



HUNTINGDALE PRIMARY SCHOOL



Engaging Minds Together

Meet our Principal



Huntingdale Primary School (HPS) is a Victorian Government School providing an extraordinary education for all children. Our school is widely recognised both in Australia and internationally as a leader in bilingual education through the success of the outstanding Japanese Bilingual Language Immersion Program.

On your first visit to our school you will be drawn to the quiet, relaxed and happy atmosphere created within the school. Our children love learning and display wonderful curiosity and an eagerness to achieve.

As a teaching team we are committed to providing all children with the opportunity to achieve through our highly differentiated curriculum. Extensive use of technology, thinking tools and a wide range of extra curricula activities extend and enrich our programs.

The culture of our school is underpinned by our deep belief that childhood is a precious and unique moment in time. Children need to be nurtured in a quiet yet stimulating environment. Childhood is a time to be exposed to a wide range of cultural and artistic experiences to discover talents, ignite curiosity, passion and optimism. The 'Early Years' of schooling are when a child develops their self esteem as a learner and this growth needs to be nurtured and developed with care and dedication. This crucial time is also when strong foundations in literacy and numeracy are built to ensure future success.

Through our extraordinary bilingual program all our children are immersed in Japanese language. Research has long recognised immersion as the most natural way for young children to learn language.

Huntingdale is a gift of language and learning for the 21st Century and I invite you for a personalised tour of our extraordinary school.

I look forward to taking Huntingdale Primary School from strength to strength and am thoroughly delighted to be Principal of such an amazing school.

Thank you for your interest in our school.

Kate Spithill
Principal

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Table of Contents

School Visions and Values	1
Community.....	1
Our Staff	2
Demographics.....	2
Facilities.....	2
Zoning.....	3
Our Bilingual School	3
Benefits of Bilingual Education.....	3
Our Engaging Curriculum.....	4
Curriculum Design	4
Differentiation	4
Thinking	5
Cultural and Extra Curricular Activities.....	5
Teaching and Learning	5
Innovation & Excellence Award.....	6
Our Curriculum.....	7
Japanese Immersion program	7
ELearning.....	8
Extension & Enrichment.....	8
Gifted & Talented Program.....	8
EAL – New Arrivals Head Start Program	9
Literacy Intervention – Bridges & Mid Literacy Support Program(s)	9
Performing and Visual Arts.....	9
Visual Arts	9
Music	10
Optional Instrumental Music program(s)	10
Taiko Performance Group.....	10
Choir.....	11
Sport & Physical Education.....	11
Bilingual Adventure Camp	11
Student Leadership	12
Student Wellbeing.....	12
Shioya JHS Sister School	13
Chaplaincy and Special Religious Instruction	13
Parent Information	14
Communication & Engagement	14
School Council	14
Parent Representatives	14
Working Bees	15
Fundraising.....	15
Monday Morning Parent Group.....	15
Enrolment.....	15
School Tours	16
Pre-School to School Transition	16
Year 6 to 7 Transition	16
International Students.....	17
Uniform	17
Testimonials	18

School Vision & Values

In defining our Vision and Values for our school community it is essential we look to the future and the world and workplace our students will be entering as adults. Huntingdale's vision is future oriented providing:

- Excellent literacy and numeracy skills
- Authentic language competency in a additional language (Japanese) and deep intercultural understandings
- Thinking skills to access, synthesise and transfer information in a 21st century knowledge economy
- High level personal and interpersonal skills to facilitate strong social connectedness and personal wellbeing

The following Values are central to the life of our school and all members of the school community are required to demonstrate:

- Kindness
- Courage
- Personal Best
- Creativity

As a school community, we apply these attributes in our everyday interactions with one another and in the development of our programs and policies.

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Our School Motto 'Engaging Minds Together' underpins the quality of our teaching and learning. When these three powerful words come together we have a way of working whilst also explaining why we all call Huntingdale 'our school'.

'Engaging' the children each and every day in a safe and secure environment is a key focus for each and every one of us. We know that without children feeling safe they are unable to engage fully with their learning. The key to engagement is curiosity and creativity and these are key elements in the children's explorations and learnings each day at school.



'Minds' are what benefit from our unique bilingual program.

