



# Conference 2026

Friday July 31



**Wodonga Federation of  
Government Schools**  
*Collectively the same, uniquely different*

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## Acknowledgement of Country

Wodonga Federation of Government Schools acknowledges the Aboriginal people who are the Traditional Custodians of the Land. We would also like to pay respect to their elders past, present and emerging. We extend that respect to other Aboriginal Australians who may be present at the conference. We would like to acknowledge that this conference is being held on Dhudhuroa land and recognise the strength, resilience and capacity of Aboriginal people.

# Welcome

Welcome to this year's Wodonga Federation of Government Schools' conference as we proudly celebrate the 10-year anniversary of our partnership. Over the past decade, we have witnessed remarkable success in public education alongside navigating Remote Learning and the ongoing workforce challenges. We continued to educate more than 55% of Wodonga's children and young people through the dedication, collaboration, and commitment of our schools and staff.

This milestone provides an opportunity not only to reflect on how far we have come as a collective of schools, but also to look ahead with optimism and aspiration for the future. We are especially pleased to welcome Wodonga's newest school, Kerribana Primary School, and look forward to the contributions and partnerships that will continue to strengthen our collective work in the years ahead.

Our Conference focus this year is Teaching and Learning — the heart of everything we do. Throughout the day, we will explore ways to continue improving outcomes for every student and consolidate our learnings to take back into the classroom and wider school.

We are also privileged to hear from two of our schools' alumni, whose stories and achievements highlight the enduring impact and value of public education. Their experiences serve as a reminder of the important role we play in shaping futures and creating opportunities.

As we celebrate this significant time, we invite you to look to the back page of this handbook to read our new vision and goals, which will continue to guide the Federation into the next four years.

Thank you for being part of this special occasion. We hope you enjoy the conference and the opportunity to connect, reflect, and be inspired together.



**Allyson Dixon**  
**Baranduda Primary School**

**Fran Waterman**  
**Kerribana Primary School**

**Brad Hearn**  
**North East Flexible Learning Network**

**Damian Duncan**  
**Wodonga Primary School**

**Emma Plunkett**  
**Wodonga South Primary School**

**Pennie Moffat**  
**Belvoir Special Development School**

**Ben Slocombe**  
**Melrose Primary School**

**Richelle Moyle**  
**Wodonga Middle Years College**

**David Whitehead**  
**Wodonga Senior Secondary College**

**Jocelyn Owen**  
**Wodonga West Children's Centre**

# General Information

## Workshop Selection

Go to:

<https://bit.ly/RegistrationWFGS2026>



**Workshop selections close Friday, June 26.**

## Conference Website

For the latest information on the Conference pre and post the event visit:

<https://www.wodonga.vic.edu.au/conference-2026/>

## Conference Venue

The conference will be at Wodonga Senior Secondary College. The opening will be in the Stadium off Woodland Street.

Workshops will be in allocated rooms around the College. Details regarding where lunch and afternoon tea will be served are to follow.

## Tea And Coffee Stations

Attendees will be able to make a tea or coffee at the stations situated in the Study Centre Kitchenette & Trade Training Centre.

## Car Parking

We anticipate over 650 conference attendees this year. We recommend that participants car pool as much as possible or use alternative transport.

## Start Times

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

## Mobile Phones

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

## Bring Your Own Device

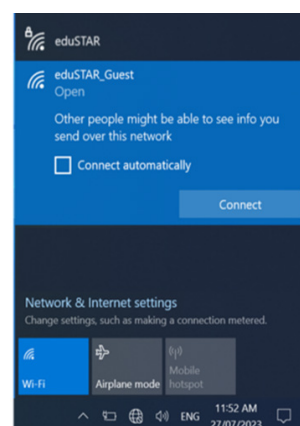
Where possible, please bring your own device to the workshops. Some sessions will actively use these devices. Laptops and iPads preferable.

## WiFi Access

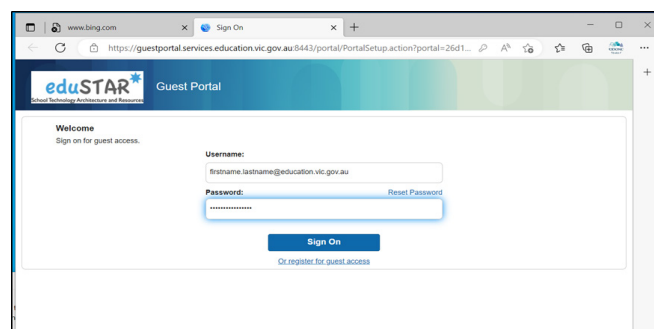
WSSC, WMYC, NEFLC and FFFCS Staff will automatically connect to the "eduSTAR" Wi-Fi, and do not need to complete any of the below steps.

All other school staff will need to connect to the "eduSTAR Guest" Wi-Fi network via the instructions below.

From the Wireless Network List, select "eduSTAR\_Guest"



Enter your **@education.vic.gov.au** email address and your **@education** (Edumail/edu-Pay etc) password and select **Sign On**.



You should now have internet access.

## Evaluation

We would like to know what you thought of the conference: what worked well, what did not and how we might make the next one even better.

Here is how you can let us know:

- Complete our online survey available at <https://bit.ly/FederationConference2026>

# Conference Menu

## Catering

When registering for the conference, you will be given a selection of lunch and afternoon tea options that you can choose from. Prior to attending the conference we will send you notification of where you will collect your lunch and afternoon tea.

We have also listed the ingredients below to help with your selection.

