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Cluster: Bendigo Secondary Schools' Cluster		Phase: 3
Cluster Schools: Bendigo Senior Secondary College Eaglehawk Secondary College Flora Hill Secondary College Golden Square Secondary College Kangaroo Flat Secondary College Weeroona P – 10 College		
Educator/Contact Person: Lisa Hayman	Email: hayman.lisa@bssc.edu.au	Telephone: 03 54 431 222
Student Improvement Focus: (Literacy / Numeracy / Attendance / Engagement) Staff Improvement Focus: Building Leadership Capacity		
Goals & Targets:		
<i>Goal</i> To provide professional learning opportunities for teachers across the Bendigo secondary schools'.	<i>Target</i> Provision of formal and informal opportunities each term. Sharing practice via development of a cluster webpage	
To address Flagship Strategy 1 – VELS, PoLT and Assessment	Provision of professional learning to address each area each term Complete one Action Research Project	
To enhance the use of ICT across the Cluster	Provision of 6 Research and Innovation Grants Facilitate one ICT Festival for Cluster	
Support Building Leadership Capacity of staff	Trial mentoring program for 12 staff Facilitate 4 extended leadership team programs	
Implementation <i>(The overall implementation of your cluster work – there is no need to itemise each piece of work)</i>		
Strategies / Activities	Resources	Facilitating & Inhibiting factors
School Visits Sharing of practice on areas such as timetabling, transition and “new start” programs	Provision of CRT for visits to take place	Facilitating: Level of interest in programs by staff Willingness for school staff to coordinate Linked to needs and core work

Sharing Practice	Curriculum Network meetings CRT provision Coordination of program	Facilitating: Linked to needs and core work Network had existed prior to I and E Cluster funding
Research and Innovation Grants and Research Projects	Funding for a project to be facilitated in each school – purchasing of software and hardware.	Facilitating: Provision of resources Funding, School programs,
PoLT Action Research	Year 10 and Year 11 students surveyed from across the Cluster to determine preferred learning styles	Facilitating: Provision of resources Funding, School programs Inhibiting: Commitment to additional programs resulted in reduced focus on PoLT
Formal PD programs with “experts”	Neville Johnson – Action Research Selina Byrne – Emotional Intelligence	Facilitating: Provision of resources Funding, School programs
Cluster website	Cluster Educator, Web page developer, use of software	Facilitating: Experience of web page development by Educator
Trialling learning and teaching approaches	Trial of Digital Portfolio Project Use of DET resources PD with experts Time for team teaching by Educator	Facilitating: Interest level of classroom teacher Availability of resources Inhibiting Time
VCE Curriculum Networks	Staff willingness, CRT, time,	Facilitating Need for support in teaching Unit 1 and 2 in year 10 Inhibiting Time for planning during the day

Evaluation - Impact to date <i>(Assess the progress towards the achievement of your goals and targets using qualitative and quantitative data)</i>		
Data Collection Activities	Evidence of Success Qualitative & Quantitative	Outcomes Intended & Unintended
<p>PoLT Action Research – preferred student learning styles</p> <p>50 year 11 English students from Bendigo Senior Secondary College surveyed.</p> <p>70 students from year 10 English classes at Flora Hill SC, Kangaroo Flat SC and Eaglehawk SC surveyed</p>	<p>No baseline data as this is the first year of this Cluster.</p> <p>The most preferred learning activities (more than 50% identified as very helpful or helpful) as identified by this cohort of students are:</p> <p>Taking part in class discussions Listening to the teacher explain ideas</p> <p>Listening to a visiting speaker Watching the teacher show us how to do things Talking in class about things in the news Asking questions about things that interest me Being able to choose how I present things Doing investigations/projects of own choice Doing hands on activities</p>	<p>Intended Outcomes: Data on preferred learning styles of students across Cluster.</p> <p>Data to be used in development of learning and teaching activities across the Later Years.</p> <p>Shared knowledge and understanding across the Cluster of preferred learning styles of students</p> <p>Unintended Outcomes: Info on access to technology acted as stimulus for developing trail projects for 2007 – e.g. use of mobile phone technology. Link to further interest in brain based learning as an area for development in 2007</p>

