



# Parent Handbook



**LINDFIELD LEARNING VILLAGE**  
COLLABORATE • THRIVE • INSPIRE



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## *WELCOME TO OUR VILLAGE*

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### **OUR STORY**

Lindfield Learning Village is a public school in New South Wales, Australia. Established in 2019, we are a comprehensive, co-educational school for students of all ability levels from Kindergarten to Year 12. Our innovative educational model is designed to create independent, resilient learners who possess the learning dispositions required for success in their life within and beyond school.

### *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.

### *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 and 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.

### *To make school better for every student every day.*

At the Village we question everything as we strive to be better. We will not do what we've always done because we know that will result in what we've always got. We want every day to be better and we will relentlessly pursue the individual in order to meet them where they are at any given moment on any given day.

### *Horizon Vision*

To create a school which changes the educational landscape and influences global educational thinking

### *Educational Model*

A flexible school environment conducive to individualised learning is an integral part of our new educational model. Replacing the traditional classroom, LLV's open-plan design features a series of flexible, open learning spaces. Our students can move around, and furniture can be arranged in different ways to enable students to work together in smaller and larger groups as needed. Our school draws on concepts from Futurist David Thornburg who identifies three archetypal learning spaces – the campfire, cave, and watering hole – that schools can use as physical spaces and virtual spaces for student learning. Our approach is designed to create independent, resilient learners who possess the learning dispositions required for success in their life within and beyond school.

### **LLV's VISION AND VALUES**

LLV HAS SIX VALUES WHICH UNDERPIN OUR CULTURE, SHAPE OUR MINDSET AND DIRECT OUR ACTIONS AND INTENTIONS:

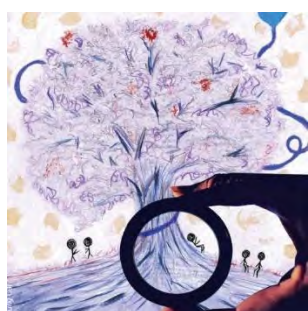
- HOLD LIGHTLY, TREAD LIGHTLY
- BE THE CHANGE YOU SEEK
- BE CURIOUS AND MORE CURIOUS
- BE RADICALLY CANDID, EXPECT RADICAL CANDOUR
- BE PLAYFUL, CREATIVE AND BRAVE
- ASSUME BEST INTENT, BE OPTIMISTIC



## LLV's CORE VISIONS AND VALUES

At Lindfield Learning Village we question everything as we strive to be better. We will not do what we've always done because we know that will result in what we've always got. We want every day to be better and we will relentlessly pursue the individual in order to meet them where they are at any given moment on any given day.

### Hold lightly, tread lightly



Nothing we do is too precious to be questioned. Our ideas, our people, our culture are too precious not to tread lightly. We don't hang on to anything that has lost its usefulness. We need forward facing momentum which requires constant reflection and iteration for ongoing improvement.

### Be curious and curiouser



We seek knowledge first before understanding. We notice and respond to seek insight for continuous learning, growth and improvement. We are curious not furious and we actively seek a better understanding of ourselves, others and our world. We are open to offers from others and have a "Yes, and..." approach to collaboration. We notice, we are curious and we act.

### Be the change you seek



We use our agency to take initiative, bring new ideas and iterate for continual improvement. We take responsibility for change; we don't sit back and wait for it to happen or pass it on to someone else to do for us. We do hard things and make difficult decisions. We don't ignore, accept or walk away from that which we know can be done better. We are inherently reflective and responsive.



### Be radically candid, expect radical candour



We are open to learning every day and practise intellectual humility. We develop our emotional intelligence to understand our impact so we can grow our impact. We seek feedback and give feedback in a community of trust and compassion. We care personally and challenge directly to ensure that feedback is frequent, kind, clear, specific and sincere. We believe that asking for feedback is the best way to create a safe environment of trust for personal and collective growth. We don't let discomfort stop us from sharing what is working and what could be better.

### Be playful, creative and brave



We fail fast and fail often as we explore wicked problems and shape practice by continually challenging our thinking. We push boundaries, break stereotypes and play with possibilities. We build next practice by creating a comprehensive, research-based tool kit drawing on our collective knowledge and experience, enabling us to create something better. We believe that the answer is "in the room". We share ideas and resources and we value the expertise of our colleagues and peers.

### Assume best intent, be optimistic



We believe that everyone acts with the best intent and is doing the best that they can every day. In our daily interactions, we value fact over fiction and seek to grow ourselves and others by ensuring that positive relationships are at the heart of our Village culture. We personally care and care personally. We believe that everyone can learn in an environment of collaboration, safety and support. We don't underestimate the capacity of our students, we are open to offers and we practise a "Yes, and..." approach to collaborative practice. We acknowledge that our work is important and we support each other to be our best. We notice what is not being said and enable all voices.



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## COMMUNICATION

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### USING THIS HANDBOOK

This handbook contains links to external websites or apps that will help you navigate your child's learning. To be able to use them, please access the soft copy of this handbook on the school website at:

[https://lindfieldlearningvillage.schools.nsw.gov.au/parent/parent\\_handbook.html](https://lindfieldlearningvillage.schools.nsw.gov.au/parent/parent_handbook.html)

### GETTING IN CONTACT WITH THE SCHOOL

If you would like to talk to a member (or members) of staff with a concern you have relating to your child, please phone the school on **9415 8006**.

***Email is recommended for less urgent matters.***

Please email the school at [lindfieldlearningvillage@det.nsw.edu.au](mailto:lindfieldlearningvillage@det.nsw.edu.au) and include the name of the teacher or the position held by the teacher you wish to speak to, with your child's name and year group, and a contact phone number in your message.

*Note: Teachers are unavailable to receive calls when teaching. Please be ready to leave your name and phone number with the school office so they can return your call.*

You will receive a detailed list at the beginning of each school year on who the best people are to contact for student learning and wellbeing needs.





## TERM DATES

2025 School Year	First Day for Students	Last Day for Students
Term 1	Thursday 6th of February	Friday 11th of April
Term 2	Wednesday 30th of April	Friday 4th of July
Term 3	Tuesday 22nd of July	Friday 26th of September
Term 4	Tuesday 14th of October	Friday 19th of December

## A TYPICAL DAY AT LLV

### Primary

Primary students start with their Beyond teachers and then move through Word Play, Number Play, Questigations and Quest (transdisciplinary). Primary shares in the **same break times as Secondary**. The primary school day is shorter by 20 minutes **starting at 9am** and **ending at 3pm**. During the times below where it indicates a session, students rotate through a variety of learning activities including PDHPE, art, music, languages, history and geography.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00- 9.30	Beyond	Beyond	Beyond	Beyond	Beyond
9.30-10.30	Community on Country	Questigations	Questigations	Questigations	Questigations
10.10 - 11.30	Word Play	Word Play	Word Play	Word Play	Session 2
11.30 - 12.00	Kit-Kat	Kit-Kat	Kit-Kat	Kit-Kat	Kit-Kat
12.00 - 1.20	Number Play	Number Play	Number Play	Number Play	Session 3
1.20- 1.50	Picnic	Picnic	Picnic	Picnic	Picnic
1.50 - 3.00	Session 4	Session 4	Session 4	Session 4	Session 4



## Secondary

The secondary school operates on a 10-day timetable. A typical week for Year 7 to 12 is:

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Before School</b>	Extension classes for specific subject areas				
<b>8.50 - 10.10</b>	Session 1	Session 1	Session 1	Session 1	Session 1
<b>10.10 - 11.30</b>	Session 2	Session 2	Session 2	Session 2	Session 2
<b>11.30 - 12.00</b>	Kit-Kat	Kit-Kat	Kit-Kat	Kit-Kat	Kit-Kat
<b>12.00 - 1.20</b>	Session 3	Session 3	Session 3	Session 3	Session 3
<b>1.20- 1.50</b>	Picnic	Picnic	Picnic	Picnic	Picnic
<b>1.50 - 3.10</b>	Session 4	Sport	Session 4	Session 4	Session 4
<b>After School</b>	Extension classes for specific subject areas				



## ONLINE COMMUNICATION AND LEARNING PLATFORMS

You can find the links to all these platforms and apps on the Parent/Carer IT Guide on the school website at:

[https://lindfieldlearningvillage.schools.nsw.gov.au/parent/computers\\_byod\\_it\\_llv.html](https://lindfieldlearningvillage.schools.nsw.gov.au/parent/computers_byod_it_llv.html)

### Sentral

<https://llv.sentral.com.au/portal2/>

#### Sentral Parent Mobile App Information

Sentral is used for student timetabling, rolls and communications.

You can access Sentral via the Sentral Parent mobile app or through an Internet browser on a computer or mobile device.



### School Bytes

<https://portal.schoolbytes.education/auth/login>

#### Apple App

#### Android App

School Bytes manages forms, activities, school payments and communications.

You can access the School Bytes parent portal through the link above or through the app.



### Canvas- Years 3 - 12

<https://llv.instructure.com>

#### Apple Parent App

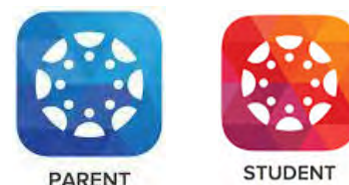
#### Android Parent App

#### LLV Canvas Parent User Guide (PDF 5.7 mb)

Parents and carers of students in Stages 2 to 6 can see the classwork and activities set by their educators in **Canvas** through their parent observer account.

To log in for the first time, go to the above link and set up a password using 'Forgot Password'.

Your login will be your personal email address submitted in your student's enrolment.



### Octopus

LLV tracks learning outcomes through live and continuous reporting. We use **Octopus** to display student progress in Stages 2 and up.

To access Octopus, go to **Canvas** and then any course that your child is studying. On the left-hand menu, you will see **Octopus**. This will take you straight to Octopus, no additional login is necessary.

### Seesaw - Years K - 2

<https://app.seesaw.me/#/login>

#### Apple App

#### Android App

Students in Kindy and Stage 1 submit most of their work via **Seesaw**.

You can view your child's work and learning outcomes via **Seesaw**. You can also view and comment on newsfeed style updates for your child's class.

A QR code is sent to parents and carers from their child's learning guide for access.

This happens several weeks into the first term, or after your child has attended class if starting during the year.



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## ATTENDANCE AND GENERAL INFORMATION

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### SCHOOL ATTENDANCE PROCEDURES

It is a legal requirement that the school receives a written explanation from a parent/carer for all absences, late arrivals and early departures.

