

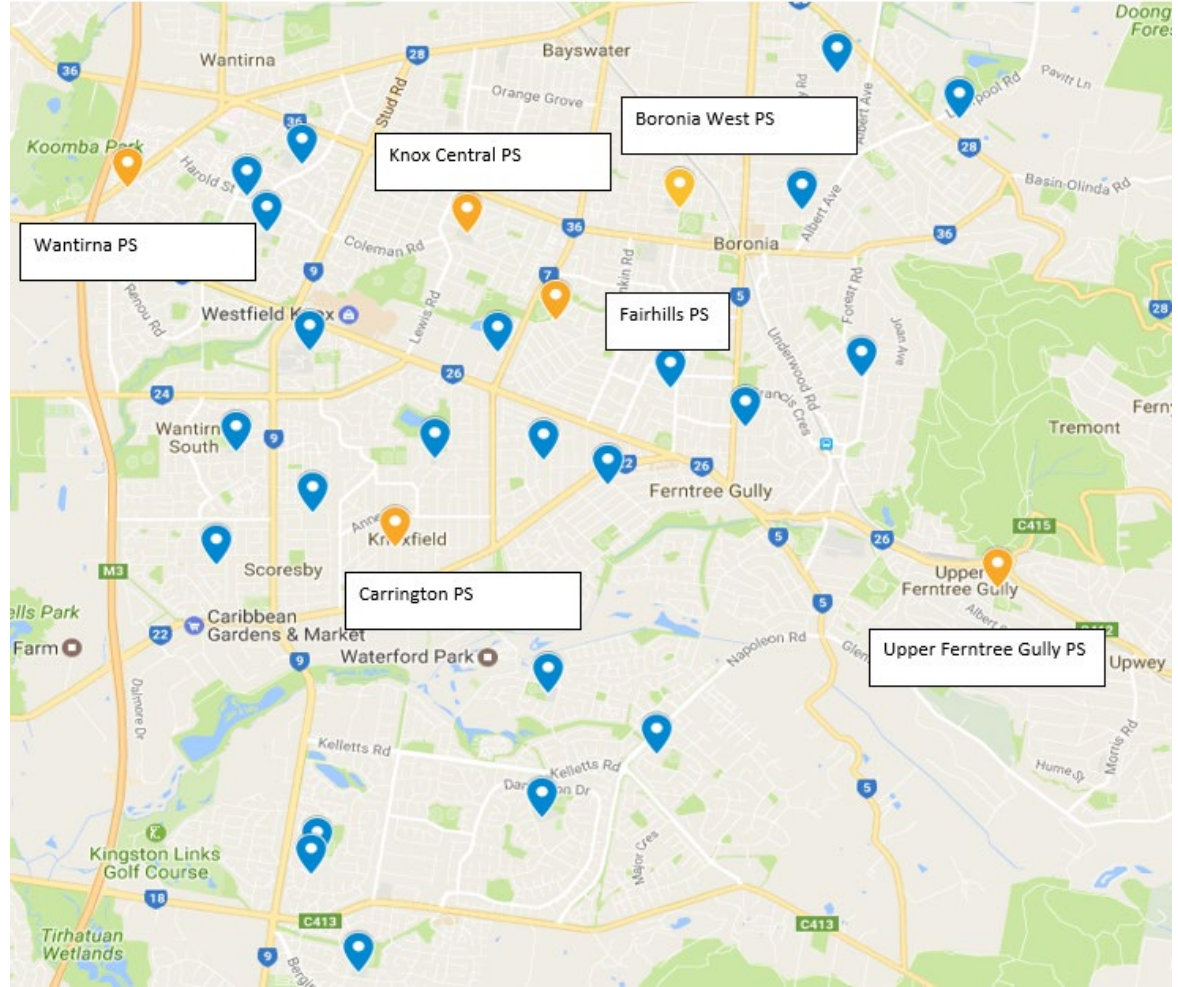
Leading together:
inspire, learn, network.



SUPPORT BEYOND THE
SCHOOL FENCE

We respectfully acknowledge the Traditional Owners of the land that we are meeting on today, the Wurundjeri People of the Kulin Nations and we pay our respects to their Elders past and present.







Schools	Principal	SFOE	Enrolment	Staffing
Wantirna Primary School	Amanda Breeden-Walton (commenced 2023)	0.32	46 students 6 funded	1 Principal 3 classroom teachers 1 x 0.2 Specialist 5 Education Support Staff
Carrington Primary School	Brett Speed (commenced 2023)	0.4890	64 students 16 funded	1 Principal 4 Classroom teachers 2 x 0.4 specialists 4 Education Support Staff 1 Chaplain 1 x 0.2 Speech Therapist
Knox Central Primary School	Lisa Burt (commenced 2018)	0.3799	85 students 8 Funded	1 Principal 5 Classroom teachers
Upper Ferntree Gully Primary School	Tabitha O'Brien (commenced 2015)	0.3240	71 students 16 funded	1 Principal 1 Leading teacher 0.2 4 Classroom Teachers 3 0.2 Specialists 14 Education Support Staff
Fairhills Primary School	Tanya Burton (commenced 2023)	0.3923	125 students 7 funded	1 Principal 6 Classroom Teachers 2 Specialists Teachers 4.5 Education Support Staff 1 Chaplain (0.4) 1 Speech Therapist (0.2)
Boronia West Primary School	Penelope Harris (commenced 2023)	0.5078	31 students	1 Principal 1 Learning Specialist 3 classroom teachers





Why?

