On behalf of the Wodonga Federation of Government School’s Board it is a pleasure to welcome you to this inaugural Conference hosted by the Federation. It is an exciting time for us in Wodonga as we take the culture of collaboration to the next level for the benefit of our students.

Last year your school along with seven other schools in Wodonga made a commitment to each other to collaborate and share the responsibility of providing a strong and vibrant public education system in the City of Wodonga. To support this, a community Board was established to tap into local leaders with strong governance and leadership expertise.

As Margaret Wheatley said, ‘there is no power for change greater than a community discovering what it cares about’.

We are transforming the way we provide education in Wodonga, realising no single school can do it on its own. We want every student to:

• Be genuinely known and understood as they progress from early years to a career
• Learn in a highly innovative environment through excellence in teaching
• Be self-directed and have a meaningful pathway
• Have their needs supported

Let me give you a brief update on where we are today. Through the work of the Federation we have secured an additional $650k into our schools. These funds will be spent on professional learning communities, digital literacy and respectful relationships. We have shared professional development, ran a Federation Student Leadership Program, improved our procurement by leveraging our collective buying power, committed to joint policies and planned this conference.

You are an integral part of this work and we should all be very proud of where we are today and excited about where we are headed. This conference builds on the work of the communities of practice last year and allows for further sharing of expertise and experience.

Before I close, I would like to thank each of you for attending our conference and bringing your expertise to our gathering. You, as educators and education support staff, have a vision, the knowledge, the wherewithal and the experience to help us pave our way into the future of education for Wodonga. You are truly our greatest asset today and tomorrow and we could not accomplish what we do without your investment and care.

On behalf of the Board I thank you and wish you well for the conference.

Guinever Threlkeld
Wodonga Federation of Government Schools Board Chair

Acknowledgement of Country

Wodonga Federation of Government Schools acknowledges the traditional owners of this land and pay our respects to Elders, both past, present and future, for they hold the memories, the Traditions and the culture of Aboriginal and Torres Strait Islander people.
General Information

Workshop Selection
Go to: www.wodonga.vic.edu.au/conference2017. Please select one workshop from each time slot. During the day, all staff need to complete one Respectful Relationship Workshop; choose either 1(a), 2(a) or 3(a). If you are presenting a workshop please select your workshop as part of your selection.

If you are an education support staff member and you finish work prior to 4pm please select ‘Workshop 3 Unable to Attend’. If you have arranged with your school to work until 4pm select another workshop of interest in this time slot.

Workshop selection closes 30 June 2017.

Car Parking
We anticipate with 450 conference delegates there will be some difficulties parking around The Cube and Wodonga Senior Secondary College. We recommend that participants car pool as much as possible. Please be aware that there are now car parking restrictions on the Brockley Street side of the Senior College.

Shuttle Buses
Shuttle buses will run from the Senior College on the Woodland Street side to The Cube between 8.15am and 8.40am and 11.00am and 11.30am. Please select this service if you require it when you make your workshop selection.

Conference Website
For the latest information on the Conference pre and post the event visit: http://wodonga.vic.edu.au/conference2017

Mobile Phones
As a courtesy to presenters and delegates, please ensure your phone is either turned off or on silent during all sessions.

Break Times
Lunch and afternoon tea will be served in the Trade Training Centre, Wodonga Senior Secondary College. Tea/coffee/water stations will be available in the East and West Learning Commons all day for your convenience. The mobile coffee van will be located outside the Trade Training Centre during lunch for delegates’ espresso hit.

Start Times
We ask you be in the room five minutes before the start time so sessions can start on time.

Bring Your Own Device
Where possible, please bring your own device to the workshops. Some sessions will actively use these devices. Laptops and iPads preferable.

Conference Registration and Information Desk
Registration will start from 8.30am on the 28 July at The Cube foyer for teaching staff and Wodonga Senior Secondary College foyer for education support staff. Delegates are welcome to come at any time to pick up their name tag and sign in. Name tags should be worn at all times inside the conference to assist with networking.

Staf will be pleased to assist you if you have any questions or require assistance.

Respectful Relationships

WODONGA IS IN THE TOP 10% in Victoria for reported incidence of family violence

The highest rate of family violence in the Hume Region

Between 2010 and 2014, reported rates of family violence in Wodonga increased by 91 per cent.

One in six women in the workforce are experiencing or have experienced violence.

Wodonga has a higher reported number of children witnessing or experiencing family violence compared to the state average.

A woman dies at the hands of a current or former partner almost every week in Australia

The Royal Commission into Family Violence highlighted the following:
• Devastating impacts of family violence on our children and within our communities
• Critical role schools and early childhood services play in preventing and responding to family violence

Recommendation 189
The Victorian Government mandate the introduction of respectful relationships education into every government school in Victoria from prep to year 12. Implementation should be staged to ensure school readiness and to allow for ongoing evaluation and adaptation. It should be delivered through a whole of school approach and be consistent with best practice, building on the evaluation of the model being tested by the Department of Education and Training through Our Watch (within five years).

The Federation’s Commitment
Your school along with the other schools within the Federation has received funding to implement Respectful Relationships - Whole School Approach. We invite you to be a part of this very important work. You are expected to attend one Respectful Relationships Workshop - Whole School Approach as part of the conference.