The following information is a guide for parents and students to explain the school's attendance procedures.

To explain a student's whole day absence or late arrival, please do not telephone the school. Use ONE of the following written methods:

- **SENTRAL PARENT PORTAL** (our preferred method)  
Notifying the school via the portal, that notification goes directly on to your child's attendance record. This means there is less margin for error, and you can be assured that the school has received your notification. On the Parent portal, you can notify of an absence or explain an absence. To do this:
  - Follow the Sentral link and login <https://ilv.sentral.com.au/auth/portal>
  - Go to absences in the menu
  - Click on the green button 'submit a future absences request'
- **EMAIL THE SCHOOL:** you can email [ilv.studentattendance@det.nsw.edu.au](mailto:ilv.studentattendance@det.nsw.edu.au), include in this email the Student's Full Name, Year, Date and Reason for the absence, leave or late arrival.
- **REPLY TO ATTENDANCE SMS :** reply to the absence notification SMS you receive from the school.

### Late Arrival Procedure

ALL students arriving LATE to school must go to Student Services on Level 4

- Primary students present at the counter to be signed in by Mabelle or Katy.
- Secondary students are asked to use their Student ID card sign in.

### A student is late when:

- Primary students: they arrive after 9am, this is the official start time of school.
- Secondary students: they arrive after 8.50am, this is the official start time of school and session 1 begins. This includes all senior students who's timetabled Before School class is cancelled.

### EXTENDED LEAVE APPLICATIONS

Parents must complete an application form for leave of 5 days or more and submit it to the Principal. You can find the form on the school website at <https://lindfieldlearningvillage.schools.nsw.gov.au/parent/attendance-and-leave.html>

### FLEXIBLE TIMETABLE PROTOCOLS STAGE 6

Stage 6 students are given the opportunity to arrive late to school when they have a study session in Session 1 or leave school early if they have a study session in Session 4. This will start in Week 5 of Term 1 of Year 11 OR when directed by the Deputy Principal. Students must sign in and out at Student Services on Level 4 when they arrive late or leave early on their flexible timetable.

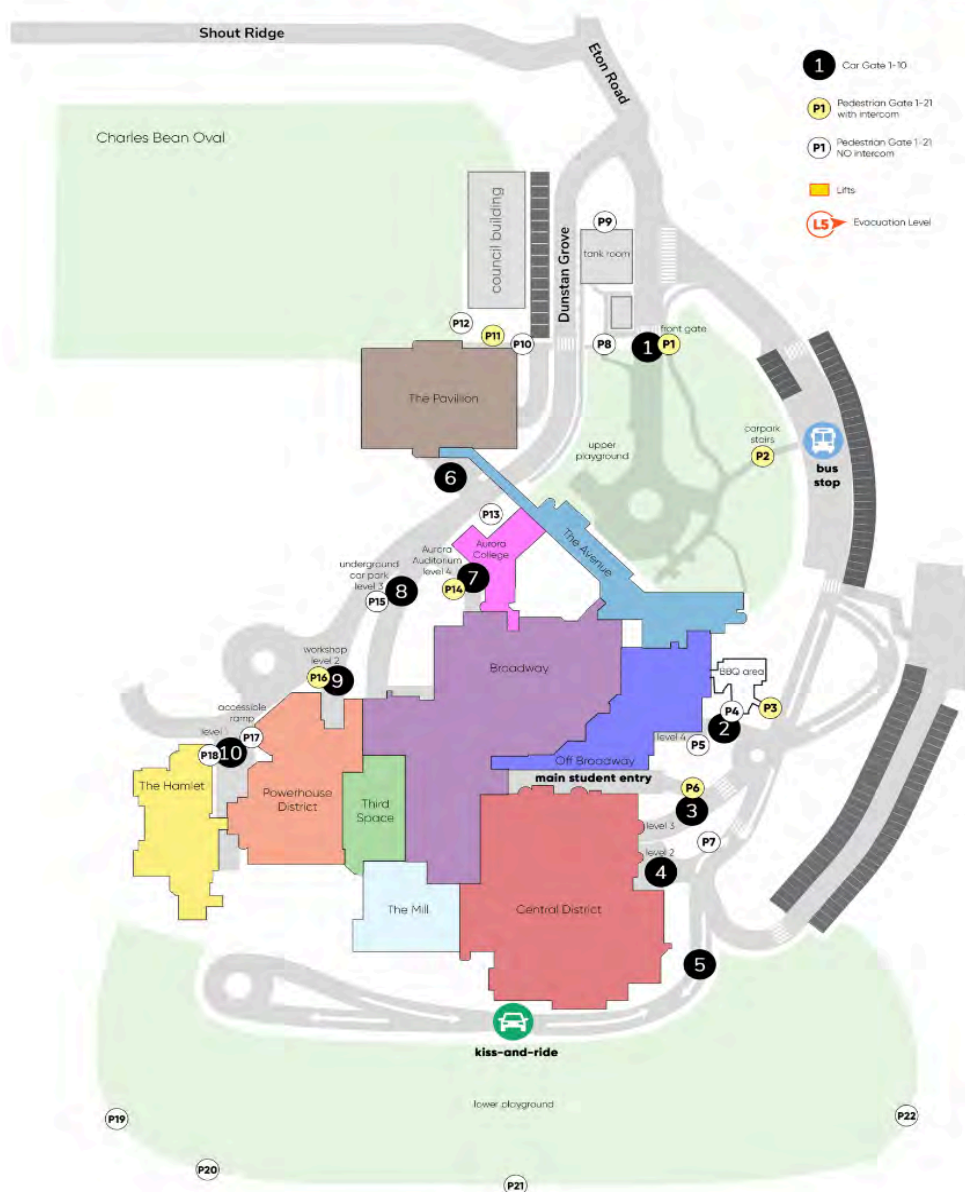




## TRANSPORT TO AND FROM LLV

# LLV Transport & Drop-off

2022



## PUBLIC TRANSPORT INFORMATION

Bus Route 565 is the only bus route which services Lindfield Learning Village. This bus route also travels via Chatswood, Roseville, and Lindfield train stations.

### Useful links

- [SCHOOL BUS TIMETABLE 2022](#)
- [TRAVEL ACCESS GUIDE 2022](#)
- [OPAL CARD INFORMATION AND APPLICATIONS](#)
- [PUBLIC TRANSPORT CODE OF CONDUCT](#)



## CARPPOOLING AT LLV

Did you know carpooling two return trips to/from LLV on average could save 2.24L of fuel, prevent 5.16kg of CO<sub>2</sub> being produced and save \$3.94 in costs?

Get started with carpooling at LLV by following the guide [here](#).

Parents will be matched with other families based on their home address, student ages, and days available to car share.

Given the requirements for car seats for our younger students, we are initially launching the carpool program for 3-6 Hub and above. If successful and there is growing demand, we hope to roll this out to our K-2 Hub in the future.

You can access the sign-up site here: <https://www.carpoolworld.com/llv.html>

## KISS AND RIDE

Primary students (and siblings) can be dropped off and collected through Kiss & Ride.

1. To use the Kiss and Ride zone please register your car licence by submitting the Kiss and Ride form located on the School Bytes parent portal.
2. Access Kiss and Ride follow the road down to the Gate 5 entry. Follow the road through the roundabout to the parking bays.
3. Drive as far along as possible through the parking bays and park inside the marked areas. This allows for a safe flow of cars and minimises cars speeding up the outside lane.
4. Gate 5 is opened in the morning at 8:30 am and closes at 8:55 am. This is to allow students and teachers to get to class on time.
5. Gate 5 is opened at 2:55 pm and closes at 3:15 pm. Students who have not been collected are walked up to Parent Reception. If you are arriving after 3:15 pm you need to park in the lower car park and walk up to parent reception.
6. The entire campus, from the boom gate at the top, *has a speed limit of 10 km/h at all times*. This includes through the bus loop, after you drop off your child, in the lower car park and especially if you are running late.
7. If you arrive outside of Kiss & Ride timings, you need to park your car in the lower car park and walk up to Pedestrian Gate P6.

*NOTE: These Kiss & Ride zones operate under the same conditions as 'no parking' zones, which means you may stop to drop off or pick up children for a maximum of 2 minutes. You're required to remain in, or within 3 metres of, your vehicle.*

*Licence plate recognition technology is used to identify cars as you pass through Gate 5. Leave 5 metres between the car in front so that the camera has line of sight to your number plate. A digital sign shows the child's name as you approach, and the supervising teacher also reads out names.*



## GETTING TO AND FROM SCHOOL SAFELY

As a parent or carer, it's your responsibility to get your child to and from school safely. Student safety is our priority.

Keep our school community safe by:

- driving and parking safely, even if it means parking further away and walking the rest of the way to school
- being a good role model
- never calling your child from across the road
- using the safest place to cross the road.

### Please Discuss with your Child Safety when:

- walking
- in the car
- waiting for, travelling on, and getting off the bus
- riding bikes, scooters and skateboards (including wearing helmets)

Also talk about and practise:

- safe travel routes
- plans for when unexpected things happen
- what to do in wet weather
- what they need to do when getting to school independently.

## SUBSIDISED SCHOOL TRAVEL

[Transport for NSW](#) provides subsidies to assist school students.

The School Student Transport Scheme provides eligible students with free or subsidised travel on public transport between home and school.

The School Drive Subsidy may help towards the costs of driving children to school if you live in an area where there is no public transport.

## DROP OFF AND PICK UP

- Primary - Drop off starts at 8:30am, pick up starts at 3:00pm
- Secondary - Drop off starts at 8:20am, pick up starts at 3:10pm

Please refrain from dropping your student/s at school earlier in the morning (unless for scheduled extra-curricular activities) as school grounds generally remain unsupervised before 8:20am.



## THEIRCARE

Lindfield Learning Village has partnered with TheirCare to provide quality out-of-school-hours ('OOSH') care, flexibility, and a commitment to deliver on our promise to your school community. TheirCare provides a stimulating and safe environment for all Primary children and an environment where children come and enjoy their time in their program. During sessions, children develop life skills, friendships, confidence, and creativity through play.

Operation Times		Fees*	Out of Pocket	Average <sup>^</sup>
Before School Care	7.00am – 8.40am	\$14.50	\$2.18 - \$14.50	\$5.37
After School Care	3:10pm - 6:00pm	\$18.50	\$2.78 - \$18.50	\$6.85
Late Booking Cancellation Fee	Within 48 hours	\$4.00	\$4.00	
Cancellation Fee	Same Day	Full Fee	See BSC/ASC	

**Service Phone Number: 0477 704 234** Your service coordinator will be available during session times. TheirCare support is available during office hours if required on 1300 072 410

### How to Enrol

Visit **TheirCare** website: [www.theircare.com.au](http://www.theircare.com.au) and click on 'Book Now' in the top right hand corner to register your child's details.

