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1. Overview

- 1.1 Lyndhurst Primary School is a new school located in the Marriott Waters Estate in Lyndhurst. The school opened for all levels, Prep-6, in 2011. Lyndhurst is a Public/Private Partnership School that lies in the south-eastern growth corridor, in the City of Casey. The school opened in 2011 with approximately 150 students and rapid growth has occurred throughout its existence. Currently there are 950 students. Lyndhurst Primary School, like several other schools around the state, is part of a partnership agreement between the Victorian State Government and Project Co, a private consortium. Whilst Project Co and its partners are responsible for the construction and on-going maintenance of the school facility, in every other respect, Lyndhurst is a state government primary school. In essence, the Department of Education and Early Childhood Development (DET) lease the property from the private consortium over a 25 year lease period.

2. Curriculum

- 2.1 The curriculum at Lyndhurst is based on the Victorian Curriculum, which is expected of all government schools in Victoria. Our curriculum structure is characterised by the term, “Small Investigations to Deep Inquiry”. Learning is seen as a continuum and it is focused on giving children the skills and abilities to be able to increasingly take control of their own learning and to give them to time to study, learn and think more deeply. The early years program (Prep-2) is based on Kathy Walker’s play-based learning pedagogy. This play-based learning is strongly focused on providing children with a strong foundation of essential literacy and numeracy skills through utilising a child’s natural propensity to learn through play. At the higher levels (years 3-6), children gradually move to an “inquiry-based” curriculum, once again following the work of Kathy Walker. Inquiry based learning is all about building lifelong learners.
- 2.2 THRASS and CAFÉ reading are implemented across the school and provide a framework for our unique approach to the teaching of English. The implementation of Professional Learning Teams focusing on the effective use of data is a significant piece of work across the school as teachers find themselves in increasingly large teams. There is also much work being done on building the concepts, practice and documentation for learning as a continuum. Through leadership projects and through work with other local schools, this work is progressing.
- 2.3 The over-arching drivers in our curriculum are personalising learning and increasingly building each child’s capacity to direct, influence and take responsibility for, their own learning.

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3. Student well-being


- 3.1 Lyndhurst has a student well-being coordinator who manages and monitors the student well-being across the school, including a number of pro-active programs such as Forest School, Kitchen Garden, Bully Ballot and Healthy Habits/Happy Kids. The approach to dealing with student discipline issues is through Restorative Practices, which is well-embedded across the whole school. At Lyndhurst, teachers talk “with” the children not “to” them and there is a strong sense of personal responsibility from all students. Student leadership is also a significant driver in the school, and this is developing. The concept of children having some control over their learning is supported by a sense that they also have some influence over their learning environment.

4. A school for the community


- 4.1 More than the location, the facilities and the resources in a school, it is the people that give a school life and define its character. In an environment in which teachers work in a supportive, respectful workplace, where students are engaged in meaningful and relevant learning tasks in safe and encouraging surroundings and where parents can constructively participate in an inclusive, welcoming school, real education can take place, not only for each child but on a broader community level. Lyndhurst Primary School is a school that includes and embraces its local community. We welcome the contributions that parents and the community make to the education of our children and the facilities and resources of the school are available to the community as a shared resource that benefits all.
- 4.2 The Lyndhurst community is highly diverse from both a cultural and socio-economic standpoint. Currently, approximately 65% of our students list English as their second language with families representing 55 language groups and 50 countries of birth. This rich socio-cultural mix is a significant feature of the school.

5. A school of three strong cultures

- 5.1 At Lyndhurst, we have built a strong and active culture that intertwines with all sectors of the school community to create an environment that encourages success in student learning and academic results as well as high standard interactions and behaviour.
- 5.2 The culture is one of high expectations of teach other, including educators, students and the community. High expectations by teachers of their students are translated into high expectations of the school by parents. The Lyndhurst community have high expectations of our school which reflect their high aspirations for their children. This is a key ingredient in our success as a school. Building an aspirational community engenders a culture of high expectations and high achievement. Conversely, as a school, we have high expectations of our community and their responsibility to support the learning of their children.