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RESPECTFUL RELATIONSHIPS
Keynote Speakers

**Mindfulness in Education: Philosophy, Science and Practice**  
**Keynote speaker for teaching staff**  
**Venue:** The Cube, Wodonga  
A/Prof. Craig Hassed MBBS, FRACGP, Mindfulness Coordinator, Monash University  

The modern world is becoming faster, more pressured and increasingly distracted. These problems are compounded by haste, multitasking and the misuse of information technologies and social media. Hence, increasingly teachers, parents and students are searching for antidotes to these modern problems. Mindfulness is both a form of meditation and a way of living that involves engaging attention in the present moment in an open, curious and accepting way. It could be considered as life’s most important life-skill in that it underpins executive functions including the ability to learn, communicate effectively, empathise and remember. It is also vital for our ability to maintain good mental and physical health. This keynote address and practical workshop will explore the philosophy, science and practice of mindfulness with a particular emphasis on its role in teaching and learning. We will also explore how it can be integrated into the classroom, school and curriculum.

The Importance of Education in Building Our Community  
**Keynote speaker for Education Support Staff**  
**Venue:** Leature Theatre, Wodonga Senior Secondary College  
Cathy McGowan, AO, MP  

Cathy McGowan, AO has been the standing Independent member for Indi since 2013. She has enjoyed a rich and distinguished career in agriculture and economics as a teacher, property owner, academic and consultant. Across her life Cathy has been involved in the CFA, Landcare, Victorian Farmers Federation and National Farmer Federation 2030 Committee. Her community service has been acknowledged with an Order of Australia, a national Centenary medal, and the award of a Churchill Fellowship. Cathy’s grassroots Campaign in the 2013 Federation Election changed Australian politics.  

Cathy will discuss her journey to politics and the importance of education in building community.

Building Resilience For Life  
**Keynote speaker for Education Support Staff**  
**Venue:** Lecture Theatre, Wodonga Senior Secondary College  
Psychologist Therese Heyman  

In this keynote address, Therese Heyman will present and discuss the concept of resilience. This session will cover listening to the body, how thoughts, feelings and behaviour interreact and impact, the role of the fight/flight system, self-soothing, behaviour styles and connection and purpose. As a psychologist Therese works with individuals, work groups, teams and management across the private and public sector. She is also an experienced facilitator and presenter.

### Conference Program

<table>
<thead>
<tr>
<th>Time</th>
<th>Teaching Staff</th>
<th>Education Support Staff</th>
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</thead>
</table>
| 8.30 - 8.50| Registration  
Venue: The Cube, Wodonga                                                    | Registration  
Venue: Wodonga Senior Secondary College                    |
| 8.50 - 9.00| Official Welcome  
Acknowledgement of Country  
Venue: The Cube, Wodonga                                                        | Official Welcome  
Acknowledgement of Country  
Venue: Lecture Theatre, WSSC                                         |
| 9.00 - 11.00| Keynote speaker  
Associate Professor Craig Hassed  
Mindfulness In Education: Philosophy, Science and Practice  
Venue: The Cube, Wodonga                                                 | Keynote speaker  
Cathy McGowan AO, MP  
Venue: Lecture Theatre, WSSC                                            |
| 11.00 - 11.30| Shuttle Buses to Wodonga Senior Secondary College                             | Keynote speaker  
Therese Heyman  
Building Resilience For Life  
Venue: Lecture Theatre, WSSC                                            |
| 11.30 - 12.15| Lunch - all staff  
Location: Trade Trading Centre, Wodonga Senior Secondary College             |                                                             |

Please select one workshop per time slot. You must include either 1(a), 2(a) or 3(a) in your selection.

### Workshops 1(a) - 1(u)

**12.15 - 13.15**

<table>
<thead>
<tr>
<th>Workshop Title</th>
<th>Suggested Audience</th>
<th>Location</th>
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<tbody>
<tr>
<td>1(a) Respectful Relationships - Whole School Approach</td>
<td>A</td>
<td>Lecture Theatre</td>
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<tr>
<td>1(b) Learning and Literacy</td>
<td>A</td>
<td>E11</td>
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<tr>
<td>1(c) Aboriginal &amp; Torres Strait Islander Cultural Understanding</td>
<td>A</td>
<td>C10</td>
</tr>
<tr>
<td>1(d) Calmer Classrooms</td>
<td>A</td>
<td>C9</td>
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<tr>
<td>1(e) Transformative Tools for Formative Assessment</td>
<td>PT, ST</td>
<td>C8</td>
</tr>
<tr>
<td>1(f) Aspirant Leaders</td>
<td>PT, ST</td>
<td>Seminar</td>
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<tr>
<td>1(g) Marketing Communication Essentials</td>
<td>ES</td>
<td>C19</td>
</tr>
<tr>
<td>1(h) OneNote for Planning</td>
<td>PT, ST</td>
<td>E13</td>
</tr>
<tr>
<td>1(i) Primary Science - Wondering How To Fit STEM Into Your Curriculum</td>
<td>PT</td>
<td>W1</td>
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<tr>
<td>1(j) Digital Technologies Unplugged</td>
<td>PT, ST</td>
<td>E15</td>
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<tr>
<td>1(k) D2L - Beginners Session</td>
<td>ST</td>
<td>E16</td>
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<tr>
<td>1(l) Who’s Doing All The Talking in Your Classroom?</td>
<td>PT</td>
<td>E12</td>
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<tr>
<td>1(m) Developing Strong Communities of Practice</td>
<td>L</td>
<td>C20</td>
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<tr>
<td>1(n) Literacy Small Group Instruction</td>
<td>PT</td>
<td>C21</td>
</tr>
<tr>
<td>1(o) Emotional Intelligence in the Classroom</td>
<td>A</td>
<td>W7</td>
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<tr>
<td>1(p) OHS - Contractor Management</td>
<td>A</td>
<td>W6</td>
</tr>
<tr>
<td>1(q) Support ASD Students in the Classroom</td>
<td>PT, ST, ES</td>
<td>C18</td>
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<tr>
<td>1(r) School Libraries: Making a Difference to Learning</td>
<td>A</td>
<td>Library</td>
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<tr>
<td>1(s) Supporting the Inclusion of Students with Disabilities using Research Evidence</td>
<td>A</td>
<td>W5</td>
</tr>
<tr>
<td>1(t) SAFEMinds: Schools and Families Enhancing Minds</td>
<td>A</td>
<td>L03</td>
</tr>
<tr>
<td>1(u) How can Universities and Secondary Schools Work Together in Science Teaching?</td>
<td>ST</td>
<td>W2</td>
</tr>
</tbody>
</table>
### Workshops 2(a) - 2(t)