<sup>^</sup>Based on ABS published average family income for the suburb the school is located

## BITTER PEA: CAFE FEOH & MUNCH MONITOR

The Bitter Pea Cafe is open from 8:30am to 3:30pm, Monday to Friday and it is operated by Cafe Feoh.

The vision for The Bitter Pea is for it to be a welcoming cafe for our school, rather than a standard school canteen.

[Munch Monitor](#) is our online ordering system. You must place your order by 8am on the day you wish your student to receive it.

The menu will update regularly with new and delicious items, plus there will be many specials to entice you. Please log in to Munch Monitor to see more details on each menu item and the options available.

We ask for some parent/carer volunteers to help with the distribution of lunch orders during PICNIC (1:20-1:50pm).

Enjoy the delicious food and please support Cafe Feoh so it can continue to grow and thrive in our school!

### Registering for Munch Monitor:

1. Go to [www.munchmonitor.com](http://www.munchmonitor.com)
2. Click **REGISTER**
3. Enter
  - a. School ID: **lindfieldlearning**
  - b. Password: **munch2070**
4. Enter your email address
5. Enter the password you want
6. Review and tick the privacy policy
7. Click **Register**
8. Click on the **activation link** in the email that will be sent to you
9. Follow the prompts to create your **parent profile**
10. **Add students** to the account
11. Click on **Account Top-Up** to transfer money into the account.





## OPTIONAL SCHOOL MULTIFORM

We have an optional school multiform at Lindfield Learning Village. Students may choose to wear all, some, or none of the multiform items. If students choose not to wear our multiform items, then they may wear comfortable clothes of their choice.

Multiform items can be ordered from the Friends of the Village [website](#).

Life requires us to make choices according to different contexts and situations. Different settings and activities require different dress codes. Our vision allows for students to respond to these situations and make appropriate choices.

If students choose not to wear the multiform, please make sure that clothing choices are appropriate, comfortable and safe for all school activities.

Students will regularly have opportunities to visit our beautiful neighbouring Lane Cove National Park as part of their learning. Students will also frequently engage in learning activities including science experiments, cooking, and art (which can get messy!).

Therefore, to always ensure safety, footwear should be enclosed and flat. Shoulders, midriffs and short/skirt length should be safe in terms of sun safety and child protection. This means no spaghetti straps, no crop tops, no shorts shorter than fingertip length.



## MOBILE PHONE POLICY

LLV's Mobile Phone Policy has been introduced to support the wellbeing and safety of students and staff to ensure we all thrive in the learning environment and to meet the legislative requirements of the NSW Department of Education.

<p><b>What is the LLV phone policy and procedure?</b></p>	<p>Students' phones are turned off and in their bags or lockers for the duration of the school day whilst on school grounds (gate to gate).</p>
<p><b>How will the policy and procedure be implemented?</b></p>	<p><b>Incident 1:</b> When a teacher sees a mobile phone out, the teacher will have a curious conversation with the child. The child will be redirected and asked to turn their phone off and put it in their bag. A text message will be sent to parents/caregivers.</p> <p><b>Incident 2:</b> If your child is on a mobile phone after Incident 1, the teacher will have another curious conversation with them. Your child will be redirected and asked to turn their phone off and put it in their bag. A text message will be sent to parents/caregivers.</p> <p><b>Incident 3:</b> If your child is on a mobile phone after Incident 2, your child will take their phone to Student Services to hand in. They will collect a receipt to demonstrate that their phone is in the office. At the end of the day, they will pick their phone up. Student Services will send a text message to parents/caregivers informing them that their child's phone has been taken to the school office.</p> <p><b>Incident 4:</b> If your child is on a mobile phone after incident 3, your child takes their phone to Student Services to hand in. They will collect a receipt to demonstrate that their phone is in the office. A member of the school executive team will contact parents/caregivers to organise a parent meeting.</p>

<h3>Frequently Asked Questions</h3>	
<p><b>What if I need to contact my child?</b></p>	<p>You can contact the front office who will be able to help you communicate with your child.</p>
<p><b>How will I know if my child has been using their mobile phone at school?</b></p>	<p>A text message will be sent by the teacher/ staff informing you of the incident.</p>
<p><b>What if I need to pick my child up early?</b></p>	<p>You can contact the front office who will be able to communicate this with your child.</p>
<p><b>What if students need to use their phones for school work?</b></p>	<p>If this is the case, their teacher will provide them clear instructions around the use of their phones.</p>
<p><b>Where should my child's phone go during the day?</b></p>	<p>Phones should be turned off and stored in a student's bag or their locker.</p>



<b>Can students use headphones or earbuds any time during the school day?</b>	Students will be allowed to use headphones or earbuds on their computers during class only, at the direction of the teacher for specific learning purposes. Personal use of headphones or earbuds during the school day is not permitted. Allowances will be made for students with exemptions.
<b>Where can I find the Department of Education Policy?</b>	You can access this on the <a href="#">Department of Education Website</a> .
<b>Can students use their phones during break times?</b>	They cannot use their phones at any time during the school day.
<b>Can my child use their phone to purchase at the canteen?</b>	To support our “Off and Away” policy, students cannot use their phones to purchase food at the canteen. An alternative payment option will need to be set up - Munch Monitor accounts are a good option.
<b>What if my child has a Smart Watch?</b>	If the Smart Watch is used as a mobile phone, the same process will be followed.



## BRING YOUR OWN DEVICE (BYOD) INFORMATION AND POLICY

Our BYOD program requires students from Stage 2 and up to use their own Windows or Mac laptop. Mobile phones/smartphones and iPads are not supported in the program. Chromebooks can be used but do not have many of the features and programs available to NSW DoE students.

### Device guidelines are:

- Minimum 11.6-inch display
- Windows or MacOS operating system (Windows is free for all NSW DoE students)
- Wifi connection via 802.11n Wifi standard on the dual band both 5Ghz and 2.4Ghz frequency
- Advertised battery life of six hours or more.
- 4GB minimum Ram
- Solid state disk memory storage of 128GB or more
- 2kg max weight
- Google Chrome or Microsoft Edge browser installed.

It is also useful to consider having the following:

- Suitable protective case and/cover
- USB 2.0 and/or 3.0 ports
- Accidental loss and breakage insurance and/or warranty

If you are not familiar with these specifications, it's a good idea to show these requirements to any store that carries a range of computers. Keep in mind that your student has free access to Microsoft Windows and Office. Students are responsible for having their devices charged and ready to use for the day. IT support is available for all students during school hours for troubleshooting problems with their devices. Software is available to students for free via the NSW DoE Student Portal. This includes:

- Windows operating system
- Microsoft Office 365
- Minecraft Education Edition
- Adobe Creative Cloud and Adobe Programs Suite (Secondary only)
- Google Suite
- Canva







# School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

We treat each other with **respect**

## What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

**The best education happens when parents and schools work together.**

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



## Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We **prioritise** the wellbeing of all students and staff

**Unsafe behaviour** is not acceptable in our schools

We work **together** with the school

**Ensuring respectful learning environments for all members of NSW Public Schools communities.**





### Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process: [education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students](http://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students)

### Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

#### Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



## STATIONERY LIST

### Primary List

**K-2:** You do not need to bring anything with you. The school will provide all your supplies

**3-6:**

- All primary students require a BYOD device in order to access Canvas, our learning management system
- Headphones that can be connected to your laptop
- Pencil case
- Glue stick
- A pair of scissors
- Ruler
- Eraser
- Post-it notes
- A set of whiteboard markers

### Secondary List

- All secondary students require a BYOD device in order to access Canvas, our learning management system
- Maths book: A4 book with 160 page minimum and 5mm grids
- Set of whiteboard markers
- Post-it notes
- Notebook for mind mapping, note taking, brainstorming and designing
- Pencil case and pens





## EXTRA-CURRICULAR OPPORTUNITIES

Below is a list of extra-curricular opportunities provided at LLV.

### Dance - REDed

Dance at Lindfield Learning Village is an energetic, inclusive and creatively nurturing program offered across all age groups and delivered by **REDed** (Raw Energy Dance Education) educators who work with our villagers through two programs - our competitive Jewel Show Troupe program and/or our Dance Enhance Program. REDed is proud to have been collaborating with LLV on this program since 2019.

The **Dance Enhance Program** celebrates technique, creativity, and the joy of dance. In 2025, we're thrilled to expand our offerings to span two days, providing students with even more opportunities to immerse themselves in our dynamic program. With a focus on growth, inclusiveness, and performance excellence, Dance Enhance is designed to nurture both technical skills and creative expression. Through engaging classes, dancers will develop essential skills such as coordination, rhythm, musicality, flexibility, posture, spatial awareness, and performance quality. Alongside honing their technique, students will be encouraged to explore their creativity and connect meaningfully with friends through the shared language of dance.

This program is ideal for passionate dancers seeking technical training in a supportive, inspiring environment that celebrates individuality and expression. Throughout the year, participants will have opportunities to perform at in-school events as well as the LLV End of Year Dance Concert held in the Greenhalgh Auditorium, fostering their commitment, focus, and confidence as emerging artists.

The **Jewel Competitive Program** offers exciting opportunities for dancers to showcase their skills in both primary and secondary school competitions, as well as the End of Year Dance Concert held at the Greenhalgh Auditorium. In 2025, we're thrilled to present **five Show Troupes**: Jade (Year 1-2), Diamond (Year 3-4), Ruby (Year 5-6), Emerald (Year 7+), and Opal (Year 7+). LLV Competitive Show Troupes are by **audition only** and compete in prestigious events such as the Sydney Eisteddfod, DanceLife Unite (Seniors only), Extreme Eisteddfod, and DanceSpec. With a focus on performance quality, our troupes collaborate to explore the theme and concept of their routines, while working together to create visually and technically impressive performances.

These troupes are ideal for dancers with some prior experience who are eager to further develop both technically and competitively. To ensure continuous growth, all Show Troupe dancers are encouraged to attend supplementary weekly training, either through the LLV Dance Enhance Program or at an external dance studio. If you would like further information on how to audition for this program, please contact us.