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- 5.3 An important part of this culture is one of high expectations by teachers of each other. We believe that, to all members of our staff, it means something significant to work at Lyndhurst PS. We strive to engender a community that respects and admires the commitment of the members of staff and this, in turn, builds an environment in which all members of staff feel appreciated and thus more willing to add discretionary effort. In a culture such as this, there is an expectation amongst staff that all will contribute in a significant way to the accomplishments of the school and all will share in the pride of the resulting success.
- 5.4 We also encourage students to have high expectations of each other. This essential element is crucial in maintaining an orderly learning environment and encouraging high levels of achievement. There is a high standard of behaviour that is not only expected of the students but that students have a right to expect of each other. There are standards of interaction that are respectful and courteous. There will be standards of commitment to their schooling and motivation to learn that will be constantly in evidence. Through this, and through this school culture more broadly, interactions between and with students, are characterised by strong, responsible and respectful student voice.
- 5.5 Lyndhurst is a school that provides support, encouragement and growth opportunities for staff and which is characterized by high student motivation to learn and high teacher motivation to teach and to continue to learn. This is a school in which the whole community can participate and of which the whole community can be proud.


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6. Teachers at Lyndhurst

- 6.1 Teachers at Lyndhurst are expected to support the work of the Principal in establishing a strong and positive culture in the early stages of our developing school. Further, there is an expectation of all newly employed staff at Lyndhurst Primary School that significant work may be required during the vacation break in January to ensure successful induction.
- 6.2 Teaching staff at Lyndhurst Primary School, regardless of classification or experience, are expected to possess four central and inter-related attributes:
- Participate in the leading of learning
 - Preparedness to work within a culture of sharing and collaboration
 - Capacity to assist in building a sense of community
 - Strive for continual improvement in professional effectiveness
- 6.3 All teachers will lead, support and work within this environment.
- 6.4 All staff at Lyndhurst PS lead learning by embracing contemporary methods and ideas about teaching and learning. They have a deep understanding of the importance of the relationship that exists between pupil and teacher. These teachers also frequently engage the use of technologies in their teaching and embrace the role that ICT plays in engaging students and enriching learning. Teachers also understand the need for resource flexibility to support educational innovation.
- 6.5 All teachers must be prepared to share and collaborate. This includes a commitment to contribute to professional learning teams – beginning with, but not limited to, the PLT in which the teacher works. Teachers at Lyndhurst Primary School lead, share and reflect upon teaching and learning strategies and their own professional practice. They collaborate to implement innovative curriculum programs and share best practice. The alignment of curriculum, teaching and learning strategies, assessment and reporting underpins planning and preparation for all teachers.

7. Coaching

- 7.1 Coaching also frames much of our approach to the professional development of staff throughout the school. Lyndhurst has built a strong coaching culture and many staff and leaders are trained in coaching. In fact, some leaders in the school are fully accredited coaches through Growth Coaching International. The coaching culture is a non-judgemental, respectful and positive approach to ensuring that every staff member has the support and opportunities to be the very best they can be. There is an expectation that the successful candidate will take on this coaching culture and the required professional learning will be provided as part of their development. Previous experience in coaching, although not necessary, would be an advantage.


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8. Beyond the school walls


- 8.1 Teachers who are leaders in learning also demonstrate educational and curriculum leadership through their ability to network within and beyond the school. Networks facilitate reflection, planning and learning and revitalize skills.
- 8.2 At Lyndhurst Primary School, teachers build a sense of community through the establishment of a learning culture. They seek to strengthen the teaching community through their sharing and collaboration. They also strengthen the quality of distributed leadership throughout the school by their active involvement across a variety of operational areas. All teachers are active and instrumental in constructing relationships with all stakeholders in the school, local and wider communities.