## So, what's on the menu for Lunch?

### ***Chicken with Hazelnut Crunch Salad (GF, DF)***

(Olive Oil, Chilli Flakes, Garlic, Red Cabbage, Mint, Lettuce, Hazelnuts, Balsamic Vinegar, Cucumber, Red Onion, Cherry Tomato, Chicken Breast)

### ***Rueben Potato Salad***

(Red Cabbage, White Wine Vinegar, Potato, Thousand Island Dressing, Sauerkraut, Cheese, Sour Cream, Silverside, Dill, Continental Parsley, Croutons, Pickle)

### ***Roasted Vegetable Salad (Vegetarian, GF, DF)***

(Cauliflower, Pumpkin, Zucchini, Beetroot, Carrot, Olive Oil, Mushroom, Capsicum, Sweet Potato, Spinach, Garlic, Parsley, Basil, Tomato, Red Onion)

### ***Roasted Vegetable Salad & Bocconcini (Vegetarian, GF)***

(Cauliflower, Pumpkin, Zucchini, Beetroot, Carrot, Olive Oil, Mushroom, Capsicum, Sweet Potato, Spinach, Garlic, Parsley, Basil, Tomato, Red Onion, Bocconcini)

### ***Pulled Pork & Apple Slaw Baguette***

(Bread, Pork, BBQ Sauce, Red Wine Vinegar, Parsley, Carrot, Kewpie Mayo, Cabbage, Green Apple)

### ***Thai Beef Salad***

(Thai Chilli, Garlic, Coriander, Sugar, Fish Sauce, Lime Juice, Grapeseed Oil, Salt, Beef, Vegetable Oil, Mixed Lettuce, Pepper, Cherry Tomato, Red Onion, Cucumber, Mint, Peanuts)

### ***Chicken & Avocado Sushi (GF, DF)***

### ***Tuna & Cucumber Sushi (GF, DF)***

### ***Cucumber & Avocado Sushi (Vegetarian, GF, DF)***

### ***Mixed Sandwich Pack***

(May Contain: Bread, Soy Based Mayo, Lettuce, Tomato, Egg, Ham, Chicken, Salami, Carrot, Cucumber, Chives)

### ***Mixed Sandwich Pack (Vegetarian, GF, DF)***

### ***Mixed Sandwich Pack (GF, DF)***

# Conference Menu

## Afternoon Tea Menu

### **Raspberry & White Chocolate Muffin**

(Wheat Flour, Sugar, Canola Oil, Skim Milk Powder, Eggs, Raising Agent (541, 500), Modified Starch 412, Emulsifier (471, 481), Salt, Colour (102,110), White Chocolate, Raspberries)

### **Chocolate Boost Muffin**

(Wheat Flour, Sugar, Canola Oil, Skim Milk Powder, Eggs, Raising Agent (541, 500), Modified Starch 412, Emulsifier (471, 481), Salt, Colour (102,110), Chocolate Boost)

### **Cherry Ripe Boost Muffin**

(Wheat Flour, Sugar, Canola Oil, Skim Milk Powder, Eggs, Raising Agent (541, 500), Modified Starch 412, Emulsifier (471, 481), Salt, Colour (102,110), Cherry Ripe)

### **Smarties Muffin**

(Wheat Flour, Sugar, Canola Oil, Skim Milk Powder, Eggs, Raising Agent (541, 500), Modified Starch 412, Emulsifier (471, 481), Salt, Colour (102,110), Smarties)

### **Raspberry & White Chocolate Muffin (GF, DF)**

(Sugar, Potato Starch, Rice Flour, Tapioca Starch, Maltodextrin, Vegetable Gum (415), Emulsifiers (471, 481), Salt, Sweet William Chocolate, Raspberries)

### **Double Choc Chip Muffins (GF, DF)**

(Sugar, Potato Starch, Rice Flour, Tapioca Starch, Maltodextrin, Vegetable Gum (415), Emulsifiers (471, 481), Salt, Sweet William Chocolate)

### **Biscoff Cheesecake**

(Butter, Biscoff Biscuits, Cream, Cream Cheese, Biscoff Spread)

### **Seasonal Fruit Salad (GF, DF)**

### **Slice Pack**

(Butter, Egg, Milk Arrowroot Biscuits, Oreo Biscuits, Chocolate Ripple Biscuits), Flour, Condensed Milk, Chocolate, Caramilk, Mint Aero, Icing Sugar, Cookies & Cream Chocolate)

### **Mixed Scone Pack (Sweet & Savoury)**

(Cream, Jam, Lemon Butter, Margarine, Cheese, Chives, Herbs, Wheat Flour, Sugar, Butter Milk, Egg Powder)

### **Apple Crumble Cups (GF)**

(Apple, Sugar, Brown Sugar, Flour (GF), Cream, Oats)

### **Banana Bread with Honey Butter (DF)**

(Margarine, Honey, Banana, Wheat Flour, Egg, Canola Oil, Baking Powder, Salt, Vanilla Essence)

### **Anti Pasti Pack**

(Cheese, Hommus, Salami, Carrot Sticks, Olives, Crackers, Fruit, Quince Jelly)

### **Anti Pasti Pack (GF)**

(Cheese, Hommus, Salami, Carrot Sticks, Olives, Crackers (GF), Fruit, Quince Jelly)

# Showcase

## Opening Performance



### Eliza Standbridge

Eliza Standbridge is a former student of Baranduda Primary School, Wodonga Middle Years College, and Wodonga Senior Secondary College, proudly representing the Wodonga Federation of Government Schools. After achieving outstanding results in Year 12 Music and receiving the Arts Award at Valedictory, Eliza studied Music and Songwriting at JMC Academy in Melbourne. She is now pursuing a career in teaching while working at Border Show Business Academy. Eliza will feature as a guest soloist at the Wodonga Federation Schools Choir's concert - Firework! – a celebration in every note – a choir of 250 that brings students from primary and secondary government schools across Wodonga to take part in a large-scale combined concert.

