



## DAY ONE – 27 November 2014

8.00 am	Registration
8.45 am	Conference welcome and prayer
9.15 am	<b>OPENING KEYNOTE PRESENTATION</b>
	<b>The big picture of school improvement and system leadership</b> <i>Professor David Hopkins, Institute of Education, University of London</i>
10.30 am	<b>MORNING TEA</b>
11.00 am	<b>CEOM CONTEXT FOR SYSTEM LEADERSHIP</b>
	<b>Leadership and learning</b> <i>Dr Mary Oski, CEOM</i> <b>Schools Improving Schools (SIS) Pilot</b> <i>Debra Punton, CEOM</i>
11.45 am	<b>IN PRACTICE. CONNECTED LEADERS, COLLECTIVE ACTION: TRANSFORMING SCHOOLS</b>
	PLEASE SELECT ONE (SEE PAGE 3 FOR DETAILS)
	<b>A: Changing leaders' mindset</b> <i>Schools Improving Schools Cluster – Northern Region</i>
	<b>B: Leading the learning</b> <i>Leading the Learning Cluster</i>
	<b>C: Moving from good to great: Sharing practice in the West</b> <i>Western Secondary Curriculum Forum</i>
	<b>D: Navigating the intersections: Learning &amp; teaching in Catholic schools</b> <i>Navigating the Intersections Network</i>
	<b>E: Schools: Better together</b> <i>Connecting Learning Leaders Cluster</i>
	<b>F: Bridging schools through transition</b> <i>Sunbury Cluster</i>
	<b>G: Continuing the transformation: Connecting to support improvement</b> <i>Transforming Schools Support Network</i>
	<b>H: Great<sup>3</sup>: Great teams + Great teaching = Great learning</b> <i>Schools Improving Schools Cluster – Southern Region</i>
	<b>I: Let's engage parents in Secondary learning</b> <i>Family–School Partnerships (FSP) Secondary Network</i>
12.30 pm	<b>CONNECTED CONVERSATIONS OR REFLECTION GALLERY</b>
1.00 pm	<b>LUNCH</b>
2.00 pm	<b>KEYNOTE PRESENTATION</b>
	<b>Understanding system leadership</b> <i>Dame Pat Collarbone, Creating Tomorrow</i>
3.05 pm	PLEASE SELECT EITHER <b>ROUNDTABLE 1</b> OR <b>IN PRACTICE. CONNECTED LEADERS, COLLECTIVE ACTION: TRANSFORMING SCHOOLS</b>
	<b>Roundtable 1: Tapping the collective wisdom</b> <i>Elina Raso, CEOM, and Professor David Hopkins, Institute of Education, University of London</i>
	<b>OR</b> PLEASE SELECT ONE IN PRACTICE SESSION (SEE PAGE 4 FOR DETAILS)
	<b>A: Let's engage parents in Secondary learning (REPEAT)</b> <i>Family–School Partnerships (FSP) Secondary Network</i>
	<b>B: Online communities of practice: School leaders learning &amp; connecting</b> <i>ICON Education Team, CEOM</i>
	<b>C: Navigating the intersections: Learning &amp; teaching in Catholic schools (REPEAT)</b> <i>Navigating the Intersections Network</i>
	<b>D: Bridging schools through transition (REPEAT)</b> <i>Sunbury Cluster</i>
	<b>E: Moving from good to great: Sharing practice in the West (REPEAT)</b> <i>Western Secondary Curriculum Forum</i>
	<b>F: Leading the learning (REPEAT)</b> <i>Leading the Learning Cluster</i>
	<b>G: Continuing the transformation: Connecting to support improvement (REPEAT)</b> <i>Transforming Schools Support Network</i>
	<b>H: Schools: Better together (REPEAT)</b> <i>Connecting Learning Leaders Cluster</i>
3.50 pm	<b>CONNECTED CONVERSATIONS OR REFLECTION GALLERY</b>
4.20 pm	Day One Conference Close
4.45 pm	<b>'ALMOST SUMMER' COCKTAIL FUNCTION</b>



