunteering her time at the school was its own reward. "I make the time to be here and I just love it. I get so much out of it and that's my reward," she said.



Grampians

The Best Start stand at the recent Ballan Autumn Festival was a hub of activity with Moorabool youngsters painting over 200 plastic dairy cows, which were then lined up along the footpath like a miniature stampede. Children received Best Start show bags containing a tooth pack from the Dental Association of Victoria, a bottle of water, and lots of literature around healthy eating, diet and nutrition. To reinforce the 'Healthy Eating, Healthy Living' message, they also enthusiastically searched for a golden apple in a fruit lucky dip. Moorabool Shire Council's Best Start community facilitator Jane Gardner said children and adults alike were thrilled with the activities. "There was plenty of fun and good cheer mixed with the paint and glitter," she laughed. "We started with 220 cows and came home with 11, so that gives you an idea of how busy we were."



Eastern Metropolitan

Christmas Hills PS invited students from nearby Toolangi PS and Chum Creek PS to take part in its recent Sustainability Day. Teacher Sylvia Steele and the 81 children, all of whom come from bushfire-affected schools, had a fabulous time making new friends and learning all about the environment. "They also picked up a few interesting facts, such as bananas are actually a herb (as well as a fruit)," she says. Among the many activities, older students put together solar powered toys, while the younger ones read the fairytale *Jack and the Beanstalk* and then planted their own beans, which they will harvest and use in maths for counting. Ms Steele says the day was a huge success and is part of a much larger environmental program for which Christmas Hills has received a commendation for being the school to achieve a 5-Star energy rating in the shortest period of time.

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Gippsland

■ Teachers across South Gippsland had an opportunity to take part in a new hands-on professional development workshop themed 'Food for the Future', which explored climate change, globalisation, food security, water availability and their impact on agriculture and food production. Valda Lines from Leongatha SC was one of 16 teachers from seven schools who took part in the workshop delivered by the Department of Primary Industries LandLearn program. "We did a lot of really interesting exercises, such as extracting DNA from broccoli," she says. "We have come up with a huge range of new and creative ways to get our students to look more deeply at what they are eating and where it comes from, and we can use these hands-on activities in art, English, humanities, science and maths," Ms Lines says.

LandLearn will run several PD workshops in regional and metropolitan locations during Terms 2 and 3. Further details can be found at www.landlearn.net.au

Southern Metropolitan

■ Being named Victoria's 2009 ResourceSmart School of the Year has spurred students at Balnarring PS to increase their green achievements. Since winning the prestigious award for having made the most significant achievements in all areas of sustainability – biodiversity, water, energy and waste – the school has installed a 90-panel solar system on the roof of the gym, which will reduce the emission of greenhouse gases by producing some 20 kilowatts of solar energy per day. It has also created a new sustainability area, which is giving students the opportunity to learn more about living sustainably. Students are reducing the amount of waste going to landfill, growing organic vegetables, propagating indigenous plants and vegetable seedlings and looking after the school's chooks, goats, rabbits and guinea pigs.

Principal Rhonda Stephens said the school's commitment to sustainability commenced in 1994 with the construction of the Balbirooroo Community Wetlands/Woodlands on a nine-hectare site next to the school. "The ecosystem has seen a huge increase in the number of indigenous flora and fauna species since then, and we are very proud that our school community has been responsible for creating this valuable habitat and important carbon sink," she said.



APPOINTMENTS

The appointments listed below are as a result of vacancies advertised online. All data, including spelling of names and schools, is as provided by schools through the Recruitment Online system. This information is published for the purpose of general interest only.