## Opening Speakers



### Dr Kerry Jewell

Dr Kerry Jewell MBBS BMedSc(Hons) FRACP FAANMS, is a nuclear medicine physician and writer. She was born and raised in Albury-Wodonga, with familial connections to the Upper Murray and Kiewa Valley. She attended Wodonga South Primary School (1995 to 2001) and Wodonga High School (2002 to 2005); she was a keen tennis player with various local clubs throughout her childhood. In 2007, she was named an inaugural school captain at the newly formed Wodonga Senior Secondary College, before moving to University in Melbourne to commence her undergraduate medical studies at Monash University in 2008. As a member of the Extended Rural Cohort, her university clinical placements took her to Bendigo, Swan Hill, and Mildura. She completed an additional Bachelor of Medical Science (Honours) for work on transmission-blocking malaria vaccines at the Jenner Institute in Oxford, United Kingdom in 2012, for which she received first class honours

Dr Jewell commenced her medical internship at Bendigo Health in 2014. She then completed basic physician training and advanced training in nuclear medicine between Eastern Health, Austin Health, Northern Health and Peter MacCallum Cancer Centre, with additional placements to Bendigo and Horsham. In 2016 she was named Victorian Junior Doctor of the Year. She attained Fellowship with the Australasian College of Physicians in 2023, with an additional specialist fellowship in radionuclide therapy and molecular imaging completed in 2024. Her special interests include oncologic PET, medical education and communication, trainee welfare, and rural health. She is a committee member of the ANZSNM Regional/Rural branch, and the Director of Training for nuclear medicine at I-MED Cabrini Malvern. In 2026 she re-established an outpatient radioiodine service at Albury-Wodonga Health for patients with thyroid disease.

### Willem Manley



Willem Manley has most recently been an Account Manager at Aeon Marketing working on the Acer account, specialising in gaming and Esports with over eight years in the field. He started school in 2005 at Wodonga West Primary School, through to Wodonga Middle Years College at the Huon campus, and graduated Wodonga Senior Secondary College in 2018. Will's journey so far has been shaped by the schools and teachers he grew up with and has been ever evolving, from sports to writing, to the Army and Esports, and now to trading card games and content creation. Will did not follow the trend of going into a trade or university and instead carved his own path as an independent contractor in a turbulent industry plagued with redundancies and underpayment - and despite all this he was able to thrive, running for local government, becoming a home-owner at 23 in Western Sydney, starting his Masters of Business Administration, promoted to an Acting Squadron Quartermaster Sergeant in the Australian Army Reserves, and earning the title of the best Australian Riftbound player in the world. He has travelled to Canada, the USA, India and Indonesia so far with more trips planned to follow. Throughout all of this, his passion and love for gaming and Esports is at his core, and has most recently been spreading their benefits to schools across Australia in an attempt to re-engage students, increase accessibility, and open new career paths.

# Conference Program

|                   |   |
|-------------------|---|
| 8.30am - 8.45am   | Registration Wodonga Senior Secondary College Stadium |
| 8.45am - 9.00am   | Official Welcome & Acknowledgement of Country         |
| 9.00am - 10.00am  | Opening Keynotes                                      |
| 10.00am - 10.10am | Movement Break  |
| 10.10am - 11.40am | Workshop Session 1                                    |
| 11.40am - 12.30pm | Lunch   |
| 12.30am - 2.00pm  | Workshop Session 2                                    |
| 2.00pm - 2.30pm   | Break   |
| 2.30pm - 3.15pm   | Workshop Session 3                                    |

## Workshops Session 1: 10.10am - 11.40am

|  |
|--|
| 1(a) Evidence-Based Teaching: How Students Learn and the Most Effective Teaching Practices                       |
| 1(b) Explicit Vocabulary Through Word Structure (Primary)  |
| 1(c) Planning a Whole-School Curriculum with Quality Resources   |
| 1(d) Unlocking the Power of the Victorian Lesson Plans   |
| 1(e) From Support to Success in Primary: Enabling Growth and Independence  |
| 1(f) Make It Stick: The Power of Retrieval Practice  |
| 1(g) Cut the Fluff: Unlocking Learning with Cognitive Load Theory  |
| 1(h) Beyond "Chalk and Talk": The Surprising Joy (and Science) of Explicit Instruction                           |
| 1(i) Explicit Instruction in Place Value: The What, Why and How (Primary)  |
| 1(j) Classroom Management  |
| 1(k) Unlocking Student Agency: Practical Strategies for Self-Regulated Learning                                  |
| 1(l) Closing the Learning Gap  |
| 1(m) EAL Writing Assessment Moderation (Primary and Secondary)   |
| 1(n) Reluctant Learners- Won't or Can't (Unwilling or Unable)  |
| 1(o) Supporting Students with Dyslexia & Dyscalculia: From Barrier to Access                                     |
| 1(p) Embedding Social-Emotional Learning Curriculum and Pedagogy within Whole-School Practice                    |
| 1(q) Scaffolding with Working Examples   |
| 1(r) Teach Like a Champion: Systems and Routines   |
| 1(s) VTLM 2.0 – Take a Deeper Dive into Supported Application and What This Means for Your Teaching and Learning |
| 1(t) The Language of Optimism  |
| 1(u) My Role in Helping to Build a High Performing Team  |
| 1(v) Maintaining Relevant Libraries  |
| 1(w) From Listening to Healing: A Relationship-Oriented Approach to Child and Adolescent Therapy                 |

**Lunch: 11.40am - 12.30pm**

# Conference Program

## Workshops Session 2: 12.30pm - 2.00pm

|   |
|---|
| 2(a) Ensuring Learning Happens: Practical Approaches to Questioning, Instruction, and Feedback                      |
| 2(b) Evidence-Based Teaching: How Students Learn and the Most Effective Teaching Practices                          |
| 2(c) Explicit Vocabulary Through Word Relationships (Secondary)   |
| 2(d) Planning a Whole-School Curriculum with Quality Resources  |
| 2(e) Unlocking the Power of the Victorian Lesson Plans  |
| 2(f) From Support to Success in Secondary: Enabling Growth and Independence   |
| 2(g) Make It Stick: The Power of Retrieval Practice   |
| 2(h) Clear, Direct, Effective: Teaching ALL Through Explicit Instruction  |
| 2(i) Beyond "Chalk and Talk": The Surprising Joy (and Science) of Explicit Instruction                              |
| 2(j) Explicit Instruction in Place Value: The What, Why and How (Primary)   |
| 2(k) Teaching for Mastery   |
| 2(l) Self-Motivated? Equipping Students with Tools to Motivate Themselves   |
| 2(m) Smoothing the Bumpy Ride: What Every Teacher Needs to Know About Developmental Language Disorder (DLD) and Why |
| 2(n) How can Teachers be Responsive to the Learning Needs of Secondary EAL Students? (Secondary)                    |
| 2(o) Reluctant Learners- Won't or Can't (Unwilling or Unable)   |
| 2(p) Supporting Students with Dyslexia & Dyscalculia: From Barrier to Access  |
| 2(q) Embedding Social-Emotional Learning Curriculum and Pedagogy within Whole-School Practice                       |
| 2(r) Checking for Understanding and Opportunities to Respond  |
| 2(s) Pedagogical Coaching   |
| 2(t) VTLM 2.0 – Take a Deeper Dive into Supported Application and What This Means for Your Teaching and Learning    |
| 2(u) PERMA a Model to Enhance Well-Being  |
| 2(v) How do we have Genuine yet Challenging Conversations   |
| 2(w) Inspired Budget Library Makeovers  |
| 2(x) Listening for Connection: How Focusing on Relationships Supports Teaching and Learning                         |

