

Lindfield Learning Village Review

A report on the teaching and learning programs, and practices at Lindfield Learning Village

John Hattie

**Laureate Emeritus Professor at the
University of Melbourne
Hattie Family Foundation**

Tim O'Leary

**Honorary Research Fellow at the
University of Melbourne
Educational Data Talks**



educational data talks

CONTENTS

CONTENTS	2
AUTHORS.....	3
SUMMARY	4
APPROACH.....	4
KEY FINDINGS	4
NEXT STEPS.....	6
REVIEW OF LINDFIELD LEARNING VILLAGE	8
THE LINDFIELD MODEL.....	8
STRATEGIC DIRECTIONS	9
ROLE OF LEADERSHIP	10
EVIDENCE OF ACHIEVEMENT & GROWTH	11
NAPLAN DATA (2019).....	11
NAPLAN DATA (2021).....	12
NAPLAN GROWTH (2019 – 2021).....	13
PAT DATA.....	14
SCOUT – READING AND NUMERACY	14
DESTINATIONS.....	15
COMMUNITY PERCEPTIONS AND EXPERIENCE.....	16
STAFF PERCEPTIONS.....	16
PARENT PERCEPTIONS AND EXPERIENCE	18
STUDENT PERCEPTIONS	20
ALIGNMENT OF POLICY AND PRACTICE	22
FROM BEST TO 'NEXT' PRACTICE	30

AUTHORS

John Hattie is an Emeritus Laureate Professor at the Melbourne Graduate School of Education at the University of Melbourne, Chair of the Australian Institute of Teaching and School Leaders, and director of the Hattie Family Foundation. He has published and presented over 1000 papers, supervised 200 theses students, and written 64 books – including 24 on Visible Learning.

Timothy O'Leary, PhD. is Managing Director of Educational Data Talks, an education consulting company focused on supporting educators to engage with data through tailored professional development, leadership development, monitoring and evaluation, and research. He has been a teacher, school leader, researcher, and teacher-educator.

Citation: Hattie, J.A.C., & O'Leary, T. (2021, September). *Lindfield Learning Village review: A report on the teaching and learning programs, and practices at Lindfield Learning Village*. Independent review commissioned by the NSW Department of Education, Sydney.

SUMMARY

Lindfield Learning Village (LLV) opened in 2019. To strengthen public confidence in the school's educational model, an independent review of teaching and learning programs and practices at Lindfield Learning Village was sought by the NSW Department of Education. This report presents a review of Lindfield Learning Village programs and practices.

APPROACH

This review aims to consider current practice at the school against the relevant standards, including the policies from the New South Wales Standards Authority, Australian Professional Standards for Teachers, and Center for Educational Statistics and Evaluation. This review draws upon a document review of school policies, processes, and practices, in conjunction with evidence collected from key stakeholders. Additional data sources include NAPLAN and PAT results, and student, staff, and parent perceptions data collected via surveys. To support this review, the LLV Google Shared Drive was made available to us. We also commend LLV for the quality of the evidence provided for this review. From our perspective, this data is exemplary, providing rich and detailed information on the many aspects of school life.

KEY FINDINGS

There is a high level of evidence that Lindfield Learning Village (LLV) is an inviting, high achieving, evidence-based school. The school may 'look' different (which is one of its attractions to students), however, the quality of education provided is high, the teaching methods follow best practice principles in regard to the use of evidence, and the impact on students is 'at or above' the level of comparable school students across NSW. There is also evidence that school leaders and teachers use collaborative approaches to teaching and learning. Further, there is much evidence that leaders and teachers follow the NSW curriculum, related documents, and departmental policies.

Over the past decade, there has been a significant move across NSW to focus on high-impact, evidence-based teaching and learning methods, and it is clear that LLV has been diligent in keeping up its responsibility to draw upon this evidence. Given the school was opened in 2019, the quality of evaluation evidence is both substantial and robust, providing much confidence for the three strategic directions for the school:

- Student growth and attainment
- Shaping and growing an adaptive culture of optimism and improvement
- Being an active voice in future-focused education and grow positive, proactive learning partnerships with parents and the wider community

The following section presents an overview of the key findings from the review.

EVIDENCE OF ACHIEVEMENT

Overall, LLV is an impressive school. Having only opened in 2019, LLV is already at or above the state in nearly all measures. The evidence from achievement data also shows the school can be considered a 'high achievement' place of learning. Means scores for students from LLV on the ACER's PAT Reading and Mathematics assessments typically exceed national norming data. NAPLAN results, for both 2019 and 2021, show that students at the school, on average, are performing at or above the average for all Australian students. NAPLAN results for 2021 are largely comparable to statistical similar schools with opportunities for improvement including Year 3 Reading and Numeracy and Year 3, Year 5, and Year 9 Numeracy. The NSW Check-In tool confirms this finding of 'at or above' the state average in Reading and Numeracy.

COMMUNITY PERCEPTIONS AND EXPERIENCE

The overwhelming majority of students speak highly of their education at Lindfield Learning Village. The reported attendance rate for the school is above the state average. The school has high ratings from the students regarding positive behavior, valuing school outcomes, positive relations at school, investment of effort in learning, and participation in sport - all at or above the state means. 83% of teachers claim working at LLV is better than their previous school, and 97% of parents indicate they are either satisfied, highly satisfied, or extremely satisfied with the school. There is also evidence that the school provides opportunities for students, parents, and teachers to present divergent views through various mechanisms. The lengthy waitlist for enrolment into the school is a further testament to how the school is regarded within the broader community. The drivers of student outcomes also are very high, including positive teacher-student relations, advocacy at school, expectations of success, relevance, effective learning time, and lower levels of bully-victim. Of course, there is work to do, but school leadership and teaching staff at LLV are aware of existing challenges and have plans to address areas identified for improvement.

MONITORING STUDENT GROWTH

The school employs several different mechanisms to monitor student growth. PAT data, NAPLAN data, and school-based data collected via the learning management system are all used to review student performance and support future-focused teaching and learning. In reviewing the school, we have seen much evidence of an unwavering focus on the learning lives of their students, and adaptation of teaching to ensure every student is making at least a year's worth of learning for a year's input. It is commendable that all data needed for this evaluation (and much more) was readily available. The LLV Google Shared drive was well organized and provided a large corpus of evidence of student outcomes (academic, social-emotional, and co-curricular). We particularly note the diligence of collecting and using achievement and learning data to improve the quality and impact of the teaching. While the school is young, there is good evidence of growth in NAPLAN results from 2019 to 2021, with the proportion of students achieving 'at or above expected growth' is well above 50% for both Reading and Numeracy across all year levels (apart from Year 7 to Year 9 Numeracy).

ALIGNMENT OF POLICY AND PRACTICE

There is a high level of evidence that LLV follows the NSW curriculum and related documents as required. The school 'looks' different from traditional school sites, but this is by design, after much consultation with the community and following relevant NSW department guidelines. Further, there is a high level of compliance with the NSW teaching and learning documentation relating to standards and practices, particularly the DoE's 'What Works Best.' There is a high correspondence between the LLV 'Novice to Master Learning Continuum' and Department policy relating to 'Curriculum planning and programming,' 'Assessing and reporting to parents,' and the NSW interpretation of the Australia Curriculum. We commend the school leadership for being careful and responsible in following Departmental policies and adhering to curriculum documents. We also note a recent external validation team, using the state process for schools review, endorsed the school's self-evaluation as 'Sustaining and Growing' or 'Excelling' on every dimension. Our review confirms these ratings, although we rate the school overall more within the 'Excelling' range.

LEARNING MANAGEMENT SYSTEM

One of the most significant assets of LLV is the learning management system, CANVAS, which is used by school leaders, teachers, with parts accessible to students and teachers. It is extensive, easy to navigate, and a credit to the school that all resources are located in one depository. Additionally, the school's Google Shared Drive is exemplary, providing rich and detailed data on many aspects of the life of the school. From our perspective, it made our work more efficient and, we believe, must be a significant benefit for new teachers (to the profession and the school). This site houses high-quality depth about teaching and learning, including examples of lesson plans, study units, assessment information, and data, and is one of the richest, most detailed sites we have seen. From our perspective, it would not be as extensive if it were not highly used by the staff and students. It is exemplary.

