

Strategic Improvement Plan 2021-2024

Lindfield Learning Village 4658



LINDFIELD LEARNING VILLAGE

COLLABORATE ◦ THRIVE ◦ INSPIRE

School vision and context

School vision statement

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 (LLV) is an innovative new K-12 school which opened in Term 1, 2019 in the former UTS building on Sydney's north shore. The school is currently in a period of rapid growth and is undergoing a staged building process. The school will have capacity for a potential enrolment of 2000 students by 2022.

The school's staffing entitlement in 2020 was 39.8 teaching staff and 7.3 non-teaching staff. The school employs a Business Manager and supplements additional leadership and SASS positions from school funds. The addition of a site manager role has been approved for 2021 and will be added to the school's staffing entitlement. The school senior executive is stable having been in these positions since the school's inception. Staff numbers have grown rapidly in response to increases in student enrolment. This trend is expected to continue in the next four years. The school has approval for full merit selection to appoint new staff.

LLV is considered a flagship school for NSW Public Education (*Deloitte Business case 2019*), implementing a new educational model which includes stage-not-age progression and student-directed, transdisciplinary learning. Human-centred learning design supports individual, personal pathways for every student. All teachers are required to work in a collaborative co-teaching environment and to engage in researching their own practice.

The school is involved in the Hub school partnership program with Macquarie University. As part of this partnership the school is working with University academics on a collaborative practice project which will benefit a broad audience.

The school's situational analysis involved detailed data analysis, parent focus groups, surveys, empathy interviews, consultation with Northern Sydney AECG and staff evaluations. The school vision and initiatives in this planning cycle have emerged from this process and are in response to in the following aspects of our context:

Quality innovative learning design K-12

Development of the educational model will be an ongoing focus for the school and will determine school priorities and actions for the 2021 -2024 School Improvement Plan. Each aspect of the model will continually emerge and develop. Prototypes will be tested and revised. Initial focus needs to be on the mastery of key pedagogical modes, high quality differentiation and high impact teaching strategies, building teacher capacity to provide in-class support for students with a variety of learning needs.

Ongoing school building will have a significant impact for the period of the planning cycle. Additional executive staff (school funded) will be required to support this process. The school will prioritise communication, connection and engagement with the wider community to ensure and community confidence in public education is high.

A school catchment area will be in place from 2022. Ongoing enrolment and recruitment to grow the school to capacity will impact the school for the next four years. The school will focus on ensuring that our school infrastructure meets the needs of a growing population

School vision statement

School context

and enables future-focused learning and teaching.

The school's focus on embedding learning characteristics and transdisciplinary learning experiences aims to ensure that all young people finish school well prepared for higher education, training and work. The school will continue to focus on increasing the breadth of choices available to Stage 6 students by increasing the number of staff qualified to deliver school-based VET courses. There will be a focus on Higher School Certificate data analysis from 2022 to develop both individual and group support programs.

Focus on literacy and numeracy development

In the absence of baseline data, the school's reading and numeracy targets are based on 'like-school' data. A focus on deeply embedding literacy and numeracy strategies in the design and delivery of the pedagogical model will ensure that balance between depth and breadth of learning and to ensure that all students have confidence in their ability to learn, adapt and be responsible citizens. The school is involved in the Primary Maths Specialist Initiative (PMSI) to assist in developing expertise in the teaching of maths in Primary staff teams.

Shaping and growing an adaptive culture of optimism and improvement

School culture development is critical to the school building process and the scaling of the model. Significant investment needs to be made in professional learning on growing a consistent, positive, proactive and productive school culture. Staff involvement in carefully curated professional learning programs will significantly inform school improvement planning.

The school seeks to establish a culture which builds relationships based on transparency, honesty and mutual respect, where all members of the school community support each other and where we respect others' expertise, experience and points of view, and listen with an open mind.

Being an active voice in future focused education and growing positive, proactive learning partnerships with parents and the wider community

Parents and community are strongly connected and engaged with the development of the school. Parent feedback is very positive on student learning, wellbeing and staff quality. Parent involvement in events and learning celebrations has been influential in building confidence and trust in the parent community with regard to the school.

The P&C have established a strong executive leadership team who are working collaboratively with the school. Parents also offer specific expertise to learning programs in a variety of ways throughout the year.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students achieve strong growth in their learning and learning characteristics through the consistent implementation of high impact pedagogical modes, teaching strategies and the seamless integration of wellbeing, literacy, numeracy and learning support strategies. Focused professional learning will aim to build leadership capacity and provide coaching and support to ensure consistency of practice across K-12. The implementation of new online platforms and ongoing development of the design of the Canvas learning management system will provide critical data collections systems to measure student growth and attainment.