<table>
<thead>
<tr>
<th>Workshop Title</th>
<th>Suggested Audience</th>
<th>Location</th>
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<tbody>
<tr>
<td>2(a) Respectful Relationships - Whole School Approach</td>
<td>A</td>
<td>Lecture Theatre</td>
</tr>
<tr>
<td>2(b) Effective Strategies for EAL Students</td>
<td>A</td>
<td>E11</td>
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<tr>
<td>2(c) Inclusive Curriculum in the Visual Arts - Koori Education</td>
<td>A</td>
<td>C10</td>
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<tr>
<td>2(d) Are They Mad, Sad or Bad?</td>
<td>A</td>
<td>C9</td>
</tr>
<tr>
<td>2(e) Engaging Hands-On Learners in Literacy</td>
<td>PT, ST</td>
<td>C6</td>
</tr>
<tr>
<td>2(f) Developing Strong Communities of Practice</td>
<td>L</td>
<td>W4</td>
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<tr>
<td>2(g) Dealing With Challenging People and Situations</td>
<td>A</td>
<td>C19</td>
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<tr>
<td>2(h) PDPs for ES Staff</td>
<td>ES</td>
<td>LO3</td>
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<tr>
<td>2(i) Planning STEM Activities</td>
<td>PT, ST</td>
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<tr>
<td>2(j) A Collaborative Approach to Teaching Maths in the Early Years</td>
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<tr>
<td>2(k) Student Success - School Wide Strategies for Critical Thinking and Engagement</td>
<td>ST</td>
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<tr>
<td>2(l) Learning to Learn - Facilitating the Conversation</td>
<td>PT, ST</td>
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<tr>
<td>2(m) Introduction to Oral Language</td>
<td>PT</td>
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<tr>
<td>2(n) My Squares and Triangles</td>
<td>A</td>
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<tr>
<td>2(o) Tools for Engagement</td>
<td>PT, ST</td>
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<tr>
<td>2(p) Photoshop for Beginners</td>
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<td>E14</td>
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<tr>
<td>2(q) School Libraries: Making a Difference to Learning</td>
<td>A</td>
<td>Library</td>
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<tr>
<td>2(r) OHS Hazard Management – Plant and Equipment</td>
<td>A</td>
<td>W6</td>
</tr>
<tr>
<td>2(s) SAFEMinds: Schools and Families Enhancing Minds</td>
<td>A</td>
<td>LO2</td>
</tr>
<tr>
<td>2(t) Nurturing Future Wordsmiths: How a Focus on Vocabulary Helps Children’s Writing</td>
<td>PT, ST</td>
<td>Seminar</td>
</tr>
</tbody>
</table>

### Workshops 3(a) - 3(v)

<table>
<thead>
<tr>
<th>Workshop Title</th>
<th>Suggested Audience</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>3(a) Respectful Relationships - Whole School Approach</td>
<td>A</td>
<td>Lecture Theatre</td>
</tr>
<tr>
<td>3(b) Collaborative Study Groups</td>
<td>PT, ST</td>
<td>E11</td>
</tr>
<tr>
<td>3(c) Music/African Drumming to Create an Awareness of: Personal Welfare and Social and Emotional Development Skills and Strategies</td>
<td>A</td>
<td>TT12</td>
</tr>
<tr>
<td>3(d) From Attention Seeking to Attachment Seeking: Strategies to Help Children Build Relationships in Positive Ways</td>
<td>PT, ST</td>
<td>C19</td>
</tr>
<tr>
<td>3(e) Resilience, Rights and Respectful Relationships</td>
<td>PT, ST</td>
<td>E13</td>
</tr>
<tr>
<td>3(f) Developing Strong Communities of Practice</td>
<td>ST</td>
<td>LO1</td>
</tr>
<tr>
<td>3(g) CASES 21 Administration</td>
<td>ES</td>
<td>LO3</td>
</tr>
<tr>
<td>3(h) School-based Research to Improve School Decision Making</td>
<td>L</td>
<td>Seminar</td>
</tr>
<tr>
<td>3(i) Motivating a Generation of Mathematicians</td>
<td>PT</td>
<td>W5</td>
</tr>
<tr>
<td>3(j) Primary School Film Making</td>
<td>PT</td>
<td>E15</td>
</tr>
<tr>
<td>3(k) Building Academic Vocabulary Using Quizlet</td>
<td>PT, ST</td>
<td>E12</td>
</tr>
<tr>
<td>3(l) An Introduction to Feedback in Your Classroom</td>
<td>PT, ST</td>
<td>E16</td>
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<tr>
<td>3(m) Teaching Students From Disadvantaged Backgrounds</td>
<td>A</td>
<td>C20</td>
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<tr>
<td>3(n) Embedding Australian Indigenous Culture in the Classroom</td>
<td>PT, ST</td>
<td>C10</td>
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<tr>
<td>3(o) iPadagogy</td>
<td>PT, ST</td>
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</tr>
<tr>
<td>3(p) Icebreakers, Group Activities and Bringing Fun Into Your Groups/Classes</td>
<td>ES</td>
<td>W7</td>
</tr>
<tr>
<td>3(q) Using Student Feedback to Develop Class Profiles</td>
<td>PT, ST</td>
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<tr>
<td>3(r) Environment, Culture and Sustainability – What Local NFP’s Offer Schools</td>
<td>PT, ST</td>
<td>W6</td>
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<tr>
<td>3(s) Games to Engage Students - With and Without Technology</td>
<td>PT, ST</td>
<td>C18</td>
</tr>
<tr>
<td>3(t) SAFEMinds: Schools and Families Enhancing Minds</td>
<td>A</td>
<td>W2</td>
</tr>
<tr>
<td>3(u) Bringing STEM to the Zombie Apocalypse</td>
<td>ST</td>
<td>W3</td>
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<tr>
<td>3(v) Globalizing Federation Schools</td>
<td>A</td>
<td>C9</td>
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**Conference Program**