NEXT STEPS

Although LLV is only two years old, much has been achieved. Indeed, throughout this report, we note that some of LLV's programs and practices could be the focus of future evaluation to ensure the continued delivery of high-quality teaching and learning practices. Therefore, it is recommended that LLV establish an evaluation plan focused on reviewing practice, identifying need, consolidating best practices, and communicating future objectives. This would allow the school to identify areas of growth, recognize achievements made by the school, and consolidate current levels of trust in the school and the broader community. This plan could also address the eight future foci that the school has identified.

Specifically, evaluative evidence could focus upon:

- The pros and cons of structuring on stages, not age levels,
- The value of the transdisciplinary programs of learning,
- The opportunities created by open, flexible spaces,

- The focus on student learning along with the usual outcomes of the effects of this learning on achievement, and
- The development of the self-regulation and social-emotional aspects of learning.

It should be noted that the recommendation for such an evaluation plan does not presume that these innovations may not work. On the contrary, the evidence base shows the importance of these innovations; this school could be a cauldron for rigorous debates about the success and impact of these methods and allow other schools to learn from their experiences.

REVIEW OF LINDFIELD LEARNING VILLAGE

THE LINDFIELD MODEL

Lindfield Learning Village (LLV) is a K-12 school in Northern Sydney that opened in 2019 with 315 students (365 in 2021), 30+ teaching staff, and above average ICSEA score (1157). LLV aims to provide "*innovative, relevant, high-quality learning for every member of the Village community.*"

The unique features of the school include:

- Learning based on stage, not age,
- Transdisciplinary programs of learning implemented in open, flexible learning spaces,
- The learning management system CANVAS is used extensively, enabling opportunity for both traditional and blended forms of teaching and learning,
- Development of self-regulation and student agency in learning and a core emphasis,
- Differentiated teaching and timely feedback are central to teaching practice, and
- There is a focus on micro-credentialing and early entry pathways to further education.

The school aims to support the development of empathy, self-awareness, resilience, collaboration, and creativity. The school values, among other things, include listening actively and challenging each other's ideas and evaluating ideas on their merits. School leaders promote collaborative co-teaching, which allows for a critique of interpretations, sharing understanding on student learning, joint accountability, pooled resources, and co-teaching strategies. The fundamentals of the teaching and learning model at LLV are:

"innovation in teaching is guided by our core learning characteristics (collaboration, empathy, self-awareness, creativity, and resilience) which shape the profile of all villagers. These learning characteristics were co-created and informed by Transformative Learning (Jefferson & Anderson 2017) and Teaching Creative Thinking (Lucas & Spencer 2017)."

The purpose of innovative teaching at LLV is to support the continual growth and development of pedagogical practice to meet the changing needs of students both now, in their experience of learning at school and to prepare them for an ever-changing future. The school also uses the NSW School Excellence Framework (education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence) to self-evaluate their implementation and outcomes and they also use external validation measures (e.g., peer principal). The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high-quality practice across the three domains of Learning, Teaching, and Leading.

STRATEGIC DIRECTIONS

LLV has three strategic directions:

- Student growth and attainment,
- Shaping and growing an adaptive culture of optimism and improvement, and
- Being an active voice in future-focused education and grow positive, proactive learning partnerships with parents and the wider community.

The school has identified eight driving questions for the 2022 School Improvement Plan; see below. Each question includes an outline of the implications for 1) student growth and attainment, 2) for developing a culture of optimism and improvement, and 3) for enhancing positive partnerships with parents and the wider community. Each is linked to the school plan, with details of the sources of evidence and targets identified.

1. How might student self-reporting and reflection support their academic progress?

The goal is an increase by >2% per year the proportion of Aboriginal students achieving results in the top 3 bands for NAPLAN; an increase % of students attending > 90% of the time from 75.1% to align with network rate of 82.2%; and an increase of 5% increase in students engaging in learning opportunities with the wider community each year.

2. Will support of individual students with differentiated, targeted scaffolding and initiatives - improve their knowledge, skills, literacies and learning characteristics?

This will be evidenced by every student demonstrating at least a year's growth per year.

3. How can surface-deep-transfer be embedded across K-12 to improve literacy and numeracy?

The success criteria include: students demonstrating increased interest and application of literacy and numeracy skills; most teachers are able to effectively select literacy and numeracy strategies in alignment to student learning needs; LLV is able to confidently share its approach to literacy and numeracy embedded within the curriculum and beyond with parents and the wider community.

4. If we develop a bank of evidence-based teaching strategies aligned to the progressions and surface, deep, transfer, will this raise teacher confidence in teaching literacy and numeracy?

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

5. If we effectively partner with families to support their child(ren) with literacy and numeracy at home, will students consolidate their literacy and numeracy skills?

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

6. How do we know that students are progressing at an appropriate rate through key literacy and numeracy milestones on the K-12 continuum?

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%

7. How might building understanding (student learning growth and achievement) be demonstrated through knowledge, skills, literacies and learning characteristics?

At least 75% of students are able to substantially answer unscripted questions from a teacher or parent participants at a public expo of learning; 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; Minimum of 75% of parents rate their overall satisfaction with the school as satisfactory or higher

8. If teaching and learning strategies and routines are explicitly aligned to learning characteristics, will students demonstrate these characteristics across KLAs and beyond the classroom?

Sources of evidence and targets were not available at the time of review.

ROLE OF LEADERSHIP

Leaders at LLV have a number of key responsibilities, which include:

- Leading and facilitating staff to become their 'next teacher selves' by embedding and extending Pedagogy 101,
- Leading and empowering teachers to realize the K-12 vision for consistency, baseline practice, and 'next practice',
- Collaborating with staff and students to determine needs and then develop rituals and routines to ensure learning is accessible, expectations are both high and clear, and learning spaces are safe (physically and psychologically),
- Composing the story of 'Learning at LLV' with the community so that parents feel both involved and supported within the New Education Model,
- Responding to staff need in regard to Professional Learning (PL) and collaboratively build tailored PL to build staff capacity in leadership and learning;
- Creating space to empower to lead and be agents for their own portfolios and whole-school building projects;
- Consulting stakeholders on the 'Makerspaces' at LLV and facilitate professional learning connected to pedagogy and develop rituals and routines for students to understand the best ways of working within this;
- Detailing process and procedures for stock control shared responsibility, etc., and
- Collaborating with the PEX coordinator to design, facilitate and upskill tailored PL for Macquarie University Practicum Students and Hub School Community to grow confident, expert, agile, and emotionally intelligent teachers; and oversee baseline data and growth tracking of students.

EVIDENCE OF ACHIEVEMENT & GROWTH

LLC uses a variety of data sources to track and understand student achievement and progress. These include NAPLAN and Check-In assessment for Reading and Mathematics via Scout, ACER PAT data, and HSC data will be available from the close of 2021.

NAPLAN DATA (2019)

NAPLAN results for 2019, see Figure 1, highlight that students at LLV, on average, performed at or above the average for all Australian students (except Writing in Year 9). Average student achievement was comparable to students with similar backgrounds except in Writing in Years 3 & 9 and Spelling and Numeracy in Year 9.

Figure 1: Summary information from the 2019 NAPLAN results

The table below shows the average student results at this school for the selected year.

The cell colour shows how the school's results compare to those of students with a [similar background](#). You can also see whether the selected school's results are above, close to or below those of all students nationally by selecting 'All Australian students'.

Tap on or [hover over](#) any cell to see the average score for all Australian students, for students from a [similar background](#) and the margin of error at 90 per cent [level of confidence](#).

Please note that from 2019, the method for determining the colour coding of results changed.