## Evaluation

Log onto: <https://bit.ly/FederationConference2026>

# Morning Workshops: 10.10 - 11.40

## **1(a) Evidence-Based Teaching: How Students Learn and the Most Effective Teaching Practices**

*Sarah Richardson - Australian Education Research Organisation*

Suggested Audience: Educator and Education Support Staff - Classroom

This session will present an overview of how students learn, leveraging findings from fields including cognitive science, neuroscience and educational psychology. It will outline which evidence-based teaching practices are most effective in supporting the learning process and why. Participants will have opportunity for reflection and discussion.

## **1(b) Explicit Vocabulary Through Word Structure (Primary)**

*Lyn Stone - Lifelong Literacy*

Suggested Audience: Educator and Education Support Staff - Classroom

This workshop shows how vocabulary development can be taught explicitly through word structure. Participants will explore how morphology, orthography, and meaning work together, and how teachers can build students' vocabularies through daily word work that supports spelling, reading fluency, and early written expression.

## **1(c) Planning a Whole-School Curriculum with Quality Resources**

*Curriculum and Teaching Practice Division - Department of Education and Training*

Suggested Audience: Educator and Education Support Staff - Classroom

This session supports teachers and leaders to design a coherent, whole-school curriculum aligned to the VTLM 2.0 and VC 2.0. Participants explore how high-quality, evidence-informed resources, such as the Victorian Lesson Plans, improve consistency, equity, and progression across year levels. Practical strategies focus on selection, adaptation, and implementation to strengthen teaching, learning, and assessment school-wide through collaborative planning and leadership practice.

## **1(d) Unlocking the Power of the Victorian Lesson Plans**

*Curriculum and Teaching Practice Division - Department of Education and Training*

Suggested Audience: Educator and Education Support Staff - Classroom

This session helps teachers and leaders maximise the impact of Victorian Lesson Plans. Participants examine the intent, structure, and pedagogical strengths of the plans, and learn the key preparation and curriculum management practices to unlocking their full potential.

## **1(e) From Support to Success in Primary: Enabling Growth and Independence**

*Sue Larkey*

Suggested Audience: Education Support Staff - Classroom

Practical strategies to enable and extend every learner. This workshop explores scaffolding, differentiation, and strength-based approaches to support Neurodivergent students (AS, AuDHD, ADHD, PDA, ODD). Discover how to build independence, deepen engagement, and confidently collaborate with teachers to maximise student growth, achievement, and well being in everyday classroom practice.

# Morning Workshops: 10.10 - 11.40

## **1(f) Make It Stick: The Power of Retrieval Practice**

*Sarah Kohne - Learning Alliance Leader, Department of Education and Training*

Suggested Audience: Educators

Explore how retrieval practice strengthens memory and prevents learning loss. This session unpacks the forgetting curve, how students learn, and why revisiting knowledge matters. Discover practical strategies and learn how to plan and implement retrieval, to embed knowledge and improve long-term student outcomes.

## **1(g) Cut the Fluff: Unlocking Learning with Cognitive Load Theory**

*Charlotte Peverett - Head of Teaching and Learning, Inclusion Outreach Coach, Lake Colac School*

Suggested Audience: Educator and Education Support Staff - Classroom

This workshop introduces the core principles of Cognitive Load Theory (CLT) to transform teaching, learning, and whole-school practice for all students. When teachers understand CLT, their lessons become clearer, more focused, and more effective. When leaders apply CLT, school systems become more coherent, reducing overload and improving consistency across classrooms. Through memorable analogies and real-world examples, complex ideas will be made simple, to cut unnecessary "fluff," sharpen instruction, and create learning experiences that truly stick.

## **1(h) Beyond "Chalk and Talk": The Surprising Joy (and Science) of Explicit Instruction**

*Brendan Lee*

Suggested Audience: Educators

Explicit Instruction (EI) has survived decades of educational buzzwords, but it hasn't survived without picking up a few misconceptions along the way. Many teachers have been led to believe that EI is rigid, boring, or stifles student creativity. The reality? When done right, it is the most highly interactive, responsive and evidence-based approach to ensuring all students learn.

In this fast paced 90 minute workshop, we will cut through the misconceptions and get clear on what explicit instruction actually is: precise teaching decisions matched to where students are in their learning. Whether you teach early primary literacy or senior secondary physics, you will leave with a clear, practical framework for designing lessons that cut through the noise and make learning stick.

## **1(i) Explicit Instruction in Place Value: The What, Why and How (Primary)**

*Angela Rogers - Numeracy Teacher Academy*

Suggested Audience: Educators and Education Support Staff - Classroom

In this session Ange will explore how explicit instruction forms a critical part of ensuring students acquire a deep conceptual understanding of place value in Years 1-6. You will walk away with a new appreciation of the challenges place value presents, common student misconceptions and practical, evidence-informed tips to support your teaching.

## **1(j) Classroom Management**

*Yolanda Charalambous - Classroom Mastery*

Suggested Audience: Educators and Education Support Staff - Classroom

This 90-minute interactive session will focus on our Classroom Management program and a whole-school approach to managing student behaviour and engagement in the classroom. Designed for teachers and leaders, participants will explore how different routines and strategies leads to calmer classrooms and improved learning outcomes for students leaving with tools ready to use straight away.