- Limited opportunities to collaborate within school due to staff sizes, staff turnover and responsibilities in a small school
- Limited opportunities for professional learning due to financial constraints
- Enrolments declining
- Budget challenges
- Teaching and learning not always current and best practice
- Network school proximity - very close, no enrolment restrictions, more attractive to community
- Data

It's in the Data

			Mean Score		
			2017	2018	2019
Writing	Year 3	Knox Boutique Schools	391.5	400.2	403.6
		Other Schools in Knox Network	429.9	433.9	443.5
		State	424.5	419.6	432.5
	Year 5	Knox Boutique Schools	468.1	459.8	466.0
		Other Schools in Knox Network	490.5	481.8	492.0
		State	482.9	474.9	483.6
Reading	Year 3	Knox Boutique Schools	415.2	416.9	402.4
		Knox Network	452.8	460.4	456.3
		State	442.9	446.4	444.8
	Year 5	Knox Boutique Schools	506.3	504.8	491.5
		Other Schools in Knox Network	513.4	519.8	520.8
		State	512.0	517.8	512.0



**Mean score
lower
across the
BSN
schools.**



Timeline - How did we get here?



2018
2019

2020

2021

2022

2023

2024

Past

- Small schools became BSN
- Department funding to work together to improve numeracy
- PLC Link School support

Collaboration

- Learning Walks/Observations
- Teacher PLC
- Moderation, Planning and Assessment
- Inclusion
- Remote Learning
- Curriculum Days
- Other Network Schools

Support

- SEIL
- EIL
- PLC LINK
- Staff needs

Professional Learning

- Glenn Pearsall
- Tracey Ezard
- Michael Minas
- Michael Ymer
- Lyn Sharrat
- Adam Voigt
- Middle Leaders
- Literacy and Numeracy

Collegiality

- Speech Pathologist across the schools
- **Principals and Reviews**
- New Principals

Present

- Term meetings
- **Education Support**
- Teachers
- **Sharing problems of practice**

Future

- **Mental Health Wellbeing**
- **Leader role**
- **Collaboration**
- **Support**
- **Collegiality**



AToSS Data - Differentiated Learning Challenge



PANORAMA Attitudes to School Survey ⓘ

School Name: Upper Ferntree Gully Primary Sc...
Year: 2023
Year Level Group: Years 4 to 6

Percentage Endorsement in 2023 (%) ⓘ
Differentiated learning challenge for students in Years 4 to 6

95% Your school	82% Similar schools	86% Network	84% State
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PANORAMA Attitudes to School Survey ⓘ

School Name: Carrington Primary School
Year: 2023
Year Level Group: Years 4 to 6

Percentage Endorsement in 2023 (%) ⓘ
Differentiated learning challenge for students in Years 4 to 6

95% Your school	83% Similar schools	86% Network	84% State
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NAPLAN - Students by Proficiency Levels

School name
Knox Central Primary School

Year level
 Year 3
 Year 5

Domain
 Reading
 Writing
 Spelling
 Numeracy
 Grammar and Punctuati...

Exceeding or Strong students in 2024 (%)

For students in Year 3, Numeracy

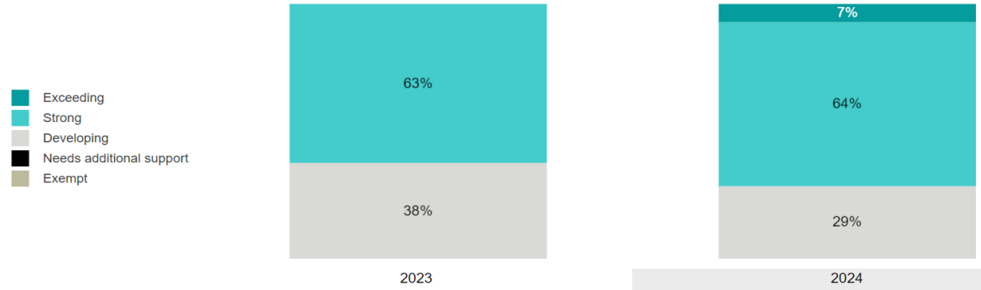
71%
Your school

55%
Similar schools

74%
Network

Students by proficiency level (%)

For students in Year 3, Numeracy



NAPLAN Numeracy



NAPLAN - Students by Proficiency Levels

School name
Fairhills Primary School

Year level
 Year 3
 Year 5

Domain
 Reading
 Writing
 Spelling
 Numeracy
 Grammar and Punctuati...

Exceeding or Strong students in 2024 (%)

For students in Year 5, Numeracy

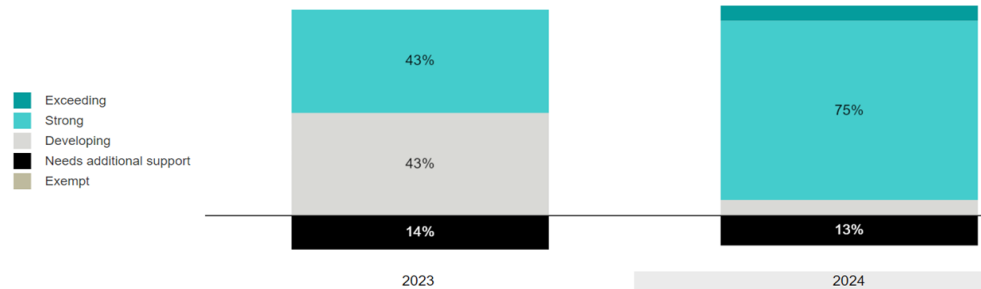
81%
Your school

66%
Similar schools

76%
Network

Students by proficiency level (%)