Without the Japanese program there is a monolingual program but without the English program there is also a monolingual program. The academic rigour and the power of how we work at Huntingdale is in the careful curriculum planning that underpins the program as one whole. The neuroscience that lies behind our wellbeing and academic programs and the benefits of our bilingual program bring the 'mind' element to this tagline. 'Together' we achieve more. The children in isolation will explore but require guidance and scaffolding. The children with a teacher achieve more through a gradual release of responsibility stemming from modelling through to independent application in a real life setting. The children, teacher, parents and families however are what truly achieve the greatest outcomes.

Our commitment to preparing our students for success in a global 21st century, through innovative teaching and learning programs, attracts students from both the local neighbourhood and a wide range of suburbs. The educational experience provided for students is multi-dimensional extending well beyond the physical parameters of the school. This is embodied in a diverse range of

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educational and cultural events in the broader community through excursions, in-school visits, family involvement, camps, overseas trip, international visitors and a range of individual, group and whole school performances.

Our students are taught through two languages, English and Japanese and view the world through an international lens. Our school has a reputation for strong academic achievement, authentic bilingual education, happy and engaged students, a dedicated, enthusiastic and professional staff and a highly supportive parent community.

Community

Huntingdale Primary School has a proud history of community support and a strong sense of community involvement and engagement continues to be a feature of the school.

The school is well supported by an active School Council and a strong parent group that provides opportunities for parents and children to celebrate together. A feature of our school is the high level of parental involvement in the day to day activities of the school and support of community events. It is wonderful having so many parents attend Monday Assemblies and staying back after school to chat with one another. Parent Information Evenings, Open Nights and Interviews are well attended as are community functions such as our Twilight Sports, Production and Christmas Concert. Links with the wider community groups such as the Rotary Club and RSL are well-established.



Our Staff

Huntingdale Primary Schools has a diverse range of teaching and support staff. The teaching staff are committed to improvement for each and every child. Our Japanese staff all have native level fluency which add significantly to pure language acquisition. We support a broad range of support staff who are willing to support the individual needs of the school community with passion.

Demographic

Our school is situated in the south eastern suburbs of Melbourne within close proximity to public transport networks and Monash University.

We currently have 300 students enrolled at the school grouped in thirteen classes. We have experienced significant growth in the Junior School over recent years.

As well as serving our local community, a number of families travel from a range of suburbs across Melbourne to provide their children with the opportunity to experience authentic bilingual education.

Facilities

- Huntingdale Primary School is situated on an attractive treed site away from main roads and features extensive grounds generating a rural atmosphere. All buildings are heated and air-conditioned with an abundance of natural light. Interactive whiteboards are accessible in all our classrooms as well as a range of ICT which are used extensively in all classrooms.
- The school has a purpose built Art and Music room featuring a southerly aspect.

- The Resource Centre is well equipped with a wide range of electronic and text resources, including a teleconferencing unit.
- Our ICT facility is equipped with a range of tools to create a virtual classroom with links to schools around Australia and in Japan.
- The Gillian Penfold Hall has been designed by leading architects Daryl Jackson: Coffey Architects and is used for whole school Assemblies, a range of cultural performance events, Music and Physical Education classes.
- A Before and After School Care facility complete with kitchen and quiet activity centre exists in this hall. During the day and on weekends this area can be used by our highly successful Japanese Immersion playgroup that currently operates twice a week and other community groups committed to bilingual education.

Zoning

Our school is not currently under zoning restrictions. Automatic entry is guaranteed for children of families for whom the school is the closest school to their place of residence. Some places are available for students living further away from the school. If there is a vacancy at the time of enrolment a letter of confirmation will be provided on receipt of an enrolment application form. We are currently accepting enrolments to 2016.

Our Bilingual School

The key to our bilingual school is the people. As you will see as you scroll through the tabs to the left, the vision and values of our school are lived by each individual whether it be student, staff, parent, volunteer or community member. The team that is Huntingdale makes our school the innovative place it is.

The Melbourne Declaration on Goals for Young Australians (December 2008) acknowledges that major changes in the world are placing new demands on Australian education including:

- The need to nurture an appreciation of and respect for social, cultural and religious diversity and a sense of global citizenship
- The need to become Asia literate engaging and building strong relationships with Asia
- The need for young people to be encouraged not only to complete secondary education but also to proceed into further training or education
- The need to be able to engage with scientific principles and approach problem solving in new and creative ways
- The need to be highly skilled in technology
- The design, development and delivery of Huntingdale's innovative, well resourced and highly sophisticated programs is a model of 21st century education.