14.30 - 15.00  
Afternoon tea  
Location: Trade Trading Centre, Wodonga Senior Secondary College

16.00 - 16.05  
Evaluation  
Workshop One 12.15 - 13.15

1(a) Respectful Relationships - Whole School Approach
Panel Discussion - Implementing a Federation Approach to Respectful Relationships
- What is family violence and sexual assault?
- Current statistics and impacts of violence against women and children
- The drivers of violence against women
- The current climate of gender inequality and gender stereotypes
- Best practice and evidence in preventing violence against women and children
- Description of Respectful Relationships - A Whole School Approach
- Unique insights into one school’s journey to implementing a whole school approach to respectful relationships
- What’s next....

Panel members
- Victoria Police
- Centre Against Violence
- Women’s Health Goulburn North East
- Wellbeing, Health and Engagement Division, Dept. of Education & Training
- A Victorian School
- A Federation Principal

1(b) Learning and Literacy
Liz Campbell - My Speechie

The neuroscience of language and literacy. How language delay and Dyslexia impact on learning in the classroom.

1(c) Aboriginal & Torres Strait Islander Cultural Understanding
Koori Engagement Support Officers (KESO) - DET Ovens and Murray Area

The main topic of this workshop will be increasing your cultural understanding when working with Aboriginal and Torres Strait Islander students and families. Content topics involve:
- Looking at the data and why there are gaps in educational outcomes, including the Marrung Aboriginal Education Plan and priority actions
- Understanding the impacts of past policies on families today and what this means for schools, including the Stolen Generations and Trans Generational Trauma
- Curriculum and class room resources
- Workshop barriers faced by schools in engaging students and families. Looking at strategies to overcome these barriers

1(d) Calmer Classrooms
Tegan Whittaker - DET SSSO

The Calmer Classrooms presentation provides participants with an understanding of complex trauma and attachment difficulties. The presentation will provide information to understand the impact trauma has on children’s brain development including social, emotional and behavioural development. Strategies and support options will also be discussed during the presentation to assist school staff and professionals working with children impacted by trauma.

1(e) Transformative Tools for Formative Assessment
Andrew Douch - evolveducation

Formative assessment is arguably the most effective thing teachers can do to accelerate student progression. Many teachers struggle to find time to accurately and regularly gauge individual student understanding to help students to improve. Consequently, many teachers do far too little formative assessment.

Several new websites and apps have emerged which help teachers ‘measure before they build’ and then check regularly ‘whilst they build’. These tools, which are easy to use, can provide teachers with insight into their students learning beyond what they thought possible, they enable high quality feedback and strategic planning to counter weaknesses during the learning process.

1(f) Aspirant Leaders
Pam Thibou-Martin - Wodonga Primary School
Vern Hilditch - Wodonga Senior Secondary College and Wodonga Middle Years College

This workshop will provide aspirant leaders with a viewpoint on the various roles and responsibilities within the leadership framework and the skills required. Participants will be looking at the changing role of leadership and the different aptitudes and understandings that lead to effective school cultures.

1(g) Marketing Communication Essentials
Michelle Hudson - The Communication Dept.

This engaging and interactive workshop will introduce participants to the basic, yet essential, planning required for an effective marketing communications strategy. Participants will be introduced to a simple ‘plan on a page’ tool that will provide them with a blueprint for developing their marketing plan. Concepts covered will include brand reputation, target audience identification and analysis and marketing activity selection.

1(h) OneNote for Planning
Angela Gray - Baranduda Primary School

This session is to introduce teachers to the program OneNote and to show them how to use it to plan their daily lessons, keep anecdotal records and assessment in one place for easy access. Share your lesson plan with colleagues and relief teachers. This session will be hands on and allow you to have a go at creating your first OneNote.

1(i) Primary Science - Wondering How To Fit STEM Into Your Curriculum
Melissa Watson - Wodonga West Primary School

Why not explore Science! Gain practical teaching skills and explore hands on Science activities that can be used at any year level. Learn how to use the Scientific Method, assess inquiry skills and improve your knowledge of the Victorian Science Curriculum.
Workshop One 12.15 - 13.15

1(j) Digital Technologies Unplugged
Brendan Freeman - Baranduda Primary, VCAA Specialist, Digital Coding

An introduction to the ‘csunplugged.org’ website. A chance to try some of the activities as well as making links to the Victorian Curriculum.

1(k) D2L - Beginners Session
Carlea Finck - Wodonga Middle Years College

Introducing the tools of D2L

1(l) Who Doing All The Talking In Your Classroom
Jye Williams - Wodonga Primary School

This workshop will look at what it means to get the students to be ‘doing the heavy lifting’ during small group reading (Primary School setting).

1(m) Developing Strong Communities of Practice
Teresa Stone - Bastow Institute of Educational Leadership

Participants will experience an action research approach to developing questions, challenging assumptions and designing learning for communities of practice. The workshop skills, structures and strategies can be used at a network co-op level or at a school level to address the learning needs and outcomes of students.