For students in Year 5, Numeracy



NAPLAN - Relative Growth (interim)

School Name
Wantima Primary School

Year Level
 Year 5

Domain
 Reading
 Numeracy

High growth students in 2024 (%)

For students in Year 5, Numeracy

50%
Your school

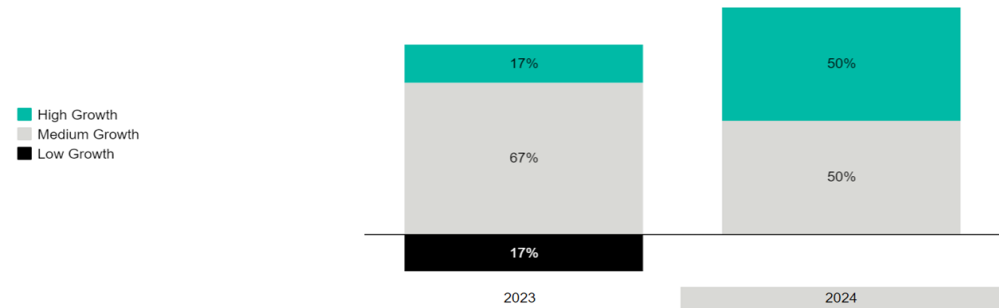
14%
Similar schools

24%
Network

24%
State

Students by growth category (%)

For students in Year 5, Numeracy



Additional Links



2024

- > Speech Pathologists continue to support the schools
- > Shared Curriculum Day with Glen Pearsall for all staff
- > Termly meeting held at one of our schools rotating- ES 2.30 to 3.30 with host Principal taking staff on a tour of the school as well as informal hot topics
- > Teaching staff 4 to 5 in level teams - less structured= more ownership for staff to develop relationships and discuss topics of their choice



Beyond

- > Sharing of Health and Wellbeing Leader in 2025
- > Schools working together as needed and supporting each other
- > Continued reflection of how we can support each other as the BSN



Resources

Lisa Burt






lisa.burt@education.vic.gov.au

Tabitha O'Brien

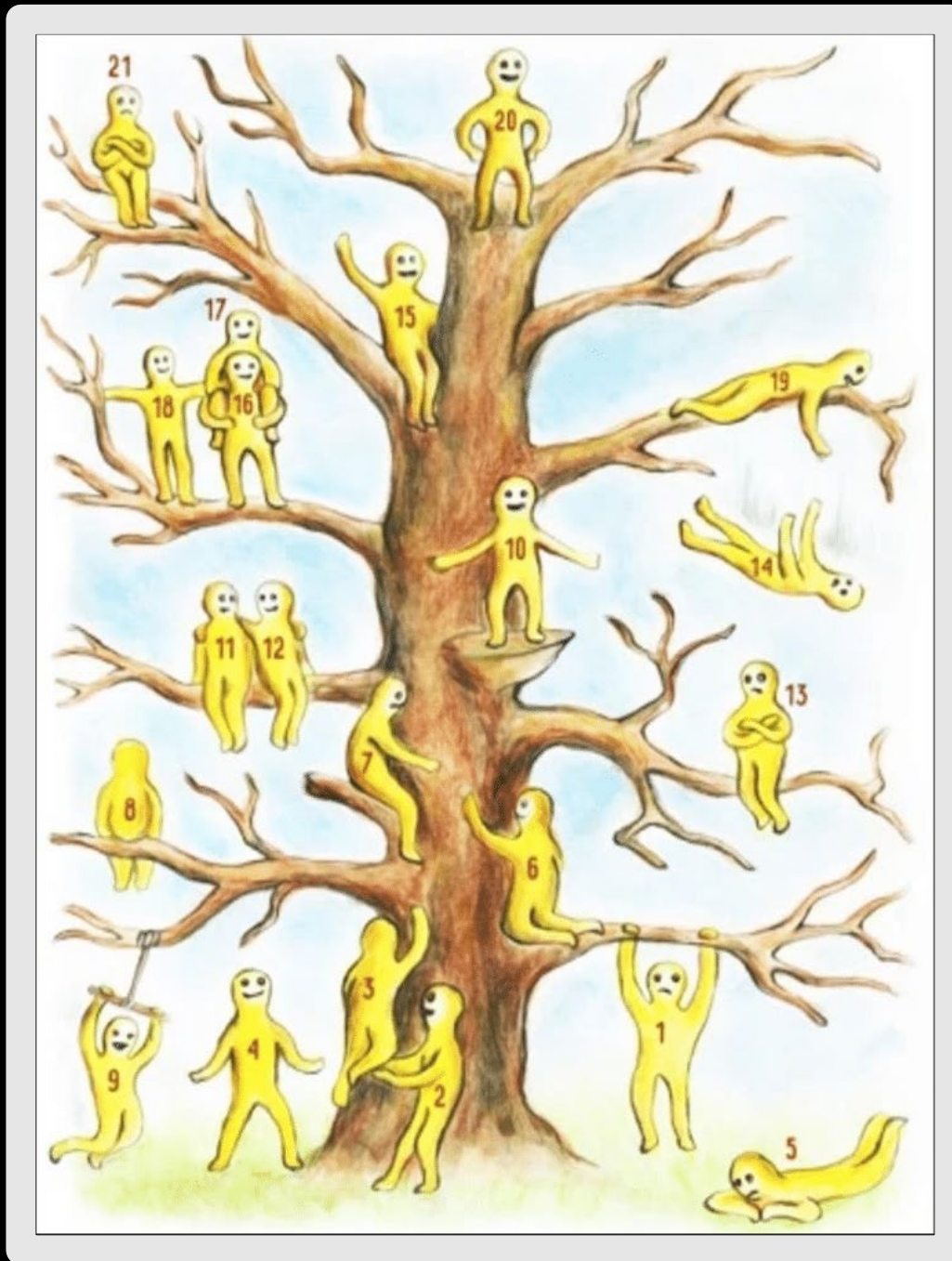
tabitha.obrien@education.vic.gov.au

https://drive.google.com/drive/folders/17INZpPzFs5ueViWsAnQuQUFO-QTowUZf?usp=drive_link