	2015	2016	2017	2018	2019	2020
	<input type="radio"/> Students with similar background <input type="radio"/> All Australian students					
	Reading Writing Spelling Grammar Numeracy					
Year 3	499	448	481	500	449	
Year 5	527	477	516	512	530	
Year 7	604	550	586	591	606	
Year 9	623	513	584	571	616	

NAPLAN participation for this school is 93%
 NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

	2015	2016	2017	2018	2019	2020
	<input type="radio"/> Students with similar background <input checked="" type="radio"/> All Australian students					
	Reading Writing Spelling Grammar Numeracy					
Year 3	499	448	481	500	449	
Year 5	527	477	516	512	530	
Year 7	604	550	586	591	606	
Year 9	623	513	584	571	616	

NAPLAN participation for this school is 93%
 NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

NAPLAN DATA (2021)

2021 represents only the second time that LLV has run NAPLAN. Figure 2 highlights the results for both Reading and Numeracy in 2019 and 2021; the overall percentile for the school is also reported (relative to the state) above each bar. The results across both years are comparable except in Year 3, for which the 2021 results are lower.

Figure 2: NAPLAN achievement in Reading and Numeracy (2019 & 2021)

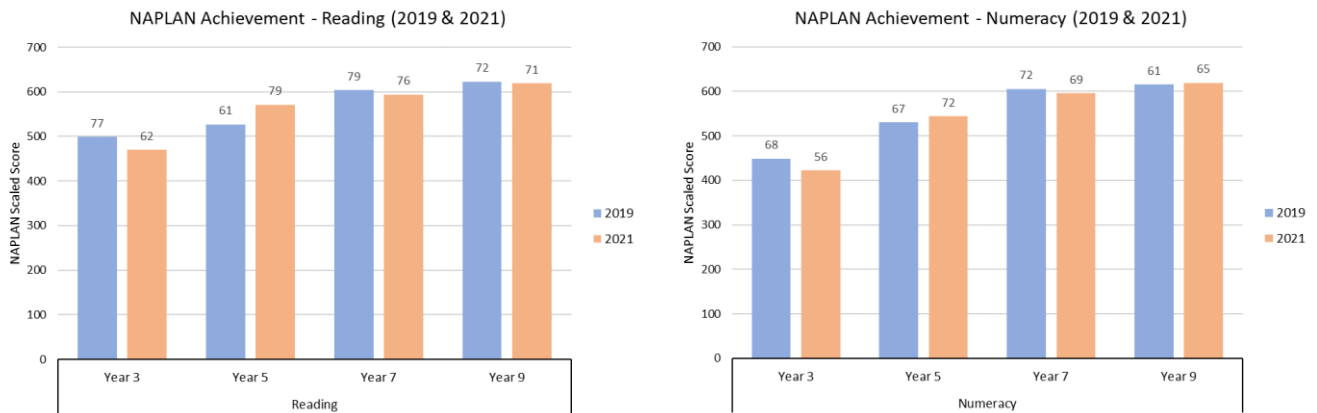
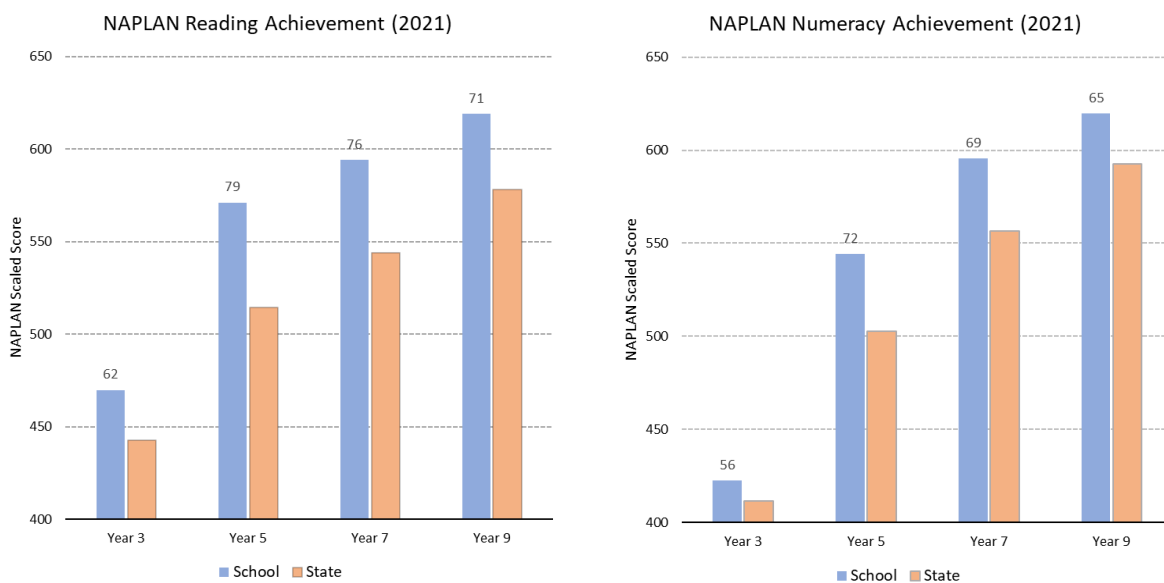


Figure 3 highlights the average 2021 NAPLAN Reading and Numeracy scores for LLV compared to the state averages; corresponding percentile points relative to NSW are included. As can be seen, average scores at LLV for Reading and Numeracy are above the state at all year levels.

Figure 3: NAPLAN reading and Numeracy (2021) in comparison to state averages



Please note, statistically similar school group (SSSG) data was not available for these charts.

Table 1 highlights the proportion of students achieving in each of the report bands for 2021 NAPLAN Reading and Numeracy in comparison to SSSG. Results for Reading in Year 5, Year 7, and Year 9 as well as Numeracy in Year 7 have a higher proportion of students in the top two reported bands compared to SSSG. Year 3 Reading and Numeracy and Year 3, Year 5, and Year 9 Numeracy have a lower proportion of students in the top two reported bands compared to SSSG – this represents an opportunity for improvement.

Table 1: Proportion of students reported in top two bands 2021 NAPLAN

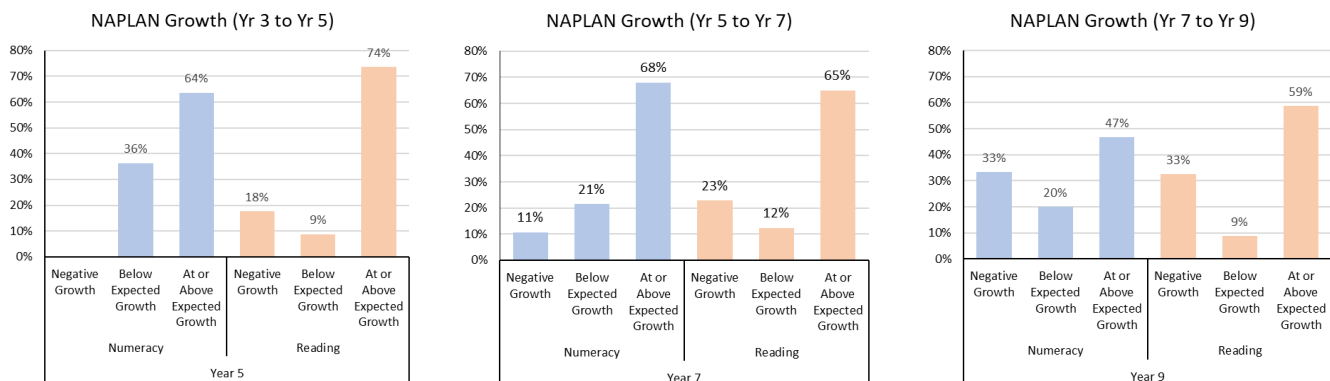
NAPLAN Reading School and SSSG Comparison											
Reported Bands	Year 3		Reported Bands	Year 5		Reported Bands	Year 7		Reported Bands	Year 9	
	School	SSSG		School	SSSG		School	SSSG		School	SSSG
>=6	49	62	>=8	48.6	41.1	>=9	30.4	17	10	10	11.7
5	26	20	7	32.4	30.1	8	30.4	29.5	9	32	27.2
4	14	11	6	5.4	19.1	7	27.5	29.3	8	22	29.36
3	9	5	5	13.5	7.4	6	4.3	17.7	7	30	20.6
2	3	2	4	0	1.8	5	7.2	5.7	6	4	8.1
1	0	0	<=3	0	0.5	4	0	1.3	5	0	2.8

NAPLAN Numeracy School and SSSG Comparison											
Reported Bands	Year 3		Reported Bands	Year 5		Reported Bands	Year 7		Reported Bands	Year 9	
	School	SSSG		School	SSSG		School	SSSG		School	SSSG
>=6	21	45	>=9	27	39.5	>=9	33.8	31	10	16.3	19.7
5	15	25	7	21.6	27.4	8	32.4	26.1	9	18.4	25
4	46	20	6	37.8	21	7	19.1	24.2	8	32.7	29.8
3	12	8	5	10.8	9.2	6	10.3	13.2	7	28.6	19.3
2	6	2	4	0	2.5	5	2.9	4.1	6	4.1	5.3
1	0	1	<=3	2.7	0.4	4	1.5	1.3	<=5	0	0.9

NAPLAN GROWTH (2019 – 2021)

Student growth in terms of NAPLAN scores from 2019 to 2021 indicates good growth. As shown in Figure 4, the proportion of students achieving at or above expected growth is well above 50% for both Reading and Numeracy tests for all levels, except for Year 7 to Year 9 Numeracy.