For all enquiries or to register, please email [admin@reded.com.au](mailto:admin@reded.com.au)

### Music - DIAM

Diego Idarraga Academy of Music (DIAM) provides a range of tutoring at LLV covering a large selection of instruments including strings, guitar, woodwind, brass, singing and percussion. DIAM also offers training and concert band, jazz and guitar ensembles, rock band and musical theatre. There are multiple performance opportunities across the school year.

For more information, please visit [www.diammusic.com.au](http://www.diammusic.com.au) or email Diego at [diacademyofmusic@gmail.com](mailto:diacademyofmusic@gmail.com)





### Chess - The Academy of Chess

The Sydney Academy of Chess delivers before-school, extra-curricular chess classes at Lindfield Learning Village.

For all enquiries or to register, please contact [sydneyacademy@gmail.com](mailto:sydneyacademy@gmail.com) or call on **(02) 9745 1170**.

### Debating - Speakers' Corner

Speakers' Corner offers speaking and debating coaching classes for Year 2 to Year 12 students at Lindfield Learning Village.

Speakers' Corner is the brainchild of Sydney's leading debating coaches, who want to provide life changing instruction in presentation skills and critical thinking to as many people as possible. With a firm commitment to pedagogical excellence, well-researched and trialled methods, and incomparable resources, Speakers' Corner promises to unlock students' confidence and sharpen their thinking.

Students of all skill levels are welcome to join. Classes are priced at \$35/hr (excl. GST).

To register, please follow [this link](#). For all enquiries, please email [schools@speakerscornerau.com](mailto:schools@speakerscornerau.com)

### Squash - East Coast Squash Academy

East Coast Squash Academy offers Lindfield Learning Village students the opportunity to learn and play squash at LLV's on-site squash courts. Classes are guided by Aaron Frankcomb, professional squash player and formerly ranked #38 in the world.

The Academy's School Squash classes are an excellent opportunity for your child to be engaged in a fun, healthy and new activity that stimulates their minds and bodies. Rated as one of the healthiest sports to play, these classes promise flexibility and mental toughness, muscular strength and endurance, low risk of injury, and camaraderie and sportsmanship.

The maximum number of children per class will be 12, spread across two squash courts (6 children per court).

#### Class Times

**Year 1-6:** Monday 3:15-4:15pm OR Tuesday 7:45-8:45am

**Year 7-12:** Thursday 3:15-4:15pm OR Friday 3:15-4:15pm

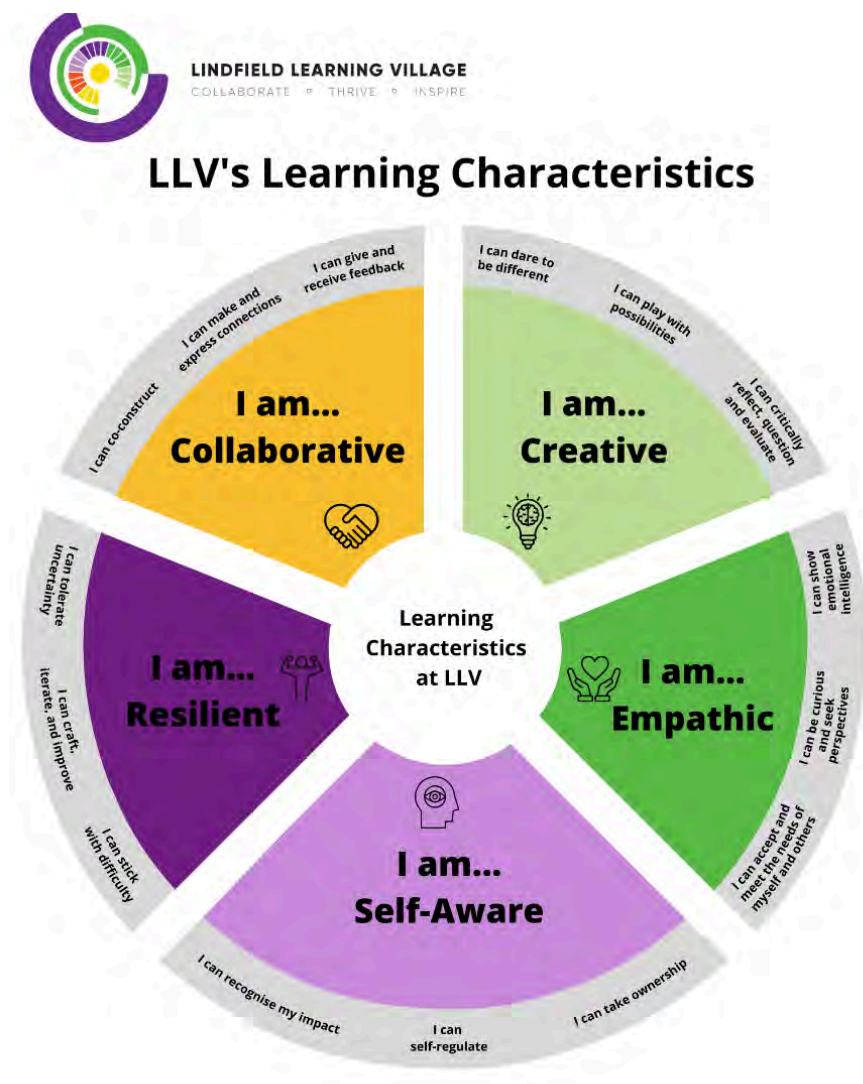
For all enquiries, please email Ursula at [ursula@eastcoastsquashacademy.com.au](mailto:ursula@eastcoastsquashacademy.com.au)



## Learning at Lindfield Learning Village

### LLV LEARNING CHARACTERISTICS WHEEL

The Lindfield Learning Village Learning Characteristics Wheel is embedded in every aspect of a student's learning experience. These characteristics are explicitly taught and assessed (self, peer and teacher) against a Master to Novice Assessment rubric.



### STAGE NOT AGE MODEL

A 'Stage not Age' approach enables students to be fluid in their learning contexts. With frequent cross-stage collaboration, students increase interactions with other age groups and perspectives, fostering meaningful school connections and a deep appreciation for others.



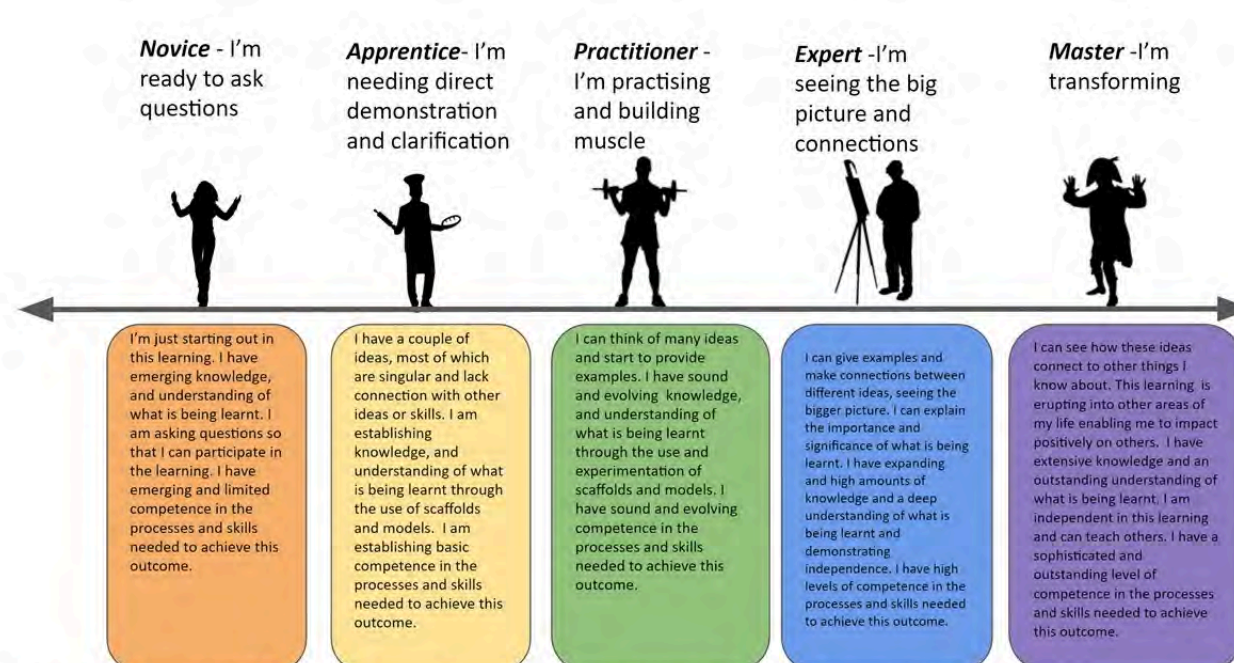
## MASTER TO NOVICE ASSESSMENT (K-10)

At LLV we assess what we value, rather than only valuing what we assess. This means assessing students' growth and attainment holistically. We measure our impact based on students' demonstrated shifts in knowledge, attitudes, skills, aspirations and behaviour.

LLV responsive assessment framework and tools operationalise the principles of:

- tracking and supporting student growth and attainment holistically,
- formative assessment for deep learning and building of understanding,
- assessment capable learners (feedback, peer, self, caregiver, teacher),
- integrity of assessment rubrics (aligned to syllabus outcomes and reflective of NESA's common grade scale),
- individualising assessment where students can articulate when they're ready to be assessed.

### The Master to Novice Scale:



Drawing from Solo Taxonomy, Lucas & Claxton's work on mastery, Williams work on formative assessment and NESA's general/common performance band descriptors. The LLV Novice to Master Learning Continuum is 'equivalent' 5 point scale of progression and attainment as per A-E language specified by Department Policy: <https://education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming-assessing-and-reporting-to-parents-k-12>



## REPORTING AT LLV

At LLV we assess what we value, rather than only valuing what we assess. This means assessing students' growth and attainment holistically. We measure our impact based on students' demonstrated shifts in knowledge, attitudes, skills, aspirations and behaviour.

Feedback is provided on student's Evidence of Learning. Teachers will comment on students' strengths and give recommendations for improvement. Through the use of rubrics that include 'I Can Statements' mapped against syllabus outcomes and aligned to the common grade scale (LLV's 5-point learning continuum), student progress will be reported, live and continuous via the Octopus dashboard. Parents and caregivers will have access to real-time reporting information.

Years 11 and 12 follow NESA reporting guidelines that provide students with a Semesterly update on their progress.