NAME	SCHOOL	CLASSIFICATION	NAME	SCHOOL	CLASSIFICATION	NAME	SCHOOL	CLASSIFICATION
Barwon South Western								
Lugg, Jacinta Mary	Corio West PS	ES1-1	Matsson, Rhiannon Jane	Manchester PS	ES1-1	Stephens, Edward	Mount Waverley SC	ES2-4
Luscombe, Julie	Geelong South PS	ES1-1	McArthur, Carlie	Pembroke SC	GRD	Stewart, Christina Michelle	Healesville PS	ES1-1
Lydall, Quentin	Hawthorn And District SC	CLASS	McEntee, Jade Chantelle	The Patch PS	ES1-1	Stump, Danielle Lynn	Birmingham PS	GRD
Lyon, Andrea May	Cudgee PS	ES1-2	McFadyen, Jennifer	Upper Ferntree Gully PS	ES1-1	Sullivan, Cindy	Brandon Park PS	ES1-2
Mack, Fiona Olivia	Grovedale College	CLASS	McGillicuddy, Erin Susan	Upper Yarra SC	CLASS	Tavilla, Anna Maria	South Oakleigh SC	CLASS
Martella, Peter Alan	Queenscliff College	PR1-1	McIvena, Michelle J	Healesville PS	ES1-1	Terkule, Nereda	South Oakleigh SC	ES1-1
McCallum, Kathy	Branxholme & Wallacedale CPS	ES1-1	McInnes, Louise	Macclesfield PS	CLASS	Thorpe, Gregory Nigel	Glen Waverley Sc	CLASS
McCarthy, Carolyn	Colac Specialist School	ES1-2	McPherson, Jane E	Templestowe Valley PS	GRD	Timms, Deidre Anne	Belle Vue PS	ES1-1
McClelland, Luis James	Newtown PS	GRD	Merry, Steven	Macclesfield PS	CLASS	Tobin, Judith Vivien	Camberwell South PS	ES1-1
McGlade, Brian Laurence	Grovedale College	ES1-1	Merx, Nicole	Mount Dandenong PS	GRD	Traidas, Reinis	Kew HS	ES1-2
Mckenzie, Fiona Mary	North Geelong SC	PR2-4	Mierisch, Erika	Dorset PS	ES1-1	Tran, Vi	Mullauna SC	GRD
Morgan, Kenneth William	Colac Specialist School	EXRT	Mineo, Donna Ann	Mount Waverley SC	ES2-3	Trompf, Margaret Ellen	Boronia West PS	AP1-1
Morrow, Kerry Lee	Colac Specialist School	ES1-1	Molan, Laura Jane	Upper Yarra SC	CLASS	Turner, Amy	Upper Ferntree Gully PS	GRD
Munro, Beverley Carol	Bairnsdale College	CLASS	Montague, Carolyn	Forest Hill College	ES1-2	Turner, Jessy Campbell	East Doncaster SC	CLASS
Muxworthy, Shirley Anne	Corio West PS	ES1-1	Morello, Lucia	Kew HS	Unthark, Mallory Prue	Kew HS	ES1-1	
Neilson, Michelle Anne	Barwon Valley School	ES1-1	Morrissey, Dawn	Kew HS	van Maanen, Luke Daniel	Hawthorn SC	GRD	
O'Dowd, Jillian	Colac Specialist School	ES1-1	Mountford, Andrew James	Forest Hill College	ES1-2	Vrbanek, Dario	Swinburne Senior SC	GRD
O'Mara, Rochelle	Winchelsea PS	CLASS	Mullins, Sharlyn Dorothy	Boronia PS	GRD	Walker, Adele	Upwey PS	ES1-1
O'Neill, Patricia	Rollins PS	GRD	Nelson, Sue	Upper Ferntree Gully PS	ES1-1	Wang, Yushan	Brentwood SC	GRD
Paape, Astrid	Torquay P-9 College	GRD	Newcomb, Brendan	Warrandyte HS	CLASS	Warton, Hayley Louise	Upwey PS	ES1-1
Peerman, Chadley Jane	Western Heights SC	ES2-3	Nicholas, Tania Maree	Kent Park PS	CLASS	Webb, Kerin Lee	Healesville PS	ES1-1
Perry, Simon Christopher	Woolsthorpe PS	PR1-1	northover, susan	Forest Hill College	LEAD	Webber, Daniel John	John Monash Science School	CLASS
Phillips, Margaret Elizabeth	Elliminyt PS	ES1-1	O'kennedy, Dawn	Lilydale HS	ES1-1	Welsh, Georgia K	Macclesfield PS	ES1-2
Rhodes, Patricia Robyn	Casterston SC	CLASS	Odgers, Sarah	Macclesfield PS	GRD	Williams-Phillips, Rebecca J	Blackburn Lake PS	GRD
Richards, Kai	Casterston SC	CLASS	Oh, Rebekah	Aurora School	ES2-3	Wilson, Linda Maree	Kew HS	ES1-1
Riley, Leah Creagh	Merrivale PS	GRD	Oldland, Clive	Wantirna College	GRD	Wright, Deanne Elisabeth	Emerald PS	LEAD
Rooke, Keryn Mae	North Geelong SC	GRD	Orlandi, Daniel Frank	Mount Waverley SC	ES1-2	Yue, Leonie	Ashwood SC	GRD
Rose, Rachel Denyse	Brauer SC	CLASS	Padula, Georgina	Canterbury Girls' SC	API-2	Zampogna, pan xue	Kew HS	CLASS
Roskosch, Darren C	Barwon Heads PS	PR2-3	Paps, Veronica Margaret	Dorset PS	ES1-1	Zarebski, Todd Scott	Mooroobark College	SCH
Santospirito, Anne Loretta	Barwon Valley School	ES2-3	Parry, Jo-Ann	Ringwood Heights PS	API-1	Zavona, Francesco	Wellington SC	CLASS
Simpson, Barry	Lorne-Aireys Inlet P-12 College	ES1-2	Paterson, Elizabeth Ellen	Oakleigh South PS	CLASS	Zollo, Kristen	Seville PS	GRD
Smith, David	Balmoral P-12 Community College	CLASS	Pavlou, Jeff	Doncaster SC	AP2-3			
Speedie, Sharon Jean	Portland North PS	ES1-1	Pearl, Maureen Frances	Mount Waverley SC	ES2-3			
Stevens, Emma	Barwon Valley School	ES1-1	Peckham, Monica	Scoreby PS	ES1-1			
Strahle, Dianne Maree	Corio West PS	ES1-1	Peters, Tracey Lee	Lilydale HS	ES1-1			
Study, James	Rollins PS	GRD	Pham, Steven	Hawthorn SC	CLASS			
Sugrue, Michelle Claire	Geelong HS	GRD	Phillips, Jody Lisa	Mount Dandenong PS	GRD			
Sullivan, Ricky	Campdown College	GRD	Phillips, Margaret Christina	Croydon West PS	CLASS			
Todd, Megan Louise	Warmabool West PS	ES1-2	Pittorino, Christine	Amstelbank Park PS	ES1-1			
Turner, Karen Lorraine	Winchelsea PS	PR1-2	Poklinghorn, Lisa	Lilydale HS	ES1-1			
Turner, Linda	Oberon HS	ES1-1	Potter, Fiona Claire	Templeton PS	GRD			
Turner, Simon John	Grovedale College	CLASS	Prince, Rebecca	Upwey South PS	ES1-1			
Turton, Jessica	Casterston SC	CLASS	Purcell, Amanda Jane	Forest Hill College	LEAD			
Wakely, Vicki	Portland North PS	ES1-1	Rankin, Katherine	Lilydale Heights College	CLASS			
Yates, Michael Raymond	Montpellier PS	ACPT	Reid Jr, Jan Marie	Emerald PS	CLASS			
Zuidland, Rachel Pauline	Geelong HS	GRD	Roberts, Vanessa Anne	Forest Hill College	ES1-2			
			Roy, Phillip Alan	Pembroke SC	CLASS			
Eastern Metropolitan			Scally, Sara	Ashwood SC	GRD			
Jayasinghe, Amanthi	Kew East PS	GRD	Schirru, Alessia	Pembroke SC	GRD			
Jellinek, Martin Andrew	Box Hill HS	GRD	Scott, Joan Elizabeth	Essex Heights PS	API-1			
Joseph, Ruth	Vermont SC	GRD	Seears, Natalie Louise	Croydon West PS	ACPT			
Kelman, Joanna Margaret	Blackburn ELS	GRD	Sensi, Anthony	Koonung SC	CLASS			
Kent, Yildiz	Mount Evelyn Special Develop.	ES2-3	Shilliday, Robert	Heatherwood School	GRD			
Lam, Winnie Wing Yin	Glen Waverley South PS	ES1-1	Siliveri, amanda	Highvale SC	GRD			
Laughlin, Jillian	Camberwell HS	PR3-5	Slavnic, Louise	Pembroke SC	GRD			
Lawrence, Shelley	Ferny Creek PS	ES1-1	Slussareff, Gemma Rosa	Upwey PS	CLASS			
Lawrence, Shelley	Ferny Creek PS	ES1-1	Smith, Rosslyn Lesley	Balwyn HS	GRD			
Lewis, Tricia	The Patch PS	ES1-1	Sommers, Liam	Koonung SC	ES1-1			
Lubida, Lena	Old Orchard PS	CLASS	Spokes, Vernon Edward	Croydon Hills PS	GRD			
Linsdell, Rhonda Jane	Lilydale PS	ES1-1	Staudt, John	Forest Hill College	LEAD			
Litchfield, Damien	Monbulk College	ES1-2	Stavropoulos, Kalopi Bobbie	Moorebank College	ES1-2			
Low, Phoebe Mei Ng	Doncaster SC	ES2-3	Steele, Julie Anne	Upwey HS	CLASS			
Ludvik, Sonja	Essex Heights PS	LEAD	Steinkamp, Mark	Scoresby PS	ES1-1			
				Mount Waverley SC	ES2-3			

Leadership Opportunities in Victorian Government Schools

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

SHINE publication date	Online Job Pending date
Monday 7 June	Friday 11 June
Monday 12 July	Friday 16 July
Monday 6 August	Friday 10 August
Monday 3 September	Friday 10 September
Monday 4 October	Friday 8 October
Monday 1 November	Friday 5 November
Monday 29 November	Friday 3 December