Name	↓
	Writing
	Professional Learning
	Problem Solving
	Oral Language
	Check In's

Check In - how are you feeling?



Reflection - How could this help you?

Who could you work with?

What could be your focus?

What outcome would you hope to achieve?

What might you need to consider?

Thank you





Strong collaboration leading to improved outcomes

Lilydale District and Yarra Valley Education Plan

Manager: Brooke Kogelman

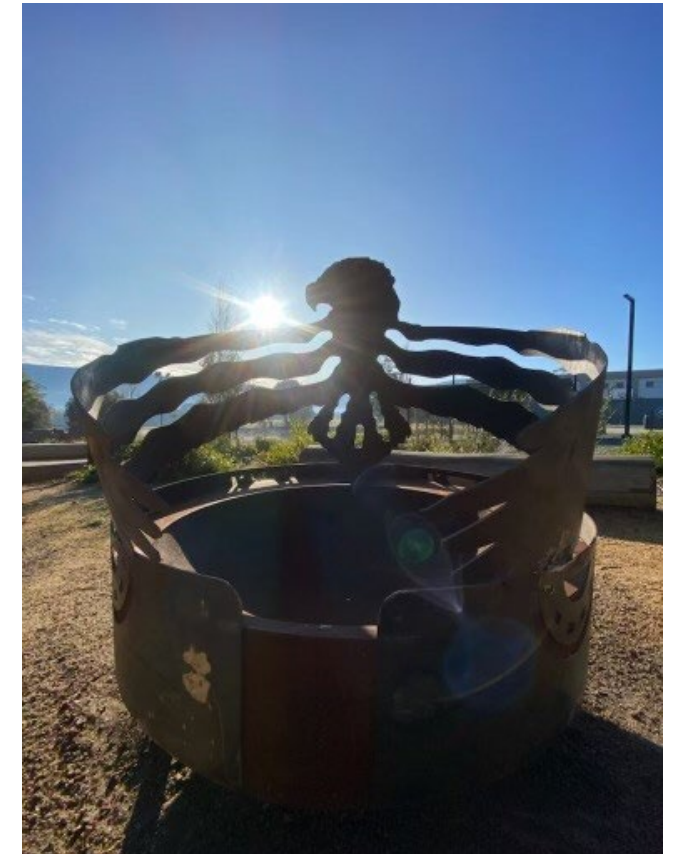
Koorie Engagement Support Officer: Angela Swindle



New name. New opportunities.
Greater outcomes for all our students.

Acknowledgment of Country

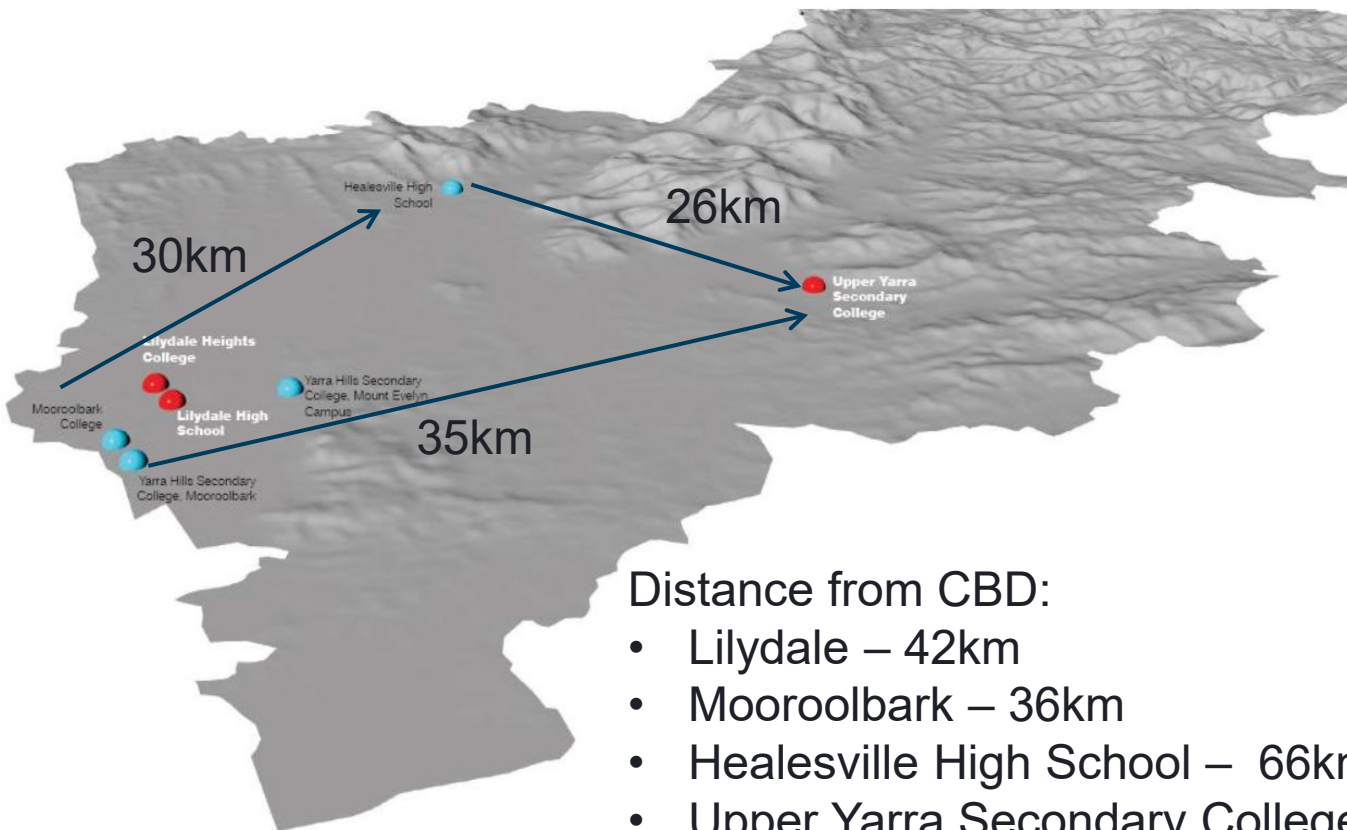
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Lilydale District and Yarra Valley Education Plan



