

2020 Annual Report

Lindfield Learning Village



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Introduction

The Annual Report for 2020 is provided to the community of Lindfield Learning Village as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

Lindfield Learning Village (LLV) is focused on providing innovative, relevant, high quality learning for every member of the Village community. Stage-not-age learning, applies to students, staff and parents as well as the wider educational community. The school shares our learning with others, is open to feedback and sees failure as an important learning opportunity. Students are taught in stage-based groups in open, flexible learning spaces. The current stage-based structure includes a K-2 Hub, 3- 6 Hub, Stage 4 (year 7 and 8) , Stage 5 (Years 9 and 10). The 2020 Year 11 will be the school's first HSC cohort in 2021.

At LLV every student is supported to progress along the K-12+ learning continuum in every subject without limitation. Learning spaces, school organisation and timetable are designed to support this method of progression. The school uses CANVAS as a learning management system enabling opportunity for both blended learning, student choice, differentiated teaching and timely feedback. Micro-credentialing and early entry pathways to further education are seen as an important part of the learning continuum.

All learning at LLV will ultimately be designed and experienced as transdisciplinary. Currently, learning is designed in interdisciplinary units (IDU) in secondary or Quests in Primary, where teachers work on co-teaching teams, utilising the expertise of each staff member to co-design learning. Teachers are intrinsically aware of maintaining a balance between the explicit teaching of new learning and supporting students as independent learners. Teachers engage in regular self-reflective practices and embed the evaluation of pedagogy into practice. Teachers are able to articulate evidence of the impact of learning design strategies on student learning through the analysis and use of various data sources.

The learning includes opportunities for students to develop skills and attitudes specifically in relation to the co-created LLV learning characteristics of empathy, self-awareness, resilience, collaboration and creativity.

The development of the educational model at LLV is based on international research. In building the depth and detail, teachers have worked in teams across the primary and secondary domains to define each aspect of the model, provide the research background and build case studies which exemplify practice. The school has developed a bibliography of the research which has informed the development of the model.

At LLV, our practice is collegial and collaborative based on a co-created code of collaboration. This means that teachers work in relationship with each other and the students with a team player attitude. We are flexible, creative, have a willingness to change and will always look for a better way. Teachers consider themselves lifelong learners and aim to remain abreast of global research and best practice in the development of next practice. Staff have and expect students to have a growth mindset.

Collaborative co-teaching occurs in every stage at LLV. The goal for co-teaching at LLV is to establish trusting relationships and a shared understanding of how to enhance learning through co-teaching. Joint accountability, pooled resources and a variety of effective co-teaching strategies are embedded into daily pedagogical practice.

The school's pedagogical modes encourage and develop autonomous, independent investigation, supported with

'masterclasses' and 'Pop-up workshops'. Deep learning or 'flow' is the desired outcome whereby students are supported and empowered to work independently or collaboratively in self-directed learning tapping into expertise and support as and when they need it.

The role of the teacher is to scaffold and teach thinking and thinking processes and to introduce concepts, big ideas, help make connections and question deeply. At LLV, every student is met at their point of need and supported in accordance with their own context. We use the 'Collaborative and proactive solutions' approach (Dr Ross Greene) to building positive learning relationships and we seek to understand the reasons behind presenting behaviours. We teach students to make positive behaviour choices and to understand consequences. Student wellbeing is supported by experts according to individual circumstances and needs.

The teaching at LLV is a pedagogy of responsiveness. The aim is to minimise teacher talk and worksheets, looking for better ways of capturing understanding and measuring growth. Teachers seek to design ways to measure what we value. Learning will be kinaesthetic, reflective, personal, driven by the students, and supported by excellent teachers. It will always have a clear purpose and will be well supported by rigorous feedback, check-ins, formative assessments and observations. It will be fun, dynamic and celebrate failure.

Signature programs, such as 'Beyond', enable the student learning experience to transcend the curriculum and enable voice and choice in their learning experience.

Parents and the community are equal participants in the learning journey and are integral to the learning experience at LLV. Initiatives such as the social entrepreneur project, the co-construction of curated learning spaces and the 'Marketplace of Ideas' create opportunities for authentic learning and meaningful connection between the school and community.