1(n) Literacy Small Group Instruction
Cassandra Quine - Wodonga Primary School

Exploring how to provide a balanced approach to your Reading and Writing instruction, in particular selecting appropriate small group teaching approaches to target student learning needs.

1(o) Emotional Intelligence in the Classroom
Heidi McKay - Melrose Primary School

What is Emotional Intelligence?
The importance of Emotional Intelligence in the 2017 Classroom.
The Emotional Intelligence Curriculum.

1(p) OHS - Contractor Management
Theo Apostolides - Marsh Risk Consulting


Workshop One 12.15 - 13.15

1(q) Support ASD Students in the Classroom
Michelle Heintze - Wodonga Senior Secondary College

This workshop is designed to support classroom teachers with strategies and ideas to support students with ASD in the classroom.

1(r) School Libraries: Making a Difference to Learning
Dr Susan La Marca - School Library Association of Victoria
Dianne Ruffles - School Library Association of Victoria

Susan and Di will highlight how an active school library programme can improve outcomes in any school by empowering students to become confident and creative learners with transferable skills that will assist them to gain employment and become informed citizens. Susan and Di will provide practical examples and draw upon research on reading and information literacy to demonstrate how school libraries can make a significant difference to student learning.

1(s) Supporting the Inclusion of Students with Disabilities using Research Evidence
Professor Teresa Iacono - College of Science, Health & Engineering, La Trobe University

Much research has been devoted to developing and evaluating practices to support the education of students with disabilities, including in mainstream settings. Recent research was reviewed based on a systematic search of the literature, which yielded 79 academic papers. In this workshop, evidence reviews will be presented in the form of summaries grouped according to collaborative consultation, co-teaching, the role of education support staff, inclusion practices, parental involvement and involvement of student peers. Participants will work in groups, which will be assigned an evidence review, to discuss the relevance to their classrooms, implementation issues and anticipated outcomes for all students.

1(t) SAFEMinds: Schools and Families Enhancing Minds
Professional Practice Leader - DET Ovens and Murray

This presentation will provide a brief introduction to the SAFEMinds professional learning and resource package for schools and families.

SAFEMinds aims to enhance early intervention mental health support for children and young people in schools, increase engagement of parents and carers to more effectively support their child’s mental health and develop clear and effective referral pathways to external services.

Universities have traditionally been a stronghold of ground-breaking research in Science. In Australia the vast majority of R&D in STEM is conducted by universities. The result of this is that universities have a team of scientific experts and a vast array of high-quality facilities and equipment which can be leveraged by partnered secondary schools. Nevertheless, there is often a community perception that universities are inaccessible and detached. This workshop will focus on why a university-school partnership can enhance the learning experience of students, the professional development of teachers and the community outlook of the university. Examples of current practices in STEM school outreach at La Trobe University will be presented along with a discussion of the advantages and challenges associated with school outreach activities.

Panel Discussion - Implementing a Federation Approach to Respectful Relationship

- What is family violence and sexual assault?
- Current statistics and impacts of violence against women and children
- The drivers of violence against women
- The current climate of gender inequality and gender stereotypes
- Best practice and evidence in preventing violence against women and children
- Description of Respectful Relationships - a Whole School Approach
- Unique insights into one school’s journey to implementing a whole school approach to respectful relationships
- What’s next....

Panel members

- Victoria Police
- Centre Against Violence
- Women’s Health Goulburn North East
- Wellbeing, Health and Engagement Division, Dept. of Education & Training
- A Victorian School
- A Federation Principal

Participants will be introduced to the key elements of working with students from non-English speaking backgrounds to maximise their language development and learning outcomes.

This workshop will cover the case study of ‘Baranduda Primary School’ setting up their Koori Arts program in conjunction with the Koori Engagement Support Officer (KESO). We will discuss the role of the (KESO) and how to maximise this opportunity within your school.

This workshop will provide an overview of childhood trauma, its causes, effects on the developing brain and on student behaviour. There will also be strategies to reduce the probability of triggering trauma behaviours and strategies on how to react when behaviours escalate.
2(e) Engaging Hands-On Learners in Literacy
Mark Smit - Wodonga Senior Secondary College
Sarah Maybury - Wodonga Senior Secondary College

This workshop will explore ideas and strategies to engage hands-on learners. We will look at some key decisions to make when planning the curriculum and demonstrate a few practical activities for engaging students in literacy.

2(f) Developing Strong Communities of Practice
Teresa Stone - Bastow Institute of Educational Leadership

Participants will experience an action research approach to developing questions, challenging assumptions and designing learning for communities of practice. The workshop skills, structures and strategies can be used at a network co-op level or at a school level to address the learning needs and outcomes of students.

2(g) Dealing With Challenging People and Situations
Rod Fraser - Business Growth Strategies
Ellyn Martin - Business Growth Strategies

They’re called “soft skills” – communication, being a team player, dealing with conflict but the reality is they are often the hardest things we have to do in the workplace. It’s self-evident that everybody is different, so we shouldn’t be surprised when people deal with situations differently from how we would and yet we are! Constantly! This workshop will explore how the differences between people influence how they approach difficult situations. You’ll learn strategies for dealing better with challenging people and situations and for managing your own emotions.

2(h) PDPs for ES Staff
Allyson Dixon - Baranduda Primary School

This session will look at some of the challenges faced by ES in writing PD plans and how one school, Baranduda Primary School, is working together to combat these challenges.