# Workshops Session 1: 10.10 - 11.40

## **1(k) Unlocking Student Agency: Practical Strategies for Self-Regulated Learning**

*Shyam Barr*

Suggested Audience: Educators and Education Support Staff - Classroom

Imagine a classroom where students were self-regulating their learning - planning, monitoring and evaluating their learning.... In this interactive session, we'll explore evidence-based strategies and practical tools, metacognitive prompts, and reflection activities to foster student agency and self-regulated learning.

## **1(l) Closing the Learning Gap**

*Charlotte Forwood - La Trobe University*

Suggested Audience: Educators and Education Support Staff - Classroom

Students begin school with very different language and literacy experiences. From the start, learning gaps are already evident, however schools' instructional decisions can influence students' learning trajectories. This workshop focuses on essential knowledge and practices teachers need to promote learning for all, with a particular focus on language and literacy skills.

## **1(m) EAL Writing Assessment Moderation (Primary and Secondary)**

*Madeleine Parker - Senior Project Officer English as an Additional Language, Department of Education and Training*

Suggested Audience: Educators

Content covered includes the importance of assessment moderation for writing, modelling a straightforward process and allowing participants to apply their learnings, while collaborating with colleagues to moderate their own EAL student writing samples against the EAL Victorian Curriculum using the EAL Reporting Resource.

## **1(n) Reluctant Learners- Won't or Can't (Unwilling or Unable)**

*Jen Robin - Education Improvement Leader Diverse Learner, Department of Education and Training*

Suggested Audience: Educators and Education Support Staff - Classroom

Staff will explore the barriers to learning that exist within tasks that require reading, writing, maths and attention skills. Further to this they will investigate strategies to provide support and scaffolds to ensure successful participation. This session is suitable for teachers or ES staff, and all strategies can be applied in primary and secondary classrooms.

## **1(o) Supporting Students with Dyslexia & Dyscalculia: From Barrier to Access**

*Geraldine Doornkamp - Education Improvement Leader Diverse Learner, Department of Education and Training*

Suggested Audience: Educators and Education Support Staff - Classroom

This session explores the importance of vocabulary and provides practical and accessible ways to develop student understanding of key terms. Teachers and Educational Support staff will have the opportunity to consider barriers to learning and engage with Tier 1 practices that can build the vocabulary skills of all learners across primary and secondary classes.

# Workshops Session 1: 10.10 - 11.40

## **1(p) Embedding Social-Emotional Learning Curriculum and Pedagogy within Whole-School Practice**

*Nathan Smith & Marise D'Souza - Headspace*

Suggested Audience: Educators and Education Support Staff - Classroom

Social and emotional learning (SEL) doesn't live in one lesson; it lives across all teaching and learning. This interactive workshop explores how educators can embed social-emotional learning and trauma-informed approaches into every space, every interaction, every day.

## **1(q) Scaffolding with Working Examples**

*Michael Rosenbrock*

Suggested Audience: Educators and Education Support Staff - Classroom

This session focuses on how worked examples can be used in practice as a part of explicit teaching and supported application. Participants will have an opportunity to explore: how worked examples connect to models of memory and learning; using examples for both instruction and practice; a range of example types (beyond the typical mathematical calculator problem); using alternation and variation; using exemplars; introducing non-examples and mistakes; using examples for more complex tasks; and pre-empting lethal mutations.

## **1(r) Teach Like a Champion: Systems and Routines**

*Christopher Thomas - PWRD Leadership*

Suggested Audience: Educators

This workshop will broaden your understanding and enable you to:

- Develop an understanding of the Teach Like a Champion
- Champion techniques needed to build strong Systems and Routines
- Create a vision for rolling out the academic, behavioural, and cultural Systems that drive student engagement and achievement across classrooms
- Build an understanding of how to develop a framework and effectively rollout Systems and Routines
- Practise activities that will strengthen your capacity to apply effective Systems and Routines techniques in your classroom to create strong classroom cultures
- Plan how you will implement these techniques in your classroom, team, and school.

## **1(s) VTLM 2.0 – Take a Deeper Dive into Supported Application and What This Means for Your Teaching and Learning**

*Simone Higgins - Victorian Academy of Teaching and Leadership*

Suggested Audience: Graduate Teachers

- Explore the practice guides to reflect on your current practices and opportunities to build on these
- Discover strategies to integrate retrieval practices into your teaching and learning
- Learn more about ways to vary your teaching practice and include opportunities to revisit and review to support the teaching and learning of your students progress.

## **1(t) The Language of Optimism**

*Chris Daicos*

Suggested Audience: Education Support Staff

In schools, language matters. The way we frame challenges, give feedback, and talk about our work shapes the culture of our teams and the confidence of those around us. This interactive workshop explores how staff can intentionally use language to foster optimism, build resilience, and strengthen collective efficacy. Participants will leave with practical strategies to shift conversations toward possibility, progress, and hope.

# Workshops Session 1: 10.10 - 11.40

## **1(u) My Role in Helping to Build a High Performing Team**

**Brendan Maher - Leading Teams**

Suggested Audience: Education Support Staff

When it comes to the building of a high performing team and the culture that underpins it, we can often look to 'others' to be the architects and drivers of our aspirations. In this workshop we will consider the reality that each and every one of us have a crucial role to play in the formation of our workplace culture, not just colleagues in senior leadership roles.

## **1(v) Maintaining Relevant Libraries**

**Kevin Hennah**

Suggested Audience: Education Support Staff - Librarians

Change is inevitable, but maintaining relevance is a matter of choice! This is Kevin Hennah's mantra and the thinking that underpins this showcase of innovative, highly practical strategies to enhance image, improve reader experience and boost loans. Be inspired by innovations in collection layout, strategies to grow usage, learning spaces that offer a point of difference over classrooms and countless other initiatives aimed at creating vibrant, relevant and future focused libraries.