Our focus is on growing emotional intelligence, transdisciplinary connections and on developing the innate capacity of our students to own their learning.

2020 was the school's second year of operation and a year where the international community faced new challenges in navigating the COVID-19 pandemic. Our learning design and online learning management system allowed students to move into remote learning and effectively maintain connection with their teachers and peers. The school developed a range of options through the "Learning Goes Audacious" program to maintain student engagement in learning throughout this period and in the transition back to school.

The role of the leadership team at LLV since its inception in 2019, has been to establish the school by embedding and sustaining a clear vision for the new educational model. The model of leadership is both adaptive and distributed and each member upholds the co-created values and code of collaboration essential to the success of this innovative model of education.

Leadership is collaborative and consultative, avoiding exclusivity and encouraging bravery, tenacity and innovative thinking. Leadership is valued at all levels. All students are offered a range of opportunities to demonstrate and develop their leadership skills. Any student can opt in to a leadership credentialing program which is aligned with the learning characteristics rubric.

Building leadership capacity in all staff is an ongoing focus for the school in this period of rapid growth. It is critical for the leadership team to maintain the integrity of the educational model as it is scaled and to establish and maintain an adaptive school culture of optimism.

School resources are used flexibly to effectively meet the needs of the students we are teaching now as well as to plan for the horizon goals of the educational model and school vision.

In implementing the new educational model, the school leadership team continues to draw on international educational research and models of best practice in order to create 'next practice' and inform ongoing system-wide improvement of the NSW Department of Education.

Stephanie McConnell

Principal

Message from the school community

2020 was such a challenging year for all of us coming out of a summer of catastrophic bushfires and into a 100 year pandemic. No sooner had we started making plans at our AGM on 16 February 2020 for the year, than the WHO called COVID-19 as a global pandemic. We experienced a period of lock-down from late March through May/June followed by various restrictions on our way of life for the rest of the year.

Despite these challenges, I am pleased to be able to report on FOTV's achievements during 2020. The Annual Report is an ideal opportunity to reflect on our journey together as a parent body during our school's second year of operation.

Under our Principal Stephanie's leadership, the school quickly adapted to the changed circumstances with a focus on student wellbeing and resilience. This included a new module of 'audacious learning' for our children during home-schooling in Term 2.

As a P&C, we could not conduct our usual activities such as fund-raising and social events. Nor could we hold general meetings until the prescribed Constitution was updated on 22 May 2020 to allow virtual meetings to be held.

We kept meeting as an executive committee via Zoom and agreed to focus on connection and the wellbeing of both LLV staff and our parent community. We held a coffee morning for teachers at the end of March and delivered 60 teacher 'care packs' in the form of lolly bags to the school in May. We held virtual 'happy hours' with parents at the end of Term 1 and sent handwritten post cards to every family in May.

We also conducted our annual FOTV parent survey in May seeking feedback from all parents on how our P&C can be relevant to and bring value to their family.

By the second half of the year, we were able to resume meeting as a P&C - holding our general meetings in Terms 2, 3 and 4 via Zoom. Having our meetings again meant we could resume our fund-raising efforts and rally parent support for key working group projects. Our achievements included building the Sustainability Learning Area and refurbishing the heritage-listed fishpond. We also continued to focus on social connection and community building activities, for example, through the Stage Socialites Whats app chat groups and organised catch-ups, and the Mask-Making Sewing Bee and Donation drive.

The pandemic also gave us time to consolidate our role and values, processes and systems, building on the extensive work of the previous P&C executive during our school's inaugural year in 2019. We conducted a parent survey in May which helped clarify parent expectations of FOTV.

Key achievements during the year included:

Development and launch of the FOTV website - the culmination of a few years of work

Multiform shop became self-sustaining

New Families Program was developed and implemented

FOTV began engaging with the school in development of LLV's "Parent University" (aimed at parents understanding why LLV does what they do)

I look back on 2020 with considerable pride for all that has been accomplished despite the challenges we have all faced with the pandemic. Everyone has played their part and I believe we have made a difference in the support we have been able to provide our evolving school at this remarkable time.

Jason Wong President, Friends of the Village

Message from the students

At Lindfield Learning Village every member of our community is embraced, valued and known. We enable the voice of each member of the community and seek to equip our community members, not only to thrive as individuals, but to be a positive change in our world.