# Connected leaders, collective action: transforming schools

## DAY TWO – 28 November 2014

8.30 am	Welcome and prayer
9.20 am	Reflection on Day One Themes
9.45 am	<b>CONCURRENT KEYNOTE WORKSHOPS</b>
	PLEASE SELECT ONE (SEE PAGE 6 FOR DETAILS)
	<b>WORKSHOP A: The elephant in the room</b> <i>Professor David Hopkins, Institute of Education, University of London</i>
	<b>WORKSHOP B: Developing system leaders: Focusing on excellence</b> <i>Dame Pat Collarbone, Creating Tomorrow</i>
	<b>WORKSHOP C: Learning Frontiers: A case study in system leadership of innovation by schools for schools</b> <i>Valerie Hannon, Innovation Unit, UK</i>
10.45 am	MORNING TEA
11.15 am	PLEASE SELECT EITHER <b>ROUNDTABLE 2</b> OR <b>IN PRACTICE. CONNECTED LEADERS, COLLECTIVE ACTION: TRANSFORMING SCHOOLS</b>
	<b>Roundtable 2: Tapping the collective wisdom (REPEAT)</b> <i>Elina Raso, CEOM, and Professor David Hopkins, Institute of Education, University of London</i>
	OR PLEASE SELECT ONE IN PRACTICE SESSION (SEE PAGE 6 FOR DETAILS)
	<b>A: Strategic alignment of learning to improve learning</b> <i>Schools Improving Schools Cluster – Eastern Region</i>
	<b>B: Online communities of practice: School leaders learning &amp; connecting (REPEAT)</b> <i>ICON Education Team, CEOM</i>
	<b>C: Partnerships in action: Exploring the boundaries</b> <i>Gifted and Talented Cluster</i>
	<b>D: Learning and leading collaboratively for system improvement</b> <i>Schools Improving Schools – Western Region</i>
	<b>E: Schools and system: Building capacity for continual improvement together</b> <i>Sydney CEO (Southern Region)</i>
	<b>F: System leadership: What's in it for us?</b> <i>Silverton Primary School</i>
	<b>G: It takes a village to raise a child</b> <i>Westport Cluster</i>
12.00 pm	<b>CONNECTED CONVERSATIONS</b> OR <b>REFLECTION GALLERY</b>
12.30 pm	LUNCH
1.30 pm	<b>KEYNOTE PRESENTATION</b>
	<b>Can transforming education systems be led?</b> <i>Valerie Hannon, Innovation Unit, UK</i>
2.30 pm	<b>COLLECTIVE CONFERENCE VISION</b> <i>All Participants</i>
3.00 pm	<b>CLOSING KEYNOTE PRESENTATION</b>
	<b>Taking action, leading for the common good</b> <i>Professor David Hopkins, Institute of Education, University of London</i>
3.45 pm	Conference Close



# Connected leaders, collective action: transforming schools

## DAY ONE – 27 November 2014

### MY PL (IPLS) SESSION SELECTION OVERVIEW

11.45 am – 12.30 pm

IN PRACTICE. CONNECTED LEADERS,  
COLLECTIVE ACTION: TRANSFORMING SCHOOLS

PLEASE SELECT ONE

#### **A** Changing leaders' mindset

*Schools Improving Schools Cluster – Northern Region*

In the Northern SIS trial four primary schools have been working collaboratively, focused on changing the mindset of leaders in the schools from being concerned solely with the performance of students in their own school to a concern for the performance of students in all four schools. The leaders have shared data, reflected on practice and harnessed the collective wisdom of the group to discuss, reflect and evaluate the performance of each school openly and honestly. The cluster has been driven by the common belief that an interdependence between each school exists and, if capitalised on, can assist in achieving sustainable school outcomes and improvement in all four schools.

#### **B** Leading the learning

*Leading the Learning Cluster*

The Leading the Learning Cluster was established in 2006 by a group of six primary school principals and Catholic Education Office Melbourne personnel from the North Central Zone. We came together after a common need was identified to deepen our understanding of personalising learning. We believed that the group structure could enhance our learning, each of us empowering and supporting the others to facilitate change in our schools. Over the years the group has engaged experts in the field of personalising learning to work with leadership teams and whole staffs. This has also led to conversations and connections between leaders and teachers from the six schools. Each school has undergone change at different levels and in different ways. The overall goal of improving the learning outcomes for our students continues to motivate us in exploring innovative and effective models of learning.

#### **C** Moving from good to great: Sharing practice in the West

*Western Secondary Curriculum Forum*

How do good schools move to being great schools? In the Western Region secondary curriculum leaders come together to share their teaching and learning practice. This presentation tells their story of the journey over the past 18 months in coming together, visiting each other's schools and developing a climate of trust and collaboration, in which deep learning occurs.