www.education.vic.gov.au/schooljobs

NAME	SCHOOL	CLASSIFICATION	NAME	SCHOOL	CLASSIFICATION	NAME	SCHOOL	CLASSIFICATION
Simcock, Fiona Maree	Korumburra PS	ACPT	Misson, Kirstie Anne	Maryborough Education Centre	CLASS	Norman, Matthew Joel	Preston Girls' SC	GRD
Smith, Paul David	Foster PS	CLASS	Mitchell, Vicki Maree	Strathfieldsaye PS	ES1-1	O'Brien, Simon James	Craigieburn SC	CLASS
Southall, Anne Elizabeth	Lardner and District PS	PR1-1	Moncur, Fiona Maree	Nichols Point PS	CLASS	Osborne, Craig	Thornbury PS	ES1-1
Stapleton Sr, John Andrew	Cann River P-12 College	GRD	Munroe, Naomi	Bendigo South East SC	ES1-1	Papadopoulos, Kathy	Collingwood College	ES1-1
Steinmann, Katherine Anne	Stratford PS	CLASS	Nolan, Sam	Loddon Mallee Region	ES2-4	Peck, Brianna Kate	Roxburgh Homestead PS	CLASS
Stuckey III, Bianca Brie	Loch Sport PS	GRD	Orr, Jordan Graeme	Bendigo Senior SC	GRD	Perkins, Ruth	Viewbank College	CLASS
Thayer, Michael Hedley	Bairnsdale SC	GRD	Pankhurst, Matthew	Bendigo Senior SC	CLASS	Piras, Gabriel	Eltham HS	CLASS
Thomas, Rhonda Margaret	Lardner and District PS	CLASS	Perry, Melissa Jane	Merbein P-10 College	ES1-1	Polack, Michael John	Collingwood College	LEAD
Vesey, Karen Annette	Lucknow PS	ES1-1	Polack, Stuart Leslie	Gisborne SC	SCH	Ramachandran, Vinita	Roxburgh College	CLASS
Vickery-Howe, Jodie	Traralgon (Stockdale Rd.) PS	GRD	Ray, Melissa	Boort PS	GRD	Raza, Sakina Fathima	Lairor SC	CLASS
White, Brennan James	Kurnai College	SCH	Retallick, Leah Marie	Spring Gully PS	GRD	Riley, Genine Narelle	Diamond Creek PS	CLASS
Whitford Tutty, Megan	Cann River P-12 College	ES1-1	Rollason, Kathleen	Maryborough Education Centre	ES1-1	Robinson, Lisa	Rosanna Golf Links PS	CLASS
Willersdorf, Julie	Bairnsdale SC	ES2-3	Rossi, Gloria Fay	Carisbrook PS	CLASS	Rofaeli, Sylvia Nagui	Hume Central SC	CLASS
Williams, Nadine Alexandra	Bairnsdale SC	CLASS	Saunders, Rhianne	Kerang Tech HS	GRD	Sabu Alex, Bindu	Lalor SC	CLASS
Wilson, Rachel Louise	Traralgon College	ES1-1	Sayer, Christine Mary	Winter's Flat PS	ES1-1	Sakellaropoulos, Nikolas	Collingwood College	CLASS
Yang, Yueying	Kurnai College	SCH	Schipp, Phillip John	Murrayville Community College	CLASS	Salisbury, Penelope Jane	Gladstone Park SC	CLASS
Grampians			Seddon, Geraldine (Ged) Anne	Romsey PS	ES1-1	Sansometti, Laura	Findon PS	CLASS
Brisbane, Gayle Margaret	Mount Clear College	ES1-1	Segger, Bernd George	Charlton College	CLASS	Scott, Lauren Michelle	Rosanna Golf Links PS	GRD
Delhi, Geraldine	St Arnaud PS	ES1-1	Sheridan, Bradley Paul	Murrayville Community College	CLASS	Serafini, Pauline	Ivanhoe East PS	EXRT
Diprose, Cassandra Lee	Trawalla PS	ES1-1	Shine, Kelly Ann	Rushworth P-12 College	CLASS	Sibbison, Trevor William	Viewbank College	EXRT
Ellul, Mark	Bacchus Marsh College	CLASS	Smalley, Marcus James	Wedderburn College	SCH	Siskos, Liana	Broadmeadows SDS	ES2-3
Mccarron, Keith Edward	Goroke P-12 College	CLASS	Spitty, Andrew John	Bendigo South East SC	CLASS	Sissons, Samantha	Viewbank College	GRD
Patterson, John Gregory	Bacchus Marsh College	CLASS	Stephen, Christopher	Bendigo South East SC	CLASS	Spencer, Sharon Anne	Thornbury PS	ES1-2
Spiller, Karen E	Sebastopol College	ES1-2	Stove, Ian David	Gisborne PS	PR2-3	Statthos, Nicholetta	Gladstone Views PS	GRD
Stewart, Dianne Maree	Skene Street School	ES1-1	Taveren, Carolyn Rose	Malmsbury PS	PR1-2	Stefan, Silvio	Sunbury College	CLASS
Tracey, Peta	Trawalla PS	CLASS	Thomas, Luisa	Woodend PS	ES1-1	Stevens, Tiffany Claire	Sunbury Downs SC	GRD
Whiteley, Susan Elizabeth	Trawalla PS	ES1-1	Thompson, Louise Nicole	Echuca East PS	CLASS	Stoicevski, Dwayne John	Sunbury Downs SC	CLASS
Hume			Tie, David James	Marong PS	GRD	Strangio, Veronica C	Sunbury College	GRD
Peel, Avril Melissa	Wodonga Middle Years College	ES2-3	Trewartha, Hannah	Eaglehawk SC	CLASS	Sullivan, Jaclyn Louise	Plenty Parklands PS	CLASS
Pell, Rebecca	Benalla College	CLASS	Voigt, Jodie Rachael	Woorinen District PS	ES1-1	Summer, Narelle, Macha	Thornbury HS	GRD
Pellegrini, Mauro	Wangaratta HS	CLASS	Warwick, Evelyn	Talbot PS	ES1-1	Tankee, Leigh Nicole	Reservoir West PS	GRD
Peters, Georgia Louise	Nunukniah SC	CLASS	White, Heather Lynn	Maryborough Education Centre	CLASS	Thompson, Vanessa Kay	Hurstbridge PS	ES1-1
Petrovski, Sarah	Shepparton HS	ES1-1	Wolfe, Leanne	Malmsbury PS	CLASS	Thomson, Lauren Michelle	The Lakes South Morang P-9	CLASS
Podubinski, John	Benalla West PS	PR1-2	Northern Metropolitan			Tolmas, Jessica	Hume Central SC	CLASS
Powell, Sharon Joy	Yarrowonga P-12 College	ES1-1	Jackson, Esther Betty	Melbourne Girls' College	CLASS	Trigg, Joy Lee-Anne	Thornbury HS	ES1-1
Quast, Jeremy	Belvoir/Wodonga SDS	ES1-1	James, Peter Alan	Lalor SC	AP1-2	Tsakonas, Cheryl Dawn	Fairfield PS	ES1-1
Quattrochi, Jodie	Mooroopna SC	CLASS	Johnstone, Brooke	Northcote PS	APCT	Turpin, Elaine Patricia	Eltham PS	AP1-1