My Experience at Lindfield Learning Village -

Florence - Year 4 2020

To me, LLV feels like a safe and welcoming place, accepting everyone's ideas. We are taught about things that help us now and later in life. We call these things the Learning Characteristics. Things like empathy for others, resilience, creativity, collaboration and self-awareness.

We learn in an engaging way where we (the students) have lots of choice in our learning. We have really strong connections with our teachers and that is one of the things I value most. We have amazing opportunities to do what we love and go deeper into a subject that we're interested in and explore different topics.

Our teachers are amazing and supportive. The teachers set clear expectations that are challenging but possible. That's kind of the way we think at LLV; it's hard but not impossible.

Edward - Year 9 2020

Two years ago, I was at another school as a closetted trans masculine individual. I suspect that I would not be alive right now if I had stayed there. I was depressed and I wasn't sure if I would make it to the HSC. I wasn't supportive of myself, and although I had support systems around me, I had convinced myself I didn't. I felt no one could love the real me. I was overwhelmed by the feeling of not being good enough for myself, let alone anyone else. My identity felt like a burden that I wasn't sure how to get rid of, so I tried so hard to push it down and ignore the feelings that are so key to who I am.

When I told my parents I was trans, we had decided that it likely wasn't healthy to stay in that particular school environment even though the school was happy for me to stay. None of the schools we went to look at seemed to fit exactly right, or weren't accepting of my identity. That was until we found LLV. It had been recommended to my parents that LLV was a nurturing environment for both myself and my transition, and so we came for an interview. After the interview, my family and I were definite that this was the best place for me to be, in order to nourish both my mental and intellectual needs, and so I started in 2020.

I met people who have had similar, if not the same experiences to myself, and it made me feel not so alone. I was able to see myself reflected in others, and discuss with them the issues that I found faced me daily. I could truly interact with my peers, not hiding myself behind a hundred different masks that I had used in order to protect myself and others from this 'scary' trans reality that I was living. I felt supported, truly supported.

At my old school, I didn't have many friends. I spent so much time trying to build a boundary between myself and my identity that I didn't want to be experiencing. At LLV I feel the total opposite. I'm understood, and have built meaningful connections that I am sure will carry me through my adult life. Everyday I talk about topics that I am enthusiastic about, rather than something that I believed would help me fit into a mould that didn't represent me. Here, I feel as if I can truly be myself. Not even just in terms of my identity, but the ideas and values that I uphold in my daily life.

This school gives me a platform to talk about the things that I really, truly care about. This factor has been so vital for my education and for who I am. Being able to study and learn more about your passions has been so important in maintaining my motivation. As a Year 9 student, I need all the incentive I can get. As a small school, my education feels prioritised, I feel as if I can go to any of my teachers for support both academically and emotionally.

All of these things together has built me into a stronger, significantly happier person. I no longer have a mask that protects me from things that I'm afraid of. I've changed into a person who I like and I think other people enjoy being around. As humans, we expect these perfect visions of ourselves in other people's eyes, but I no longer feel as subjected to the small lens of perfectionism. This isn't to say I don't struggle, realistically every human being will struggle at one point or another, but because of this environment I certainly can say that I am struggling less.

Genuinely, thank you LLV, you have been so important to me, for opening me up to a potential I didn't think I had. Thank you.

School vision

At Lindfield Learning Village every member of our community is embraced, valued, and known. We enable the voice of each member of the community and nurture imagination & creativity. We are not limited by boundaries, we will break stereotypes, forging new educational pathways to inspire and equip our community members to be a positive change in our world.

School context

Lindfield Learning Village is a new school which opened day one, term one, 2019 with 315 students from Kindergarten to Year 12. The educational model of the school centres around the following elements: Stage-not-Age learning progression, schools -within-schools, discreet Home Bases of 350 students across all age groups, design-centred learning, all through learning, student-centred individualised learning, a flexible timetable and strong community, business and University links.

School Values

- The village is based on **empathy** and **trust**.
- We treat every member of our community with **respect** and **tread lightly** in our environment.
- We will treat each other with **care and kindness**.
- The villagers are **generous, brave, and tenacious**.
- The village is **transformative** for all members of the community.
- We are inherently **collaborative**.