Improvement measures

Target year: 2022

- The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy increases from the like-schools baseline by 9%
- The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading increases from the like-schools baseline by 6%

Target year: 2022

- The proportion of Year 7 and Year 9 students achieving in the top two bands in NAPLAN Numeracy increases from the like-schools baseline by 15%
- The proportion of Year 7 and Year 9 students achieving in the top two bands in NAPLAN Reading increases from the like-schools baseline by 4%

Target year: 2024

At least 75% of students are able to substantially answer unscripted questions from teacher or parent participants at a public expo of learning (Mountaintop event or student-led conference)

Target year: 2023

Initiatives

Strategic focus on high quality 'next practice' initiatives in Literacy and Numeracy

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Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- Engage the entire learning community in a focus on literacy through annual literacy/numeracy focus area (eg: 2021 is 'The Year of the Storyteller' at LLV).
- High impact professional learning on the use and application of available data sources for measuring progress in reading and writing (PAT testing, literacy and numeracy progressions, SENA testing, check-in assessment, internal assessment data, student self-assessment and goal setting).
- Implement specific leadership roles for 'on the shoulder coaching' and in-class support to build teacher capabilities and consistent, high quality collaborative, responsive teaching practice.
- Collaboratively design and implement innovative, high impact, whole school literacy and numeracy strategies which: reflect new school initiatives and transdisciplinary unit approaches, explicitly address system-negotiated school targets and build on current practice to support student learning and engagement. Strategies will include specific support for Aboriginal students and students with low-level disabilities to ensure that they meet expected growth targets.
- Release of teacher (0.5FTE) to engage in Northern Sydney area PMSI Maths project providing specialist professional learning and a community of practice to embed best practice models of teaching maths in stages 3 and 4.
- Ongoing prototyping of learning design to support students in building deep knowledge in mathematics and the embedding of numeracy skills in transdisciplinary units and Beyond projects.
- School-funded teacher role to support initiatives in

Success criteria for this strategic direction

Strategic focus on high quality 'next practice' initiatives in Literacy and Numeracy

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- Most students achieve in the top two bands for NAPLAN reading, writing and numeracy
- The school's value-add trend is positive.
- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Quality, Innovative Learning Design

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase by a minimum of 2% per year the proportion of students achieving in the top 3 bands for HSC from baseline data in 2021.

Target year: 2022

Increase by a minimum of 2% per year the proportion of Aboriginal students achieving results in the top 3 bands for NAPLAN from baseline data in 2021.

Target year: 2023

Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to 2% above 2021 baseline data

Target year: 2023

- Improvement in the 'like-school' baseline estimate percentage of Year 5 students achieving expected growth in NAPLAN Numeracy by at least 2% per year above the lower bound system-negotiated target.
- Improvement in the 'like-school' baseline estimate percentage of Year 5 students achieving expected growth in NAPLAN Reading to at least 2% per year above the lower bound system-negotiated target.

Target year: 2023

- Improvement in the 'like-school' baseline estimate percentage of Year 9 students achieving expected growth in NAPLAN Numeracy to at least 2% per year above the lower bound system-negotiated target.
- Improvement in the 'like-school' baseline estimate percentage of Year 9 students achieving expected growth in NAPLAN Reading to at least 2% per year above the lower bound system-negotiated target.

Initiatives

both numeracy and literacy to build the capacity of staff to collect, analyse and use meaningful data to inform teaching and learning in mathematics.

2) Quality, innovative learning design K-12

Quality, Innovative Learning Design

Ensure that evidence-based innovative classroom practices support the development of knowledge and skills in students required for them to thrive.

- 'What Works Best' and Human-Centred Design Thinking underpin lesson planning. International best practice research is referenced in planning high quality, differentiated individualised learning opportunities
- Engage an Instructional Leader to work with teachers in developing capacity to author differentiated, evidence-informed programs and to analyse student data to inform future planning
- Strategies for new metrics to be developed to gather evidence for the impact of the school's educational model.
- Increase curriculum offering, staff expertise, data quality and full utilisation of the unique facilities available at LLV for stage 6 students.
- Development of "Learning Characteristics routines" to support the consistent embedding of routines into assessment and learning design.