Quigley, Bambi	Hume Region	CLASS	Jones, Benjamin James	Wales Street PS	GRD	Varsallo-blatti, Andrew Jason	Hume Central SC	CLASS
Quine, Margaret Anne	Wodonga Middle Years College	ES1-1	Jorgensen, Robert Thomas	Clifton Hill PS	GRD	Walker, Kristian	Montmorency South PS	AP1-1
Reid, David Christopher	Yea HS	SCH	Kalevitch, Silvia Graciela	Box Forest SC	LEAD	Walbridge, Rebecca Kate	Reservoir West PS	GRD
Ronalds, Christopher Dylan	Marysville PS	GRD	Kelly, Joanne Elizabeth	Broadmeadows SDS	ES1-1	Walsh, Mary P	Collingwood ELS	AP1-1
Routledge, Hannah Marion	Cobram SC	SCH	Kemp, Heather Joy	Hume Valley School	GRD	Waters, Suzie	Diamond Creek PS	ES1-1
Russell, Megan	The Alpine School	ES1-2	King, Jennifer	Pascoe Vale Girls' SC	ES2-3	Watt, James Stuart	Distance Education Centre Vic	CLASS
Samovska, Melita Joyce	Mooroopna Park PS	LEAD	Kirby, Kara-lee	Watsonia Heights PS	GRD	Westgarth, Troy	Whittlesea SC	CLASS
Schiller, Jillian Kaye	Whitfield PS	ES1-1	Konstantopoulos, Anastacia	Viewbank College	CLASS	Wignarajah, Gayathrie	Macleod College	CLASS
Seach, Lisa Robyn	Shepparton HS	CLASS	Krionas, Louise	Mill Park SC	ES1-2	Wilkinson, Anna	Findon PS	ES1-2
Short, Lynette	Bogong Outdoor Education Centre	ES1-1	Laird, Samantha Louise	Lalor SC	CLASS	Williams, Debra Wendy	Ivanhoe East PS	ACPT
Simmonds, Rhonda	Yarrunga PS	ES1-1	Lewis, Emily L	Roxburgh College	CLASS	Williams, Pam	Thornbury HS	ES1-1
Smullen, Ivy Maureen	Euroa SC	CLASS	Loomer, Dax	Princes Hill SC	CLASS	Wills, Ainslie Elizabeth	Preston Girls' SC	CLASS
Star, Sharon	Wodonga West PS	ES1-2	Lynch, Emma Jane	Box Forest SC	CLASS	Wilson, Fiona Isabell	Croxton Special School	CLASS
Stevens, Amy Lillian	Mooroopna Park PS	GRD	Magee, Kieran	Box Forest SC	CLASS	Wilson, Lydia	Northern School for Autism	ES2-4
Streeter, Emma	Cobram SC	SCH	Maggio, Pamela	Brunswick South PS	ES1-1	Windress, Kent	Preston Girls' SC	CLASS
Svtira, Lsita	Cobram SC	SCH	Magnano, Sam	Lalor SC	CLASS	Winduss, Avril J	Sunbury & Macedon Specialist	CLASS
Tenison-Woods, James A	Tooborac PS	GRD	Majchrzak, Ilona	Ivanhoe East PS	EXRT	Yam, Dominique Har-Sze	Sunbury & Macedon Specialist	CLASS
Thompson, Brooke Yvonne	Katunga PS	GRD	Marabotti, Micaela	Fitzroy HS	CLASS	Young, Alison	Willmott Park PS	CLASS
Tierney, Benjamin Austin	Bogong Outdoor Education Centre	CLASS	Mardikis, Denise	Lalor SC	CLASS	Southern Metropolitan		
Toy, Peter Graeme	Lernros PS	EXRT	Martin, Rebecca	Fitzroy North PS	GRD	Fleming, Kerry Lorraine	Tyabb PS	ES1-1
Van Bergen, Mark Edward	Whitfield PS	PR1-1	McCarthy, Laura	Box Forest SC	CLASS	Flint, Barbara Ann	Toorak PS	ES1-2
Walters, Scott	Wodonga Middle Years College	ES2-4	McClare, Shaun Daniel	Brunswick South PS	LEAD	Forrest, Bridene	Kingston Heath PS	ES2-3
Wei, Xin	Wanganui Park SC	CLASS	McDonnell, Natalie Joy	Charles LaTrobe College	ES1-1	Freeman, Belinda Dawn	Koo-Wee-Rup SC	CLASS
White, Daniel John	Yarrunga PS	ES1-1	McGrath, Rebecca Jan	Baltara School	CLASS	Freeman, Krystel Louise	Pakenham Lakeside PS	CLASS
Wilson, Kate	Tallangatta PS	PR1-2	McGuire, Angela	Lalor North SC	ES1-1	Frequin, Narelle Louise	Cheltenham PS	CLASS
Winstlane, Bianca Therese	Bright P-12 College	CLASS	McLeish, Amy Elizabeth Shona	Fitzroy North PS	GRD	Frost, Fiona Winifred	Noble Park SC	ES1-2
Younie, Prue	Wodonga Middle Years College	GRD	Molan, Gerard Michael	Spensley Street PS	AP1-1	Fyfe, Karen	Keysborough SC	CLASS
Loddon Mallee			Molenaar, Egmond	The Lakes South Morang P-9	CLASS	Fyfe, Lynette	Bittern PS	PR1-2
Lupson, Kerrie Anne	Kyneton PS	ES1-1	Money, Thomas G	Meadowglen PS	GRD	Game, Barbara Helen	Harkaway PS	ES1-1
Lyon, Sharni Lisa	Strathfieldsaye PS	ES1-1	Monteleone, Rochelle	Lalor West PS	GRD	Gardner, Annette	Lyndhurst SC	AP1-1
Mangan, Thomas	Kyabram P-12 College	GRD	Morrell, Lynette Nelli	Ivanhoe East PS	EXRT	Gardner, Mary Louise	Bentleigh SC	ES1-1
Mar, Deanne Maree	Mildura Senior College	LEAD	Mullins, Fran Dolores	Fitzroy HS	AP1-2	Gawly, Alexander Louis	Seaford North PS	ES1-1
Martin, Rhonda Mary	Castlemaine SC	CLASS	Munoz, Lilly	Roxburgh Rise PS	ES1-1	Gilchrist, Russell Glenister	Mount Eliza North PS	CLASS
Mawson, Trinity James	Castlemaine SC	GRD	Nardi, Annalisa	Gladstone Park SC	GRD	Gnaden, Chloe June	Hillsmeade PS	GRD
McCallum, Susan Margaret	Castlemaine SC	AP1-2	Natalie, Maria	Lalor North SC	CLASS	Gray, Ryan James	Endeavour Hills SC	CLASS
McDonald, Francis (Frank) H	Ranfurly PS	ES2-3	Nelevska, Natalie	Preston PS	ES1-1	Green, Daniel Clifford	Seaford North PS	ES1-1
McGowan, Narelle Jane	Kerang South PS	CLASS	Nevins, Elizabeth Alice	St Helena SC	CLASS	Haines, Linda Maree	Seaford North PS	ES1-1
McLean, Rebecca Jane	Wedderburn College	CLASS	Nicholls, Rohan Phillip	Gladstone Park SC	CLASS	Hall, Erin	Keysborough SC	CLASS
Metcalfe, Lea Ellen	Wedderburn College	CLASS	Noble, Dane	Northcote PS	GRD			