#### **D** Navigating the intersections: Learning & teaching in Catholic schools

*Navigating the Intersections Network*

'Navigating the Intersections' seeks to better understand learning and teaching in Catholic schools, by focusing on student learning and how curriculum design and pedagogy across all areas of the curriculum can support learners to engage in a religious interpretation of the world. The project is not exclusively concerned with religious education, but with how primary and secondary schools support learners to explore big questions and issues of relevance to the world through learning designs and pedagogical choices that integrate hermeneutical approaches to learning. Commencing in 2014, 'Navigating the Intersections' is engaging school and teacher leaders in partnership with a number of CEOM teams – Learning and Teaching, Religious Education and Catholic Identity, and Regional Offices – to explore together an inquiry focus which has significant relevance for all Catholic schools. We look forward to sharing our learning with conference participants and engaging new voices in the inquiry.

#### **E** Schools: Better together

*Connecting Learning Leaders Cluster*

Our collaborative cluster of three small neighbouring primary schools had its genesis in the Western Learning and Teaching Network where the learning and support found in our informal discussions was so valuable and enriching that we decided to formalise this process and initiate the Connecting Learning Leaders

cluster. Principals and teachers from each school are committed to working together to review and improve each other's teaching practice. All schools meet together each term. A professional learning focus not only drives us to reflect on our current practice but leads to our shared understanding of the practice of all schools in our cluster. This then leads to a walk-through of classrooms where the focus of the observation is the professional learning we have engaged with. A partnership arrangement with Victoria University has also supported professional growth and reflection on practice over time.

#### **F** Bridging schools through transition

*Sunbury Cluster*

Collaborative discussion of data and sharing of pedagogy and practice between primary and secondary teachers are key to improving transition processes and supporting our students' development and growth. In response to predicted growth in the area, the project focus of the Sunbury cluster is to build a common vision which will best support transition processes and protocols from our primary to our secondary schools. Our shared purpose is to focus on using MSSD data, exchanging maths data between the primary and secondary schools to discuss and think about instructional practice in our schools. This presentation demonstrates that, with increased system-level sharing and the collective work of Our Lady of Mount Carmel School, St Anne's School, Salesian College and the CEOM Northern Region Office, a richer perspective and improved relationship between schools is being achieved to build a shared vision for all schools.

#### **G** Continuing the transformation: Connecting to support improvement

*Transforming Schools Support Network*

Through the National Partnerships Low SES strategy, individual schools were supported to develop improvement strategies and structures. In order to continue improvement into the future, our six primary school leadership teams from various regions in the Archdiocese of Melbourne have recently



# Connected leaders, collective action: transforming schools

## DAY ONE – 27 November 2014

### MY PL (IPLS) SESSION SELECTION OVERVIEW

formed a network of 'like' schools to share good practices, successes and challenges so that we can learn from each other. Four months into this journey, we have focused on building mutual trust and establishing shared purposes and desired outcomes. This presentation provides an opportunity for us to share with other leaders our endeavours so far and our new learning about the power of connecting and acting collectively to achieve great things for all the schools involved.

#### **H** Great<sup>3</sup>: Great teams + Great teaching = Great learning

*Schools Improving Schools Cluster – Southern Region*

The Southern SIS Cluster has focused on strategies and skills to build strong cohesive leadership across four primary schools, with the aim of enabling and empowering teachers to personalise the learning of all students to improve reading outcomes. Principals and literacy leaders have worked collaboratively to analyse data to identify an explicit improvement agenda. This is developing a culture of shared leadership responsibility and accountability to ensure high impact on student learning outcomes, skilled and confident teachers and engagement in the process of reading for all. Strong, strategic, vibrant and collective leadership is being built to achieve the system's critical challenge.

#### **I** Let's engage parents in Secondary learning

*Family-School Partnerships (FSP) Secondary Network*

Who says secondary students don't want their parents at the school? The Family-School Partnerships (FSP) Secondary Network is challenging this mindset. Parent engagement in the secondary setting is different to that in primary school but still important. So how do we build relationships with parents and engage them in learning? This presentation focuses on how a cluster of leaders in secondary schools in the Northern and Western Regions have created a network to share learning to deepen understanding of parent engagement in their schools. This is their story so far...