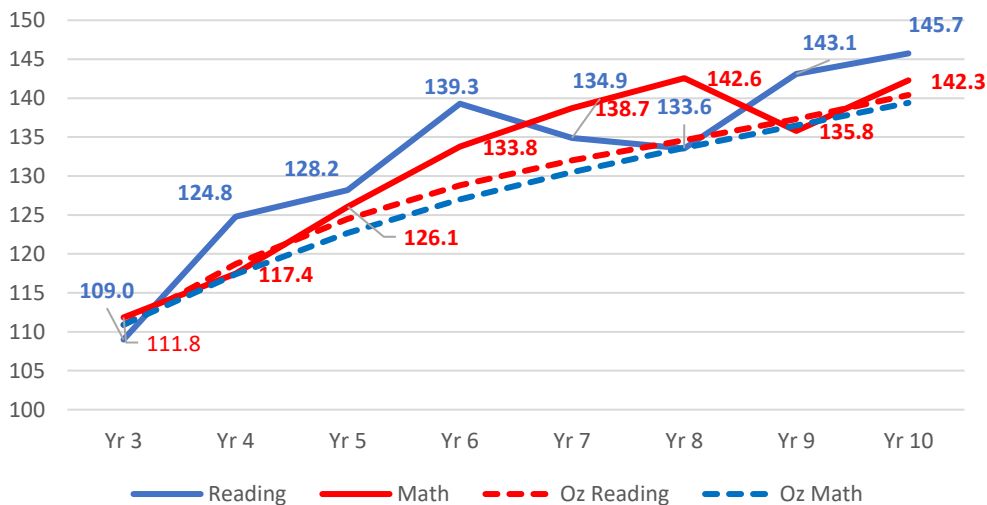
Figure 4. Student growth in NAPLAN Numeracy and Reading



PAT DATA

The Progressive Achievement Tests (PAT) have been widely used throughout Australia for many years and provide an estimate of the student proficiencies in Reading and Mathematics. The averages for LLV students in Reading and Mathematics are plotted relative to the Australian normative sample. As can be seen, LLV students typically exceed the Australian average; this is except for Mathematics in Year 9 and Reading for Year 8.

Figure 5. Averages of LLV PAT Reading and Mathematics compared to the Australian norms.



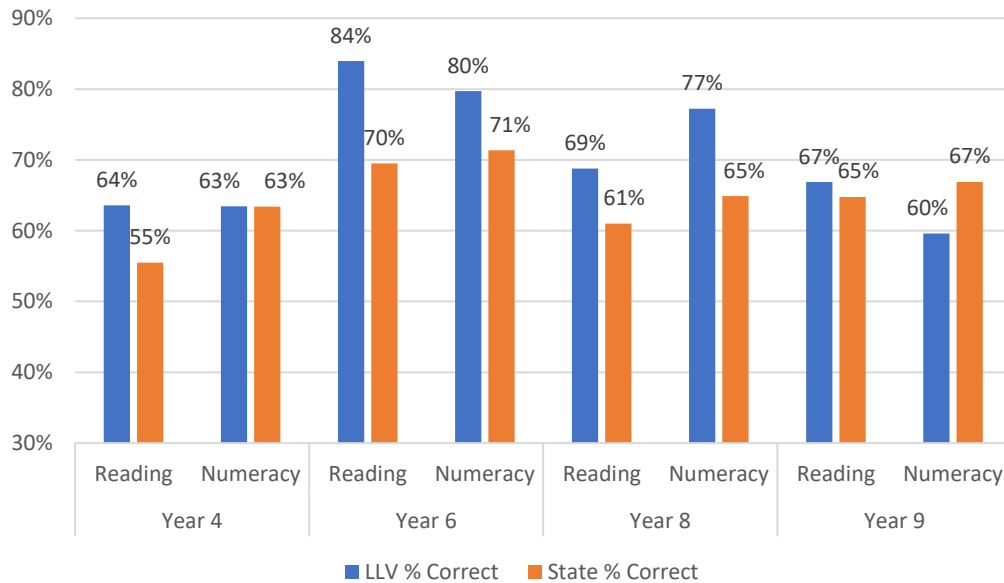
SCOUT – READING AND NUMERACY

Check-In assessments in Reading and Numeracy are online assessments for students in Years 3 to 9. They are mapped to the NSW Syllabuses and National Literacy and Numeracy Learning Progressions. While Check-In data is not available for all year levels, there is evidence that, except for Year 9 Numeracy, students at LLV are achieving at or above the state average; see Table 2. Further, Figure 6 presents these results relative to the NSW state means.

Table 2: Check-In Reading and Numeracy of LLV compared to State averages

Level	Reading	Numeracy
9	Similar	Below
8	Above	Above
6	Above	Above
4	Above	Similar

Figure 6. Averages of LLV compared to state for Check-In Reading and Numeracy



In addition, there is an assessment strategy review and opportunity to enter student data on the assessment flowing from the lesson (in all cases we viewed, this was present). Student work samples are included as well as peer assessments, student self-reflection, self-assessment (on a five-point scale from Novice to Master) for their learning journal, and recommendations from the student (and teacher) about how to progress. The students' self-reflection on their learning informs conversations held with parents at student-led conferences. These reflections are made visible to parents through the CANVAS learning management system, enabling parents to engage with their child's learning journey at any point in time.

DESTINATIONS

All school leavers have moved into further education (university, TAFE) or an occupation. Fourteen of the current Year 12 students intend to complete the HSC and eight to complete the Pathways program. The Pathway program enables students to identify essential career self-management actions and planning skills (https://education.nsw.gov.au/teaching-and-learning/_curriculum/career-learning-and-vet/career-learning/student-pathways-plan). All but one of the HSC bound students have applied for or intend to apply for university study across a wide range of disciplines. These include animal sciences, business, cognitive science, computer science, game design, music, law, psychology, primary teaching, NIDA, and engineering. There were two who also indicated admission to TAFE in midwifery or business management. Seven students opted for the Pathways program with aspirations to study certificate courses in mental health, TAFE designs fundamentals, community services, early childhood, hospitality, linguistics, and music. The eight students who left LLV before the end of Year 12 went into further education (TAFE, Army, Animal studies, Taronga Zoo traineeship, floristry, Music, Education Support) or apprenticeships (carpentry, automotive).