Code of Collaboration

- We will be **open to offers** made by others.
- We will **listen actively** and **challenge** each other's ideas to help them grow.
- We will **hold lightly** and **evaluate** ideas on their merits.
- We will **notice** what is not being said and **enable all voices**.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Student Learning

Purpose

Student learning will be structured around an individualised pathway, empowering each learner to pursue the goals in an agile and flexible environment.

Improvement Measures

Students will have a deep understanding of their own learning pathway and will be able to clearly articulate the learning processes that they are undertaking

Students will be progressing continuously along a learning continuum which is commensurate with their ability level in each key learning area.

Students will be engaged in the learning process and embedded in authentic experiences.

Progress towards achieving improvement measures

Process 1: Develop student learning plan through the creation of e-portfolio using google slides

Evaluation	Funds Expended (Resources)
Significant progress was made in 2020 to exceed the expected milestones in this priority area. The school has implemented a model which allows for highly differentiated learning pathways for all students from Kindergarten to Year 11. Students were able to upload evidence of learning and receive real time feedback from teachers on the work using a five-point scale of novice to master. Parents are able to access evidence of student learning via an online learning management system (Canvas). The portfolio model has informed the development of a streamlined data software system ("Octopus") to be released in 2021 which will enable the immediate triangulation of data on student learning and achievement over time to be available to teachers and parents.	Professional Learning - \$6,665 Software development, access and support (Canvas, Octopus)

Process 2: Teachers create "I can" statements to break down curriculum outcomes from K-10 to enable students to track progress

Evaluation	Funds Expended (Resources)
<p>The school's assessment and reporting practices have been establish as authentic and transparent. To achieve this, teachers design our assessment and reporting practices drawing from the principles of transformative learning. Well designed transformative assessment allows students and educators to track, define and adjust a student's individual learning pathway so that a student clearly knows the next step in their development across a range of knowledge domains. The school's approach provides students and their parents with rich feedback that indicates their ability to meet syllabus outcomes and where students have exceeded outcome expectations. This ensures our students have an authentic understanding of their capabilities within and beyond a given syllabus.</p> <p>To foster greater student autonomy in the assessment process, teachers have established practices to successfully mentor students to identify their goals and achievements, provide evidence of learning and to critically reflect on their progress. The school continues to refine a system to enable real-time reporting as an effective method to inform students and parents of progress as students have the opportunity to immediately utilise the feedback offered for continuous improvement and growth. Parents have access to real-time reporting via Canvas where students progress against syllabus 'I Can' Statements can be viewed.</p>	Professional Learning - \$14,435 Software support and access

Strategic Direction 2

Staff Learning

Purpose

Staff learning will be focused on innovative and highly collaborative practice to establish the Lindfield Learning Village Educational Model and empower teachers to be researchers of their own practice.

Improvement Measures

Staff will be engaged in action research cycles focused on their own practice

Staff will employ a range of innovative processes including design thinking and protocols to design and constantly evaluate learning programs and their own professional learning

Staff will develop skills in differentiating the curriculum so that they are able to meet the learning needs of 80% of students in their learning group.

Progress towards achieving improvement measures

Process 1: Establish regular professional learning meetings and support staff to use available time to collaborate in developing specific pedagogies to implement the new educational model.

Evaluation	Funds Expended (Resources)
<p>Effective innovation in teaching cannot be successfully achieved without the establishment of effective environments that enable teachers to work collaboratively to co-construct and experiment with new teaching methods (VIC-DET 2009). The school has successfully embedded these principles through the co-construction of pedagogies in cross-faculty and stage teams, building the capacity of teachers and creating innovative learning environments. Indigenous perspectives and frameworks, including 8 Aboriginal Ways of Learning, also inform our practice. Quaglia and Corso (2014) discuss the need for student voice in the co-construction of learning. The school successfully ensures student voice is highly valued in the co-construction process as teachers and students become partners in co-creating interdisciplinary units that balance student interest, connections to the wider community and the NSW curriculum.</p> <p>Throughout 2020 several prototypes were tested in the secondary environment, both online and in face-to-face learning, to explore interdisciplinary learning in co-teaching teams. In the primary setting, teachers developed effective co-teaching practices through regular meetings and with support from senior executive. The school's shared vision and values statements and a code of collaboration underpinned all school building projects.</p>	Professional Learning - \$5,300

Process 2: Access appropriate research and resources to enable teachers to reflect and adapt their teaching practice to incorporate co-teaching in an innovative learning environment.