9. Essential capabilities

- 9.1 Teacher capabilities impact directly upon the school's level of performance. Teachers and leaders at Lyndhurst need to bring the capabilities listed below to our school community:
- Possess high levels of energy and enthusiasm
 - Be an effective facilitator
 - Value and respect difference and diversity
 - Have an unwavering commitment to educational excellence
 - Demonstrate and model resilience and optimism
 - Have well developed listening skills
 - Generate feedback and suggestions for improvement
 - Be a visionary thinker – think creatively and ‘big picture’.
- 9.2 Staff at Lyndhurst Primary School know how students learn and build on the knowledge their students already have. They have a strong grasp of the content in the core teaching areas of literacy and numeracy. They use an array of teaching strategies matched to the learning styles of their students. They centre their teaching on the experiences and existing knowledge of the students, equipping them with the learning and skills they can use in everyday life.
- 9.3 Teachers at Lyndhurst Primary School expect that every student has the capacity to learn. They endeavour to ensure that every pupil is successful. To maximize opportunities for all students to succeed, teachers adapt their methods to the individual needs of the students, including high potential and under-achieving students.
- 9.4 Teachers at Lyndhurst Primary School establish rigorous systems of accountability, by which student and school performance can be evaluated. They use performance data to monitor student performance and also as a means of reflecting upon their teaching and future curriculum directions.

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- 9.5 At Lyndhurst Primary School all teachers promote learning and improve learning outcomes by ensuring:
- The learning environment is supportive and productive
 - The learning environment promotes independence, interdependence and self-motivation
 - Students' needs, backgrounds, perspectives and interests are reflected in the learning program
 - Students are challenged and supported to develop deep levels of thinking and application
 - Assessment practices are an integral component of teaching and learning
 - Learning connects strongly with communities and practices beyond the classroom.

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A vision for the future

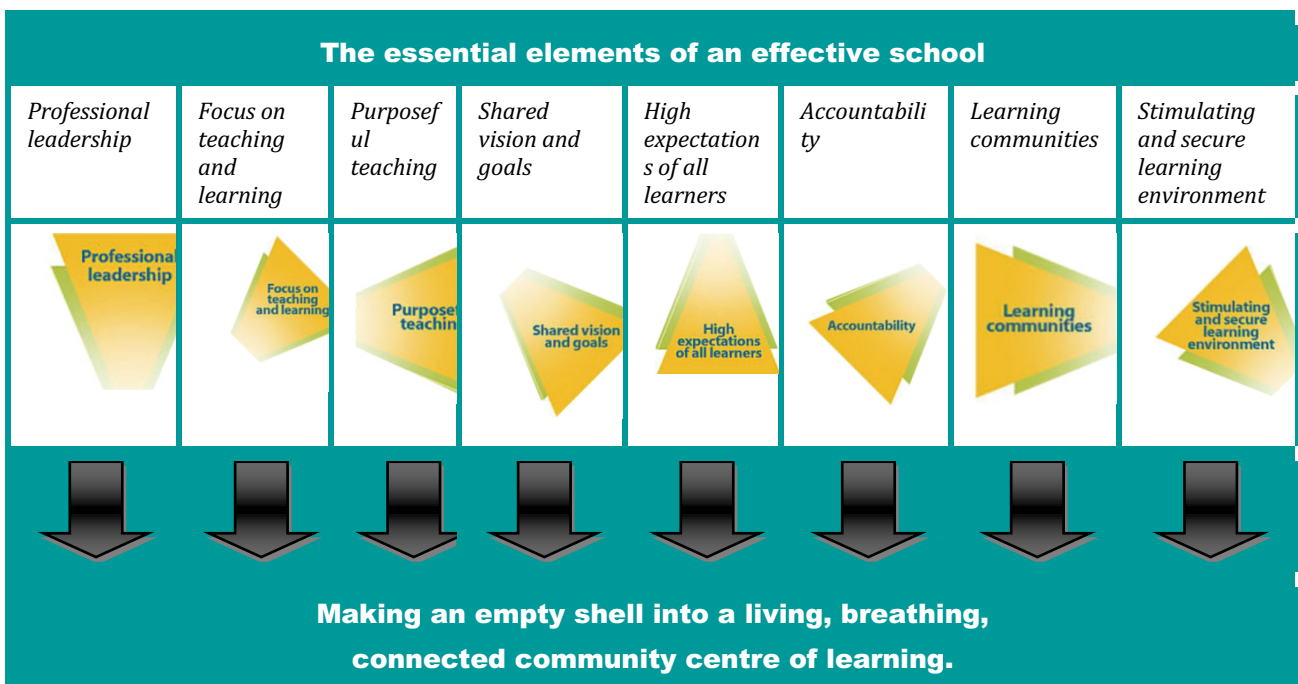
The challenge:


To build an effective school at Lyndhurst serving the Lyndhurst community



The vision:

To build an **exceedingly** effective school at Lyndhurst serving the Lyndhurst community.