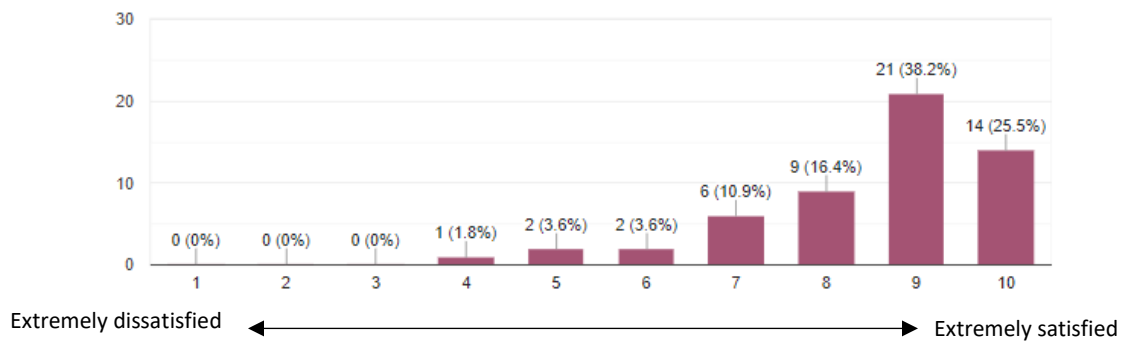
COMMUNITY PERCEPTIONS AND EXPERIENCE

Overall, student attendance at LLV is above the state average (94%; state average 91%). This is particularly impressive given the COVID environment. Relations with parents are a significant focus for the school, and 97% of parents indicate that they are either satisfied, highly satisfied, or extremely satisfied with the school. Further, there are 3,000+ students on the waiting list for the 350 places available, and many students travel from afar to their school of choice.

STAFF PERCEPTIONS

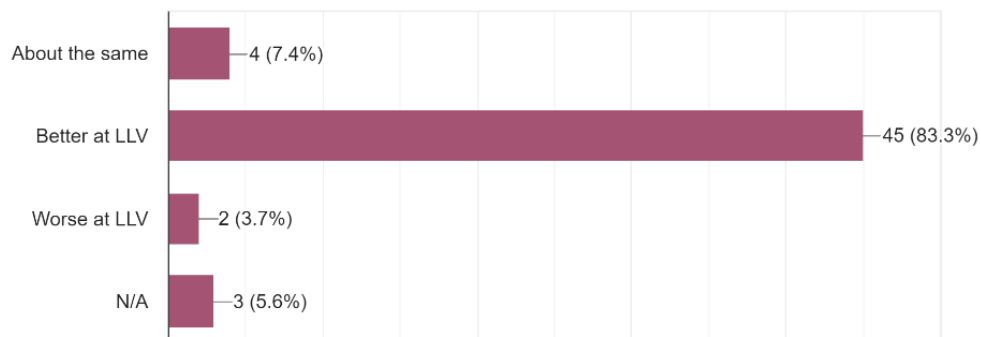
Based on a staff satisfaction and engagement survey carried out in September 2021, there is a high level of satisfaction concerning working at LLV; these results are highlighted in Figure 7.

Figure 7: Teachers' level of job satisfaction (%)



Further, when asked to compare working at LLV to previous workplaces, an overwhelming 83% of teachers indicated that LLV was a better workplace; these results are highlighted in Figure 8.

Figure 8: Teachers' level of satisfaction (%) compared to previous schools.



There are many examples of positive comments from staff about their experience of working at LLV – for example:

- "LLV is an exciting place to work. I trust the research we apply and the research we do on the ground to make engaging, meaningful, and transformative learning experiences. I trust in the intelligence of my colleagues to always make informed decisions on students' and teachers' wellbeing and learning. The culture at LLV allows students to be interested, interesting, and empathetic human beings and the relational power of this allows teachers to be seen by teenagers and this is truly special."

There are also many positive examples of staff highlighting constructive opportunities for improvement, including:

- "Some fine-tuning around who does what. And clarity around procedures. The creativity is fun and engaging. At the same time, purpose and communication around that creativity could be strengthened."
- "We had support from experts to build the new metrics we are needing to show evidence of impact in easy to manage data sources."
- "There was more positive support and assistance from internal governing bodies and external bodies within government and media. For these people to actually learn and understand what LLV is doing. LLV does not exist based on a whim. It is a scientifically based and supported model that already exists in private/catholic schools whose students and staff are given far more opportunities than public schools. This is such an exciting time for people to get on board and encourage and support the staff and students at this school at the forefront of an amazing new model that I can only understand will assist tomorrow's adults in becoming people who will be more independent. more inspired to create and achieve. and find opportunities in more diverse situations than we ever could."
- "Some more PL on how to work collaboratively in large teams or time (I know time is impossible sometimes). I think it's really important to be able to have professional conversations and be able to work and talk through differences in ideas. There is a difference between your professional relationship and personal and it is not hard to separate and have a good working relationship. If things go left unresolved it is awkward and can impact the teaching team."
- "The organizational structure was tightened. I think there needs to be more effective ways of communication between leadership and teachers as well as between primary and high school."

PARENT PERCEPTIONS AND EXPERIENCE

Lindfield Learning Village periodically engages parents with check-ins. These have highlighted a range of perspectives, including positive impressions and critical comments – we note that the measure of success for the school is how they deal with these. A sample is included below.

Positive Impressions:

- "We are incredibly impressed and delighted with every aspect of LLV's ethos, culture and teaching and learning approach. Our children are NOW highly engaged students, passionate about learning, can't wait to get to school each day, they feel inspired, supported, valued and importantly we have seen such growth and development in their critical thinking, collaboration, empathy, and overall joy!"
- "We feel overwhelmingly fortunate to be able to give our children this cutting edge, relevant, real world educational excellence. We cannot thank the teaching staff at LLV enough and are inspired and about the future that our children will embark on with this education as their foundation."
- "Our kids come home every afternoon chatting nonstop about the learning they did that day, keen to go back the following day for more."
- "It is great to see the increased explicit teaching in maths and English in the 3-6 hub. I also feel strategies for learning support are being considered more this year. Thank you"
- "LLV has been massively beneficial to both our girls, both academically and socially. The learning style and teaching excellence have especially helped our year 9 discover a love of maths that was a long seated hated of the subject before. Asked why it is different her answer is "they explain the concepts like a friend would, not like a teacher"".
- "I like the values of LLV and the overall vision for the school. I am happier now that LLV seems to have more structure and is doing more student testing and reporting so I know how my child is progressing. Also, that LLV is doing Masterclasses and differentiating the learning for the children."

Critical Comments

- "I would like LLV to offer more on-site clubs and extra-curricular activities so my child can meet other like-minded children and develop new skills. I feel this should be led by teachers, not students - as its difficult for a student to be a good leader if they do not know what good and clear leadership looks like."
- "I am also concerned about LLV teaching the children respect for their elders and courtesy based on traditional principles (democracy/equality is an excellent ideal, but the children need to also understand how the real world works, and the impact and reality of power and position)."

- "The focus on the individual's needs and what they want and choice, can make it difficult for parenting and I expect, employers. I think it would be beneficial for children to recognize that the teachers are not the 'same level' as them by virtue of their position, and that sometimes they should do something out of obligation because it is for the greater good or it's polite or it's expectation."
- "The existing LLV approach will work well for entrepreneurial work and technology start-ups that have flat structures centered around innovation. If children would like a choice in their careers and are competing against other students for opportunities in more traditional industries (perhaps those that are more content-heavy or hierarchical), they need to be more flexible and know and appreciate different approaches.
- "They would also benefit from explicit training in organizational skills and time management (perhaps provision of and training on using a diary and having deadlines). Also, having opportunities to develop responsibility, accountability, and commitment, as well as opportunities to learn explicit leadership skills by participating in group activities where there is an appointed leader and it is clear what the leader is expected to do in being a good and effective leader. Children need to know how to work in a collaborative context, but also a leader/team player context."
- "I love the LLV concept. I do think however, there is still a lot of value in the traditional and LLV should not disregard this completely. LLV is in a unique position to take the best from both worlds. If LLV can do this, our children will have unlimited choice and opportunities in the future, will be able to work effectively with other people who did not attend LLV (as this is also important), and be able to make a meaningful and positive difference to the world."

Note: Some parents did comment on the teaching of controversial issues:

- "I am also concerned about some of the themes that seem politically minded (or personally motivated) rather than being balanced and independent (i.e.. considering what different perspectives exist and why - rather than saying that something is right or wrong - i.e.. in relation to climate change, black lives matter, LGBT). These are political issues better suited for senior students."

STUDENT PERCEPTIONS

At LLV, students are active participants in their learning. An excellent example of this is the school's approach to student conferences. Students prepare and lead their student conferences, including goal setting for the next steps in their learning journey. To support this, teachers design programs that allow for a personal experience in meeting curriculum outcomes and grow the learner in the LLV learning characteristics. Reflective practice is key to learning, and this is embedded in the teaching and learning journey of both students and teachers.