	Working in small groups Playing games Searching and collecting information using the internet Using computers Going on excursions Watching videos	
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Teacher Professional Learning Activities
(Describe the key professional learning activities for 2006)

Professional Learning Focus / Topic Areas	Rationale / Objectives (Align with PoLT / Assessment & Reporting / Victorian Essential Learning Standards / Curriculum Planning)	Nature of activity (e.g. Whole school / team / individual / information-based / action research)	Evidence of Improvement in Teacher Practice (Qualitative & Quantitative Data)	Improved Student Learning Outcomes
<i>Record only the main or most common areas of focus for the professional learning</i>	<i>Describe how the professional learning was to support the building of knowledge in the above Flagship Strategy 1: Student Learning focus areas</i>	<i>Briefly record the format / audience / timeline / structure / etc of the professional learning to address the main focus areas</i>	<i>What evidence do you have of improvement in teacher practice? - based on qualitative and quantitative data</i>	<i>List the improvements in student outcomes (based on quantitative data) resulting from the professional learning</i>
Year 7 Learning Communities	Flagship Strategy 1: Student Learning focus areas	Team based from each school – each school presented report on happenings. 90 minute program at end of day http://www.bendigoschools.vic.edu.au/seven.shtml	Improved knowledge and understanding of practices across the Cluster. Collegial contacts made. link to web report	
Graduate Teacher Program	Flagship Strategy 1: Student Learning focus areas - PoLT	Individuals After school – 18 staff attended	Increased knowledge and understanding of FS1 for 28 graduate teachers. Links made between schools in common subject areas.	
Research and Innovation Grants	PoLT, VELs, ICT	Individual and team based in each school depending on project. 6 schools participated. http://www.bendigoschools.vic.edu.au/plt.shtml	<u>iHistory Project</u> – teacher and student use of pod casting. <u>Digital Camera</u> use to support visual literacy and design <u>Captivate software</u> to engage online learners in mathematics. <u>Web based learning</u> formats to make effective use of visual, auditory internet resources	Student engagement in history with improved aural skills.
ICT	Flagship Strategy 1: Student Learning focus areas PoLT and VELs	http://www.bendigoschools.vic.edu.au/professional_learning.shtml	Refined understandings of effective use of the internet in classroom practice.	

		Team based, individual Range of programs offered with varying delivery methods: Full day Half day After school Festival – 8 days half day and after school	Strategies to incorporate visual literacy via ICT.	
	Visual Literacy	Half day program	14 staff attended and gained knowledge of place of visual literacy in classroom and use of Photo story to engage students.	
	Using the Internet	Half day program	120 Latrobe Uni students	
	Blogs and wikis	2 hours	40 participants 25 students in yr 12 participated in trial on wiki for yr 12 History – supported collaborative learning practices	Establishment of an online collaborative learning environment.
	Web Based Learning		Development of range of web based curriculum tasks to support VELS and PoLT	Increased engagement in learning. Increased use of ICT by students.
	ICT Festival		10 sessions total of 95 participants	Links to enhanced use of ICT to support student learning.
Assessment	Flagship Strategy 1: Student Learning focus areas	Team Based Online via webpage	Increased knowledge and understanding of different forms of assessment – as, of and for. Ability to reflect on current practice and identify new strategies to use. 100 teachers across two Cluster schools	Lead to more effective assessment practices in 2007 – focus on Assessment as learning to improve student and peer self reflection as ongoing assessment.
PoLT	Flagship Strategy 1: Student Learning focus areas	Online via web page http://www.bendigoschools.vic.edu.au/principles/index.shtml	Accessible by all teachers across Cluster www.bendigoschools.vic.edu.au	
Digital Portfolio Project	VELS, PoLT	Team based – team teaching in year 7 classroom.	40 students developed Digital Portfolio project addressing	Improvement in ICT skills across all students.