Evaluation	Funds Expended (Resources)
<p>Throughout 2020, the school continued to extend a comprehensive resource bibliography which underpinned the development of all programs. The school's wellbeing strategy and Code of Collaboration created a framework for innovative practice and co-teaching relationships. A process of regular self-evaluation, collaborative programming and professional support including additional teacher release time, allowed for the successful establishment of school culture and key pedagogical modes.</p> <p>Gonski et al, (2018, p.97) states that "...we must create the conditions for continuous improvement. This means welcoming and supporting</p>	Professional Learning - \$2,500 Teacher release - \$22,345

Progress towards achieving improvement measures

innovations... by nurturing a culture of evaluation and evidence-based continuous improvement". In response, teaching at the school is continually being refined and defined by the context we are situated within. The pedagogical modes (master classes, pop ups and flow or deep work) established at LLV and implemented across K-12 are informed by CESE's 'What Works Best', Newport's Deep Work (2016), Csikszentminalyi's (1990) work on Flow and Harding et al's self-regulation (2018).

Strategic Direction 3

School Learning

Purpose

Lindfield Learning Village and its wider community seek to explore and embed a future -focused model of education and to seek a new understanding of what school education can look like in order to equip today's learners for success.

Improvement Measures

The school will have authentic, meaningful learning partnerships with other schools, businesses, community groups and universities.

The school will continually learn, evolve and improve in a response to rigorous evaluation using clearly articulated success criteria based on new metrics.

The school will be outward facing, flexible, inclusive and embracing of learning as its core business for all members of the school and wider community

Progress towards achieving improvement measures

Process 1: Establish Parents and Citizens Association to partner in the development of the new educational model.

Evaluation	Funds Expended (Resources)
<p>The successful establishment of the LLV P&C has contributed significantly to the establishment of a strong collaborative partnership with the school community and has included strategies to inform and educate parents in the research, planning and development of the new educational model. The parent community is having a significant impact on student learning experiences.</p> <p>In 2020, during the COVID season, the school worked remotely with members of the parent body to establish the LLV Parent University. This is a prototype for an initiative to connect all stakeholders around a shared understanding of the model, practice and learning characteristics of LLV. This is growing in response to the question, how might we (educators, parents and students) co-create Parent University to grow an understanding in our parent body of why we do school the way we do and to build a co-created Parent Curriculum around the Learning Characteristics. This will continue to evolve in partnership with Catalyst Lab as we build 'The Village University'.</p> <p>Friends of the Village (P and C) collaborate at multiple levels across a range of projects from designing the multiform uniform and co-constructing the new cafe to co-designing, building and maintaining the sustainable outdoor classroom</p>	P&C Funds

Process 2: Create opportunities for parents and the wider community to engage meaningfully in educational projects through school tours, parent panels, parent partnerships in learning programs.

Evaluation	Funds Expended (Resources)
<p>Collaboration helps to improve future outcomes for the student by deepening their knowledge and understanding of the world of work, as well as developing key enterprise skills (ACER, 2011. Chandra, 2015. FYA, 2018). In 2020 the school has invited multiple stakeholders to collaborate with us and each other to develop these skills. As we engage students, teachers, parents and the broader community, we create opportunities to share our knowledge with other educators and ensure greater parent and community involvement throughout the school.</p> <p>Our Communities of Inquiry connect us to the needs of our community. The</p>	Hub School funding - \$150,000

Progress towards achieving improvement measures

ongoing development of a Parent Curriculum and our Parent University project offers our parents the opportunity to take an active part in their own learning and their child's education. All students are engaged in Futures Education to help provide guidance and understanding of the opportunities available to them both within and outside of school. This calls on local and global networks to develop meaningful experiences for students to be better prepared for life outside of school now and in the future.