**3.05 pm – 3.50 pm**  
**ROUNDTABLE 1 OR IN PRACTICE**

**PLEASE SELECT EITHER ROUNDTABLE 1 OR ONE IN PRACTICE SESSION**

#### Roundtable 1

##### **RT** Tapping the collective wisdom

*Elina Raso (CEOM) & Professor David Hopkins (Institute of Education, University of London)*

The CEOM is deeply committed to enhancing the quality of leaders in Catholic education. As we approach 2015, the challenge is to ensure that the CEOM Leadership Learning Plan is renewed and revitalised to meet the current needs of schools. In 2014 a CEOM Leadership Reference Group with key stakeholders from primary and secondary schools, the CEOM and University partners met to shape a revised Leadership Learning Plan. The Roundtable is an opportunity to share the ideas generated with a broader range of principals and leaders, focusing on three identified priority areas within the Plan: Conceptual Frameworks, Within-school and Across-school Development, and Succession Planning. The Roundtable discussion will seek to identify the changes in thinking and practice implied in the plan, and the program designs, resources and models of engagement required to meet school needs in this next phase of leadership growth across Catholic schools.

This Roundtable session will be repeated on Day 2 of the conference.

#### In practice. Connected leaders, collective action: transforming schools

##### **A** Let's engage parents in Secondary learning (REPEAT)

*Family-School Partnerships (FSP) Secondary Network*

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with parents and engage them in learning? This presentation focuses on how a cluster of leaders in secondary schools in the Northern and Western Regions have created a network to share learning to deepen understanding of parent engagement in their schools. This is their story so far...

##### **B** Online communities of practice: School leaders learning & connecting

*ICON Education Team, CEOM*

*Professional learning is most effective when it is relevant, collaborative and future focused (AITSL, August 2012).*

Improving student outcomes is the ultimate goal of all teachers and school leaders, and of the professional learning they undertake. The Catholic Education Office Melbourne is currently involved in professional learning with predominantly primary school leaders through the establishment of Online Communities of Practice. These communities are established to support school leaders to lead professional learning in their own context. The community also serves as a place for knowledge building, where learning becomes public knowledge – knowledge that lives 'in the world' and is available to be worked on and used by other people. Members of the ICON Team will share examples of these online communities of practice.

##### **C** Navigating the intersections: Learning & teaching in Catholic schools (REPEAT)

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#### **E** Moving from good to great: Sharing practice in the West (REPEAT)

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#### **F** Leading the learning (REPEAT)

##### *Leading the Learning Cluster*

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#### **G** Continuing the transformation: Connecting to support improvement (REPEAT)

##### *Transforming Schools Support Network*

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#### **H** Schools: Better together (REPEAT)

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# Connected leaders, collective action: transforming schools

## DAY TWO – 28 November 2014

### MY PL (IPLS) SESSION SELECTION OVERVIEW

9.45 am – 10.45 am  
WORKSHOPS

PLEASE SELECT ONE

#### A The elephant in the room

*Professor David Hopkins (Institute of Education, University of London)*

When teachers acquire a richer repertoire of pedagogic practice then students' learning will deepen. In this workshop Professor Hopkins will facilitate a deeper exploration of personalising learning, professionalising teaching, intelligent accountability and the implications for system leadership. Central to this are the 'Theories of Action' for teaching and learning that he developed recently with principals and teachers of government schools in Melbourne's Northern Region.

#### B Developing system leaders: Focusing on excellence

*Dame Pat Collarbone (Creating Tomorrow)*

Recent research shows high-performing systems have a collective ambition for all schools to be great and to be led by excellent principals. The most effective leaders see professional learning as central to their lives. They adapt their practice to meet the needs of their community and to reflect the changes taking place in wider society. They recognise that the most powerful learning occurs on the job, and see feedback as critical to their growth and the success of the school. These leaders reflect on their actions and impact, seeking out others from whom they can learn. This workshop will explore the profiles of such leaders as well as consider a way of structuring powerful learning conversations that provide both support and challenge.

#### C Learning Frontiers: A case study in system leadership of innovation by schools for schools

*Valerie Hannon (Innovation Unit, UK)*

Learning Frontiers is a collaborative initiative which brings together clusters of schools in design hubs to focus on the practices which increase student engagement in learning. This workshop will explore the background and purpose of Learning Frontiers. Valerie Hannon will facilitate an exploration of the challenges and opportunities of working in design hubs. How might these hubs be deployed by schools for improvement and innovation? What are the implications for school leadership teams' development?