## **1(w) From Listening to Healing: A Relationship-Oriented Approach to Child and Adolescent Therapy**

**Michelle Andrews Luke - University of Melbourne**

Suggested Audience: Wellbeing Staff

This workshop presents an evidence-informed, relationship-oriented approach to child and adolescent therapy, grounded in the idea that positive relationships are essential for mental health and wellbeing. Participants will learn about the NOVA framework of effective listening (Nonverbal engagement, Openness and empathy, Verbal strategies, and Attentiveness). The workshop will cover four key areas: The Therapist – the inner work therapists must engage in to truly connect with children and young people; The Child – how to establish and maintain a strong connection within the therapy room; The Family – practical ways to include parents and families in the therapeutic process and to help them to relate better; and The World – connecting each young person's challenges and growth to the wider world and collaborating effectively with teachers. Participants will practise creative therapeutic techniques designed to help children and young people feel safe, seen, valued, and heard, supporting them to heal and cope with stress, anxiety, and trauma.

# Workshops Session 2: 12.30 - 2.00

## **2(a) Ensuring Learning Happens: Practical Approaches to Questioning, Instruction, and Feedback**

*Dr Nathaniel Swain*

Suggested Audience: Educators and non-teaching staff in the classroom

\*Online presentation

Great teaching is not a one-way performance—it is an interaction between the content, the teacher, and what students are understanding, and how well they understand it. This session explores practical strategies for illuminating student thinking, including checking for understanding, checking for quality, and using feedback to close the loop on learning in real time. Drawing on classroom examples from primary and secondary settings, Dr Swain will highlight how explicit teaching, effective questioning, and responsive approaches can deepen engagement and address misconceptions.

## **2(b) Evidence-Based Teaching: How Students Learn and the Most Effective Teaching Practices**

*Sarah Richardson - Australian Education Research Organisation*

Suggested Audience: Educators and Education Support Staff - Classroom

This session will present an overview of how students learn, leveraging findings from fields including cognitive science, neuroscience and educational psychology. It will outline which evidence-based teaching practices are most effective in supporting the learning process and why. Participants will have opportunity for reflection and discussion.

## **2(c) Explicit Vocabulary Through Word Relationships (Secondary)**

*Lyn Stone - Lifelong Literacy*

Suggested Audience: Educators and Education Support Staff - Classroom

This session focuses on vocabulary development through morphological families, etymology, and meaning networks. Teachers will learn how explicit instruction in word relationships strengthens comprehension, spelling, and academic writing, and how vocabulary teaching can be embedded naturally across subjects rather than taught as an isolated skill.

## **2(d) Planning a Whole-School Curriculum with Quality Resources**

*Curriculum and Teaching Practice Division - Department of Education and Training*

Suggested Audience: Educators and Education Support Staff - Classroom

This session supports teachers and leaders to design a coherent, whole-school curriculum aligned to the VTLM 2.0 and VC 2.0. Participants explore how high-quality, evidence-informed resources, such as the Victorian Lesson Plans, improve consistency, equity, and progression across year levels. Practical strategies focus on selection, adaptation, and implementation to strengthen teaching, learning, and assessment school-wide through collaborative planning and leadership practice.

## **2(e) Unlocking the Power of the Victorian Lesson Plans**

*Curriculum and Teaching Practice Division - Department of Education and Training*

Suggested Audience: Educators and Education Support Staff - Classroom

This session helps teachers and leaders maximise the impact of Victorian Lesson Plans. Participants examine the intent, structure, and pedagogical strengths of the plans, and learn the key preparation and curriculum management practices to unlocking their full potential.

# Workshops Session 2: 12.30 - 2.00

## **2(f) From Support to Success in Secondary: Enabling Growth and Independence**

*Sue Larkey*

Suggested Audience: Education Support Staff - Classroom

Practical strategies to enable and extend every learner. This workshop explores scaffolding, differentiation, and strength-based approaches to support Neurodivergent students (AS, AuDHD, ADHD, PDA, ODD). Discover how to build independence, deepen engagement, and confidently collaborate with teachers to maximise student growth, achievement, and well being in everyday classroom practice.

## **2(g) Make It Stick: The Power of Retrieval Practice**

*Sarah Kohne - Learning Alliance Leader, Department of Education and Training*

Suggested Audience: Educators

Explore how retrieval practice strengthens memory and prevents learning loss. This session unpacks the forgetting curve, how students learn, and why revisiting knowledge matters. Discover practical strategies and learn how to plan and implement retrieval, to embed knowledge and improve long-term student outcomes.

## **2(h) Clear, Direct, Effective: Teaching ALL Through Explicit Instruction**

*Charlotte Peverett - Head of Teaching and Learning, Inclusion Outreach Coach, Lake Colac School*

Suggested Audience: Educators and Education Support Staff - Classroom

This workshop explores how structured, intentional teaching can improve learning outcomes for every student. Through practical examples and evidence-based strategies, we'll unpack the key principles of explicit instruction, including establishing clear structures and routines that embed checks for understanding, guided practice, and opportunities for success. The session also challenges common misconceptions about explicit teaching, highlighting how it supports all learners- not just those who may be struggling. We will also examine the role of explicit teaching within the multi-tiered systems of support (MTSS) framework.

## **2(i) Beyond "Chalk and Talk": The Surprising Joy (and Science) of Explicit Instruction**

*Brendan Lee*

Suggested Audience: Educators

Explicit Instruction (EI) has survived decades of educational buzzwords, but it hasn't survived without picking up a few misconceptions along the way. Many teachers have been led to believe that EI is rigid, boring, or stifles student creativity. The reality? When done right, it is the most highly interactive, responsive and evidence-based approach to ensuring all students learn.

In this fast paced 90 minute workshop, we will cut through the misconceptions and get clear on what explicit instruction actually is: precise teaching decisions matched to where students are in their learning. Whether you teach early primary literacy or senior secondary physics, you will leave with a clear, practical framework for designing lessons that cut through the noise and make learning stick.

# Workshops Session 2: 12.30 - 2.00

## **2(j) Explicit Instruction in Place Value: The What, Why and How (Primary)**

*Angela Rogers - Numeracy Teacher Academy*

Suggested Audience: Educators and Education Support Staff - Classroom

In this session Ange will explore how explicit instruction forms a critical part of ensuring students acquire a deep conceptual understanding of place value in Years 1-6. You will walk away with a new appreciation of the challenges place value presents, common student misconceptions and practical, evidence-informed tips to support your teaching.