Establishing effective parent and community involvement has long been part of the Australian Institute for Teaching and School Leadership (AITSL) teacher standards. Throughout 2020 we have successfully developed effective working relationships with both parents and industry. Elements of this collaboration can be found below:

Teacher Collaboration (internal): Gonski (2018) states that "embedding professional collaboration as a necessity in everyday teaching practice". This is seen throughout multiple aspects of the LLV pedagogical model, including team teaching, interdisciplinary units (IDUs) and personal learning and support plans. This is supported by Vangrieken (2015), who showed that teacher collaboration needs to be built into the culture of "a school to anticipate the growing importance of collaboration in society and to use education as a role model for students to properly prepare them for the future".

Parent Collaboration: Opening up communication and transparency between parents and the school is important to develop trust in the educational process. Adams (2006) showed that trust and collaboration between parents, the school and the principal led to greater outcomes for the students and a community that was more willing to work together. By creating greater transparency, and growing parents, through our Parent University and/or a co-constructed Parent Curriculum, we are able to build understanding and buy in.

Community / Industry Collaboration: Gonski (2018) found that "school-industry collaboration, mentoring, volunteering and extracurricular activities are effective forms of engagement to help achieve [increased relevance in learning, student learning growth and personal development]." It also led to greater educational and employment for the students. This study built upon the ACER (2011) study into the benefit of school-business relationships and the principles laid down by the Australian Government (2012) that helped to guide the effective implementation of these relationships. The school has used experts from a range of industries as mentors and also to assess student work providing an authentic learning experience.

Tertiary Collaboration: The ability to form long-lasting partnerships with tertiary education institutions (including universities and RTO's) are of the utmost importance to student outcomes, through experience, but tend to disappear quicker than traditional collaborative relationships (Peel, 2002). LLV is involved in the Department of Education Hub School program in partnership with Macquarie University and we are currently developing a project focused on immersive professional learning in our collaborative co-teaching environment.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background - flexible - 3,678.60	<p>Despite the challenges posed by the pandemic in 2020, the school continued to support our indigenous students to maintain a strong connection to culture through collaborative relationships with our local school network and AECG. Flexible funding was used to support and enhance the learning of our indigenous students in ways negotiated with the individual students according to their needs.</p> <p>The school is working collaboratively with one of our indigenous families to design a mural for the school as an acknowledgement of country.</p> <p>All students at the school learn about Australia's indigenous culture and history in authentic ways and this is embedded in teaching and learning programs from K-11. This includes visits from local indigenous performers and elders.</p>
Low level adjustment for disability	<p>Low level adjustment for disability - flexible - \$2,997.53</p> <p>Low level adjustment for disability - staffing - \$56,059.00</p>	<p>The school achieved significant milestones in 2020 towards the goal of meeting the learning needs of every student by establishing a robust model for the support of student wellbeing through "Learning Guides", Collaborative and Proactive Solutions (Greene) and the development of a website to support teachers with effective and responsive strategies for a variety of learning needs. Differentiation banks and High Impact Teaching Strategies (HITS) were developed and implemented.</p> <p>At LLV our priority is to meet the learning needs of every student. Every teacher is supported to meet the learning needs of 80% of students in the learning space through excellent differentiated practice. Our Learning Support team supplement this with integrated and embedded support processes for the 20% identified with learning needs. The student wellbeing team provide 'on-the-shoulder' coaching support to teachers and ensure that all appropriate internal and external resources are accessed to address the specific needs of our students.</p> <p>Low level adjustment funding was used to provide programs and staff to assist identified student in the learning space.</p>

Student information

Student enrolment profile

Students	Enrolments	
	2019	2020
Boys	168	186
Girls	147	178

Student attendance profile

School				
Year	2017	2018	2019	2020
K			94.9	88.4
1			93.9	91.9
2			96.5	92.7
3			96	92.9
4			94.5	95.5
5			95.1	92.4
6			93.3	94
7			95.1	94.1
8			91	95.6
9			91.3	91.5
10			86.3	91.2
11				90.2
All Years			93.8	93
State DoE				
Year	2017	2018	2019	2020
K			93.1	92.4
1			92.7	91.7
2			93	92
3			93	92.1
4			92.9	92
5			92.8	92
6			92.1	91.8
7			91.2	92.1
8			88.6	90.1
9			87.2	89
10			85.5	87.7
11				88.2
All Years			91.4	91.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	N/A
Employment	4	3	N/A
TAFE entry	4	14	N/A
University Entry	N/A	N/A	N/A
Other	4	0	N/A
Unknown	0	0	N/A