## STUDENT LED CONFERENCES

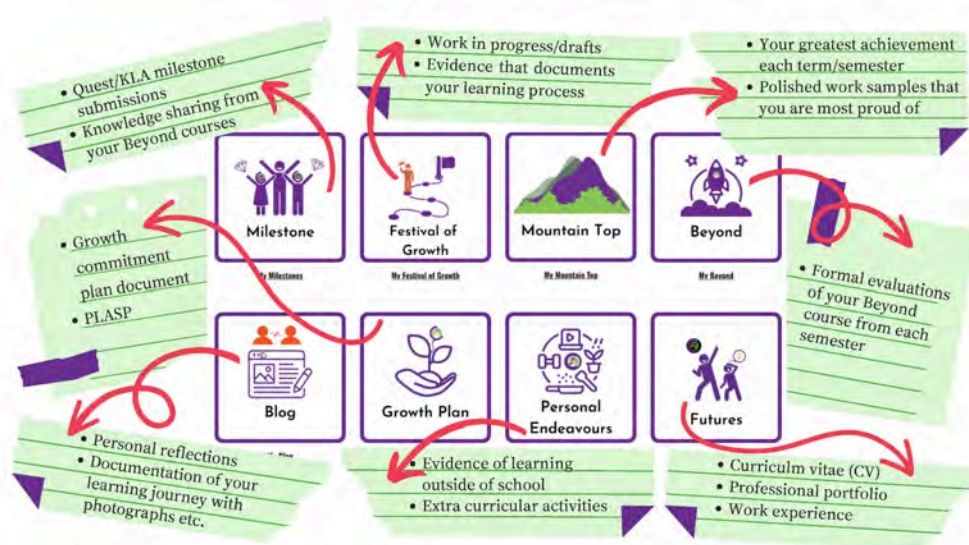
Student Led Conferences provide an opportunity for collaboration between the key stakeholders in a student's learning - the student, the teacher, and the family. The conference enables a student to have agency in their learning. It provides an opportunity to present achievements and challenges in the context of learning, not just achievement of grades. This also acts as a vehicle to provide feedback to teachers and parents on their roles in enabling the student to achieve their version of success. The SLC assists in developing a partnership between school and home that is positive and trusting and is focused on the student and their learning growth.

Student Led Conferences empower students to frame their critical reflection with assessment data on individual syllabus outcomes. In doing so, students are able to draw on "I can" statements for each outcome in order to inform rich discussions of progress to date and future directions. Likewise, this activity demystifies assessment processes and allows for the development of shared language around student performance between all key stakeholders.

Student Led Conferences replace the traditional Parent Teacher Interview where a students' voice is invisible in the process despite the student and their learning being at the centre of these discussions. Metacognition, agency and student voice are foregrounded to project a more transparent and holistic understanding of the learner.

## STUDENT PORTFOLIOS

Each student at LLV has a Student Portfolio that tracks their learning journey and progress across Years 7-10. They have one period each fortnight dedicated to spending time reflecting on their learning and adding work to this portfolio that either they feel has demonstrated their progress or they are proud of. Student portfolios are housed on a google site that is accessible by parents/carers.



## QUESTIGATION LEARNING MODEL (PRIMARY)

At Lindfield Learning Village, our innovative K-6 Questigations embodies the spirit of play-based exploration and inquiry learning, designed to ignite curiosity and creativity in every student. Through this approach, students embark on purposeful quests that delve into real-world problems, fostering a deep understanding of concepts across disciplines. These quests encourage students to ask meaningful questions, explore diverse perspectives, and apply their knowledge in authentic and human-centred ways.

By integrating transdisciplinary learning, Questigations seamlessly connect subjects to our signature program Quest and the interconnectedness of all learning areas. This holistic approach empowers students to see the relevance of their learning, adapt to complex challenges, and develop critical skills such as collaboration, communication, and problem-solving.

Questigations prioritise students' interests, lived experiences, and unique ways of thinking. This ensures that each learning journey is engaging, relevant, and supportive of their growth as compassionate, thoughtful, and resourceful individuals ready to make meaningful contributions to their communities.





## QUEST LEARNING MODEL (SECONDARY)

2024 Quest Model at LLV					
<p>What is “Quest” at LLV?</p>	<ul style="list-style-type: none"> <li>• A Quest can be defined as <i>a challenging journey made in search of something</i>. Therefore, a Quest at LLV is a <i>challenging learning journey made in search of knowledge, understanding, skills and our own LLV Characteristics in order to grow</i>.</li> <li>• Quest learning combines all Key Learning Areas (KLAs) or subjects which are united under a Complex Problem and Driving Question.           <p><b>Complex Problem:</b> a real-world problem that is difficult to solve because of its incomplete, contradictory and/or changing nature. We have developed a spectrum of complex problems that range from literal to conceptual.</p> <p><b>Driving Question:</b> driving questions guide students and teachers through their learning. We frame ours as a “How might we...” to create generative thinking and to establish a process through which we begin to offer solutions to it.</p> </li> <li>• Connections between disciplines are drawn together in:</li> </ul>				
	Teaching and learning experiences	Quest Launch	Festival of Growth	Mountain Top Moment	Checkpoints and Milestones (Assessments)
<p>Why are we aiming for <b>transdisciplinary learning</b>?</p>	<ul style="list-style-type: none"> <li>• Transdisciplinary learning integrates the perspectives of multiple disciplines to explore a relevant and real-world problem. It allows learners to connect knowledge, understanding and skills from these disciplines which deepens their understanding and increases the possibility of offering multiple solutions.</li> <li>• <i>Stage 4 disciplines:</i> English, Science, Maths, Music, Visual Arts, TAS, HSIE, PDHPE</li> <li>• <i>Stage 5 disciplines:</i> English, Science, Maths, HSIE, PDHPE &amp; Electives. Electives for 2025 include: PASS, Visual Arts, Drama, Commerce, Textiles and Design, Food Technology, Commerce, History Elective &amp; Industrial Technology Multimedia</li> </ul>				
<p>What does Quest <b>learning</b> look, sound and feel like?</p>	<p><u>Learning experience within a lesson</u></p> <ul style="list-style-type: none"> <li>• Teachers will embed Quest Connections via Do Nows and Exit Tickets</li> <li>• Teachers will embed Quest Connections via Checkpoints and Milestones</li> </ul> <p><u>Canvas Design</u></p> <ul style="list-style-type: none"> <li>• There is one Canvas course for all KLAs per term. The home page contains the wicked problem and driving question and has buttons for all KLA Learning Maps which direct students to individual lessons.</li> </ul> <p><u>Launch, Festival of Growth and Mountain Top Moment</u></p> <ul style="list-style-type: none"> <li>• Teachers will frame the Quest and transdisciplinary learning in three significant moments of coming together as a learning community</li> </ul>				





<p>What might a Year A and Year B look like?</p>	<p style="text-align: center;"><b>MASTER Scope and Sequence of Wicked Problems and Driving Questions for 2023 (Year A) and 2024 (Year B)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="4" style="text-align: center;">THE YEAR OF PLAY - 2023</th> <th colspan="4" style="text-align: center;">THE YEAR OF COMMUNITY - 2024 Connection Curiosity Co-creation Celebration</th> </tr> <tr> <th></th> <th>T1, Year A</th> <th>T2, Year A</th> <th>T3, Year A</th> <th>T4, Year A</th> <th>T1, Year B</th> <th>T2, Year B</th> <th>T3, Year B</th> <th>T4, Year B</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d3d3d3;"><b>Stage 4</b></td> <td style="background-color: #d3d3d3;"><b>Exploration:</b> How can exploration empower us to understand ourselves and the world around us?</td> <td style="background-color: #d3d3d3;"><b>Change Makers:</b> How might we elevate the quality of life in the contemporary world?</td> <td style="background-color: #d3d3d3;"><b>Transformation:</b> How might we understand and empower transformation in ourselves, others and things?</td> <td style="background-color: #d3d3d3;"><b>Citizenship:</b> How might we contribute to society as active participants?</td> <td style="background-color: #d3d3d3;"><b>Adaptation:</b> Many questions - <a href="#">see document</a></td> <td style="background-color: #d3d3d3;"><b>Evolution:</b> How might we understand and apply the evolution of ideas overtime?</td> <td style="background-color: #d3d3d3;"><b>Preservation or Representation:</b> How might representations around us impact the perceptions we have?</td> <td style="background-color: #d3d3d3;"><b>Town Planning or Livability:</b> How might we rethink the way we design towns to make them more liveable for all?</td> </tr> <tr> <td style="background-color: #d3d3d3;"><b>Stage 5</b></td> <td style="background-color: #d3d3d3;"><b>Legacies:</b> How might we meaningfully celebrate the legacies of people? 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<p>How is <b>literacy and numeracy</b> embedded into Quest?</p>	<p><u>Literacy and Numeracy Champions</u> A Literacy and Numeracy Champions Team is established and will work in semesterly blocks</p> <ul style="list-style-type: none"> <li>● Role: respond to NAPLAN and Check-in data, pinpoint needs, create a pre/post test, curate and deliver professional learning to staff, analyse post test data, share impact with staff.</li> <li>● All teachers will attend Professional Learning and embed literacy strategies over the semester</li> </ul>																																				
<p>How is <b>Futures/Careers</b> embedded into Quest?</p>	<p><b>Consultation with Futures Advisor (Matt Dolan)</b></p> <ul style="list-style-type: none"> <li>● Quest KLA leads send through an overview of the term to Matt, detailing key driving questions and curriculum key topics studies using this template.</li> <li>● Futures Advisor replies with key research, potential links to post-school destinations and selection of pedagogical modes and lesson options to be embedded, either through Do Now's or Exit Tickets - these will be available through the LLV Futures Canvas Page</li> </ul> <p><b>Expert Resources</b></p> <ul style="list-style-type: none"> <li>● Mountaintop, Launch team or KLA lead get in touch with Matt asking if there are any experts who may be able to come in and co-construct, co-deliver or co-design learning experiences for students. Matt will then pass on contact details from our bank of external experts for these teams to pull from if needed.</li> </ul>																																				
<p>How is <b>Thirdspace</b> embedded into Quest?</p>	<p><u>Visible Learning and Storytelling</u></p> <ul style="list-style-type: none"> <li>● KLA Leads and students will capture learning experiences through photographs, compositions, Canvas Screenshots etc.</li> <li>● These curations will be sent to parents in Week 5 and Week 10</li> </ul> <p><u>Thirdspace Thinkers</u></p> <ul style="list-style-type: none"> <li>● A High Potential and Gifted Education (HPGE) program that supports and extends students in their Quest learning</li> </ul>																																				



## LAUNCH, FESTIVAL OF GROWTH, MOUNTAIN TOP MOMENTS

Educators frame the Quest and transdisciplinary learning in three significant moments of coming together as a learning community.