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Professional leadership

At a minimum

“Leadership is a critical component of an effective school.”

- ✓ Principal has a direct influence on teachers and the effectiveness of the teaching-learning relationship
- ✓ identifies a clear sense of purpose for the school
- ✓ distributes authority and responsibility
- ✓ provides genuine opportunities to participate in decisions
- ✓ keeps abreast of what is happening in classrooms
- ✓ promotes curriculum planning to improve student learning
- ✓ promotes teaching strategies designed to improve learning
- ✓ makes connections between staff performance and development and student learning outcomes



- Educationally focused
- ✓ Visible, present
 - ✓ Involved, engaged



- Interpersonal
- ✓ Distributed and supported
 - ✓ Cohesive and collaborative



- Futures focused
- ✓ Strategic
 - ✓ Connected

Teams will take a lead in questioning, reflecting on and nurturing excellent learning


Community will be an active partner in policy and planning

Community will be a participant in the learning

Governance will be responsible, responsive and representative




From the top down, there will be optimism about learning and a commitment to celebration.


Decisions will be based always on what is best for students

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Focus on teaching and learning


At a minimum	The vision for teaching and learning....	
“Effective schools are focused primarily on teaching and learning.”	“Exceedingly effective schools have an uncompromising focus on the provision of quality teaching and learning experiences.”	
<ul style="list-style-type: none"> ✓ focus primarily on teaching and learning ✓ consider time on academic and non-academic learning 		Evidence based <ul style="list-style-type: none"> ✓ Involved in research ✓ Responsive to trends
<ul style="list-style-type: none"> ✓ deploy resources strategically ✓ professional learning activities and aimed at improving the teaching-learning relationship 		Personalised <ul style="list-style-type: none"> ✓ Based on student need ✓ Embracing student interests
<ul style="list-style-type: none"> ✓ manage time spent on the three strands of VELs ✓ identify strategies to improve the teaching-learning relationship ✓ create learning environments that focus on learning and teaching 		Inclusive <ul style="list-style-type: none"> ✓ Catering for all learners ✓ Welcoming diversity
<p>Recruit high calibre staff able to maximise the use of flexible learning areas</p> <p>There will be a shared pedagogical vocabulary</p> <p>You will hear around the school, teachers, support staff and pupils speaking about and reflecting on teaching and learning</p> <p>Personalised learning that is: Student centred, ICT is key enabler, Lifelong learners, Communities of collaboration</p> <p>Personalised education through inquiry-based learning– Kath Murdoch</p> <p>Play based investigations – Kath Walker – strategic partnership</p> <p>This approach reflects strongly the current research into effective learning.</p> <p>A focus on academics that does not lose the crucial importance of the arts, physical activity and outdoor education</p>		

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Purposeful teaching

At a minimum "Effective teachers know how students learn."	The vision for purposeful teaching.... "Exceedingly effective teachers know how every student learns and plan and implement their program accordingly."
<ul style="list-style-type: none"> ✓ teachers have a strong grasp of the content ✓ teaching strategies matched to the learning styles and needs of students 	<div style="text-align: center;">➔</div> <ul style="list-style-type: none"> Focused and directed ✓ Literacy and numeracy ✓ Essential skills
<ul style="list-style-type: none"> ✓ contextualise teaching practices ✓ centre teaching on the experiences of students ✓ give knowledge and skills they can use in everyday life ✓ share views about effective teaching and learning 	<div style="text-align: center;">➔</div> <ul style="list-style-type: none"> Relevant ✓ Contextualised ✓ Life and living
<ul style="list-style-type: none"> ✓ teaching strategies influenced by contemporary pedagogical understanding and practice ✓ plan curriculum with a student centred approach ✓ planning centred on learner as an individual 	<div style="text-align: center;">➔</div> <ul style="list-style-type: none"> Shared ✓ Professional discourse ✓ Continuous improvement
<p>Nurture initiative and innovation</p> <ul style="list-style-type: none"> • Recruit passionate, informed and committed staff <p>Gradually increase internal coaching capacity</p> <p>Long term professional development of staff</p> <p>Facilities that encourage and enable</p> <ul style="list-style-type: none"> • Multipurpose bases for a variety of pedagogical practices, Portable devices, Virtual environments, Teachers as co-learners, Interdisciplinary teams and learning, Community participation, Lifelong learning 	