2(i) Planning STEM Activities
Michael Rosenbrock - Wodonga Senior Secondary College, VCAA Specialist

This workshop will briefly touch on the definition of STEM and provide some examples of activities that are linked to the Victorian Curriculum. The remainder of the session will then focus on using a suggested STEM process and planning template to turn inspiration into concrete plans for learning activities that are linked to the curriculum. The session will wrap up with a focus on opportunities for collaboration and sharing between schools.

2(j) A Collaborative Approach to Teaching Maths in the Early Years
Cara Pfeiffer - Wodonga Primary School

Discussions will be around collecting, analysing and using data, matching planning to student needs and differentiating tasks.

2(k) Student Success - School Wide Strategies for Critical Thinking and Engagement
Emma Plunkett - Wodonga Middle Years College
Ashley Lowry - Wodonga Middle Years College

This is an AVID workshop that covers school-wide strategies to raise engagement, rigour and student success in all classrooms. The strategies covered include; building relational capacity, metacognition, collaboration, inquiry and leadership development. The purpose of AVID is to prepare students for post secondary education and career readiness in all of their academic subjects.

2(l) Learning to Learn - Facilitating the Conversation
Rebecca Miles - School of Education, La Trobe University
Kathy Sawchuk - School of Education, La Trobe University

This workshop will facilitate a conversation with participants around the ways that teachers can support students in learning to learn. The focus will be on the consideration of research-based and evidence-supported teaching practices that provide a range of valuable strategies for developing learning skills as well as techniques to facilitate and activate learning in a classroom.

2(m) Introduction to Oral Language
Damian Duncan - Wodonga Primary School

This workshop will support Graduate and Beginning Teachers who are seeking understandings about oral language development and its role in Early Years learning.

2(n) My Squares and Triangles
Marlo Wild

A mother’s journey of living with a son who has severe autism and her experience in self-publishing a picture story book about her son Cooper.

2(o) Tools for Engagement
Andrew Douch - evolveducation

We are living in the future!

Gone are the days when teachers needed to be tech-savvy to harness the power of technology to make learning more engaging and participatory. Today, even non-technical teachers can do novel things at little expense which just a few years ago were either inconceivable or costly.

This workshop covers a range of emerging and available tools which bring excitement to the classroom, improve learning outcomes and motivate students. Each tool is one that Andrew has found to make a real difference in schools because they are easy to use, time efficient and positioned at the “MR” end of the SAMR model.
Workshop Two 13.30 - 14.30

2(p) Photoshop for Beginners
Jessi Muston - Wodonga Senior Secondary College

Learn how to edit and manipulate images, combine images and add/transform text using Adobe Photoshop. These skills come in handy for producing posters, invitations, handouts and more!

2(q) School Libraries: Making a Difference to Learning
Dr Susan La Marca - School Library Association of Victoria
Dianne Ruffles - School Library Association of Victoria

Susan and Di will highlight how an active school library programme can improve outcomes in any school by empowering students to become confident and creative learners with transferable skills that will assist them to gain employment and become informed citizens. Susan and Di will provide practical examples and draw upon research on reading and information literacy to demonstrate how school libraries can make a significant difference to student learning.

2(r) OHS Hazard Management - Plant and Equipment
Theo Apostolides - Marsh Risk Consulting

There is a broad definition of ‘plant’ under the OHS Act 2004 which can cover hand held power tools, chain saws, workshop equipment and office equipment as well as blenders and coffee grinders. Each plant item presents its own hazard which can include: electrical, mechanical and moving parts, crushing or cutting, fire and explosion, hot parts of plant, noise, manual handling, chemical hazards. The workshop will cover risk management processes that include; plant and equipment registers, maintenance forms (Inc. tag out processes), risk management form and safe work procedures for all plant and equipment on site.

2(t) Nurturing Future Wordsmiths: How a Focus on Vocabulary Helps Children's Writing
Dr Noella Mackenzie - School of Education, Charles Sturt University Albury

The teaching of vocabulary is an equity issue and deserving of teachers’ time and energy. Learning is fundamentally and profoundly dependent on vocabulary knowledge. “Learners need access to the meanings of words that are used by adults (particularly teachers) and other students, as well as those used in books and multimedia, if they are to participate in their community contexts and learn effectively.” (Daffern & Mackenzie, 2015)

Workshop Three 15.00 - 16.00

3(a) Respectful Relationships - Whole School Approach
Panel Discussion - Implementing a Federation Approach to Respectful Relationship

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- What is family violence and sexual assault?
- Current statistics and impacts of violence against women and children
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Panel members
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- Women’s Health Goulburn North East
- Wellbeing, Health and Engagement Division, Dept. of Education & Training
- A Victorian School
- A Federation Principal

3(b) Collaborative Study Groups
Sheri Parkhouse - Wodonga Senior Secondary College

How can we implement an effective use of the collaborative study group model across the subject areas?

3(c) Music/African Drumming to Create an Awareness of: Personal Welfare and Social and Emotional Development Skills and Strategies
Brett Gilbee - Baranduda Primary School

1. Drumming/making music as a team: Setting the scene for creativity, fun and frivolity.
2. Drumming/making music to develop, care and consider Foundations in Relationships.
3. Maintaining harmonious relationships and friendships.
4. The power of listening and performance groups.
5. Inclusion in music, inclusion for life and living.