Benefits of Bilingual Education

Much has been written about the benefits of the bilingual brain. In particular stimulating the sections which develop language competencies from an early age, has been shown to lead to other academic improvements. Researchers have shown that the bilingual brain can have better attention and task-switching abilities than the monolingual brain. To achieve a balance between the two languages, the brain relies on executive functions as the bilingual brain's language systems are always active, deciding which language to receive the information in and which language to produce the response in, leading to receptive and productive language abilities. Bilingualism has been linked with improved metalinguistic awareness (the comparison of language systems), as well as with better memory, visual-spatial skills and even creativity. More and more of the world's population is bilingual or multilingual rather than monolingual and we at Huntingdale have been promoting the benefits of being bilingual or multilingual to many of our families since 1997.

Our Engaging Curriculum

Curriculum Design

The AusVELS (hybrid of Australian Curriculum and the Victorian Early Learning Standards) documents the curriculum requirements that govern all Victorian schools. These are implemented through our highly successful

- Literacy (English and Japanese) and Numeracy Programs
- Differentiated Curriculum
- Thinking Curriculum
- Integrated Technology
- Student Wellbeing Programs
- Extension and Enrichment Programs
- English as an Additional Language (EAL) Program
- Extensive Performing Arts and Sporting Programs

Our talented and dedicated teams of teachers are the strength behind the success of our curriculum. Each team meets weekly to ensure successful and consistent implementation of these programs across year levels and progression across the school.

Differentiation

At Huntingdale we provide a differentiated curriculum based on Vygotsky's understanding that children follow adults' examples and gradually develop the ability to do certain tasks without help or assistance. He calls the difference between what a child can do with help and what he or she can do without guidance the "Zone of Proximal Development (ZPD)". It is through the use of formative assessment tasks that teachers quickly ascertain children's ZPD and work to develop their skills and knowledge to enable them to tackle the next stage of learning.

Differentiation places the children at the centre of teaching and learning. Each child comes to school



with a different set of learning needs and varying degrees of academic skill development. Differentiation ensures teachers proactively plan a variety of instruction methods so as to best facilitate effective learning experiences which are suited to the various learning needs within the classroom.

At Huntingdale we work to develop a deep understanding of children's levels of understanding with a particular focus on Literacy (English and Japanese) and Numeracy to inform teaching and learning sequences. As a staff we plan units of work which cater for children who are working across a range of levels to ensure that all children in our care are catered for within the classroom environment.

Thinking

The world is changing at an accelerating rate. Students of today require highly developed skills in order to become successful global citizens. The ability to think effectively in a variety of situations is essential for each student to succeed. At Huntingdale we teach our students different ways of thinking and learning. These are skills which can be transferred to everyday life and everyday situations as tools for lifelong learning.

An explicit focus on thinking and the teaching of thinking skills aims to develop students' thinking repertoire. Students need to be supported to move beyond the lower-order cognitive skills of recall and comprehension to the higher-order processes required for creative problem solving, decision making and conceptualising. These ideas are supported at Huntingdale by developing a culture which values and promotes thinking and providing sufficient time to think, reflect and engage in sustained discussion, deliberation and inquiry. Students are provided with challenging and open-ended tasks which stimulate, encourage and support skilful and effective thinking.

Cultural and Extra Curricular Activities

"It takes a whole village to raise a child"

This well known African saying reflects the philosophy of the teachers at Huntingdale. We encourage and facilitate a wide range of community performance and artistic events to provide an added dimension to the learning experience provided at Huntingdale. Each Semester, the students will be provided with one excursion and one in-school visit related to the learning concept at their year level. In recent years our Year 4, 5 and 6 students have travelled to the city by train to visit Parliament House and the Museum, the Year 3 students have visited CERES environmental centre to discover more about the lifestyle of traditional indigenous communities and our Foundation, 1 and 2 students have visited Myuna Farm. In addition to these scheduled opportunities for expanding the children's view of the world we also invited parents and local community members to enhance our Inquiry Program when they have a particular talent linked to the Term's unit of work.