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Shared vision and goals

At a minimum

“Effective schools demonstrate a clear and shared understanding of their goals.”

The vision for shared goals....

“Exceedingly effective schools keep a constant eye on achieving the vision and live and breathe that vision in all aspects of the school’s operation.”

- ✓ focus on student learning, sustained improvement and problem-solving
- ✓ consensus among staff about aims and values of the school
- ✓ curriculum, teaching and learning and professional learning are consistent
- ✓ relationships between staff, students, parents and the wider community reflect the school's goals
- ✓ a shared vision about desired student learning outcomes
- ✓ goals are clearly communicated relating to student learning



Gives a sense of a preferred future

- ✓ Inspires emotion
- ✓ Unites the community



Connected to values

- ✓ Provides guidelines for behaviour
- ✓ Guides decision making and strategy



Vision becomes the mission


- ✓ Communicated
- ✓ Embodied – ‘lived’

Values and culture of a learning centred school

- Leaders recognise their role in systematically creating a culture of learning
- Significant investment in core purpose, vision and values
- Rich vocabulary about learning embedded in processes and interactions
- High expectations, focus on achievement, successes celebrated
- Highly inclusive with high levels of engagement and positive relationships
- Personal development as a key enabler

Visionary capacity

- Long term direction for the organisation, Market the vision, Set standards and monitor performance

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High expectations for all learners

At a minimum

“Effective schools and teachers expect that every student has the ability to learn.”

- ✓ endeavour to ensure that every learner is successful
- ✓ maximise opportunities for all students to succeed
- ✓ adapt their teaching to the individual needs of students
- ✓ parents are actively engaged in children's learning
- ✓ community has high expectations for all students
- ✓ programs or strategies are employed by the school to address the needs of all students



- Diverse
- ✓ Adaptable
 - ✓ Expanding opportunities



- Reciprocal
- ✓ Parents, staff, students, community



- Success focused
- ✓ Every learner
 - ✓ Authentic

The value of each and every child will be clear and evident

Every child will experience success

A curriculum model based on a program of expanding opportunities


An early years program based on strongly focused learning that provides each child with the essential tools with which they can take advantage of the opportunities that continue to evolve around them

A program that progressively provides greater and greater opportunities in a wider range of ways, for children to be involved in real life learning

Opportunities for parents to be involved and engaged in learning – their own and that of their child

A community that aspires to high ideals and is inspired to high levels of achievement

Every child has the capacity to grasp the opportunities before them, the motivation to make the most of the opportunities the confidence to take risks in their learning with supportive structures empower them

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Accountability

At a minimum

“Effective schools have rigorous systems of accountability.”

The vision for accountability.....

“Exceedingly effective schools constantly monitor their systems of accountability and utilise them to improve student learning”

- ✓ school and student performance can be evaluated
- ✓ use performance data to identify, support and monitor under-achieving students
- ✓ plan professional learning activities for staff
- ✓ identify success in the system
- ✓ celebrate of success
- ✓ provide parents with meaningful information
- ✓ use systems and data to evaluate student performance
- ✓ use planning and evaluation to improve learning
- ✓ respond to variations in assessment outcomes
- ✓ reporting and feedback to parents work well



- Responsive and realistic
- ✓ Informed by data
- ✓ Monitored and rigorous



- Mutually beneficial
- ✓ System, school community
- ✓ Meaningful and flexible



- Systematic and self-sustaining
- ✓ Student learning focused
- ✓ Goal based

Accountability structures that are responsive and realistic

Mutually beneficial and Learning focused

Primarily providing meaningful feedback for all stakeholders


Reciprocal at all levels with a balance of rights and responsibilities

The evidence will be on the children’s faces. They will be the embodiment of the school’s success and aspirations

It will be in the staff room conversations. It will be in the chatter amongst the parents and community

It will be in the reputation in the wider educational community

Everyone in the community has high expectations of themselves and those around them. i.e the three cultures

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Learning communities

At a minimum

“Learning communities foster openness, dialogue, inquiry, risk-taking and trust.”