Lilydale District and Yarra Valley Education Plan



School	2024 Enrolments
Healesville High School	333
Lilydale Heights College	835
Lilydale High School	1458
Mooroolbark College	1000
Yarra Hills Secondary College	618
Upper Yarra Secondary College	702

Collaboration Priorities



Reflecting on your own school setting

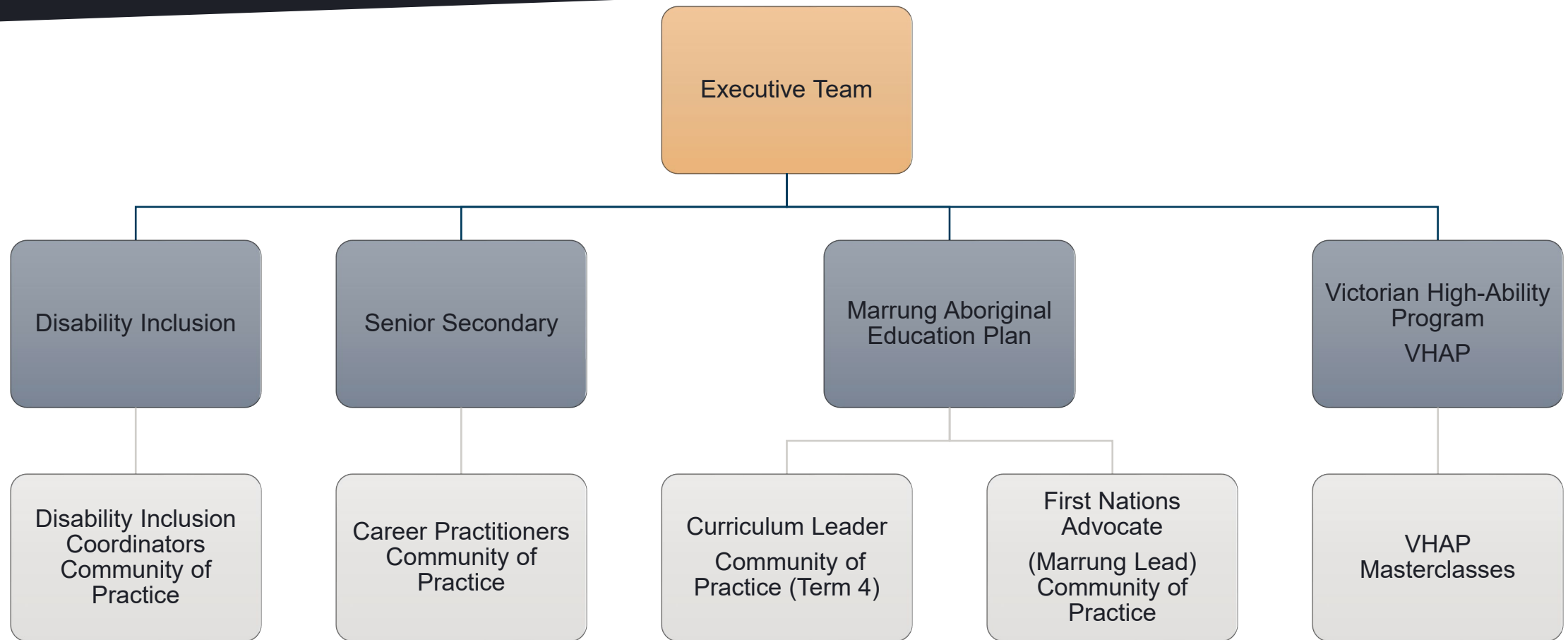
What priorities does your school have that could achieve better outcomes if you worked collaboratively?

What outcomes do you hope to achieve?

Who could you collaborate with?

What things do you need to consider?