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APPOINTMENTS

The appointments listed below are as a result of vacancies advertised online. All data, including spelling of names and schools, is as provided by schools through the Recruitment Online system. This information is published for the purpose of general interest only.

NAME	SCHOOL	CLASSIFICATION	NAME	SCHOOL	CLASSIFICATION	NAME	SCHOOL	CLASSIFICATION
Hall, Tricia	Sorrento PS	ES1-1	Parsons, Emily Angel	Fountain Gate SC	CLASS	Tomlin, Andrew J	Koo-Wee-Rup SC	CLASS
Hallett, Lorinda	Mornington SC	CLASS	Parsons, Sharon Emma	Bentleigh West PS	CLASS	Toth, Violetta	Keysborough SC	CLASS
Hambidge, Vanessa Joy	Dandenong HS	ES1-1	Perera, Amita Kanchana	Keysborough SC	CLASS	Townsley, Andrew	Fountain Gate SC	CLASS
Hamilton, Kathryn	Southern Autistic School	ES1-1	Phillips, Ian David	Lloyd Street PS	GRD	Tracey, Barbara Anne	Mount Eliza SC	ES1-1
Harding, Tyson	Carwatha College P-12	CLASS	Phillips, Kate L	Cranbourne SC	CLASS	Traeger-Haig, Jennifer Ellen	Bentleigh SC	ES1-1
Harlond, Nicole Elyse	Woodlands PS	GRD	Phillips, Paul Jeffrey	Cheltenham SC	CLASS	Tregida, Lizl	Berwick SC	CLASS
Hawking, Sheren Irene	Narre Warren South P-12 Collge	ES1-1	Pitt, David Steven	Cranbourne SC	CLASS	Treloar, Belinda Jaclyn	Officer PS	CLASS
Hawkins, Sherrin	Cranbourne PS	ES1-1	Powell, Matthew Terence	Cranbourne SC	GRD	Triandafyllidis, Christopher	Mornington SC	CLASS
Herner, Deborah	Patterson River SC	ES1-2	Purcell, Kelly Frances	Silvertown PS	GRD	Triolo, Peter	Dandenong HS	ES2-3
Herron, Cristy Elizabeth	Carrum Downs SC	CLASS	Quimbo, Francisco	Wallaroan PS	GRD	Truscott, Benjamin Charles	Dromana SC	ES1-1
Hodgetts, Benjamin Jethro S	Frankston HS	CLASS	Quintal, Angeline	Fountain Gate PS	ES1-1	Tserkezidis, John	Caulfield Park Community School	CLASS
Hope, Tip-mui	Harrisfield PS	ES1-1	Rafatopoulos, Sarah	Yarraman Oaks PS	CLASS	Turner, Helenor	Aspendale Gardens	GRD
Hossack, Jessica Jean	Hallam PS	GRD	Ralphs, Rebecca	Thomas Mitchell PS	ES2-3	Twentyman, Elizabeth Ellen	Noble Park SDS	ES2-3
Houigan, Jeff Francis	Mount Eliza SC	CLASS	Rasdel, Jessica	Frankston HS	GRD	Van Der Monde, Nathan	Fountain Gate SC	CLASS
Hughes, Stephanie	Cranbourne SC	CLASS	Read, Anastasia Lee	Southern Metropolitan Region	ES2-4	Van Dorn, Sharon Lee	Rangebank PS	ES1-1
Hume, Edwin Lewis	Chelesa Heights PS	CLASS	Reddy, Kamvalathi M	Nossal HS	CLASS	van Eck, Kathleen	Hallam PS	ES1-1
Hume, Jennifer Ann	Carrum Downs SC	ES1-2	Redenbach, Kerri	Keysborough SC	ES1-1	Van Steensel, Nichola Kara	Berwick Fields PS	CLASS
Hutchins, Kim	Rye PS	ES1-1	Redmond, Brad	Lyndhurst SC	GRD	Varga, Rachel Ann	Dandenong HS	CLASS
Hutchinson, Jacqui Anne	Chelesa PS	GRD	Reekie, Melissa	Murrumbateman PS	GRD	Vega, Tatiana	Western Port SC	CLASS
Hyde, Sara Eloise	Tyabb PS	ES1-2	Rees, Jaime Sheree Ellen	Lyndhurst SC	ES2-4	Vella, Nicole Anne	Keysborough SC	CLASS
Ilman III, Josephine Anne	Carrum Downs SC	CLASS	Reeves, Andrew Luke	Kambahya College	ES1-2	Vennell, Judith	Chelesa Heights PS	ES1-1
Imiyage Dona, Priyanti D	Lyndale SC	ES1-2	Reid, Diane Joy	Kingston Heath PS	ES1-1	Vennell, Judith Anne	Aspendale PS	ES1-2
Jacka, Sally Mishel	Hampton PS	GRD	Ribet, Suzanne Megan	Pakenham SC	CLASS	Vijayapalan, Sally	Lyndale PS	CLASS
Jackson, Susan Mary	East Bentleigh PS	AP1	Richards, Anthony Graeme	Benton Junior College	CLASS	Vinecombe, Emma	Keysborough SC	CLASS
Johns, Neale Stuart	Berwick SC	ES1-1	Richards, Michael Stephen	Caulfield Junior College	GRD	Vinecombe, Emma	Keysborough SC	CLASS
Johnstone, Roseanne Elizabeth	Berwick PS	GRD	Richards, Marley	McClelland SC	CLASS	Wakeman, Kellan Sarah H	Nossal HS	CLASS
Jones, Amanda Michelle	Mornington SC	CLASS	Richardson, Denise	Keysborough SC	CLASS	Walker, Brooke Elise	Pearcedale PS	GRD
Jovic, Lauren	Cranbourne SC	ES1-1	Riley, Daniel	Mahogany Rise PS	AP1-1	Walker, Renae Petta	Doveton North PS	GRD
Just, Leon Alan	Somerville SC	CLASS	Ritchie, Tahnee	Sandringham College	ACPT	Wallace, Patricia Anne	Cranbourne North East PS	LEAD
Just, Leon Alan	Keysborough SC	CLASS	Robertson, Dale	Fountain Gate SC	ES1-2	Walls, Emma E	Lynbrook PS	GRD
Just, Leon Alan	Pakenham SC	CLASS	Robertson, Aisha Cristin	Seaford PS	CLASS	Walsh, Jason Leigh	Dromana SC	GRD
Kaden, Nicolle Helen	Hampton Park SC	ES1-1	Robinson, Cara	Somerville PS	CLASS	Waploring, Laura Jade Eleanor	Parktonne PS	GRD
Kaur, Amandeep	Lyndale SC	CLASS	Rodwell, Andree Frances	Maramba PS	CLASS	Ward, Gemma Marie	Maramba PS	CLASS
Keneddy, Tim Adam	Cheltenham SC	CLASS	Rojas, Ricardo	Cranbourne SC	ES1-1	Watts, Rhett Travis Cullen	Marmebek School - Cranbourne	LEAD
Killen, Maria Veronica	Carrum Downs SC	ES1-2	Rollinson, Claire	MacRobertson Girls HS	CLASS	Webb, Hebe	Harrisfield PS	CLASS
King, Elizabeth Robyn	Sorrento PS	ES1-1	Rooney, Rachael Eloise	Glenelages SC	GRD	Webb, Andrew Phillip	Chalcot Lodge PS	ACPT
Kirakoudis, Mary	Kanakanoo PS	GRD	Rose, Suzanne Louise	Overport PS	ES1-1	Weber, Valerie Jean	Berwick SC	CLASS
Kobielak, Natalie	Brighton SC	ES1-1	Rosenbrock, Michael	Melbourne HS	CLASS	Weibgen, Mark Geoffrey	Benton Junior College	CLASS
Konstantinovic, Ana	Carwatha College P-12	CLASS	Roubailo, Alexandra	Westall SC	CLASS	Wendt, Kylie Lee	Nar Nar Goon PS	GRD
Kramarov, Marcia	Courtenay Gardens PS	CLASS	Rowley, Tristan James	Monterey SC	CLASS	Westwood, Jennifer Louise	Berwick PS	CLASS
Kreher, Ute	Melbourne HS	GRD	Salina, Pablo	Caulfield Park Community School	CLASS	Weymouth, Susan	Tyabb PS	ES1-1
Krenn, Robert	Cheltenham SC	CLASS	Salmon, Clive Brendan	Fountain Gate SC	CLASS	Wheeler, Doreen	Hampton Park SC	LEAD
LaBrooy, Rian Xuan-Jen Maurice	Nossal HS	CLASS	Salter, Sarah Hamilton	Moorabbin PS	PR2-3	White, Karen	Rowellony Park PS	CLASS
Lake, Jodie Maree	Dandenong Valley School	ES1-1	Savva, Katherine	Brentwood Park PS	CLASS	Whitelaw, Gaynor Joan	Timbarra PS	CLASS
Lamb, Dana	Frankston HS	ES1-1	Saxton, Anna	Bentleigh SC	GRD	Widiana, Merran Joy	Belvedere Park PS	AP1-1
Latch, Esther	Armadale PS	ES1-1	Scandolera, Vicki Maree	Chalcot Lodge PS	ES1-1	Wight, Adam G	Pakenham Consolidated School	LEAD
Leskovec, Samuel Thomas	Parkdale SC	GRD	Schlanger, Harry Pierre	Dandenong HS	CLASS	Wild, Kelly Anne	Hampton Park SC	CLASS
Liddy, Hannah	Somerville SC	CLASS	Scoalyer, Melanie Kate	Berwick PS	ES1-1	Willems, Sarah I	Lynbrook PS	GRD
Liu, Yunyun	Middle Park PS	ES1-1	Scott, Jennifer Louise	Mossgriel Park PS	PR2-3	Willet, Sharon Lee	Hallam PS	ES1-1