3(d) From Attention Seeking to Attachment Seeking: Strategies to Help Children Build Relationships in Positive Ways
Sophie Buckle - Kids Early Action Program in Schools

This presentation reframes the idea that children are seeking attention to one where we understand that children are seeking attachment. Children use numerous methods to seek connection with the significant people in their lives. Often these behaviours can be labelled as ‘attention seeking’. Creating strong secure attachment with adult figures in their lives including parents, teachers and school staff allows children to create relationships that are positive and sustainable. This presentation explores strategies to try within the classroom when this behaviour occurs as well as greater understanding around of what is happening in a child’s brain when they seek attachment.
Workshop Three 15.00 - 16.00

3(e) Resilience, Rights & Respectful Relationships
Jessica Harris - Wodonga Senior Secondary College, VCAA Specialist Teacher

This session will explore the Resilience, Rights & Respectful Relationships curriculum and how it compliments the Respectful Relationships Initiative. The session will include practical ways of incorporating the initiative's ideals in a secondary classroom. There will be time for development and sharing of activities suited to classrooms of all disciplines.

3(f) Developing Strong Communities of Practice
Teresa Stone - Bastow Institute of Educational Leadership

Participants will experience an action research approach to developing questions, challenging assumptions and designing learning for communities of practice. The workshop skills, structures and strategies can be used at a network co-op level or at a school level to address the learning needs and outcomes of students.

3(g) CASES 21 Administration
Julie Evans - DET
Nicole Rotherham - DET

CASES21 enrolments, student data transfer and worksheets.

3(h) School-based Research to Improve School Decision Making
Sally Knipe - School of Education, La Trobe University
Chris Bottrell - School of Education, La Trobe University

This workshop presentation will describe a model for school-based research that enables a school to use its existing data sets. These data sets can be used to develop an index that represents characteristics of the school community that impact on the teaching and learning processes in the school as well as the allocation of resources. An analysis of existing school data provides indicators that can be used to target areas of student need.

3(i) Motivating a Generation of Mathematicians
Sarah Kohne - Wodonga South Primary School
Megan Teefey - Wodonga South Primary School

We will be looking at the key elements of an engaging Maths lesson through the use of warm ups and open ended tasks. We will provide participants with ideas to take back and use in their own classrooms the next day!

3(j) Primary School Film Making
Khamal Sarkis - Wodonga Primary School
Scott Forrest - Wodonga Primary School

In this workshop we will describe how we developed a term-long film making project for Grade 5/6 students. It will cover the tools we used, how this program can be applied to other levels and how the process of making a film can enhance a student’s knowledge of story telling and creativity.

3(k) Building Academic Vocabulary Using Quizlet
Jenny Hanuska - Wodonga Senior Secondary College

According to Robert Marzano “the importance of direct vocabulary instruction cannot be overstated. Vocabulary provides essential background knowledge and is linked to academic achievement”. There are many resources that exist to help students work on building their vocabulary across the curriculum areas. One application that stands out among other possibilities is Quizlet. Quizlet is a digital flashcard application that can be used to help students study vocabulary and grammar. Teachers can create sets of vocabulary for students to use or students can create their own sets of vocabulary with the application. When users create their own sets, they can add images and gifs to the cards in addition to definitions and translations to help build the concepts being studied.

3(l) An Introduction to Feedback in Your Classroom
Christine Forrest - Wodonga Primary School

Exploring the power of reflection time within the classroom setting and ways to incorporate feedback into your everyday practice.

3(m) Teaching Students From Disadvantaged Backgrounds
Cassandra Walters - Wodonga Senior Secondary College
Brooke Musgrave - Wodonga Senior Secondary College

Participants will be introduced to the notion of differences in value systems across society and how those values influence attitudes to school and work. They will also be introduced to the key strategies for improving school engagement and learning outcomes for students from disadvantaged backgrounds developed from the work of Ruby Payne.

3(n) Embedding Australian Indigenous Culture in the Classroom
Nicole Jasnowicz - Wodonga Senior Secondary College
Brooke Musgrave - Wodonga Senior Secondary College

Topics include appropriate terminology, resources and some time for teachers to develop ideas on how they could incorporate Indigenous culture into the various curriculum areas.

3(o) iPadagogy
Andrew Douch - evolveducation

There is a difference between implementing a school iPad program and truly harnessing the potential of iPads to redefine teaching and learning.

While every computing platform has unique affordances, the strengths of the iPad are most closely aligned to strong classroom pedagogy. In many schools, however, students use their iPads for little more than internet research and document creation!

In this workshop, Andrew Douch will help to reinvigorate your school’s iPad program by sharing ideas, strategies and apps that leverage the iPad to promote creative and entrepreneurial thinking, a publishing mindset, problem-solving skills and student ownership of their learning.
3(p) Icebreakers, Group Activities and Bringing Fun Into Your Group/Classes
Jacqui Boehringer - Wodonga Senior Secondary College
Dominic Somers - Wodonga Senior Secondary College

You will be well resourced with new ideas for running groups and classes on how to warm up, break ice, build rapport, encourage participation and close sessions with young people. We will have loads of strengths based resources on display that we can recommend; strength cards, journal prompters and sensory goodies. We will have lots of fun and you will walk away glad that you broke the ice!

3(q) Using Student Feedback to Develop Class Profiles
Andrew Dohrmann - Wodonga Senior Secondary College
Steve Todorovic - Wodonga Senior Secondary College

Maths Methods teachers have been trialling a range of student feedback and diagnostic assessment tools over the past 12 months. This is not a session which gives you all the answers but is an open and honest discussion of what we have tried with examples of student work provided. We are using these tools to develop a class profile and will show you our profiles as one possible way of doing them.

3(r) Environment, Culture and Sustainability - What Local NFP’s Offer Schools
Anne Stelling - Wodonga Urban Landcare Network Inc.
Owen Dunlop - Wodonga Urban Landcare Network Inc.

The Wodonga Urban Landcare Network is currently developing a package of options for linking young people with Landcare through environmental, cultural and sustainability activities and events. A range of projects and programs already exist in the local area with potential to fulfill schools curriculum, community and extension needs. From joining annual planting days or working regularly with community stewardship groups, running a bird survey or doing Waterwatch on a local creek, making nest boxes for threatened species or producing themed readers, there is much to get involved with and many levels of engagement available. Our workshop will introduce local not-for-profit and community based organisations and examine some of the opportunities they offer for schools.