11.15 am – 12.30 pm  
ROUNDTABLE 2 OR IN PRACTICE

PLEASE SELECT EITHER ROUNDTABLE 2  
OR ONE IN PRACTICE SESSION

#### Roundtable 2

##### R2 Tapping the collective wisdom (REPEAT)

*Elena Raso (CEOM) & Professor David Hopkins (Institute of Education, University of London)*

The CEOM is deeply committed to enhancing the quality of leaders in Catholic education. As we approach 2015, the challenge is to ensure that the CEOM Leadership Learning Plan is renewed and revitalised to meet the current needs of schools. In 2014 a CEOM Leadership Reference Group with key stakeholders from primary and secondary schools, the CEOM and University partners met to shape a revised Leadership Learning Plan. The Roundtable is an opportunity to share the ideas generated with a broader range of principals and leaders, focusing

on three identified priority areas within the Plan: Conceptual Frameworks, Within-school and Across-school Development, and Succession Planning. The Roundtable discussion will seek to identify the changes in thinking and practice implied in the plan, and the program designs, resources and models of engagement required to meet school needs in this next phase of leadership growth across Catholic schools.

#### In practice. Connected leaders, collective action: transforming schools

##### A Strategic alignment of learning to improve learning

*Schools Improving Schools Cluster – Eastern Region*

Four Eastern Region Catholic primary schools have come together to form a SIS Cluster. As a collaborative learning community we are taking advantage of the potential power of working together to shift teachers' perceptions of their roles and responsibilities as modern educators, focusing on personalised learning for all students to improve their learning outcomes. The cluster has conducted rigorous action research to deepen understandings and skills for personalising student learning across the curriculum. The project has assisted in shifting teachers' perceptions and actions to become student-centred and to use evidence of learning to guide and inform ways to continue taking their practice further. For our students, increased engagement, connectedness and enthusiasm for learning have occurred as a result of the strategies and tools developed by teachers. Throughout the project, teachers and students have been positioned as parallel learners and see themselves as active and responsible for their own learning.



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### MY PL (IPLS) SESSION SELECTION OVERVIEW

#### **B** Online communities of practice: School leaders learning & connecting (REPEAT)

*ICON Education Team, CEOM*

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Improving student outcomes is the ultimate goal of all teachers and school leaders, and of the professional learning they undertake. The Catholic Education Office Melbourne is currently involved in professional learning with predominantly primary school leaders through the establishment of Online Communities of Practice. These communities are established to support school leaders to lead professional learning in their own context. The community also serves as a place for knowledge building, where learning becomes public knowledge – knowledge that lives 'in the world' and is available to be worked on and used by other people. Members of the ICON Team will share examples of these online communities of practice.

#### **C** Partnerships in action: Exploring the boundaries

*Gifted & Talented Cluster*

A cluster of primary schools has formed a collegial partnership to explore ways to differentiate learning for highly able students. The project is underpinned by the concept of de-privatisation of practice and encouragement of schools to share their professional learning. It exemplifies how change can be generated through a bottom-up approach.

#### **D** Learning and leading collaboratively for system improvement

*Schools Improving Schools Cluster – Western Region*

The Western SIS trial has enabled opportunities for leaders from four primary schools to collaborate together to develop a strong collective network targeting leadership for improvement. The trial has focused on a systems leadership approach where principals and leadership teams are committed to shared responsibility for improvement across the collective schools, rather than individual school improvement. School leadership teams are engaged in networking opportunities, data analysis, coaching, learning walks within schools and instructional rounds across schools.

#### **E** Schools and system: Building capacity for continual improvement together

*Sydney CEO (Southern Region)*

Sydney Catholic Education Office, Southern Region, has responsibility for 33 primary schools across three clusters. This presentation focuses on efforts to strengthen our culture for continual improvement within schools and across clusters of schools through strategic planning, collaboration, networking, and the provision of system services 'close to the ground', including the appointment of 'cluster coaches'.

#### **F** System leadership: What's in it for us?

*Silverton Primary School*

This presentation will focus on a school's journey in taking down their walls to share their practices and to learn from other educators locally, nationally and globally. Silverton Primary School is renowned for its innovative practices underpinned by a focus on personalised learning. Visitors are welcomed frequently to observe the school in action and engage in exploration of learning. What then does Silverton gain from this? In this presentation, the benefits of system leadership will be explored.

#### **G** It takes a village to raise a child

*Westport Cluster*

Our cluster has devoted itself to ensuring that as a community of learners we collaborate, share and engage in a variety of activities. This has allowed us to collectively establish a common platform whereby schools can assist each other in transforming the delivery of curriculum. In the cluster's quest to do so, this presentation demonstrates how three primary schools and a secondary college have worked collaboratively to develop some outstanding practices and experiences over many years, improving transition and transforming the delivery of curriculum. The success of this collaborative model has encouraged the other secondary college campuses and their feeder primary schools to embark on like endeavours.