The vision for a learning community....

“Exceedingly effective learning communities have a commitment to a quality learning environment that permeates the fabric of the school and community.”

- ✓ share common visions, values and objectives
- ✓ work collaboratively with individuals with diverse expertise and knowledge
- ✓ diversity is valued and used to solve problems
- ✓ make informed decisions about innovative teaching
- ✓ utilise diverse expertise and knowledge of teaching staff
- ✓ collaborative learning is fostered among the staff
- ✓ engage in professional interchange, collaboration or networking with other schools
- ✓ collaborate with other schools and institutions
- ✓ parents are actively engaged in child's learning



- Interconnected
- ✓ Relational
 - ✓ Local and global



- Collaborative
- ✓ Values and vision
 - ✓ Welcoming, valuing



- Innovative
- ✓ Contemporary
 - ✓ Risk-taking

Develop partnerships to support the school's establishment and its long term development


Work actively with the secondary college on the same site to maximise learning opportunities for all students

Welcoming to community involvement, Promotion of harmony and tolerance, Community promotes and values the school's culture and vision

Students exhibit confidence, curiosity, self-discipline, connectedness and empathy, Socially and emotionally prepared for respective stages of development, Apply the three literacies in their daily lives: numeracy, literacy and digital

Teachers encourage and support students to take responsibility for learning, Build on students skills and attitudes to promote collaboration, Utilise strategies that support different modes of learning and thinking, Model and emphasise the quality of learning with high expectations

Parents who feel welcome to enter their learning community as partners, enjoy making a contribution to the development and evolution of the school, Contribute their areas of knowledge and expertise, Receive communications and activities are inclusive, family friendly and culturally sensitive

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Stimulating and secure learning environment

At a minimum

“Effective schools establish consistent processes around classroom management.”

The vision for a stimulating and secure learning environment....

“Exceedingly effective schools build a culture of positive, respectful interactions amongst all stakeholders that ensures a quality learning environment.”

- ✓ have classrooms conducive to quality teaching and learning and a positive learning environment
- ✓ resources are allocated to maintain classrooms conducive to quality teaching and learning
- ✓ have effective and consistent processes around classroom management
- ✓ meet regularly to discuss classroom management
- ✓ policies are determined collaboratively and administered consistently
- ✓ have effective classroom behaviour and management processes



- Inspiring a thirst for learning
- ✓ Inquiring, curious, critical, analytical, thinking
 - ✓ Deep, rich understandings



- Engaging and welcoming
- ✓ Caring, pastoral
 - ✓ Safe – supporting risk-taking



- Reflective and independent
- ✓ Teachers and practice
 - ✓ Students and learning

Students who are equipped to transfer skills to authentic settings within the home, school and community

- Are learning how to learn, Are collaborative and cooperative learners, Possess high level critical thinking skills, Can make connections with the local, national and global communities
- They have a commitment to on-going learning, they know how to work out what they need to know, where and how to learn it, how to analyse, criticise, organise and categorise, then how to use, present or teach

The school will be characterised by the smiles and laughter of children

A place of excitement and challenge


Our students will be sought after

There will be something different about Lyndhurst students

It will be in their enthusiasm and optimism

Their confidence and self-reliance

Their willingness to be children and to enjoy life

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By reaching out to make neighbourhood connections with homes, businesses, the environment and local institutions,

Lyndhurst Primary School:

- **offers real world, rigorous, interdisciplinary learning experiences**
- **provides facilities custom-designed for learners of the 21st Century**
- **is a school characterised by the laughter and smiles of children**
- **wholly engages children and the community in the process of learning**
- **prepares children to be happy, caring and productive adults**
- **develops adaptable and resilient individuals**
- **encourages respect for themselves, others and the environment**