### Launch

The Launch takes place at the beginning of a Quest cycle. It leverages the transdisciplinary aspects of the quest by connecting all disciplines to the 'Complex Problem' and Driving Question for the Quest.

### Festival of Growth

A Festival of Growth is a safe space to present, engage with and celebrate the learning process. It offers learners the chance to obtain useful, authentic and necessary feedback to help advance their learning from across the school. A Festival of Growth will always offer multiple opportunities and different experiences for our community. Each Festival will celebrate and honour the learning that has taken place in the 'wrong turns' and advocate for the next progression and iteration.

### Mountain Top Moments






Mountain Top Moments can be defined as an event or experience where we publicly celebrate our knowledge and understanding. This is considered a 'peak experience' where we demonstrate mastery and teach, immerse, engage and honour one another within our community and beyond. Our 'Mountain Top' experiences allow our learners to showcase that they can learn anything, at any time, anywhere with anyone and focus on the learning that has or is occurring rather than on a product.

## PEDAGOGY 101

LLV has a commitment to innovative pedagogical practice and how it looks, feels and sounds within our learning environment. Pedagogy 101 is a practical guide to inform a basis for planning, collaboration, teaching and learning. Teachers and students embed, plan for and integrate our LLV Pedagogical Modes into every learning experience.



## PEDAGOGICAL MODES

MODE	OVERVIEW OF THE MODE
<p><b>MASTERCLASS</b></p>  <p>Masterclass</p>	<ul style="list-style-type: none"> <li>• Student centered but teacher facilitated</li> <li>• Pedagogy is draw from: pedagogy 101, teacher repertoire, best practice research</li> <li>• Involves explicit teaching of skills, dispositions, capabilities, content and EQ</li> <li>• May include ‘modelling’ of exemplar process, product and/or practice</li> </ul>
<p><b>POP-UP</b></p>  <p>Pop-Up Class</p>	<ul style="list-style-type: none"> <li>• Teacher facilitated pedagogy that responds to student need/s in the moment</li> <li>• Usually occurs when students are in flow</li> <li>• Unplanned but could be foreseen based on teacher knowledge</li> <li>• May include ‘modelling’ of exemplar process, product and/or practice</li> </ul>
<p><b>FLOW</b></p>  <p>Flow - Independent</p>  <p>Flow - Collaborative</p>	<ul style="list-style-type: none"> <li>• Independent or collaborative student directed learning</li> <li>• Students engage in their own learning to build or progress in their personally designed or teacher generated learning tasks.</li> <li>• Deep(er) learning to construct, deconstruct and reconstruct knowledge, understanding and skills across a number of domains.</li> </ul>
<p><b>MAKER</b></p>  <p>Maker Mode</p>	<ul style="list-style-type: none"> <li>• Experiential learning where students apply knowledge in a practical context</li> <li>• May be virtual or physical</li> <li>• Connects theory and practice by connecting to real world learning and application.</li> <li>• Students use design thinking processes to solve problems, imagine and wonder, experiments, test and take risks.</li> <li>• Students are encouraged to iterate prototypes.</li> </ul>



## BEYOND (K - 6)

Beyond is a session that occurs each day in our primary space and comprises a group of students who come together as a group, forming a community of learners with a shared purpose. This concept goes beyond classroom structures, fostering a dynamic and interconnected approach to learning that is deeply collaborative and student-centred.

Students are placed in groups to meet their wellbeing and learning needs. Kindergarten and Year 6 learners will be in groups composed of other learners in their same year group, however the other Beyond groups are made up of either students in Stage 1 (Years 1 and 2) or Years 3-5, allowing for diverse perspectives and shared learning experiences. Each Beyond group works together under the guidance of their Learning Guide.

Within their Beyond group, students are encouraged to explore, connect, and apply their knowledge across disciplines, with an emphasis on collective growth. The purpose of a Beyond is to foster a sense of belonging, explore big ideas, create a safe space to engage in check ins, create goals, develop a students understanding of the Learning Characteristics and Vision and Values and connect with a community of learners.

Students learn in their Beyond groups every morning and at varying points of time during the week. Students' Beyond teachers is their main point of contact for student learning and wellbeing needs. For parents and carers, this is the teacher you will contact if you would like to discuss your child.

Year 6 participates in both Primary and Secondary Beyond programs as a way of transitioning them into high school, to help them build connections across K-12 and to provide opportunities to engage with their broader community of students and staff.



## BEYOND (6-10)

Beyond is a signature program at Lindfield Learning Village designed to extend and enrich student learning across and beyond the curriculum. Beyond courses are underpinned by our Learning Characteristics and offer a variety of transdisciplinary, collaborative opportunities to build student voice, agency, and their creative and critical thinking skills. Students will engage in two semester-long Beyond courses a year. The courses will occur across four sessions a fortnight. We have curated a range of rich, human-centred, community-focused courses for students to participate in. We are looking forward to fostering experiences that spark possibilities, challenge perspectives, foster wellbeing and create a range of learning opportunities.

Courses typically sit in or across two streams:

### Community Stream

#### Rationale:

In an increasingly interconnected world, it is essential to ground ourselves by cultivating a sense of community, belonging, and active citizenship among individuals. This stream aims to empower students to become responsible and engaged members of their communities by fostering community-mindedness, a strong connection to place, and active citizenship. By developing these qualities, students will be better equipped to address pressing societal challenges, promote positive social change, and contribute to the wellbeing of their communities and the world.

Course Examples:

COURSE TITLE	OVERVIEW
Old People's Home for Teenagers	<p><b>Description:</b> Have you ever wondered how you can connect with different generations across our community? We will explore how we learn from each other through the sharing of generational knowledge and building bonds.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Social connection and empathy</li> <li>● Communication skills</li> <li>● Critical and creative thinking</li> </ul>
Pop-Up Restaurant	<p><b>Description:</b> In the LLV pop-up restaurant we will cater and serve food to customers who come to dine.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Event management</li> <li>● Menu Design</li> <li>● Hospitality level service</li> <li>● Cooking</li> </ul>



## Honing Your Craft Stream

### Rationale:

In today's rapidly evolving world, there is a growing demand for individuals with specialised expertise and a deep passion for their chosen fields. This course aims to empower students to become experts in their areas of interest by providing them with the knowledge, skills, and resources necessary for in-depth exploration and mastery. By fostering a culture of curiosity, self-directed learning, and dedication to their passions, students will be better equipped to excel in their chosen domains and make significant contributions to their fields.

Course Examples:

COURSE TITLE	OVERVIEW
Digital Vanguard: EdTech Development, Support and Innovation	<p><b>Description:</b> We will dive into the world of IT &amp; EdTech, applying this learning to practical contexts as managers and leaders, through internship and proof of concept development.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Practical tech support and communication skills</li> <li>● Project and resource management</li> <li>● Development and application of diverse technologies</li> <li>● Leadership and management of a technology-rich learning environment</li> </ul>
Young Scientist	<p><b>Description:</b> We will design, test and tinker with ideas and technologies. Design and conduct your own experiments to test a curious question OR design, prototype, build, or re-invent a key piece of technology.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Planning and conducting experiments</li> <li>● Processing and analysis data</li> <li>● Problem solving</li> <li>● Communicating information</li> </ul>
Events Team/LLV Crew	<p><b>Description:</b> We will learn how to lead, facilitate and design the events at LLV inside our theatres and for our Mountain Top Moments.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Lighting and sound design</li> <li>● Vision display</li> <li>● Stage and event management</li> <li>● Marketing</li> </ul>

## Combined Community and Honing Your Craft Stream

COURSE TITLE	OVERVIEW
Outdoor Education & Duke of Edinburgh	<p><b>Description:</b> We will engage in physical activities and learn about bush craft and basic first aid. The knowledge, skills, and training can be applied to the Duke of Edinburgh Bronze Award (optional). Please note that the Duke of Edinburgh Award is for 14-19 year olds.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Orienteering and Camp Cooking</li> <li>● Trail running and cross country</li> <li>● Mental and physical endurance</li> <li>● Team building</li> </ul>





## FUTURES

Lindfield Learning Village offers a comprehensive Careers Education (Futures) and support program for young people to discover what they want to do after school (or along the way). From classes, to lunchtime presentations, and one-on-one interviews, students leave LLV prepared to take the next step in their lives beyond school. We also support students who want to head into TAFE programs or apprenticeships. For those who are thinking about going to university Matt Dolan, our Futures Expert, will help students consider what courses they want to take, organise university visits, help students with references, scholarships and early entry options.

The LLV Futures page on Canvas is open to all students and parents from Year 7-12, where a range of resources, FAQ's and tools are available for you to use, to help inspire, aspire and upskill our young people. Also contained within this page is a calendar of key events, work experience documentation and job search capabilities.

One of the most important components of the Futures program is the ability to book a meeting with Matt. Matt has helped all our young people since LLV started in 2019 to figure out where they want to go, how they are going to get there, and what skills they need to get there. You can book an appointment with Matt using the QR code below or through the Futures Canvas page.



It doesn't matter where you want to go, LLV will help you get there. Reach out if you want to chat more about it. This applies to students and parents/guardians. If you think your child needs support in this area, email [matt.dolan@det.nsw.edu.au](mailto:matt.dolan@det.nsw.edu.au).



## COMMUNITY ON COUNTRY

Community on Country is an outdoor learning program that engages students and parents from Kindergarten to Year 5, designed to deepen students' connection to nature, the land, and the deep history of Country. It provides opportunities to learn beyond the traditional classroom setting, encouraging hands-on, experiential learning in natural environments. This approach fosters respect, curiosity, and a sense of responsibility for caring for the world around them. This is embedded within the curriculum and run every Monday morning from 9:30-10:30 am.

A unique aspect of the program is the opportunity for students to choose their Community of Practice from a diverse range of options, including:

- **Running Country:** An opportunity to enhance fitness and stamina whilst appreciating and acknowledging Country and its history.
- **Walking Country:** Slowing down to observe, reflect, and connect mindfully with the land whilst walking on our neighbouring bush lands.
- **Weaving on Country:** Using natural materials to weave and create outdoors.
- **Caring for Country:** Participating in environmental stewardship and conservation activities.
- **Stories on Country:** Listening to, sharing, and creating stories inspired by Country.
- **Investigating Country:** Exploring scientific or historical aspects of the environment.
- **Creating on Country:** Using the natural landscape and materials to create and make on Country.