3(s) Games to Engage Students - With and Without Technology
Lana Thorpe - Wodonga Senior Secondary College
Kathleen Duquemin - Gardenvale Primary School

This workshop will introduce participants to a range of engaging games. These will include ‘oldies but goodies’ revamping traditional games to engage students and enhance learning and using high-tech editable activities using simple and freely available tools such as PowerPoint to create interactive and exciting games.

3(t) SAFEMinds: Schools and Families Enhancing Minds
Professional Practice Leader - DET Ovens and Murray

This presentation will provide a brief introduction to the SAFEMinds professional learning and resource package for schools and families.

SAFEMinds aims to enhance early intervention mental health support for children and young people in schools, increase engagement of parents and carers to more effectively support their child’s mental health and develop clear and effective referral pathways to external services.


3(u) Bringing STEM to the Zombie Apocalypse
Stephen Alderton - Wodonga Senior Secondary College
Louise Trickett - Wodonga Senior Secondary College
Kate O’Neill - Wodonga Senior Secondary College

A workshop on how to deliver STEM activities in a contextual science unit. The team at WSSC will present a workshop on the key STEM activities delivered in their Zombie Apocalypse Year 10 Science Curriculum. The workshop will show teachers how to deliver project based STEM activities on water purification, electric circuits, magnetism and energy transfers.

3(v) Globalizing Federation Schools
Vern Hilditch - Wodonga Senior Secondary College

The importance of providing all students in the federation with a sense of the global village they live in and how their future will depend on embracing it, will be covered.

Following their recent visit to China Vern and Lyn will talk about why this is important and how schools can be involved in international programs, from sister schools, facilitate short term visits of international students and gain International accreditation through the International Education Division of DET.

We will also provide an opportunity for ISC’s in the various schools a chance to get together and go through the compliance requirements / home stay processes.
Evacuation Plan

In case of an emergency, please follow Wodonga Senior Secondary College staff to the assembly point indicated on the map below:

WiFi Access & Contacts

Visitors may connect to the Wodonga Senior Secondary College Guest Wireless network for Internet access.

To access the WSSC Guest Wireless, enter the networking settings area on your device, find the list of available networks, choose Guest from the list, and select ‘connect’.

When prompted, enter the following Wireless Password: **WFGS2017** (Please note this is case sensitive) You should now be connected to the WSSC Guest wireless network.

1. Open network options

2. Select ‘WSSC Guest Wireless’ network

3. Enter password: ‘WFGS2017’ & click Connect

Conference Content Difficulties

Some delegates might find the content covered in the Respectful Relationships - A Whole School Approach challenging. A Centre Against Violence counsellor will be available in the Interview Room if you require any support at any time.

- **Employee Assistance Program (EAP)** - 1300 361 008
- **1800 RESPECT** – 1800 737 732
- **Safe Steps** – 1800 015 188 (will link with appropriate local services)
- **GP** – referral for Mental Health Care Plan
- **Sexual Assault Help 24/7 After Hours** - 1800 806 292
- **Family Violence Help 24/7 After Hours** - 1800 015 888
- **Centre Against Violence** - 03 57 222 203 or 1800 806 292
About the Federation

Wodonga Federation of Government Schools is a locally led strategic collaboration that enhances and supports a variety of learning and developmental pathways for 60% of Wodonga’s school aged children and young people.

Member schools formalised their commitment to the Federation in August 2016 by signing a memorandum of understanding which outlines how the schools will work together and the governance arrangements.

The Federation consists of eight government schools (Wodonga Senior Secondary College (including Wodonga Flexible Learning Centre), Wodonga Middle Years College, Baranduda Primary School (PS), Melrose PS, Wodonga South PS, Wodonga West PS, Wodonga PS and Belvoir Special School) in the local government area of Wodonga. Member schools have a combined Student Family Occupation score (SFO) of 0.5872.

Each member school shares a commitment to the principles of education as outlined in the Education and Training Reform Act 2006 Sect 12.2. In particular, ensuring guaranteed universal access to education for all children and young people.

The Federation works collaboratively to achieve its goals through:

- Developing a shared vision and working in unison
- Mobilising resources, knowledge and expertise to support what works,
- Sharing accountability and creating opportunities for all children and young people,
- Enabling and enhancing strategies that work,
- Advocating for equity and policy/practice improvement and investments.

How We Are Structured

Federation Board
Provides Strategic Direction, Community Engagement, Resource recommendations, Performance and Accountability

Advisory Committee
Provides advice to the Board on technical, implementation and broad policy issues. The committee also provides guidance and direction to the Action Groups and oversees the implementation of decisions made by the Board.

Action Groups
The Federation consists of five Action Groups - Achievement, Engagement, Wellbeing, Productivity and Student Voice. Working together, they share resources, expertise, curriculum, data and best practice for evidence informed action.

Where We Are Currently Working
The work of the Federation is optimising learning and developmental outcomes for children and young people in Wodonga. The following is a list of some of our major projects:

- Improving procurement through collective buying power.
- Facilitating STEM outcomes through developing a STEM hub.
- Enhancing digital literacy through a shared curriculum, resources and best practice.
- Coordinated child safe standards and respectful relationships education.
- Combined policies.
- Improving LOTE provision.
- Strategic Planning.
We Would Like To Thank

Conference Online

La Trobe University

Wodonga Federation of Government Schools

Furnware

Victoria Teachers Mutual Bank

Wodonga’s Federation of Government Schools