Collaboration Structure



Collaborative Activities

Disability Inclusion

Termly Community of Practice with school-based DI Coordinators

Supported by Area DI Team, SSS Branch Manager and HWSS Manager

Sharing of resources

Sharing of record-keeping practices for adjustments and DIPs

Professional Learning

Senior Secondary

Termly Community of Practice with Career Practitioners

Supported by Area Job, Skills and Pathways Team

Place-based needs and priorities addressed – E.G. Work Experience, VET Transportation

Collaborative planning and sharing

Professional Learning

VHAP

Termly English and Maths Masterclasses

Professional Learning for High-Ability Practice Leaders

Collaborative Activities

Marrung Aboriginal Education Plan

Collaborative Indigenous Strategy

Yearly Action Plan

Termly Yarning Circles with Koorie students

Termly First Nations Advocates/Marrung Lead Community of Practice

Cultural Programs

Pathway Programs

Cultural Mentors

Curriculum audit and re-writing of the 'Learning about Aboriginal and Torres Strait Islander culture and history' priority

Embedding the recommendations from the 'Strengthening Aboriginal Self-Determination in Education Report'

Supported by the Area Koorie Workforce

Our school is proud to be involved in the Lilydale District and Yarra Valley Education Plan's

Collaborative Indigenous Strategy



Artist:
Trina Dalton-Ogiles
Waddawurrung woman
Learning Together (2020)

Story: This painting reflects a story of the journey of learning together. Bunjil our creator flying high in the sky and stars, overseeing every thing below. From the hills to the water ways to the Central gathering circle. Red in the centre of the gathering circle is the heart of community, family with the supports and the people learning sitting around together in a collaborative yarning to respectfully educate, support and to promote inclusive collaboration.

Foot prints coming into the central gathering circle, represents continually working together to support families and children moving forward together to strengthen the improvement of educational outcomes for Aboriginal children.



Collaborative Indigenous Strategy

- Ensuring Aboriginal culture and history is celebrated and embedded in our local schools.
- Ensuring Koorie students feel a sense of connection and are strong in their identity.
- Ensuring Koorie students are fully engaged in their secondary education and gain the knowledge and skills to excel in the senior levels of schooling.
- Supporting retention of local Koorie students to complete their Year 12 certificate (or equivalent)
- Implementing quality individual education plans for each student that includes tailored learning goals.
- Providing Koorie students with greater pathway opportunities to transition successfully into further education and development.
- Developing partnerships with local Aboriginal groups and communities and external stakeholders to cater to the needs and aspirations of each student.
- Providing opportunities for student voice and agency.



Collaborative Indigenous Strategy

IMPLEMENTATION

Year	Focus
Year One 2020	<ul style="list-style-type: none"> • IEP's • Develop partnerships • Engagement in education
Year Two 2021	<ul style="list-style-type: none"> • Student voice and agency • Connection to culture • Culture acknowledged and celebrated • Engagement in education • Pathway opportunities to cater to needs and aspirations
Year Three 2022	<ul style="list-style-type: none"> • Aboriginal culture and history curriculum audit
Year Four 2023	<ul style="list-style-type: none"> • Aboriginal culture and history embedded across the curriculum



Yarning Circles



2024 Action Plan

LILYDALE DISTRICT
AND YARRA VALLEY
EDUCATION PLAN



COLLABORATIVE INDIGENOUS STRATEGY 2024 ACTION PLAN

The purpose of this Action Plan is to ensure Koorie students across the six Education Plan schools experience a culturally inclusive education and an environment where they feel safe to stand strong in their identity. Aboriginal cultures and histories will be celebrated and learned by the whole school community. The Strategy will arm Koorie students with greater opportunities to connect with their culture and communities and provide more pathway options, catering to the needs and aspirations of each student.

2024 is Year 5 of the Collaborative Indigenous Strategy and the key focus of the year is ensuring schools are providing a culturally inclusive environment. We aim to provide opportunities for:

- Student voice and agency.
- Connection to culture.
- Culture is acknowledged and celebrated across the school.
- Engagement in education.
- Pathway opportunities to cater to needs and aspirations.
- 'Learning about Aboriginal and Torres Strait Islander histories and cultures' cross-curriculum priority audited

At the minimum, the First Nations Advocates have agreed to ensure the following occurs throughout 2024, and into future years, from here on out:

Aboriginal and Torres Strait Island flags are flown every day.
100% of Koorie student IEPs completed and reviewed at termly SSG's.
KESO invited to all Koorie student SSG's.
<ul style="list-style-type: none"> • Acknowledgement of Country undertaken at: <ul style="list-style-type: none"> ○ Assemblies ○ Special events ○ Signs located around the school. ○ Staff meetings ○ Homegroup or equivalent ○ Email signatures on staff emails
Koorie students to meet with the First Nations Advocate at least once per month.
Yarning Circles undertaken once per term.
Feedback from Yarning Circles discussed with school leadership to establish school-based priorities and activities.
First Nations Advocates Community of Practice once per term
National Aboriginal Events Celebrated – one per semester.
NAIDOC Week Celebrated (this is in addition to the national event each semester).
Acknowledgement of key events and dates in the Aboriginal calendar (E.G. In the morning news to students, in Homegroup, or on the Learning Management System (i.e. Compass news feed).
Opportunities for student voice relating to cultural ideas or events around the school.



LILYDALE DISTRICT
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EDUCATION PLAN



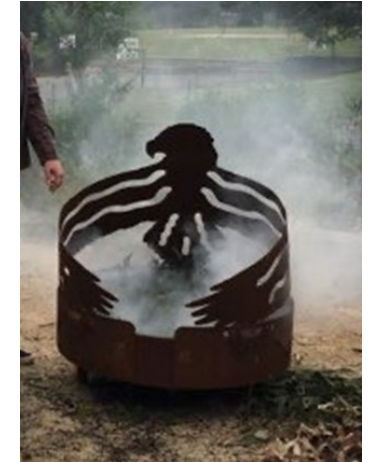
Visuals around the schools. For example:

- Posters.
- Acknowledgement of Country Signs.
- Aboriginal language words
- A First Nations noticeboard.
- Artwork.