Lloyd, Margaret Jane	Brighton Beach PS	ES2-3	Searls, Stephanie Louise	Frankston HS	CLASS	Williams, Emma	Koo-Wee-Rup SC	CLASS
Long, Georgina Emily	Frankston HS	ACPT	Seddon, Krista Jane	Akkira SC	GRD	Williams, Carice Romayne	Fountain Gate SC	LEAD
Lumsden, Jennifer Anne	Mentone PS	LEAD	Seton, Frank	Berwick PS	CLASS	Williams, Michael James	Frankston HS	GRD
Lynch, Robert	River Gurn PS	ES1-1	Sharp, Denise	Hallam PS	ES1-1	Williams, Tara Victoria	Cranbourne Park PS	CLASS
Lyngcole, Frances	Mahogany Rise PS	CLASS	Shepherd, Martin James	Strathfield PS	PR2-4	Willis, Adrian Scott	Coatesville PS	ES1-1
Macfarlane, Margaret	MacRobertson Girls HS	ES1-2	Shewell, Heather Dawn	Narre Warren South P-12 College	CLASS	Willis, Lynette	Berwick SC	ES1-1
Mackie, Angela Lee	Rosebud SC	ES1-1	Short, Christopher Brookes	Skye PS	PR2-3	Wilson, Catherine (Cat) Louise	Caulfield Junior College	GRD
MacLennan, Ashley Stuart	Cranbourne SC	CLASS	Shugg, Peta Denise	Glenelages SC	ES1-1	Wilson, Laura Jade	Kambahya College	CLASS
Mahindroo, Mohita	Parkdale SC	CLASS	Silvey, Carlien Annet	Keysborough SC	ES1-1	Winder, William Colin	Berwick PS	GRD
Marsh, Jessica	Frankston HS	CLASS	Simmons, Verne	Hallam Senior SC	CLASS	Witt, Andrew	Nossal HS	CLASS
Marshall, Elizabeth Anne	Lloyd Street PS	GRD	Simon, Craig	McClelland SC	CLASS	Woodbridge, Katie Lee	Berwick Fields PS	CLASS
Marshall, Pia Therese	Narre Warren South P-12 College	CLASS	Singh, Sunita	Glenelages SC	CLASS	Woodroffe, Stephen	Somerville SC	ES1-1
Maruzza, Lisa Marie	Thomas Mitchell PS	GRD	Sinha, Shekhar	Wallaroan PS	GRD	Wyatt, Peter Frederick	Aspendale Gardens	AP1-1
Mathieson, Meagan Lesley	Rye PS	ES2-3	Sloan, Adam	Caulfield PS	CLASS	Youssef, Rebecca	Toorak PS	ES1-1
Matters, Pam	Keysborough SC	LEAD	Smith, Kathryn Maree	James Cook PS	GRD	Yu, Tian He	Keysborough SC	GRD
Mattmann, Laura Kathleen	Southern Autistic School	CLASS	Smith, Narelle Gaye	Lynbrook PS	GRD	Yugovic, Elizabeth	Sorrento PS	ES1-1
Matulis, Stewart Stanley	Dromana SC	CLASS	Smith, Samantha Elizabeth	Beaconsfield Upper PS	GRD	Ziero, Regina	Glenelages SC	CLASS
McBear, Patrice	MacRobertson Girls HS	CLASS	Sokol, Melissa Jayne	Mount Eliza North PS	GRD	Zossi, Anna	Koo-Wee-Rup SC	CLASS
McCloskey, Lee-Anne	Hallam Senior SC	ES1-1	Somerville, Laura Claire	Wallaroan PS	CLASS	Western Metropolitan		
McCracken, Rachael Jayne	Carrum Downs SC	ES1-2	Sowinski, Stephen	Frankston HS	CLASS	Barnes,Catherine Mary	Melton West PS	ES1-1
McDonald, Sharon	Rowley Park PS	ES1-1	Spencer, Kathryn Alice May	Noble Park SC	ES1-1	Bennett,Dianne Joy	Parkwood Green PS	ES1-1
McDonnell-Male, Kayla	Aldercourt PS	GRD	Spencer, Kim Pauline	Tyabb PS	ES1-1	BOBBETT,KRISTINA ANGELA	Williamstown HS	ES1-1
McDonnell-Male, Kayla	Mahogany Rise PS	GRD	Stajcar, Jenny Dunja	Dandenong HS	CLASS	Cendlewski,Loren Nicole	Parkwood Green PS	ES1-1
McFerran, Andrea Louise	Devon Meadows PS	ES1-1	Standing, Lisa Michelle	Elsternwick PS	CLASS	Clancy,Daniel Paul	Kensington PS	ES2-3
McGavin, Dianne Susan	Frankston HS	EXRT	Stanley, Alison Nicole	Cheltenham SC	CLASS	D'Andrea,Nadia	Braybrook College	CLASS
Mckenzie, Catriona	Lyndale PS	AP1-1	Stanley, Alysha	Dromana SC	GRD	Dennis,Bronwyn	Travancon School	CLASS
McKenzie, Lynda	Kambahya College	ES2-3	Stanley, Susan Jane	Hampton Park SC	LEAD	Ferris,Suzanne Marian	Copperfield College	CLASS
Meath, Toni Elizabeth	Nossal HS	AP2-3	Stathopoulos, Demi	Fountain Gate SC	ES1-1	Gould,Annette Louise	Bellbridge PS	CLASS
Meunier, Paulette	Mount Erin SC	SCH	Stevens, Catherine Marie	Toorak PS	ES1-1	Holden,Louise Ann	Ascot Vale Special School	PR2-3
Mezzenstiff, David	Keysborough SC	ES1-1	Stevens, Deanna Elizabeth	James Cook PS	CLASS	Holland,Iona Leigh	Parkwood Green PS	CLASS
Miller, Danielle Jean	Berwick SC	CLASS	Stewart, Karen	Somerville SC	ES1-1	Lazarescu,Oana Daniela	Kurunjang SC	GRD
Miller, Elizabeth Joy	Fountain Gate SC	LEAD	Stewart, Stacey Lauren	Hastings Westpark PS	CLASS	Maslak,Mandy Maree	Melton West PS	ES1-1
Milne, Lauren Bellinda	Langwarrin PS	GRD	Stirling, Linda I	Timbarra PS	CLASS	mcfarland,brendan	St Albans SC	CLASS
Minas, Tass	Hampton Park SC	CLASS	Stuart-Doherty, Fiona Elizabeth	Patterson River SC	ES1-1	Mohan,Shane	The Grange P-12 College	ES1-1
Mitchell, Joshua	Fountain Gate SC	CLASS	Stuart, Kara Lenka	Dromana SC	GRD	Montalto,Ross	Taylors Lakes SC	CLASS
Mondon, Lydiannne Rita	Dandenong HS	ES1-1	Sutherland, Benjamin John	Noble Park ELS	GRD	Sarandoglou,Nicki	Point Cook Senior SC	ES1-2
Moody, Tara Callena	Dromana SC	CLASS	Sutherland, Loretta Margaret	Silverton PS	AP1-1	Seligman,Alena B	Copperfield College	CLASS
Moore, Susan	Balharring PS	ES1-2	Sutton, Emily Rose	Ormond PS	CLASS	Sharman,Narelle Ann	Avondale PS	ES1-1
Moroni, Ben James	Dandenong HS	CLASS	Swadling, Janaya	Southern Metropolitan Region	ES2-4	Simson,Genieve	Victoria University SC	PR3-5
Morris, Stephanie Kaye	Pearcedale PS	GRD	Swallow, Elise Faith	Port Melbourne PS	ES2-3	Sorge,Gabriele Renate	Footscray West PS	ES1-2
Morrison, Fiona Jean	Heatherhill PS	LEAD	Sweet, Ariella	Glenelages SC	GRD	Spencer,Corina	Footscray PS	ES1-1
Morton, Petra Elizabeth	Woodlands PS	GRD	Sykes, Claire Elizabeth	Seaforth North PS	GRD	Symons,Aaron Jens	Maribyrong SC	ES2-3
Mulder, Nicholas Dirk	Bentleigh SC	CLASS	Szentesy, Lana Jane	Yarraman Oaks PS	ES1-1	Tillett, Stephan John	Braybrook College	CLASS
Munro, George	Keysborough SC	ES1-1	Szylkrot, Michelle	Ormond PS	CLASS	Timmel,Sarah	Ascot Vale Special School	ES2-3
Murray, Peter Thornton	Coomoora PS	CLASS	Tahery, Fazela	Noble Park SC	ES1-1	Tinney, Anne Lindsay	St Albans Heights PS	CLASS
Newton, Sue	Ripponlea PS	PR2-3	Taylor, Aimee Lauren	Mount Eliza SC	CLASS	Tiscia, Carmen	Warren,Meaghan Elizabeth	Essendon/East Keilor District C
Nicholas, Kylie Michelle	Ballan Park PS	ES1-1	Thomassen, Melissa	Pakenham Lakesides PS	CLASS			
Nicholas, Lorraine	Kambahya College	ES1-1	Thomopoulos, Maria	Coatesville PS	ES1-1			
Nicholls, Kate Louise	Somerville SC	GRD	Tiddy, Rachel Leone	Endeavour Hills SC	CLASS			
Nicholson, Kathleen Mary	Port Phillip Specialist School	ES2-4	Tidye, Sandi	James Cook PS	ACPT			
Nolle, Jessica Anne	Southern Autistic School	GRD	Tillett, Stephan John	Mornington SC	CLASS			
Ordish, Lynn Rose	Eumerunne PS	LEAD	Timmel, Sarah	Heatherhill PS	ES2-3			
Osborne, Craig	Port Phillip Specialist School	ES1-1	Tinney, Anne Lindsay	MacRobertson Girls HS	CLASS			