Student perceptions regarding their experiences at school form an important and powerful form of evidence for understanding how key areas of school climate affect student learning, success, and wellbeing. Lindfield Learning Village uses a variety of strategies to collect student perceptions, including formal student surveys such as the *Tell Them From Me* Survey and informal surveys and focus groups.

Student micro-stories

There are many stories in the CANVAS depository that provides flesh and details from the students.

Year 10 Student Micro-story

- "A breath of fresh air is a saying that directly relates to the experiences of many people at Lindfield Learning Village. For me, the breath of fresh air feels slightly different. I arrived after three years of homeschooling during which I hadn't worked as hard as I could have done and before that, a private school similar to Lindfield Learning Village."
- "What makes LLV different for me is that it has a schedule, a structure to the learning, while still offering freedom and allowing creativity to explode. It is a tempered kind of freedom that ensures we are learning and creating through connecting subjects like Science and PDHPE or working on a Gap Year Project in English and HSIE."
- "We learn at our own pace while still meeting educational outcomes. We learn in an environment that nurtures and sees who we are and how we learn."

End of Year 12 Retrospective Micro-stories

- "I cannot express in words my gratitude for the amazing teachers at LLV – we somehow ended up with the best of Sydney ... you have made a lasting impact on me and helped me realize my potential."
- "I came to LLV at what was probably the lowest point in my life and I always dreaded going to school, going to LLV I was excited to turn up every day and felt a strong sense of community and support."
- "The way the school made me feel: confident, safe, heard."
- "I look back at the time I spent at other schools and realize how much better my experience was at LLV."

Tell Them From Me (TTFM) Student Survey

One key form used by LLV is the *Tell Them From Me* (TTFM) Student Survey, which was designed and is administered by *The Learning Bar*, a Canadian education consultancy. All government schools in NSW have access to the *Tell Them From Me* to support internal evaluation and continuous improvement.

In undertaking this review, the measures and results from the TTFM Student Survey have been aligned to the principles outlined in NESA's Work Works Best relevant standards. In addition, we have included two additional measures, including Achievement and Pathways. The Senior School is comparable to or exceeds the state on 21 of the 26 indicators (81%), and particular strengths include High Expectations, Explicit Teaching & Feedback, and Wellbeing. The Senior School would do well to focus on Academic Challenge and Achievement as an area for improvement. The Junior School is comparable to or exceeds the state on 11 of the 17 indicators (65%). A focus on improvement in the Junior School is needed, particularly raising expectations for success, developing a positive learning climate, using effective learning time, developing a positive sense of belonging, and enabling students to value school outcomes.

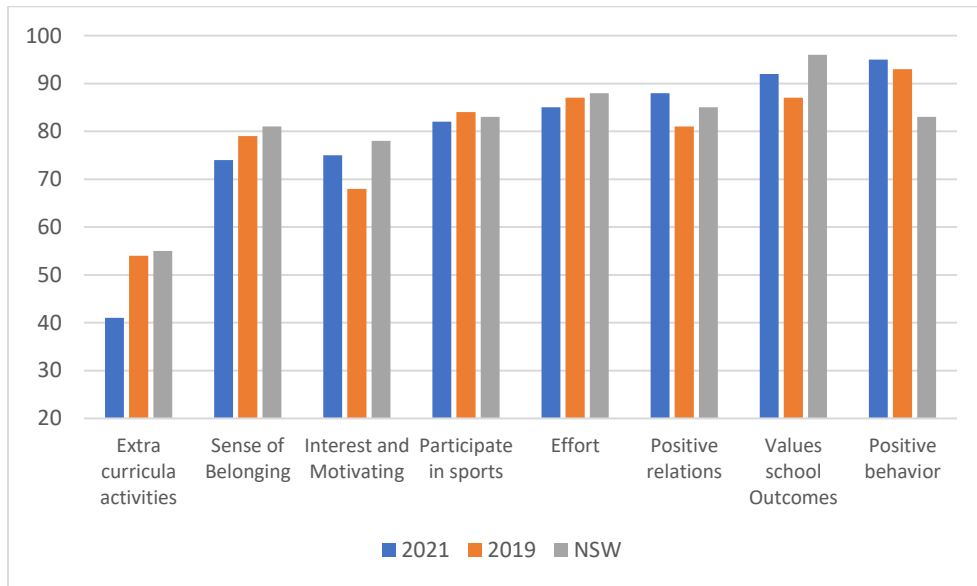
Table 3. Key Measures from 2021 Tell Them From Me Student Survey (School vs State)

Measures	Indicator	Junior School	Senior School
High Expectations	Expectations for Success	7.9 vs 8.7	7.6 vs 7.0
	Positive Learning Climate	6.4 vs 7.2	6.4 vs 5.6
Explicit Teaching & Feedback	Explicit Teaching Practices and Feedback	7.2 vs NA	6.9 v 6.4
Classroom Management	Quality Instruction	7.6 vs NA	6.8 vs 5.9
	Effective Learning Time	7.9 vs 8.2	7.3 vs 6.3
Wellbeing	Students with a positive sense of belonging	74% vs 81%	76% vs 66%
	Students with a positive relationships	88% vs 85%	84% vs 78%
	Positive teacher-student relationships	8.3 vs 8.4	7.1 vs 5.7
	Victims of bullying	29% vs 36%	26% vs 21%
Engagement	Students that value school outcomes	92% vs 96%	74% vs 72%
	Students that positive attendance		96% vs 90%
	Students with positive behavior at school	95% vs 83%	97% vs 87%
	Intellectual Engagement (composite)		54% vs 46%
	Students who are interested and motivated	75% vs 78%	27% vs 28%
	Effort	85% vs 88%	65% vs 66%
	Relevance	7.9 vs 7.9	6.0 vs 5.8
Academic Challenge & Achievement	School Pride (% Agree/Disagree)	85%	63%
	High Skill High Challenge	52% vs 53%	25% vs 42%
	High Skill Low Challenge	27% vs 26%	17% vs 11%
	Low Skill High Challenge	17% vs 14%	48% vs 40%
	Low Skill Low Challenge	4% vs 7%	10% vs 7%
	Grades in English		66% vs 68%
	Grades in Math's		68% vs 66%
Grades in Science		63% vs 64%	
Pathways	Planning to finish Year 12		87% vs 85%
	Planning to do an apprenticeship or VET/TAFE		33% vs 35%
	Students planning to go to university		73% vs 67%

Student Trends Report

The Trend report shows the average student response when the school commenced in 2019, the changes in 2021, and the relative information from the NSW state sample. The school has very positive responses to positive behaviour, valuing school outcomes, positive relations, investment of effort, and participation in sport - all at or above the state means. The drivers of student outcomes also are very high for positive teacher-student relations, advocacy at school, expectations of success, relevance, effective learning time, and lower levels of bully-victim.

Figure 9. Average LLV student responses compared to the state average for key Tell it from Him measures.