Participation in Programs such as the Yarra Ranges Tech School Koorie Student Program and other programs supported by the Education Plan's external stakeholder partnerships.

Whole school audit of the cross-curriculum priority of 'Learning about Aboriginal and Torres Strait Islander histories and cultures' using the Curriculum Audit Tool.

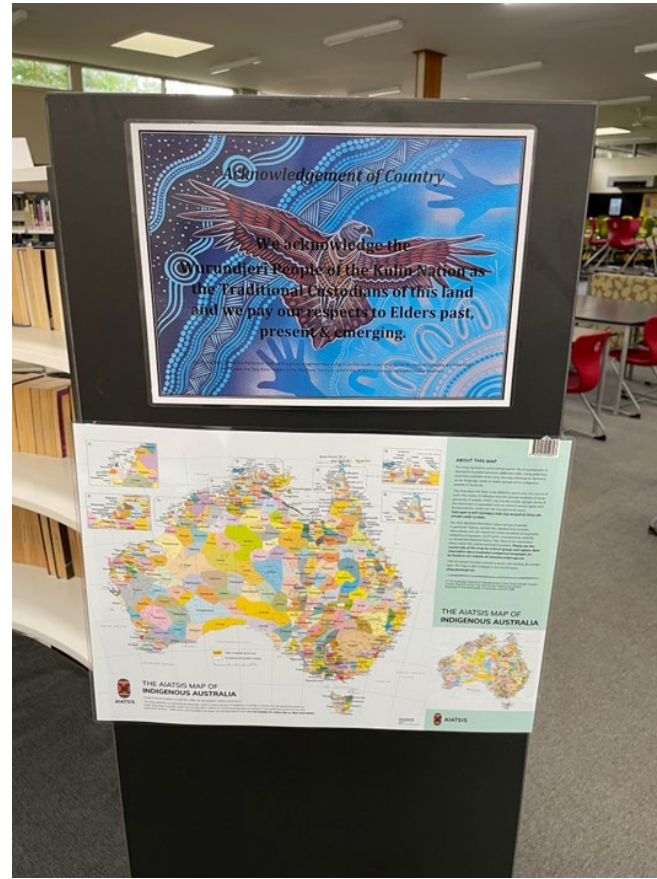
Support the Collaborative Indigenous Strategy Evaluation.



LILYDALE DISTRICT
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EDUCATION PLAN



Collaboration Outcomes





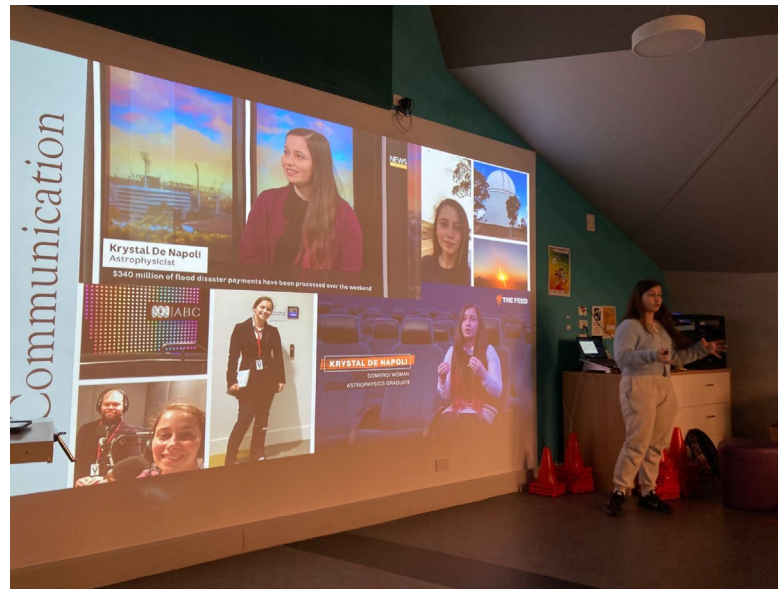
**BIIK
EARTH**

Rich red earth is the foundation for
our connection to country.

**MOOROLBARK
COLLEGE**

www.mooroolbarkcollege.vic.edu.au





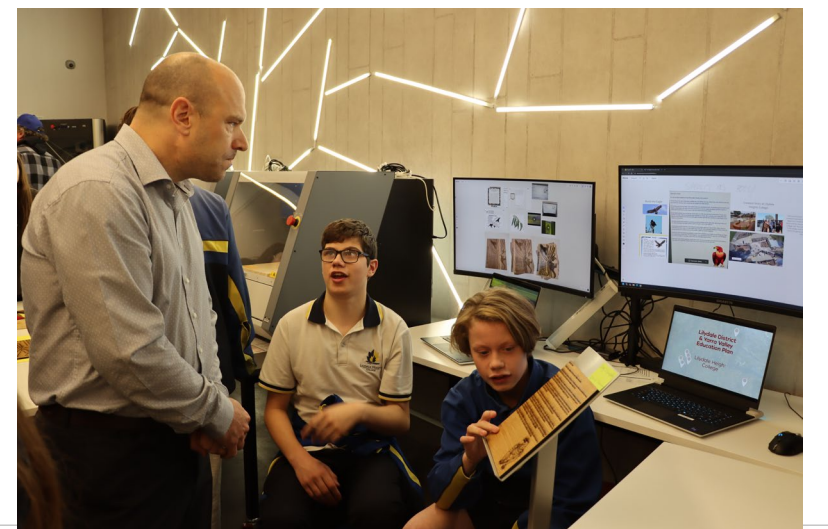
Collaborative Cultural and Pathway Program