Retirements

CHRISTA JONES

We would like to put this in your next issue of Shine if convenient. The function is to be held at Barwon Edge Boathouse in Geelong at 6pm on the 24th of June 2010. For further details of costs for the dinner and location please RSVP by the 15th of June. Phone the Birregurra Primary School on (03) 52362222 or email to dods.susan.m@edumail.vic.gov.au

RETIRING SOON?

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SMITHSON, TREVOR

After 43 years of outstanding teaching, a farewell function for Trevor Smithson will be held at the SkyHigh, Mt. Dandenong on Thursday, 17th June at 5.30pm. Finger food provided, drinks available at bar prices. \$25 per head. RSV Silvan Primary School, 9737 9258 or silvan.ps@edumail.vic.gov.au by June 10th.

Reunions

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SPOTSWOOD PRIMARY SCHOOL IS 100!

We are celebrating our centenary in 2010. On Sunday 15 August, a Reunion & Open Day for former students, staff and friends will be held. Guests will be able to immerse themselves in displays of photos and memorabilia, catch up with classmates, and purchase souvenir merchandise. Refreshments will be provided. A centenary history of the school written by historian Helen Penrose will also be launched by local MP Wade Noonan. Register your interest to attend the Reunion & Open Day by contacting the school: 9391 1323 or email: spotswood.ps@edumail.vic.gov.au. Invitations with further information will be sent. Further details are available on our website www.spotswoodps.vic.edu.au

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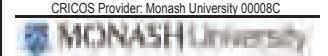
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Curtain Call

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Bookings: 1300 723 038

Richard III

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Sumner Theatre, Southbank

Boston Marriage

Until Saturday 24 July
Fairfax Theatre, Southbank

Dead Man's Cellphone

Saturday 26 June to Saturday 7 August
Sumner Theatre, Southbank

Australian Shakespeare Company presents:

Bookings: 1300 122 344 or www.shakespeareaustralia.com.au

Bravehearts 'A Midsummer Night's Dream'

Sunday 20 June
Athenaeum Theatre, Melbourne

Incursions

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Speak the Speak, Walk the Walk

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Shows 4 Kids presents:

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Tutti Fruity Healthy Eating and Exercise Show

Incursions through 2010

Eagle's Nest Theatre Company Presents:

Bookings: <http://eaglesnesttheatre.com>

Romeo and Juliet

Incursions through 2010

arts2GO, Regional Arts Victoria presents:

Bookings: 9644 1800 or www.rav.net.au/arts2go

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Incursions through 2010

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Circus Solarus – Street Theatre Essentials

Ongoing residencies throughout 2010

Coco's Lunch – Vocal Workshops

Ongoing residencies throughout 2010

Brainstorm Productions presents:

Bookings: 1800 676 224 or www.brainstormproductions.com.au

The Magic Words

Until Friday 25 June

Wired

Until Friday 25 June

Sticks and Stones

Until Friday 25 June

Buddies

Incursions through 2010

The Hurting Game

Incursions through 2010

Cheap Thrills

Incursions from Monday 12 July to Friday 17 September

Verbal Combat

Until Friday 17 September

Saving Cal and Mindi

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Complete Works Theatre Company presents:

Bookings: 9417 6166

Romeo and Juliet

Incursions through 2010

Macbeth

Incursions through 2010

The Word Superb – Poetry for Years 7-8

Incursions through 2010

Professional Development

History Teachers' Association of Victoria

Bookings: www.htav.asn.au

VCE Unit 2: 20th Century

Friday 18 June, Collingwood

Annual Conference

Thursday 22 to Friday 23 July,
Moorabbin

Ivanhoe Professional Learning

Bookings: www.ivanhoepl.com or
Paula Welham on 0488 110 000

Thinking Mathematically

Thursday 10 June, Preston

Comprehension – Developing Thoughtful Literacy

Friday 11 June, Preston

Victorian Orff Schulwerk Association

Bookings: (03) 9535 7020 or glenys@stockdaleacs.com.au

Family Marimba Afternoon

Sunday 20 June, Frankston

Gowrie Victoria

Bookings: 9349 2890 or www.gowrievictoria.org.au

Supporting Children with Asperger Syndrome

Tuesday 15 June, Carlton North

Learning Stories

Tuesday 15 June, Docklands

Role of the Assistant Director

Thursday 17 June, Carlton North

Management Series Day 2

Friday 18 June, Docklands

Learning Dispositions

Friday 18 June, Docklands

Management Series Day 1

Tuesday 22 June, Docklands

Creating Natural and Multi-sensory Learning Environments

Tuesday 22 June, Carlton North

Science Explorers K-2

Wednesday 23 June, Docklands

Steiner Doll Making

Thursday 24 June, Carlton North

The Early Childhood Assistant's Role in Children's Learning

Friday 25 June, Shepparton

Supporting Children with Additional Needs

Thursday 1 July, Carlton North

Safe Food Handling

Friday 2 July, Carlton North

All About Food

Tuesday 6 July, Docklands

Programs for Children 2-3 Years Old

Wednesday 7 July, Carlton North

Getting Connected – The Developing Brain in Depth

Thursday 8 July, Carlton North

Fostering Resilience

Monday 12 July, Carlton North

Transition and Development Statements

Tuesday 13 July, Docklands

Inspiring Learning Spaces to Provoke and Delight

Wednesday 14 July, Docklands

The Early Childhood Assistant's Role in Children's Learning

Wednesday 14 July, Pakenham

Music and Movement

Friday 16 July, Docklands

Literacy, Numeracy and Oral Language in a Play-based Classroom K-2

Friday 16 July, Shepparton

First Aid Level 2

Saturday 17 July, Docklands

The Australian Council for Health, Physical Education and Recreation

Bookings: www.achper.vic.edu.au

VCE New Study Design – VCE Physical Education 2011

Wednesday 9 June, Geelong

VCE New Study Design – VCE Physical Education 2011

Thursday 10 June, Hamilton

Using ICT to Assess in Physical Education for Secondary Teachers

Friday 18 June, Albert Park

Soundhouse

Bookings: www.soundhouse.com.au

Sibelius Worksheets 210

Thursday 17 June, Flemington

Sibelius 110

Thursday 15 July, Flemington

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



Term 3, 2010

Professional Learning Workshop Programme

Helping Students Make Sense of Numeration and Place Value

Melissa Tye. Friday 30 July; 9.30am – 3.30pm

Thinking Through Inquiry

Kathy Blackwell. Thursday 5 August; 9.30am – 3.30pm

5 Big Questions on 5 Big Topics

Rita Vargas-Garcia. Friday 6 August; 9.30am – 3.30pm

Creating a Thinking Culture in the Classroom

Clinton Golding. Friday 13 August; 9.30am – 3.30pm

Leading Staff Teams with a Focus on Learning

Neville Johnson. Friday 13 August; 9.30am – 3.30pm

Towards Independent Learning - Scaffolds, Structures and Strategies for the Middle Years Classroom

Darryn Kruse. Friday 20 August; 9.30am – 3.30pm

Enhancing Student Wellbeing to Enhance Student Outcomes

Helen Blackwell. Friday 27 August; 9.30am – 3.30pm

Deepening Your Intervention with Boys

Rollo Brown. Monday 23 August; 9.30am – 3.30pm

Skills for Leaders

Karen Edwards & Tasmania WHI Inc

Monday 30 August; 9.30am – 3.30pm

Maximising Learning in the Junior Years of School

Andrew Pallas. Friday 3 September; 9.30am – 3.30pm

A Whole School Approach to Behaviour Management

Bill Rogers. Friday 3 September; 9.30am – 3.30pm

Strategic Thinking and Planning

Peter O'Connor. Monday 6 September; 1pm – 5pm

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

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J3042

Staffroom Quiz

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

- 1 Which famous explorers began their expedition in Melbourne, in what is now known as Royal Park?
- 2 What are baby rabbits called?
- 3 What is the first name of Cuba's head of state, President Castro?
- 4 Hurling is a sport played primarily in which country?
- 5 What is the name of the house above the Batcave?
- 6 Eris, the largest of the dwarf planets in our solar system, was originally named after which popular female television character?
- 7 What animal is the party emblem for the US Democratic Party?
- 8 Vinson Massif is the highest mountain on which continent?
- 9 In which part of an egg does a chicken embryo develop, the white or the yolk?
- 10 France's biggest horse race, the Prix de l'Arc de Triomph is held at which racecourse in Paris?
- 11 According to Arthurian legend, who was a close relation and treacherous killer of King Arthur?
- 12 What does the netspeak term 'kthnxbai' mean?
- 13 In 1978, at Oldham General Hospital in England, Louise Brown was the first ever what?
- 14 How is the weight of something different from its mass?
- 15 In which city was the first *Die Hard* movie set?
- 16 Which footy legend, commemorated by a statue outside his home ground, died in 1995?
- 17 The adjective 'pulmonary' refers to which body part?
- 18 Who wrote the 2002 bestselling novel *The Lovely Bones*? And who directed the 2009 film adaptation?
- 19 The abbreviation DVD has two very similar meanings. What are they?
- 20 Name the five top tea-producing nations in the world.

See page 95 for answers



CARTOON BY SIMON SCHNEIDER

Sudoku

Difficulty level: Medium

9			1	3			2
6	1					3	4
				9			
	9		5		8		4
		6				8	
	2		3	4		7	
				3			
3	6					1	5
5			7	6			8

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MONDAY 30 AUGUST TO THURSDAY 2 SEPTEMBER

Melbourne Writers Festival 2010 Schools' Program is jam-packed with over 70 events for young people from upper primary to VCE and beyond.

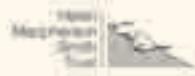


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Deb Abela	Nicki Greenberg	Chris Morphew
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Robyn Bavati	Leanne Hall	Neil Murray
Larissa Behrendt	Karen Healey	Ben Naparstek
Steph Bowe	Jack Heath	Amra Pajalic
Ananda Braxton-Smith	Steven Herrick	Michael Pryor
Bernard Caleo	Lia Hills	Sally Rippin
Ben Chandler	Shane Howard	Archie Roach
Cath Crowley	Simmone Howell	James Roy
John Danalis	Andrea Innocent	Penni Russon
Ursula Dubosarsky	Belinda Jeffrey	Adam Smith
Tim Flannery	Gabrielle Lord	Shaun Tan
Kate Forsyth	Emily Maguire	Karen Tayleur
Jackie French	Melina Marchetta	Chris Varney
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Neil Gaiman	Michael McGirr	Gabrielle Wang
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June and July 2010

UPCOMING EVENTS

Our 2010 Program has been developed to provide you with recent evidence-based teaching tools and strategies to facilitate better learning outcomes for all students, with a strong emphasis on the needs of students with learning difficulties.

COURSES

Coping with Challenging Behaviour Presenter: Michelle Hutchison	9.30am–3.00pm	Melbourne: 16 June Ballarat: 23 June
Education Support Staff: Practical ways to assist children with learning disabilities Presenter: Michelle Hutchison	9.30am–3.00pm	Melbourne: 17 June Ballarat: 24 June
SPELD Teacher Training Certificate in Specific Learning Difficulties Presenters: Michelle Hutchison and Daryl Greaves	9.30am–3.30pm each day	Melbourne: 6, 7, 8 & 9 July Hamilton: 23, 24, 30 & 31 July

2-HOUR SEMINARS

Drowning in a Sea of Letters; A Personal Story of Dyslexia Presenter: Michelle Hutchison	6.30pm–8.30pm	Ballarat: 23 June
Organisational Skills Presenter: James Gold	7.30pm–9.30pm	Melbourne: 21 July
Dyslexia in Brief Presenter: Daryl Greaves	7.30pm–9.30pm	Hamilton: 22 July

TECHNOLOGY EVENTS

Technology Taster Session: Try before you buy Presenters: Technology Team	10.00am–12.30pm	Melbourne: 11 June Melbourne: 16 July
Secondary Literacy Support Day Presenters: Jo Evans and Yvonne Lynch	10.00am–3.00pm	Melbourne: 18 June
Word Shark Presenters: SPELD Computer Team	10.00am–12.30pm	Melbourne: 30 June
Textease Presenters: SPELD Computer Team	1.00pm–3.30pm	Melbourne: 30 June
Nessy Presenter: Lyn Pedler	10.00am–12.30pm	Melbourne: 21 July
Primary Maths Software Presenter: Mary Delahunty	10.00am–12.30pm	Melbourne: 23 July

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

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