## KNOWLEDGE SHARING (SECONDARY)

### Knowledge Sharing Vision

“Sharing knowledge is not about giving people something or getting something from them. That is only valid for information sharing. Sharing knowledge occurs when people are genuinely interested in helping one another develop new capacities for action; it is about creating learning processes”. Peter Senge

The LLV knowledge sharing vision is to create learners who:

- understand the importance of communicating their learning
- engage a real-world audience (macro and micro) in their chosen form/s
- curate relevant and purposeful evidence that demonstrates growth in learning

Students will engage in Knowledge Sharing once/two week cycle. They will build their digital portfolio during this session.

### THIRDSPACE

What is Thirdspace?

Researching Thirdspace theory originally sparked ideas between the liminal spaces libraries often represent and our desire to create shape-shifting learning spaces (think Harry Potter’s Room of Requirement) to personalise the library experience for everyone. Thirdspace theory often refers to ‘in between spaces’ (Bhabba, 1994) and a ‘space to resist, subvert and re-imagine everyday realities’ (Ryan & Barton, 2014). Thirdspace is both a mindset and physical collaborative learning spaces at LLV. Space to experiment; to question; to think; to play; to make. A space that is responsive and safe and inspiring for every learner.

Our purpose is to cultivate a flexible learning space and mindset for creativity, connectivity and critical thinking

- Create a culture of reading and creative writing
- Explore local and global thinking
- Establish a safe space to resist, subvert and reimagine everyday realities
- Offer extension opportunities for high potential/twice exceptional learners
- Empower student voice and agency
- Experiment with inquiry learning and evidence-based practice
- Build collaborative practice between teachers, students and the community
- Celebrate the power of Storytelling
- Provide opportunities for micro-credentialing and Student Mastery to share knowledge and skills
- Strengthen Digital and Information Literacy
- Personalise learning for students/stages
- Activate problem-solving and communication skills
- Cultivate skills for thriving in our world
- Build capacity to deep dive into learning, ask questions and be agents of change
- Learn HOW to think not WHAT to think



### SLOW 30 BREAK TIMES


The Imaginarium and Scriptorium are open to students during break times to slow down and enjoy a calm, tech-free space together or independently. Students have the opportunity to play board games, Lego, puzzle, draw, write or read in a quiet environment.




## DECENTRALISED AND DIGITAL LIBRARY

Our reading spaces span the entire school and provide students with easy access to engage with and borrow books every day. Our digital library houses a comprehensive list of eBooks and audio books for students to borrow and read, anytime, anywhere!


# A whole world of reading **Anytime, Anywhere**







## Borrowing our eBooks and Audiobooks is as easy as


- 1 Download the ePlatform app from your app store
- 2 Find our library and log in using your library ID
- 3 Browse and borrow to read or listen to on your device




Search for and download the ePlatform app:


 Download on the  
App Store

 ANDROID APP ON  
Google play

 Available on  
Windows 10



Visit us at:





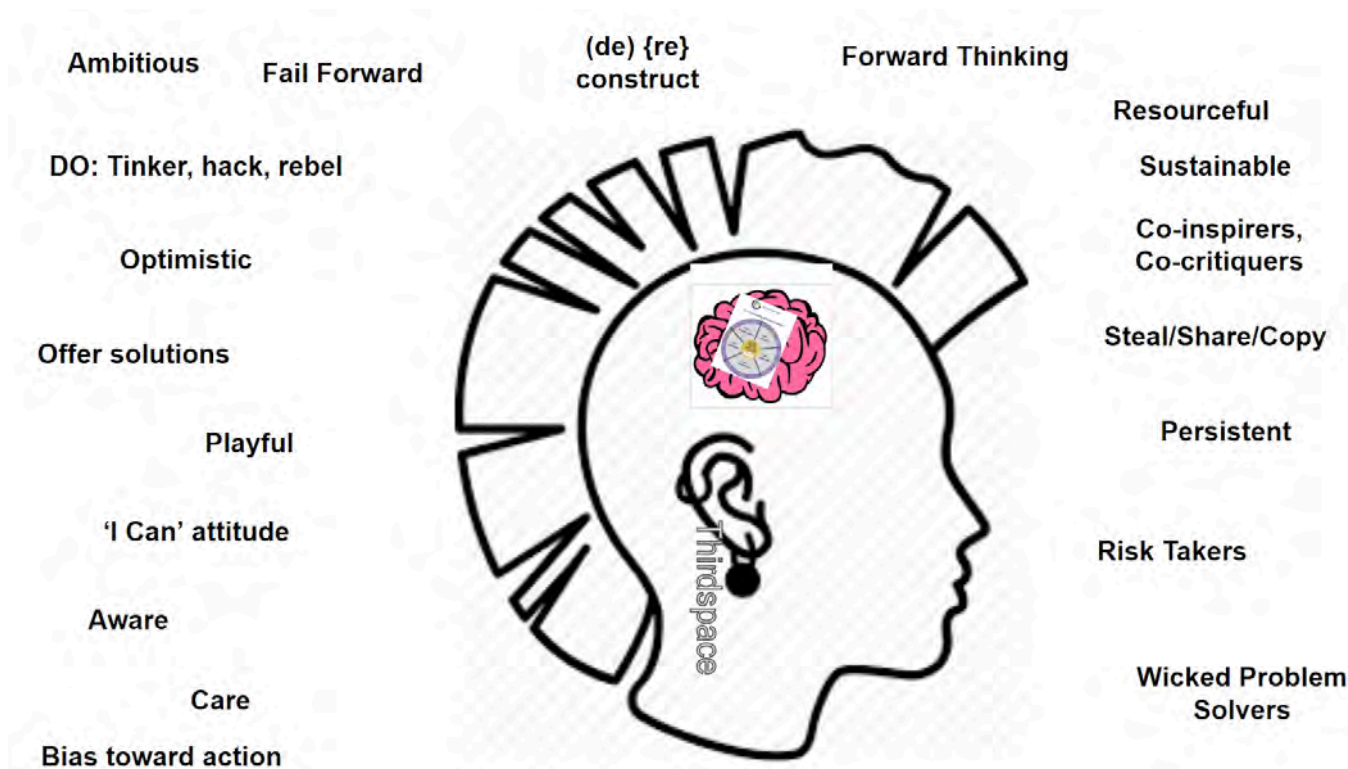
**MAKERSPACE**

At Lindfield Learning Village, we want to advocate that the product/s from our making are either functional and/or art. Making is always in response to the needs of others and this is key for us to fulfill our vision of making the world better for everyone. However, throughout the process, LLV learners don't always have to produce a product that is functional and/or art because sometimes learners need to gain skills through a variety of making processes and experimentation. LLV learners make 'products' and 'communities' through human centred design. They share and learn from others while working with their hands, minds, words, voices and bodies in transdisciplinary learning environments. LLV learners make everywhere.

We want to create a culture (disruptive, curious, forward thinking, experimental), community (collaborative, distributed, creative), process (transdisciplinary, flexible, iterative) and environment (open, accessible, tool rich media) as part of our Maker Movement (Agency by Design).

The Maker Mindset is inherently connected to our Learning Characteristics Wheel, intertwined with our literacy and numeracy strategies and additional approaches to learning that the maker movement offers (hacking, tinkering). Version 1.0 of the Maker Mindset is within these slides.

We have 10 makerspaces across the school. We are slowly resourcing them, building rituals and routines for them and collaborating with students to ensure that they have what our learners need to make and to be inspired. They will be our third teacher in a distributed teaching model that advocates for everyone's expertise in the space.





## THE YEAR OF...

Lindfield Learning Village has a whole school focus every year. Having this focus allows us to connect and grow together as a whole school learning community in our understanding of the focus and empowers us to dig deeper into related pedagogies.

Previous years have included:

- 2020: Year of the Book
- 2021: Year of the Storyteller
- 2022: Year of the Maker
- 2023: Year of Play
- 2024: Year of Community

## UNLEASHED

Each year, Lindfield Learning Village embarks on a whole school Beyond the Curriculum week. In 2025, we are continuing our 'Unleashed Program' which will run in Term 1, Week 11. As a Village, we are building the 'Year of ???' and have curated a range of exciting activities which will run for five days. We are looking forward to a fun filled experience that sparks creativity, offers challenges and brings learning opportunities.

"Unleashed" is a mandatory school activity and replaces the traditional grade based camp program offered in most schools. All students will be expected to engage with one of the choices on offer.





## NEIGHBOURHOODS

### What is a Neighbourhood?

A Neighbourhood is a community of support focused on building connection and belonging. As our school grows to capacity, Neighbourhoods provide increased opportunities for every student to feel known, valued and cared for.

### What does the Neighbourhood Structure support my child?

- Each student is connected to a teacher who teaches them regularly. This teacher will be their Learning Guide. In 2025, there will be up to 14 students per Learning Guide.
- The Learning Guide is supported by a Head Teacher and a Wellbeing Team Member (TCP)
- The Head Teacher and Wellbeing Team Member are supported by the Secondary Deputy.

These structures enable multiple layers of support for all students.

### Roles in the Neighbourhood

Role	Purpose	What Does it Look Like?
<b>Classroom Teacher</b>	Engage all students in the curriculum and Learning Characteristics development within their classrooms.	<ul style="list-style-type: none"> <li>- Deliver curriculum and implement LLV pedagogy</li> <li>- Classroom management</li> <li>- Adjustments and differentiation</li> <li>- Assessment and reporting</li> <li>- A member of both KLA faculty and transdisciplinary team</li> </ul>
<b>Learning Guide</b>	Mentor a specific group of students with a focus on their holistic development as an extension of your role as a classroom teacher.	<ul style="list-style-type: none"> <li>- Facilitate Student Led Conferences</li> <li>- Liaise with parents about learning and wellbeing</li> <li>- Communicate key information to stakeholders</li> <li>- Problem solve/ respond to individual student needs</li> </ul>
<b>Portfolio Teacher</b>	Facilitate the curation of student learning for the digital portfolio.	<ul style="list-style-type: none"> <li>- Use pedagogical modes to respond to student learning</li> <li>- Support knowledge sharing from Beyond</li> <li>- Co-construct Personalised Learning and Support Plans (PLASP) with identified students</li> </ul>
<b>Taking Care of People (TCP)</b>	Build individual and collective wellbeing at LLV by developing and engaging in collaborative partnerships with students, staff, families and communities.	<ul style="list-style-type: none"> <li>- Liaise with parents, students, staff and communities to create bespoke solutions</li> <li>- Wellbeing monitoring for students across Stage 4-6.</li> <li>- Support Classroom Teachers with strategies to assist with wellbeing needs of identified students</li> </ul>
<b>Other Wellbeing Support</b>		<ul style="list-style-type: none"> <li>- Students Support Officer</li> <li>- School Counselling Service</li> <li>- Learning and Support Teacher</li> <li>- Student Learning Support Officer</li> </ul>



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**What does this mean for you as a parent? Who should you contact if you have a question, concern or need to relay information?**

All inquiries and/or updates to information should be sent to the Lindfield Learning Village email address:

[lindfieldlearningvillage@det.nsw.edu.au](mailto:lindfieldlearningvillage@det.nsw.edu.au)

Our School Administrative Support Staff (SASS) will then send the information to the relevant teacher/s. Please identify the specific teacher in the email. To work this out, please look at the table below and cross-check with your child's timetable on Sentral.