LILYDALE DISTRICT
AND YARRA VALLEY
EDUCATION PLAN



Collaborative Cultural and Pathway Program





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Curriculum Audit Timeline

2024

Terms 1 - 3

- Curriculum Audit of the 'Learning about Aboriginal and Torres Strait Islander histories and cultures' undertaken
- Completed by the end of Term 3
- Lead by Curriculum Leaders
- Supported by First Nations Advocates/Marrung Leads

Term 4

- Establishment of Curriculum Leader Community of Practice
- First Community of Practice undertaken





2025

- Rewriting of curriculum as identified in the audit
- Lead by Curriculum Leaders
- Supported by First Nations Advocates/Marrung Lead
- Professional Development for staff
- Aboriginal culture, history and perspectives curriculum writing
- Staff professional learning
- Community of Practice for curriculum development and resource sharing

2026

Curriculum implementation and embedded across all Key Learning Areas

Curriculum Audit Tool

   									
Mapping references to Aboriginal and Torres Strait Islander histories and cultures within the Victorian Curriculum									
	Foundation to Level 2	Levels 3 and 4	Levels 5 and 6	Levels 7 and 8	What is already in place? Where is it documented and how is it currently implemented?	Texts or Resources Used? First Nations authors or written from First Peoples' perspectives?	References in assessments?	Any changes that need to be made or gaps that need to be addressed?	Levels 9 and 10
The Arts: Dance	Foundation: Respond to dance, expressing what they enjoy and why . (VCADAR020)	Identify how the elements of dance and production elements express ideas in dance they make, perform and view including in dances from Aboriginal and Torres Strait Islander peoples (VCADAR028)	Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)	Analyse how choreographers use elements of dance and production elements to communicate intent (VCADAR038)					Analyse a range of dance from contemporary and past times, including dance of Aboriginal and Torres Strait Islander peoples, to explore differing viewpoints and develop understanding of dance practice across local, national and international contexts (VCADAR046)
	Levels 1 and 2: Respond to dance, expressing what they enjoy, and where and why people in their local area dance including dances of Aboriginal and Torres Strait Islander peoples . (VCADAR024)			Identify and connect specific features of dance from different times and locations including dance of Aboriginal and Torres Strait Islander peoples to explore viewpoints and enrich their dance making (VCADAR039)					
The Arts: Drama	Foundation: Explore ideas for characters and situations through dramatic play . (VCADRE017)	Shape and perform dramatic action using narrative structures and tension in devised and scripted drama (VCADRP027)	Perform devised and scripted drama that develops narrative and uses performance styles and design elements to engage an audience (VCADRP031)	Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions (VCADRD036)					Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (VCADRE041)
	Levels 1 and 2: Respond to drama, expressing what they enjoy and why, and why people in their local area make and perform drama including drama of Aboriginal and Torres Strait Islander Peoples (VCADRR024)	Identify intended purposes and meaning of drama, including the drama of Aboriginal and Torres Strait Islander Peoples (VCADRR028)	Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts including in the drama of Aboriginal and Torres Strait Islander Peoples (VCADRR032)	Identify and connect specific features and purposes of drama from contemporary and past times, including the drama of Aboriginal and Torres Strait Islander peoples to explore viewpoints and enrich their drama making (VCADRR039)					Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performances spaces . (VCADRD042)
									Analyse a range of drama from contemporary and past times

Arts

Civics and Citizenship

English

Humanities

Maths

Maths 2.0

PE and Health

Science

Technologies

Victorian Aboriginal Language ...



LILYDALE DISTRICT AND YARRA VALLEY EDUCATION PLAN									
Victorian Curriculum Foundation-10		VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY		VICTORIA State Government					
Mapping references to Aboriginal and Torres Strait Islander histories and cultures within the Victorian Curriculum									
	Foundation to Level 2	Levels 3 and 4	Levels 5 and 6	Levels 7 and 8	What is already in place? Where is it documented and how is it currently implemented?	Texts or Resources Used? First Nations authors or written from First Peoples' perspectives?	References in assessments?	Any changes that need to be made or gaps that need to be addressed?	Levels 9 and 10
Geography	Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)	The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080)	Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)	The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (VCGGK109)					Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and environmental management in different regions of Australia (VCGGK148)
	Weather and seasons and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them (VCGGK067)	Similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083)		Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120)					Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time (VCGGK137)
	Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064)			Different types of landscapes and their distinctive landform features (VCGGK116)					Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region; and on a local scale in Australia (VCGGK151)
	Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGK057)			Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (VCGGK111)					Role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries (VCGGK154)
								Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (VCGGK153)	

Audit questions:

- What is already in place? Where is it documented and how is it currently implemented?
- Text or resources used? First Nations authors or written from First People's perspectives?
- References in assessments?
- Any changes that need to be made or gaps that need to be addressed?



Reflecting on your own school setting

What priorities does your school have that could achieve better outcomes if you worked collaboratively?

What outcomes do you hope to achieve?

Who could you collaborate with?

What things do you need to consider?

Reflection on what you've heard today

- List the three things that stood out to you the most from today's session

- Rank them in order of most impactful on your thinking as a school leader

- Write down two key actions you will undertake when you return to your school

Think

Pair

Share

Thank you