## **2(k) Teaching for Mastery**

*Yolanda Charalambous - Classroom Mastery*

Suggested Audience: Educators and Education Support Staff - Classroom

This 90-minute interactive session introduces the Teaching for Mastery program - an evidence-based approach that connects the science of learning to high-impact classroom strategies. Designed for teachers and leaders, the session bridges the gap between research and reality, equipping participants to understand and implement proven techniques that lead to positive student outcomes.

## **2(l) Self-Motivated? Equipping Students with Tools to Motivate Themselves**

*Shyam Barr*

Suggested Audience: Educators and Education Support Staff - Classroom

Motivation isn't something we give to students—it's something they learn to generate. In this interactive session, explore how motivation and self-regulated learning work together, and how teachers can explicitly teach students to manage different motivational beliefs that enable or hinder engagement. Walk away with practical strategies to embed in your classroom to move from compliant learners to self-motivated ones.

## **2(m) Smoothing the Bumpy Ride: What Every Teacher Needs to Know About Developmental Language Disorder (DLD) and Why**

*Charlotte Forwood - La Trobe University*

Suggested Audience: Educators and Education Support Staff - Classroom

According to Emeritus Professor Dorothy Bishop, Developmental Language Disorder (DLD) is "the most common condition you've never heard of", affecting approximately two children in every classroom and more prevalent than Autism. In this workshop you will learn about Developmental Language Disorder and practical ways to support primary and secondary students with DLD, practical strategies to embed in your classroom to move from compliant learners to self-motivated ones.

## **2(n) How can Teachers be Responsive to the Learning Needs of Secondary EAL Students? (Secondary)**

*Madeleine Parker - Senior Project Officer English as an Additional Language, Department of Education and Training*

Suggested Audience: Educators

Participants will experience what it feels like to be immersed in an unfamiliar language and expected to complete tasks. Participants will then discuss and unpack strategies and resources that support responsive teaching, including scaffold learning. Time will be allocated to review Victorian Lesson Plans or teachers own units of work and apply learnings.

# Workshops Session 2: 12.30 - 2.00

## **2(o) Reluctant Learners- Won't or Can't (Unwilling or Unable)**

*Jen Robin - Education Improvement Leader Diverse Learner, Department of Education and Training*

Suggested Audience: Educators and Education Support Staff - Classroom

Staff will explore the barriers to learning that exist within tasks that require reading, writing, maths and attention skills. Further to this they will investigate strategies to provide support and scaffolds to ensure successful participation. This session is suitable for teachers or ES staff, and all strategies can be applied in primary and secondary classrooms.

## **2(p) Supporting Students with Dyslexia & Dyscalculia: From Barrier to Access**

*Geraldine Doornkamp - Education Improvement Leader Diverse Learner, Department of Education and Training*

Suggested Audience: Educators and Education Support Staff - Classroom

This session explores the importance of vocabulary and provides practical and accessible ways to develop student understanding of key terms. Teachers and Educational Support staff will have the opportunity to consider barriers to learning and engage with Tier 1 practices that can build the vocabulary skills of all learners across primary and secondary classes.

## **2(q) Embedding Social-Emotional Learning Curriculum and Pedagogy within Whole-School Practice**

*Nathan Smith & Marise D'Souza - Headspace*

Suggested Audience: Educators and Education Support Staff - Classroom

Social and emotional learning (SEL) doesn't live in one lesson; it lives across all teaching and learning. This interactive workshop explores how educators can embed social-emotional learning and trauma-informed approaches into every space, every interaction, every day.

## **2(r) Checking for Understanding and Opportunities to Respond**

*Michael Rosenbrock*

Suggested Audience: Educators and Education Support Staff - Classroom

This session focuses on how to effectively check for understanding and use opportunities to respond as a part of explicit teaching. Participants will have an opportunity to explore: connections to models of memory and cognitive load theory; securing student attention and participation; using a range of modes of response; examples of checking for understanding in practice across the curriculum; getting beyond surface level activities; acting on student responses; and pre-empting lethal mutations.

## **2(s) Pedagogical Coaching**

*Christopher Thomas - PWRD Leadership*

Suggested Audience: Educators

The Pedagogical Coaching program is aligned to Teach Like a Champion and will enable participants to build their knowledge and skills in coaching so they can review, reflect, and plan for sustained improvement in teacher capability and student learning. Coaching skills will be developed through the essential elements of coaching (affiliative, instructional, and didactic), feedback, emotional Intelligence, and professional conversations.

# Workshops Session 2: 12.30 - 2.00

## **2(t) VTLM 2.0 – Take a Deeper Dive into Supported Application and What This Means for Your Teaching and Learning**

*Simone Higgins - Victorian Academy of Teaching and Leadership*

Suggested Audience: Graduate Teachers

- Explore the practice guides to reflect on your current practices and opportunities to build on these
- Discover strategies to integrate retrieval practices into your teaching and learning
- Learn more about ways to vary your teaching practice and include opportunities to revisit and review to support the teaching and learning of your students.

## **2(u) PERMA a Model to Enhance Well-Being**

*Chris Daicos*

Suggested Audience: Education Support Staff

Based on the work of positive psychology pioneer Martin Seligman, the PERMA model identifies five essential elements that enable people and organisations to flourish: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. In this engaging session, participants will explore how these elements influence wellbeing, motivation, and performance. Practical strategies will help participants intentionally build cultures where people feel energised, connected, purposeful, and capable of achieving meaningful success.

## **2(v) How do we have Genuine yet Challenging Conversations**

*Brendan Maher - Leading Teams*

Suggested Audience: Education Support Staff

What do you immediately think of when someone says that they'd like to have a 'genuine conversation' with you? My hunch is for many of us we immediately think, "Oh no! What have I done wrong?" Our capability to engage in genuine conversations will be a defining characteristic of the effectiveness of our team and this workshop conversation will give us some ideas as to how and when we could/should engage in such important professional conversations.

## **2(w) Inspired Budget Library Makeovers**

*Kevin Hennah*

Suggested Audience: Education Support Staff - Librarians

The way your library looks is your most powerful marketing tool. It is easy to feel that everything could be improved by generous funding, but in fact it is often it is the culmination of dozens of small, creative and cost effective initiatives that can transform image and build usage, especially when coupled with the act of simply letting go of traditional and dated ideas.