Please note that an email response can take up to 3 business days due to workload and the volume of communication.

For Information Relating to:	Please identify the following teacher in your email:
<ul style="list-style-type: none"> <li>- Wellbeing</li> <li>- Progress across a number of subjects</li> </ul>	Learning Guide
<ul style="list-style-type: none"> <li>- Learning growth and engagement in a specific subject</li> </ul>	Subject Teacher
<ul style="list-style-type: none"> <li>- New diagnoses of medical condition or learning need</li> </ul>	Portfolio Teacher

Students will be encouraged to reach out to their teachers however they should also know that any teacher they feel comfortable with will also relay information when required.



## SPORT AT LLV

The aim of the school's sport program is to provide as wide a variety of sporting experiences as possible. We are constantly adapting to seek new opportunities for students to engage in sport and physical activity.

### Whole School Sport

<b>Carnivals</b>	All students have the opportunity to participate in three annual carnivals: Swimming, Cross Country and Athletics. Each of our carnivals are themed to increase inclusivity for all students. As part of the Ku-ring-gai zone sporting association, students have the opportunity to qualify and compete at zone sporting carnivals through to state and national level.
<b>Knockout Teams</b>	LLV enters the Combined High Schools Knockout Competition for multiple sports. These sports are supported by members of the teaching staff that have interest/expertise in the given sport. Students have the opportunity to trial for and be selected to play in these teams.
<b>Representative Teams</b>	Students who play any sport at a high representative level outside of are encouraged to discuss their goals with the PDHPE teachers in order to develop possible pathways in their sport. This includes trialing for Ku-ring-gai zone or Sydney North sports teams. From there students can be selected to play for NSW and possibly at a National level.
<b>Lunchtime and Extra- Curricular Sport</b>	We have a number of opportunities at school for students to develop their skills through activities such as lunch time basketball and volleyball, alongside before and after school extra-curricular squash. Students can speak to a member of the PDHPE staff for more information.

### K-6 Sport

At LLV sport is more than physical activity—it is a vital part of our integrated approach to learning. Through sport, students develop essential life skills such as teamwork, communication, leadership, and resilience. These experiences contribute to their academic, social, and emotional growth in ways that extend beyond the playing field.

LLV supports our PDHPE learning sessions with:

- Structured lessons focus on skill development, movement, and strategy as part of sport and fitness.
- Unstructured playtime is valued for creativity and social interaction.
- Community events, such as cross-age sports carnivals and inclusive games, celebrate teamwork and collective achievement.

### 7-10 Tuesday Sport

Students are asked to select from a range of sporting activities over the Summer, Winter and Spring sporting seasons.

Students and parents will be provided a list and will need to consider the costs and potential risks of each sport before making a choice. Choices will be made through School Bytes and an email will be sent to students with



instructions on how to do this. For all paid sports each student will be required to pay upfront, before the sport commences. Once your child has chosen a sport, you will be invoiced for this. A variety of free social sport options are available.

Sporting options will involve either:

#### **Game Development Sports**

- Students who select a Game Development sport will complete 12 weeks of training in the sport of their choice. This is an exciting chance to further develop skills in a more specialised setting. This includes expert coaches and the potential to compete in inter-school gala days throughout the year.

#### **Social Sport**

- Social Sport - Social sport options are designed to offer fun and inclusive pathways for students to be physically active. Each season we offer a range of different activities for students to choose from.

Students will develop an understanding of rules and conventions, strategies and tactics, safety principles in a variety of sports.

Some of the sports LLV has offered previously include: frisbee games, martial arts, photography bushwalking, fitness club, runclub, table tennis and badminton, basketball, squash, AFL, soccer and dance.

Students will be expected to wear appropriate clothing and footwear for their sport and bring a water bottle, sunscreen and a hat. If additional equipment is required, parents and students will be notified.



## STUDENT LEADERSHIP AT LLV

Lindfield Learning Village doesn't have a formal leadership structure like an SRC or Prefect body. Instead, we advocate that any student can be a leader both within and outside of the LLV community.

Opportunities for students to demonstrate their leadership capabilities include:

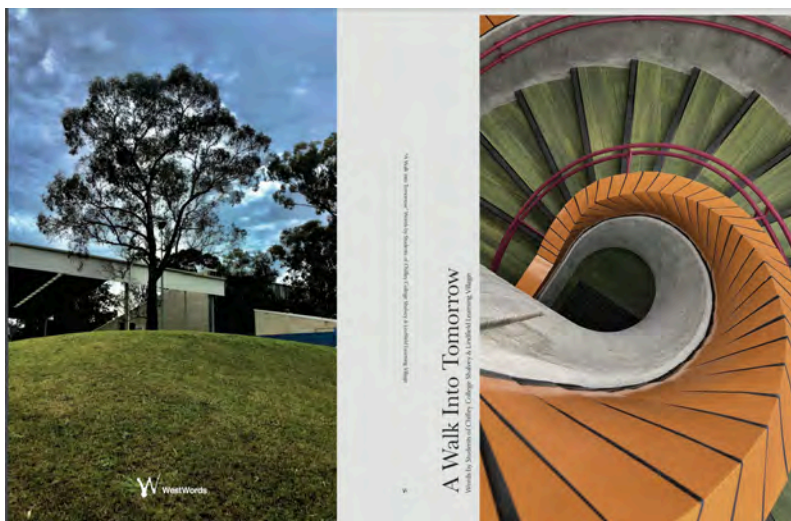
- Leading and facilitating professional learning for external parties
- Leading and facilitating extracurricular activities
- Co-constructing and co-teaching learning experiences across the school
- Advocating for their needs in student voice workshops



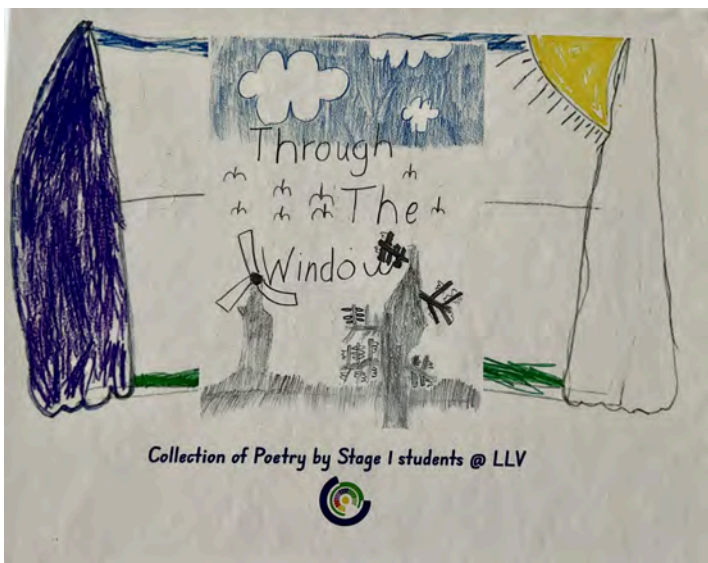
### LLV BIBLIOGRAPHY INCLUDING STUDENT PUBLICATIONS

#### *A Walk into Tomorrow* by Lindfield Learning Village and Shalvey High School students.

Lindfield Learning Village partnered with WestWords and Shalvey High School to create a publication of student writing, "A Walk into Tomorrow". Students had the opportunity to spend six sessions with author James Roy to hone their creative writing skills, process and confidence.



#### *Through the Window* - A Collection of Poetry by Stage 1 students



#### *Play is a Verb* by Kindergarten





### Ava the Spy Cat

By Iris (Kindy) & Maya (Year 12)

Everybody thought Ava was a normal cat, but she had a secret. Ava was a spy cat! Every night, she would sneak around on a super secret mission. Tonight was a special night, Ava was going to sneak into a castle! She slipped through the bars of the gate and slunk towards the castle wall. First, she needed to get past the moat. Ava hated water, she never wanted to go near it, but she had to. For the mission. So, she took a deep breath, closed her eyes, and... JUMPED ACROSS THE MOAT. The castle guards stood by the doors, so Ava was going to need to find another way to get inside. Luckily, Ava came prepared. She pulled out her trusty wall-climbing skipping rope, and swinging it around her head, she threw it up to the window. She climbed and climbed and climbed, finally reaching the window and slipping into the castle.

Ava was quiet as a mouse as she snuck around the corridors of the castle, following her nose to find her prize. "AH WHAT'S THAT" Oh no! Ava had been spotted by the King and Queen! She raced through the corridors, the guards following close behind. She twisted and turned and twisted and turned, until they got lost in the maze-like corridors finally they gave up. *Phew, that was close.* Ava turned one final corner, and there it was, her reward. A big bucket of fish. Her mission was complete!

**The End.**



### Little Big Storytellers by Year 12 Advanced English and Kindergarten (2024)

Year 12 and Kindergarten collaborated to read picture books and discuss: *what makes a good story?* They agreed that emotions, pictures, universal experiences and mermaids were the winning ingredients. They co-wrote and illustrated their own stories.

### Lavender and Rosie's Icicle Bicycle

By Ali (kindy) and Ella (year 12)

Once upon a time Lavender the dog went ice skating but with no ordinary skates. She went ice skating on a bike! But she wasn't alone, she had her friend Rosie. It's been a very long time since Rosie and Lavender had seen each other, so they both decided to celebrate with birthday cake! Lavender and Rosie both love slugs, so they got one slug cake each, with their own candles so that they could blow them out. Meanwhile Lavender and Rosie's puppies were playing at a playground, which they rode to on the ice skating bicycles. At the same time the dads were also having fun, having their own pool party. Once dinner time came, the puppies, dads, Lavender and Rosie all met up to have dinner at their favourite restaurant called Eggy.