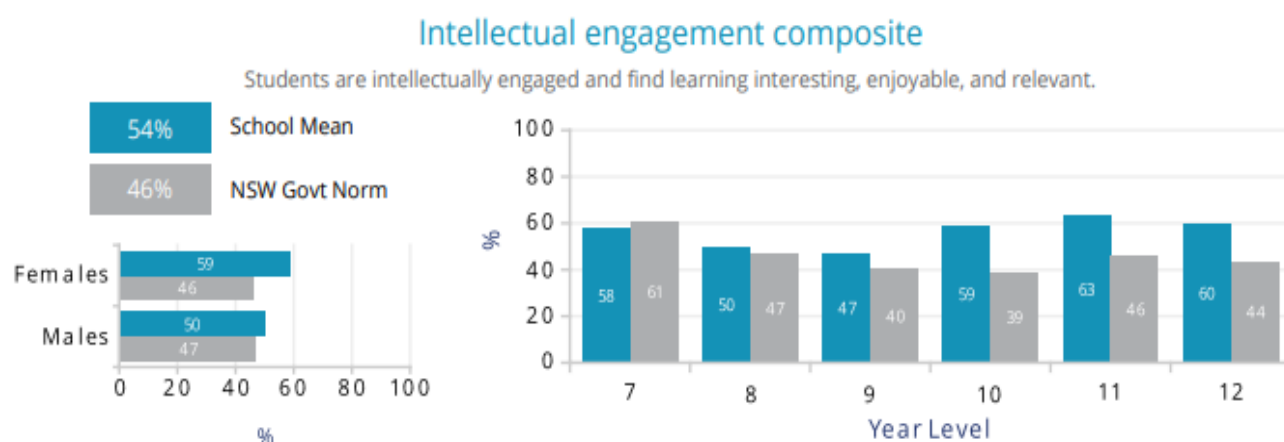


ALIGNMENT OF POLICY AND PRACTICE

There is a high level of alignment with the teaching and learning in LLV with the DoE policies. The following is a list of major strategies from DoE 'What Works Best' that are implemented by the school:

- High expectations for all students are regularly communicated through goal setting with a student mentor, explicit learning intentions, and teacher feedback.
- Curriculum differentiation occurs in all classes and is implemented through multiple strategies that include regularly assessing student's progress through benchmarks and regrouping them.
- Students are tested annually using the PAT tests produced by ACER for reading and mathematics. These tests inform the school's literacy and numeracy strategy and individual learning support and enhancement strategies.
- "The research also recognizes that the complexity of differentiation in highly diverse classrooms may require that teachers simultaneously manage multiple groups working at different levels on different learning tasks." All classes at LLV are organized to allow this level of complexity.
- "... existing studies suggest that successful differentiation occurs when learning activities and resources are modified and targeted to students' specific learning needs before teaching commences." Multiple pre-learning activities happen at LLV, from 'entry events' that stimulate student's existing knowledge and awareness of a context to homework activities. Teachers then adapt the syllabus to the needs of the current students.

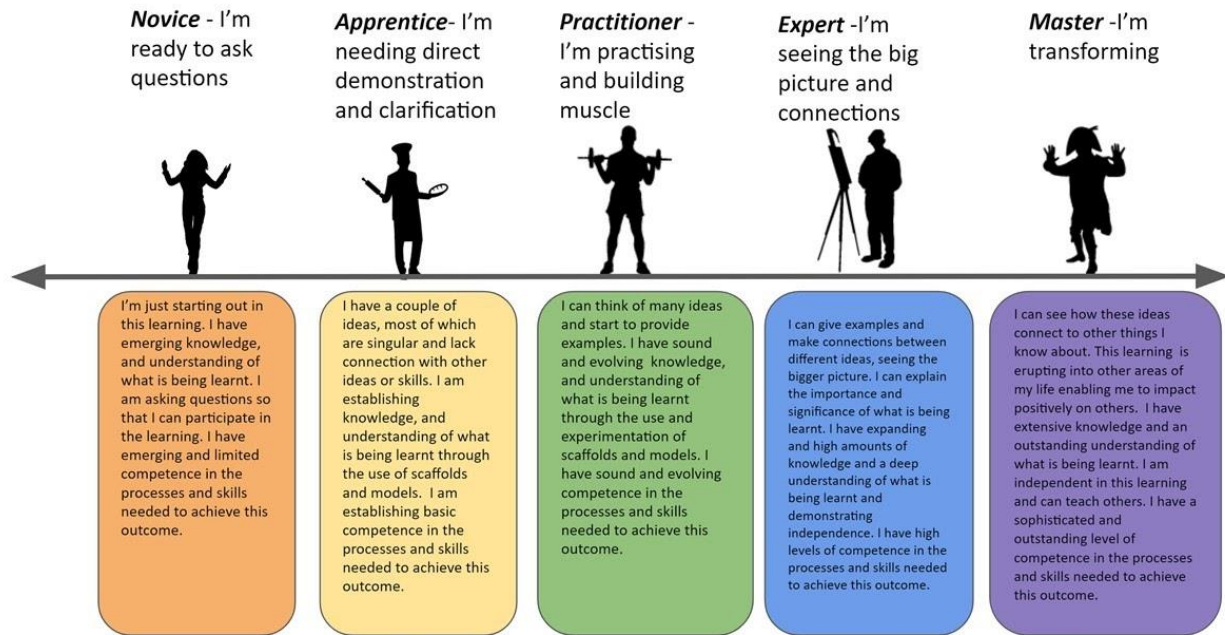
Figure 10. LLV averages compared to State averages for Intellectual engagement measure



- All classrooms at LLV are organized to allow for explicit teaching to occur at multiple times in a lesson. Explicit teaching moments are usually uploaded to CANVAS, the school's learning management system for students to refer back to. Pedagogical routines at LLV also indicate the explicit teaching occurs in multiple ways during a lesson for the whole class, small groups, and individuals.
- Teachers set learning intentions or clear learning goals for each lesson. Students also spend time with a Learning Guide three times in a term to set broad learning goals, discuss strategies to achieve their goals, and reflect and analyze the level to which students are achieving or exceeding their goals.
- Teachers work hard to ensure that the right amount of direct instruction is supplied early in learning a new concept to support student-centred inquiry-based learning. Additionally, teachers allow for multiple independent practice opportunities for students.
- At LLV, there are multiple opportunities for students to ask and answer questions.
- Utilizing rubrics in CANVAS students provides multiple opportunities at receiving feedback through formative assessment. At LLV, there is a system of 'check-ins' prior to a summative assessment task. At each check-in, the student receives written feedback from the teacher. For Year 11 and 12, parents are contacted when a student fails to submit a check-in a week before the due date. This contact allows for support to be implemented if a student has not made sufficient progress.
- LLV provides clear and explicit feedback to students both verbally and in writing. As the What Works Best report indicates, praise, stickers, and other extrinsic rewards are not as effective, and the LLV policy is to avoid them.
- Feedback on the process is provided as well as the final product through reflections with the student using the Learning Characteristics, which provide students with language that helps them understand their effort and motivation.
- Data is collected through external assessments (NAPLAN, PAT Check-In) through internal assessments and classroom observations. Additionally LLV has developed a data analysis tool (using MS Power BI) to allow for live and continuous reporting of student assessment data to parents.

There is high alignment between the LLV 'Novice to Master Learning Continuum' a Department Policy: <https://education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming-assessing-and-reporting-to-parents-k-12>. Both use a 5-point scale of progression and attainment as per A-E language. This continuum allows students, parents, and teachers to measure, monitor, and provide feedback to students about their learning.

Figure 11. The 5 point progression sales used within LLV



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>

Evidence of Learning is based on the discipline and required knowledge, understanding, and skills connected to syllabus outcomes but also integrates General Capabilities, Learning across the Curriculum priorities – all directly derived from the NSW interpretation of the Australia Curriculum (<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>). The LLV's Learning Characteristics Wheel and rubrics provide teachers and students with an explicit mechanism for tracking and assessing students' learning characteristics to inform socio-emotional outcomes and personal skills development.

The NSW Department of Education School Excellence Framework (July 2017) outlines descriptions of the key elements of high-quality practice across the three domains of learning, teaching, and leading. Schools are asked to assess their practices against the framework to inform school plans and annual reports. There are three levels of performance: Delivering, Sustaining and Growing, and Excelling. The school's 2020 self-assessment rated all dimensions as either Sustaining and growing or Excelling. The external validation team endorsed this – for this to be the case after a short time opened is a testament to the leadership and teachers in the school.

Table 4. The endorsed self-evaluation of LLV on a three-point scale:
Delivering (D), Sustaining and Growing (S&G), and Excelling (E)

2020 External Validation	Innovation in teaching	Agency in Learning	Growth in leadership	Excellence in co-construction	Resourcefulness in wellbeing	Authenticity in assessment & reporting
Learning	Learning Culture	S&G	E		E	
	Wellbeing		E		E	E
	Curriculum	S&G			E	
	Assessment	S&G				S&G
	Reporting	S&G				E
	Student performance measures	S&G			S&G	
Teaching	Effective classroom practice	S&G		S&G		E
	Data skills and use	S&G			S&G	S&G
	Professional standards			S&G	S&G	
	Learning and development		S&G	E		E
Leading	Educational leadership		E	E	E	E
	School planning, implementation and reporting			E	E	
	School resources		E		E	
	Management practices and processes			E	E	E

Our document analysis also identified that LLV is located in the 'Sustaining and Growing' to 'Excelling' in all dimensions.