## **2(x) 1.Listening for Connection: How Focusing on Relationships Supports Teaching and Learning-**

*Michelle Andrews Luke - University of Melbourne*

Suggested Audience: Wellbeing Staff

In this workshop we'll explore how practising four simple listening elements - Nonverbal engagement, Openness and empathy, Verbal strategies, and Attentiveness (NOVA) - creates the conditions for better teaching and learning. When used alongside existing classroom supports, warm presence and careful questions calm distress, strengthen students' sense of agency, and increase cooperation. Through short demonstrations and role plays participants will practise evidence-informed NOVA skills to begin and maintain supportive conversations with children and adolescents. The session also covers how to teach and model these skills for teachers, so relationships – and therefore learning and wellbeing – can flourish.

## Conference Learning Harvest

### Phases 1

#### Arrive and settle

What is one word to describe the day? One image that stuck with you. One feeling you're carrying.

### Phases 2

#### Keynote reflection

What landed for you? What challenged or surprised you? What questions did it leave?

### Phases 3

#### Workshop share-out

My first workshop was about .....

The key idea was .....

One thing I'll try is .....

A question it left me with is .....

What this connects to in our school is .....

My second workshop was about .....

The key idea was .....

One thing I'll try is .....

A question it left me with is .....

What this connects to in our school is .....

# Workshops Session 3: 2.30 - 3.15

## Phases 4

### Connect to school goals

Which ideas connect to what we're already working on? Which open a new door? Are there any tensions between ideas?

## Phases 5

### Commitment to action

I will try .....

With .... (students / colleagues / class) .....

By ..... (date) .....

I'll know it's working when .....

.....

I need support with .....

From ..... (person / resource) .....

# Stronger Together

COLLABORATING TODAY. INSPIRING TOMORROW



## OUR VISION

Our community of government schools collaborate to inspire, empower and support every student on their learning and wellbeing journey from Kindergarten to Year 12, enabling them to reach their full potential.



## FOUR YEAR OBJECTIVES (2026-2030)

The Wodonga Community views Government education as the high quality option for education.



Every student is genuinely known and understood as they progress from early years through to career.



Every student learns in an innovative learning and student-centred environment.



Every student is provided the opportunity for self-directed learning along a meaningful pathway.



Every student is supported by highly skilled educators and staff.



Every member of the wider Federation community is valued and connected.

## KEY ACTIONS (2026-2030)



### LEARNING AND WELLBEING

- Fostering a collective approach to support student learning and wellbeing through high quality opportunities.
- Promoting student leadership and voice to develop student agency.
- Providing initiatives for Federation students to collaborate and excel.
- Enhancing the teaching capacity of all staff to ensure Federation students obtain high academic achievement.



### LEAD

- Promoting collective, consistent messages to our community about enrolment and transitions.
- Maintaining and utilising the Executive Officer to facilitate and collaborate.
- Attracting, retaining and supporting high quality educators and staff.
- Advocating for system improvements.



### COLLABORATE

- Sharing best practice and solving problems together.
- Creating opportunities for professional learning and development.
- Exploring alternate ways to deliver enhanced supports for students.

## Together, We Make a Difference Every Day

Thank you to all the staff across the Wodonga Federation of Government Schools who shared their voice.





**Together**, we will continue to learn, lead and grow, creating the very best opportunities for every child and young person in Wodonga.



## VOICES FROM OUR FEDERATION

- “More opportunities to collaborate, observe and learn from each other.” - TEACHER
- “Wellbeing must be at the centre.” - EDUCATION SUPPORT STAFF
- “Consistency and continuity for every student.” - LEADER
- “Celebrate the strengths of public education and our amazing people.” - STAFF MEMBER
- “High quality PD that is practical, relevant and worth our time.” - TEACHER
- “Cross school mentorship programs particularly for upskilling ES and creating opportunities for career progression within the Federation. High quality PD that is practical, relevant and worth our time.” - TEACHER
- “More collaboration for continuity of learning through F - 12.” - TEACHER
- “Our shared priorities should be transition between schools, sharing resources, skills, knowledge and developing whole strategies to bolster and improve public education in Wodonga.” - STAFF MEMBER
- “A program to increase the awareness of the value of education and appreciation of teachers in the community.” - EDUCATION SUPPORT STAFF

## WHAT WE'RE PROUD OF

-  Dedicated staff across every school making a difference every day.
-  Innovative programs and opportunities for every learner.
-  A decade of collaboration, growth and collective impact.
-  High quality professional learning and growth.

*10 Years Strong. Stronger Together*

# A DECADE OF **IMPACT**

TOGETHER, WE'VE ACHIEVED MORE



Wodonga Federation of  
Government Schools



**ONE  
FEDERATION  
LIMITLESS  
POTENTIAL**

Established in 2016, our Federation brings together all the government schools across Wodonga to ensure every student is **inspired**, **supported** and **empowered** to achieve their **personal best**.

## TOGETHER WE HAVE



**9**

**CONNECTED  
GOVERNMENT  
SCHOOLS**



Wodonga Federation  
Schools Choir

**200+**

**STUDENTS**  
10 INCREDIBLE SONGS  
TO 700 PEOPLE



**57%**

**CREATED PATHWAYS  
FOR WODONGA'S  
YOUNG PEOPLE**



**DRIVEN  
CONTINUOUS  
IMPROVEMENT IN  
TEACHING & LEARNING**



**SHARED  
EXPERTISE, RESOURCES  
AND INNOVATION**



**STRENGTHENED  
STUDENT ENGAGEMENT  
AND WELLBEING**



**STRONGER  
COLLECTIVE VOICE AND  
COMMUNITY PARTNERSHIP**



**COLLABORATIVE  
PROFESSIONAL LEARNING  
AND GROWTH**

**A DECADE OF COLLABORATION  
A DECADE OF OPPORTUNITY  
A DECADE OF PUBLIC EDUCATION EXCELLENCE**

**“** Our community of government schools collaborate to inspire, empower and support every student on their learning and wellbeing journey from Kindergarten to Year 12, enabling them to reach their full potential! **”**

COLLECTIVELY THE SAME UNIQUELY DIFFERENT