		8 week period – 120 mins of teaching per week. http://www.bendigoschools.vic.edu.au/digitallearningportfolios.shtml	effective use of ICT and used for assessment purposes.	Improvement in reflective practices demonstrated by students.
VCE Unit 1 and 2 programs	Cluster support programs for Unit 1 and 2 offerings in 7 – 10 Colleges Recognise Prior Learning (VCAL) English Lit Psychology General Maths Business Management Biology	Half day team planning for 2007 for each subject area.	Improve understanding of VCE practices. Enhance collegial networks with intention to continue into 2007 http://www.bendigoschools.vic.edu.au/professional_learning.shtml	To lead to improvements in Unit 1 and 2 subjects being offered as extension units in year 10.
ADDITIONAL PROJECTS:				
Researching and writing of AGQTP Grants applications	Flagship Strategy 1: Student Learning focus areas	Researching and development of AGQTP applications around Brain Based Learning Peer Observation		
Building Leadership Capacity	Flagship Strategy 3 Building Leadership Capacity	Planning and facilitation of four leadership programs for 35 LT's and Prin class around variety of topics -	Reading data Understanding Emotional Intelligence Strategic Planning – developing goals and targets	
Future Search Conference	Flagship Strategy 6 School Improvement	Two day program for 200 community members on visioning for education in 2015. Keynote presenter Table team activities	http://www.bendigoschools.vic.edu.au/future/index.html Enhanced appreciation of history of College Increased awareness of education in 21 st century Development of visions for 2015 around themes of: Leadership, Learning & Teaching, Community, Global Citizenship, and Environment.	Links being made to Strategic Plan which will lead to improved outcomes around Goals.
Teacher Professional Leave	2 weeks visit to UK		Enhanced awareness of: i. effective integration of ICT ii. Unit plan outlines	

			iii Professional learning models iv Learning Walls – proposal for Cluster being developed v Learning Walks – to be linked in with Peer Observation in future. This info is being used across the Cluster	
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Knowledge Bank Case Study

(Record the brief details of your online submission to Knowledge Bank here and follow the advice at <http://www.sofweb.vic.edu.au/knowledgebank/contribution/default.asp> to publish your information)

Initiative Name	Overview	Submission to Knowledge Bank		
		Author	Location	Date Submitted
Planning for the Future – Future Search	<p>Bendigo Senior Secondary College facilitated a two day Future Search Conference as part of their work in developing the College's new Strategic Plan.</p> <p>This program provided the College Community (teachers, support staff, students and invited guests from local community) to reflect on the past achievement of the College but then engaged them in a series of activities designed to set the landscape of the Future and what this meant for student programs across the College.</p> <p>Focus areas included:</p> <ul style="list-style-type: none"> • Learning and Teaching • Leadership • Global Citizenship • Environment • Community 	Lisa Hayman	Bendigo Senior Secondary College	December 2006

Cluster Plan – 2007

This will depend on the Professional Development Plan of the Bendigo Education Plan.

Student Improvement Focus: (Literacy / Numeracy / Attendance / Engagement)							
Goals & Targets:							
To enhance learning and teaching across the Cluster							
To engage student learning through ICT							
Cluster Initiative Overview / Scope	Rationale & Objectives (Align with Student Learning)	Anticipated Outcomes / Outputs	Implementation			Monitoring & Evaluation	
			Strategies / Activities	Resources	Professional Learning	Indicators of improvement (Qualitative & Quantitative)	Data Collection Activities
VELS Unit Development – incorporating POLT and Assessment			½ day planning sessions for Yr 7 and 8 Interdisciplinary Learning Yr 9 – 12 Science, SOSE and English Yr 9 – 12 Science, SOSE and English	CRT funding. Venues,	Knowledge and understanding of VELS and related documentation	Unit development Shared understandings of VELS and VCE	Baseline data survey. Program evaluation
Curriculum Network		Shared understandings across Cluster schools	Meetings twice per term	CRT	Sharing of issues		
Cell/Net school Project – ICT focus	Development on online learning and teaching activities				ICT Focus linked with POLT	Online task development Student feedback	ePotential Survey Student feedback
ICT/Humanities Project	Creating an ICT rich learning environment	Improved student outcomes in Humanities and ICT	Range of professional learning opportunities Team teaching Sharing across	CRT Internet	ICT skills Use of Digital Learning Resources Learning Objects	ePotential Survey Teacher survey	ePotential Survey Student feedback

			Cluster Online learning		Emerging Technologies		
Digital Portfolio Project	Use of DP as part of ongoing assessment	Student Reflection Improved student pathways	Training on DP ICT skill development	Time CRT	Formal Training in DPPS Links with Assessment AS Learning	Improved student outcomes Student feedback ICT skills	Baseline data survey.