Success criteria for this strategic direction

- Students can identify and articulate their learning characteristics and these are embedded in pedagogy and assessment using the established rubrics reliably and consistently.
- Explicit systems are in place to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- The school trials innovative practices and has processes in place to evaluate, refine and scale success.
- Technology that supports learning is available and expertly integrated into lessons by teachers.

Evaluation plan for this strategic direction

Strategic focus on high quality 'next practice' initiatives in Literacy and Numeracy

Question: Do effective whole school literacy and numeracy strategies embedded in transdisciplinary learning design improve student performance?

Data sources:

- PAT standardised assessments
- Benchmark reading levels
- Check in assessments
- SENA assessment
- Internal assessment data triangulated with external data via Octopus
- MathsSpace data
- Focus and survey data from students, teachers and community

Analysis: Regular review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures. Regular Executive team and whole school reflection sessions (via huddle

Evaluation plan for this strategic direction

meetings).

Implication: Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student progress towards literacy and numeracy goals.

Quality, Innovative Learning Design

Question: How effectively is the design of learning meeting the needs of every individual at the school? What initiatives impact student development in the key learning characteristics, create student agency in learning and build skills in working collaboratively?

Data sources: We will use a combination of data sources. These will include:

- Teacher validated student self-assessment against learning characteristics
- Teacher observation and focus groups
- Student and parent surveys on wellbeing
- Learning Guide data collated via Sentral
- Student expos / learning celebration mountaintops

Analysis: Data is analysed and triangulated regularly via the Octopus BI dashboard to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous data analysis will guide ongoing iterations of each aspect of the implementation plan and will inform future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Shaping and growing an adaptive culture of optimism and improvement

Purpose

Our purpose is to strategically develop outstanding resources to support the ongoing growth of an adaptive school culture in order for students to learn the skills, attitudes and characteristics to thrive at every level of their growth and development.

High quality professional learning, staff induction, community collaboration, the development of new metrics to measure growth and the strategic use of resources will contribute to ongoing success in this priority area.

Improvement measures

Target year: 2022

Increase % of students attending greater than 90% of the time from 75.1% to align with network rate of 82.2%

Target year: 2024

Increase by a minimum of 5% per year the proportion of students reporting a positive sense of belonging, expectations for success and advocacy at school from TTFM baseline data in 2021.

Initiatives

Strategic support for change and growth

Strategic support for change and growth

The school's situational analysis indicated a need to increase leadership capacity and support for the period of rapid school growth through high impact professional learning and strategic resource allocation.

- Embedding of clear processes and governance structures to support teacher wellbeing, staff induction and professional learning directly linked to the consistent delivery of high impact teaching strategies. This includes provision of additional school-funded positions in leadership and SASS, specific leadership portfolios, coaching, co-teaching and observation.
- Provision of professional learning in building and sustaining a positive, adaptive culture of optimism at all levels to create the conditions and culture that support meaningful teacher collaboration for highly effective learning. External coaching (AMICUS) will support this process through targeted staff group coaching using the Team management profile (TMP), Opportunities and Obstacles profile and Window of Work Values profile.

Embedding a consistent K-12 approach to Wellbeing for deep engagement and connection

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- Embed consistent wellbeing processes to enable students to be emotionally, behaviourally and intellectually engaged at school for the best outcomes. This includes Collaborative, Proactive Solutions (CPS) and the 'Strengths, Weaknesses, Adjustments and Teaching (SWAT) process.
- Ongoing iteration of the Learning Guide role to foster positive relationships and support students' sense of belonging and connection to school.

Success criteria for this strategic direction

Strategic support for change and growth

Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Teachers and leaders collect meaningful data from all stages of the learning process. They gather both qualitative and quantitative data, using consistent, rigorous and ethical data collection methods. Teachers engage in regular collaborative analysis of data with colleagues.

Embedding a consistent K-12 approach to Wellbeing for deep engagement and connection

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Students demonstrate increased understanding of key self management, safety and resilience skills and apply these consistently and effectively.

All staff have and continue to embed Collaborative Proactive Solutions (CPS) approach in their teaching and learning at LLV.

All students articulate, understand and achieve their individual learning goals.