Learning domain. There is much evidence of the whole school community having aspirational expectations of learning progress and achievement for all students and being committed to the pursuit of excellence. There is evidence of effective partnerships in learning with parents and students, and students are motivated to deliver their best and continually improve. The school engages in strong collaborations between parents, students, and the community that inform and support continuity of learning for all students at transition points, including highly mobile students. Attendance data is regularly analyzed and is used to inform planning. Whole of school and personalized attendance approaches are improving regular attendance rates for all students, including those at risk.

- **Well-being.** The school is organized so that all students have regular opportunities to meet with an identified staff member who can provide advice, support, and assistance to help students fulfill their potential. The school collects, analyses, and uses data, including valid and reliable student, parent,

and staff surveys/feedback, to monitor and refine a whole school approach to well-being and engagement to improve learning. There are well-developed and evidence-based approaches, programs, and assessment processes to identify, regularly monitor, and review individual student learning needs. There is much evidence of positive, respectful relationships among students and staff and LLV promotes student wellbeing to ensure optimum conditions for student learning across the whole school.

- **Curriculum.** LLV's curriculum provision and evidence-based teaching practices provide a high expectations framework, and students' learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning. Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, and there is consistent and reliable student assessment and continuous tracking of student progress and achievement. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged, and all adjustments lead. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged, and all adjustments lead
- **Assessment:** Assessment is used flexibly and responsively as an integral part of daily classroom instruction and is used to support learning across the school. Teachers use reliable assessments to capture information about student learning and share criteria for student assessment with students. There were many examples of rubrics and success criteria across the school. The school analyses summative assessment data to identify the learning progress of individual students and student cohorts, and there is evidence that teachers use summative data to identify student learning and validate formative assessment practices
- **Reporting.** LLV has explicit processes to collect, analyze, and report specific internal and external student and school performance data regularly. Student reports contain personalized information about individual student learning progress and achievement, and preview plans for meeting future learning goals. Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

TEACHING DOMAIN: Effective classroom practice. Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback, and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. There is evidence of a whole school approach to ensure that the most effective evidence-based teaching methods are used to optimize learning progress for all students, across the full range of abilities. The CANVAS learning management system provides many resources to help teachers employ evidence-based effective teaching strategies, identifies and promotes effective methods, and students' learning improvement is monitored, demonstrating

growth (although it is not so clear about evaluating the implementation of these evidence-based teaching methods). There is evidence that teachers provide explicit, specific, and timely formative feedback, and that there is a school-wide approach to effective and positive classroom management.

- **Data skills and use.** The school promotes and demonstrates professional learning in data concepts, analysis, and use of student assessment data and related tools. The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgment of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.
- **Learning and development.** There is evidence that LLV engages teachers in professional discussion and that they collaborate to improve teaching and learning in their classes and for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Formal mentoring or coaching is provided to improve teaching and develop aspiring leaders to teachers who request it or are identified as in need of support. Teachers actively evaluate, share, and discuss learning from targeted professional development with other staff in their school to improve whole school practice. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-based, future-focused practices.

Leading Domain. There is much evidence that LLV is excelling in leadership. The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. The leadership team establishes a professional learning community that is focused on the continuous improvement of teaching and learning. The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

- **School resources.** The leadership team allocates noneducational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school. The leadership team takes a creative approach to the use of the physical environment

to ensure that it optimizes learning (this is indeed impressive), within the constraints of the school design and setting. Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

- Management practices and processes.** The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. Management practices and processes are responsive to school community feedback. There is a whole-school approach to improving service delivery and customer (parent and/or student) experience. The leadership team collects information about the school's administrative practices to ensure their effectiveness. The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

The assessment of literacy provides an example of compliance with the NSW processes. Data comes from the NSW Scout database, includes NAPLAN data, PATs, teacher assessments, and students' work samples. Data are linked to the ACARA National Progressions. Note the presence of a balanced literacy program emphasizing the Big Five - phonemic awareness, phonics, fluency, vocabulary, and comprehension – which are the established evidence-based practices. Data are specifically collected on phonological awareness, phonics knowledge, fluency, understanding and interpreting texts (comprehension, processes, vocabulary; and writing on creating texts, grammar, punctuation, spelling, handwriting, and keyboarding.

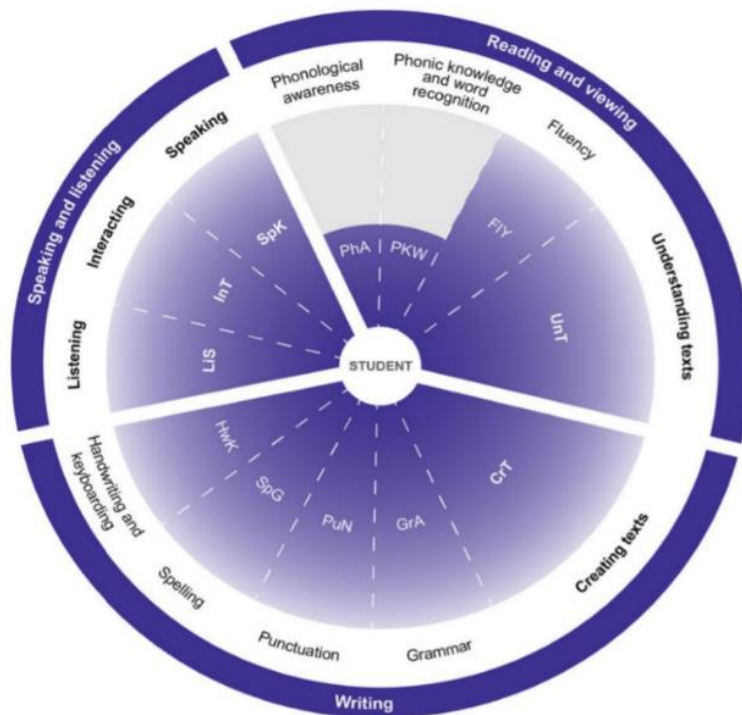


Figure 12. The major dimensions of Literacy for LLV teaching and learning

There are also numerous examples of the teaching methods and their alignment with the NSW curricula within the Google Shared Drive. For example, a LLV template for lessons that include: description of the lesson, driving questions or big ideas, success criteria, formative assessment for learning, assessment as learning, and assessment of learning (thus covering the formative and summative assessment parts of the curriculum), and options for links to resources thus making the lesson plans scalable and available for future uses across the school. The template also addresses the dispositions from the curriculum, such as learning characteristics, general capability, cross-curriculum priorities, and related links to the NESA syllabuses.

The template also includes specific links to syllabus outcomes identified by the levels of learning and information about how a teacher intends to make modifications to allow for differentiation at the various levels (e.g., Novice, Master). The templates also include an opportunity for reflection, asking for teacher insights into '*What went well,*' how the class could be '*Even better if.*' Further, the specific pedagogical modes for the school are identified in the documentation, including a range of teaching methods, including direct instruction, explicit instruction, team projects, inquiry, and problem-based learning. What is notable is there is much co-teaching, the inclusion of student voice and choice, gamification, teaching students to be assessment capable and interpret teacher feedback, and multiple opportunities for review and moving to more challenging aspects of the lesson.

FROM BEST TO 'NEXT' PRACTICE

Overall, there is a high level of evidence that Lindfield Learning Village (LLV) is an inviting, high achieving, evidence-based school. The quality of education provided is high, the teaching methods follow best practice principles regarding the use of evidence, and the impact on students is 'at or above' the levels of comparable school students across NSW. There is also evidence that school leaders and teachers use collaborative approaches to teaching and learning, and that the approaches are positively received by parents and students. It is also clear that LLV has been diligent in keeping up its responsibility to monitor and collect evidence on student learning. Further, there is much evidence that leaders and teachers follow the NSW curriculum, related documents, and departmental policies. Given the school was opened in 2019, the quality of evaluation evidence is both substantial and robust, providing much confidence for the three strategic directions for the school.