Building a Performance and Development Culture

(VIP Initiative 1)

The Performance and Development initiative focuses on building both student learning and teacher learning. Schools are encouraged to ‘go deeper’ with learning and identify a theme that highlights what is critical to improving student learning across the school. Schools are supported while exploring new ways to foster and support teacher learning.

A closer look at St Joseph’s (Trafalgar):

The staff of St Joseph’s has identified the theme ‘Creating Independent Learners’ as the focus to improve student learning across the school. While identifying examples of dependency in the ways student approach learning, the staff have come to realise this is a concern that permeates all aspects of a school life.

With this theme in mind, teachers have developed individual action plans that highlight ways to turn dependency into independent learning behaviours. Professional learning team meetings have been instrumental in exploring what’s possible in teaching and learning, refining the focus of teacher action plans, sharing new understandings and engaging in ongoing conversations about different aspects of learning.

Reflections from the staff:

What changes you can see happening within the school?

“We are seeing more decision making by students.”

“The students are more self-directed.”

“Teachers are ‘raising the bar’ and students are responding.”

“Students are using initiative in the playground to resolve conflicts.”

What has been the new learning for you?

“Teachers are more conscious of the language they are using when questioning.”

“Teachers are changing their learning tasks, to allow choice within a given time frame.”

“I am involving the children in the decision making process with their learning.”

Contact:

Program
Primary – Jo Osler (5622 6647)
Secondary – Sam Franzi (5622 6654)

Readiness
Primary: Paul Lomas (5622 6616)
Central – Paul Lomas (5622 6616)
West – Cath Briant (5622 6658)
East – Mary Howlett (5622 6615)
Secondary: Rosemary Copeland (5622 6611)
East – Cath Briant (5622 6658)
**External Coaching**  
*(VIP Initiative 2a)*

The coaching aspect of the National Partnerships has provided some interesting highlights and interactions, not the least of which has been between coach and “coachee”. There has been positive response and practical examples of the usefulness of the listening strategy, to “borrow” to what is being said, heard and requested. Comments such as “that really worked” have been lifting moments for participants. The understanding of the changing relationship that occurs when one inherits or takes on a leadership role has also provided good insight into staff motivational factors. The project has opened doors for learning, refreshed skills for some, and provided solid skills for both coach and “coachee” to build together. Each school’s setting is different and has offered varied challenges. However, each of the Schools identified through National Partnerships is making significant progress in skill acquisition through the Coaching initiative.

**Contact:**
WEST: Cath Briant (5622 6658)  
CENTRAL: Tamina Taylor (5622 6661)  
EAST: Phil Rebbecki (5622 6646)

---

**Literacy / Numeracy off-site Professional Development**  
*(VIP Initiative 2b)*

**Contact:**
WEST: Cath Briant (5622 6658)  
CENTRAL: Tamina Taylor (5622 6661)  
EAST: Phil Rebbecki (5622 6646)

**EMU: 3-5**  
The remaining EMU 3-5 day is planned for:

**TERM FOUR: Day Four: 8 October, 2010**

**Principals should be present for this final day of the EMU 3-5 program. It will be facilitated by Dr Ann Gervasoni.**

A follow-up day will be held in 2013, for Principals and Numeracy Lead Teachers of these schools (tentatively, 18 March, 2011).

**A Spotlight on St Joseph’s, Orbost**

School Improvement in Mathematics is a focus at St Joseph’s for 2010 with a whole school commitment to professional learning in Mathematics. The school has aligned the timetable so that all classes conduct concurrent daily Mathematics dedicated time. There has been an opportunity for Years 3-6 teachers to undertake Professional Learning in relating EMU principles to classroom teaching for Years 3-6 students.

The information from the Mathematics Assessment Interviews (MAI) conducted on all students at the beginning of the year has been collated into Growth point profiles and used as the starting point for Professional Learning Team meetings. The growth points relate to 4 broad areas of Mathematics: Counting, Place Value, Addition and Subtraction, Multiplication and Division.

**Oral Language: 3-5**

All four days of the OLSMYL PD have now concluded. The focus now is on schools applying the professional learning to the classroom context.

**A Spotlight on St Mary’s (Maffra)**

St. Mary’s are well into their OLSMYL development project under the National Partnerships.

Since the beginning of the program in March, professional learning team meetings have built a shared understanding and language across the staff. The OLSMYL learning has been supplemented with material from the OLSEL program website – www.olsel.catholic.edu.au – to maintain a whole school focus on developing oral language. In planning the implementation staff focused on building student receptive vocabulary with an emphasis on depth and consistency of teaching across the school within the existing literacy block routines.

St. Mary’s has been using the First Steps oral language checklists to assess and gather data and in some cases have modified the checklists. The students have also been using the checklists to set personal goals for their oral language development.

The OLSMYL project enhances the school’s annual literacy and numeracy plan major focus on developing students’ writing skills through oracy.

---

**Pathways Into Teaching**  
*(VIP Initiative 6)*

Projects for Indigenous students across the Diocese of Sale have been planned as follows:

The dates have been set for our indigenous students (Years 6-12) from the eastern section of the Diocese to gather on August 12 at Nagle College, Bairnsdale. The day will involve promoting the reasons to engage in learning and value schooling. The medium for the story and dialogue is Hip Hop. A repeat of this day for the students from the western end of the Diocese will be held on September 2.

The program will culminate on October 19 with a day at the Monash University (Gippsland) campus, where students and their parents/guardians will be able to tour the facilities and hear about the opportunities available for future learning through a tertiary institution.

We are grateful to Monash University (Gippsland) being able to work in partnership on this project.

Meetings continue with other providers to add to the richness of the initiative for our indigenous students across the diocese.

**Contact:**
Linda Mullett (5622 6623)  
Rosemary Copeland (5622 6611)

---

**Data Literate Leaders**  
*(VIP Initiative 1 & 2)*

Two CEO staff members have completed training and are accredited in the Data Wise course, through Harvard University. Negotiations continue with local universities to accredit the course for offering to Principals across the Diocese. Planning will be finalised in the coming month.

**Contact:**
Liz McQuade-Jones (5622 6609)

---

**Family-School Partnership Convenors**  
*(VIP Initiative 10 & 11)*

The Family School Partnership Convenor Induction Day was held on June 4 at the Catholic Education Office, Warragul. The Convenors, Monica Huffer (Moe), Dan Hession (Orbost), Jackie Nichols (Morwell) and Julie Kindellan (Morwell East), were warmly welcomed by all CEO staff and their respective Catholic primary school communities.

A Winter Family School Partnership Team Gathering was held at Lake Tyers Beach on the evening of July 7 and throughout the following day, July 8. The four FSPCs and FSP Coordinator used this timely get together to discuss reflect and share. Conversations centred on:

- perceptions of the role of a Family School Partnership Convenor
- enhancing relationships
- the school improvement agenda
- team work.

The recent team attendance at a Bridges Out of Poverty: Strategies for Communities and Professionals day initiated discussion around generational poverty, differences affecting opportunities for success, and strategies for optimising outcomes with families.

Foundation House has provided valuable information for convenors to share with school community members. Services to people from refugee backgrounds have been used.

The convenors have commenced supporting school staff in mapping current parental involvement in their school communities.

**Contact:**
Anne Speekman (5622 6606)