Strategic Direction 2: Shaping and growing an adaptive culture of optimism and improvement

Initiatives

- Utilise leadership positions in wellbeing to provide strategic proactive support for specific student cohorts including Aboriginal students and students with low-level disabilities.
 - Engage relevant resource services and utilise external providers (eg: Raise mentoring program) to provide personalised support for identified students or groups.
 - Continued development of school initiatives such as a student leadership credential, micro-credentialing for 'Deep learning' initiative, 'Beyond' program to support wellbeing and the explicit teaching and assessment of learning characteristics through the development of Learning Characteristics routines aligned with rubrics.
 - Clear and consistent application of the 'Collaborative and Proactive Solutions' (CPS) approach to develop a positive culture of optimism at LLV. Staff will know how to access tools to support CPS conversations and gain increased confidence in their ability to manage challenging student behaviour.
 - High impact professional learning to support staff in developing a K-12 Wellbeing scope and sequence and related modules. This scope and sequence will specifically address the way that students experience wellbeing differently at different stages of their schooling.
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Evaluation plan for this strategic direction

1) Strategic support for change and growth

Question: How effective are the school's professional learning and management strategies in building leadership capacity and managing change through a period of rapid school growth?

Data sources:

- TMP data, Opportunities Obstacles QO2 scores
- Scout data - human resources
- Staff surveys
- Parent satisfaction surveys

Analysis:

- External coach will collate data on Activity and Engagement, staff satisfaction, behaviour, agency and impact.

- Data derived from research support from university partners

Implications:

- Data will regularly inform the pathway to the end state which will be defined by the capacity of teachers to act purposefully and constructively to direct their professional growth and contribute to the growth of their colleagues.

2) Embedding a consistent K-12 approach to Wellbeing for deep engagement and connection

Question: What strategies are most effective in enabling the creation of a sense of belonging and connection for every student?

Data sources:

- TTFM data

Strategic Direction 2: Shaping and growing an adaptive culture of optimism and improvement

Evaluation plan for this strategic direction

- Sentral Wellbeing data (Learning Guide Check in, Wellbeing Observations)
- Student Evaluations and feedback
- Canvas Course data (Student engagement frequency and depth data from Micro-credentialing Canvas page)
- Octopus 'My Learning Journey' goal setting data

Analysis will be embedded in the initiatives through progress and implementation monitoring including regular review. Annually the school will review progress towards the improvement measures

Implications: Findings of analysis will inform further planning to inform next best practice and proactively address the needs of future cohorts.

Strategic Direction 3: Being an active voice in future focused education and grow positive, proactive learning partnerships with parents and the wider community

Purpose

The goal for Lindfield Learning Village is to deeply engage in meaningful, collaborative learning partnerships with parents, the local community, business and Universities as well as educators locally and internationally. These connections will build relevance and engagement as well as creating networks and connections for students as they pursue their learning goals in an authentic context.

Improvement measures

Target year: 2024

Minimum of 75% of parents rate their overall satisfaction with the school as satisfactory or higher

Target year: 2024

5% increase in students engaging in learning opportunities with the wider community each year

Initiatives

Ongoing development of deep authentic learning collaboration with parents

Ongoing development of deep authentic learning collaboration with parents and the wider community through:

- the development and delivery of 'Parent University' courses via CANVAS to actively engage parents in understanding best practice, innovative teaching and learning in order to best support their child's learning.

- increased engagement with the Octopus and CANVAS platforms by parents to access information to support student learning

- the development of authentic partnerships with parent and community experts for specific projects and learning initiatives.

Increase stakeholder engagement to improve student learning outcomes and opportunities

- Implement the "Collaborative Teaching initiative" in partnership with academics from Macquarie University through the Hub school program to provide both professional learning opportunities and to facilitate the ongoing development of co-teaching and pedagogy initiatives.
- Engage proactively with Macquarie University partners to develop Careers and Futures learning pathways for students

Success criteria for this strategic direction

Be an active voice in future focused education and grow positive, proactive learning partnerships with parents and the wider community.

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Teachers are able to access to relevant and useful professional learning in data use, including the opportunity to work with professional learning communities.

Evaluation plan for this strategic direction

Be an active voice in future focused education and grow positive, proactive learning partnerships with parents and the wider community.

Question: How might we influence growth and change at a system level by engaging and leveraging the expertise of our wider community to improve student learning outcomes? What are the conditions that enable or constrain collaborative practice?

Data sources:

- Stakeholder usage and engagement data from CANVAS

Evaluation plan for this strategic direction

-Engagement data and feedback from CANVAS Parent university courses

- Feedback survey data from professional learning days facilitated by the school for other educators

- Focus group data, parent surveys

Data from Macquarie University collaborative teaching research project

Analysis:

- Leadership team review of data each term in order to make appropriate adjustments in response to need

Implications:

- Educating the wider education community and informing the process of engaging meaningfully and productively with other DoE schools.