The school did not have a Year 12 cohort in 2020.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Lindfield Learning Village undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Lindfield Learning Village expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	10.8
Classroom Teacher(s)	19.92
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Administration and Support Staff	7.35
Other Positions	0.6

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	25,976
Revenue	6,819,920
Appropriation	6,548,166
Sale of Goods and Services	164
Grants and contributions	271,368
Investment income	222
Expenses	-6,487,202
Employee related	-5,681,962
Operating expenses	-805,240
Surplus / deficit for the year	332,718
Closing Balance	358,693

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	38,559
Equity Total	122,484
Equity - Aboriginal	2,858
Equity - Socio-economic	1,780
Equity - Language	41,890
Equity - Disability	75,956
Base Total	5,634,585
Base - Per Capita	75,759
Base - Location	0
Base - Other	5,558,826
Other Total	232,137
Grand Total	6,027,764

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

97.3% of parents indicate that they are either satisfied, highly satisfied or extremely satisfied with the school.

Parents regularly engage with the school through a variety of formal and informal forums. In order to maintain a strong sense of community throughout the period of the COVID-19 pandemic in 2020, the school engaged in regular zoom meetings with parents and conducted surveys, focus groups and empathy interviews to ensure that the school remained responsive to the needs of students and their families.

The school enjoys a strong relationship with the P&C (Friends of the Village - FOTV). In 2020 the FOTV partnered with the school on a number of initiatives including:

Sustainability Learning Area

Continued evolution of the multiform uniform

New Families program Staff Selection Panels

OSCH tender panel

Mask Making Sewing Bee and Community Donation Drive

LLV's "Parent University"

Comments from the parent community:

"My children have attended LLV from its first day. LLV has exceeded my hopes and dreams for the educational opportunities that it has provided for each of my children, which has met their individual needs, strengths and interests. I am very grateful that my children are part of a school which utilises recent worldwide research and embeds this in their teaching pedagogy."

"If based only on our children's mental well-being and eagerness to go to school Lindfield Learning Village is doing a wonderful job in nurturing their curiosity and willingness to learn. I've been very happy with the responsiveness to questions put to our pod teachers, office staff have also been very helpful, overall this school has been awesome for our family! Also very happy with the insight into daily class life via seasaw, and end of term 1 report."

"We love how confident and empowered our girls are in themselves and their education. The step change in our year 9s reduced anxiety and improved school work is huge. Her maths confidence and performance has gone from very low to now being recommended for HSC advanced maths and her love of school is obvious."

"I feel strongly that all children should have access to the type of education and learning environment the students of LLV are fortunate to have."

"I love the concept of multi disciplinary learning and that this term in stage 4 identity has been covered through out all learning subjects."

"I love the communication between parents and staff and how messages/strategies are sent out to all staff so everyone is on board."

"I trust the wisdom and compassion of the teachers"

Areas for improvement:

"Since it's a new way of learning, as parents our awareness on methods used in school are low. Therefore often we feel as we are in the dark with regard to children's progress and how to support them. More communication and awareness is highly appreciated."

"Overall we are very happy with the teaching staff, the thought and effort that goes into the teaching of our children. However I wonder if the school is giving up some of its initial ideals / principles due to external pressures- be it from the MOE or the parents who are nervous about their kids academic performance. To be truly innovative one can't please everyone. I am hopeful that you will be allowed to keep true to your mission of delivering a truly different - more meaningful engaging and inspiring - way of learning. And not be forced into the conformity of uniforms, standardised testing, homework and ticking academic indicators."

"It would be great to see more transparency and sharing of the successes and failures from LLV leadership, staff and

students. Of particular interest given then design thinking approach is the learning and sharing of failure. Knowing that failing early often and fast bring great clarity in the design thinking approach. "

"The one thing the school has not yet nailed is communication. It is getting better but still too last minute and a bit inconsistent. "

"Looking forward to some music programs for younger years and possibly a yr 3 instrumental program

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.