Teaching & Learning

Huntingdale is a vibrant place that encourages learning, laughter and play in a friendly and warm environment. Come and see for yourself how Huntingdale is equipping every student for a bright future:

- Our school is growing, yet class sizes remain small to ensure individual attention
- Pleasant and extensive grounds are well resourced for learning, sport and play
- Our Transition Program and Buddy System ensure that each child makes a smooth and confident transition to school life

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- Our Japanese Bilingual Immersion Program includes an optional biennial trip to Japan for senior students
- Our talented and dedicated teams of teachers are the strength behind the success of our curriculum and our Extension and Enrichment Programs

Follow us on twitter
@HuntingdalePS

Innovation & Excellence Award

In 2011, Huntingdale was awarded the Curriculum Innovation Award as part of the Victorian Education Excellence Awards for our work on Inward Reflection – Outward Connection.

The Award recognised the work done by all staff across our school. The focus of the Award was:



'The highly innovative and reflective Bilingual teaching and learning at Huntingdale showcases best practice in second language learning. It provides students with skills, knowledge and understandings of learning in and through two languages. With a focus on English and Japanese bilingualism, the school is dedicated to support children to become global citizens, by instilling a deep understanding of culture and fostering an international perspective in which children see similarities before they see difference. This Award will enable us to further research Bilingual school systems and the underpinning teaching and learning and school organisation that optimise learning outcomes in two languages.'

The award enabled us to explore effective literacy practice in bilingual and multilingual settings and participate fully in the Intercultural Understanding Field Trial. As a result of this award our in-house Literacy Coaches up-skill staff on a regular basis based on their 3-5year NSIT plan for school improvement. The whole school now has a shared understanding of intercultural understanding and awareness and how to cater for this at developmentally appropriate levels across the school.

Media Coverage

Did you see us on Channel 10 news with Mike Larkin playing our Taiko drums with the Year 5&6 See us on the link below:

<https://www.youtube.com/watch?v=jHLEgwJZcHk&feature=youtu.be>

Our school has featured three times in the Education Supplement of the Age – in 2002 (July 31), 2006 (June 12) and 2007(November 12), where it was described as **“an ordinary school achieving extraordinary outcomes”**.

<http://www.theage.com.au/news/education-news/double-agents/2006/06/09/1149815312615.html>

Our Curriculum

21st Century Curriculum

In the 21st century, Australia's capacity to provide a high quality of life for all will depend on the ability to compete in the global economy based around knowledge and innovation. Education equips young people with the knowledge, understanding, skills and values to take advantage of opportunity and to face the challenges of this era with confidence. The Melbourne Declaration on Goals for Young Australians (December 2008) acknowledges that major changes in the world are placing new demands on Australian education.

Early Years Literacy and Numeracy: Prep to Year 4

At Huntingdale our Literacy and Numeracy Programs are based on extensive research underpinned by our beliefs that:

- All children can succeed given sufficient time and support
- All children have the right to be challenged and supported to achieve their potential
- Early literacy success has a positive and significant effect on success in all areas of learning

A comprehensive whole school approach has been developed providing:

- Highly differentiated Literacy and Numeracy Programs
- A daily two hour Literacy block and one hour Numeracy block
- Highly effective school-wide assessment processes to identify and monitor the progress of every student
- Weekly team meetings to plan strategies to continually challenge and support each and every student
- Infusion of thinking skills and technology tools to provide further challenges and stimulate learning
- Provision of individual Literacy intervention support through our Bridges and Mid Literacy Support Programs
- Extensive additional English as an Additional Language (EAL) support through our Head Start Program for children entering school whose first language is not English
- A specialist trained Maths /Science teacher to extend mathematical thinking in Years 2 to 6

Japanese Bilingual Immersion Program

Bilingual Education is a significant programming innovation operating at Huntingdale. Special funding was obtained for this initiative in Term 1, 1997 under the Department of Education's Bilingual School's Grant. The Japanese Bilingual Immersion Program provides 2.5 hours of Japanese Literacy teaching and five hours of content based teaching in the following: Music, Visual Arts, Physical Education or eLearning and Inquiry (Science and Humanities).

The success of the program is grounded in research into best practice in language immersion:

- Immersion programs are the most natural way for young children to learn a second language
- Students must be taught for a minimum of seven and a half hours a week in the target language: Japanese
- Students are only spoken to in Japanese. They can ask questions in English but the response will always be in Japanese

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- The Japanese speaking classroom teachers must have a native level of fluency and cross cultural understanding
- The two classroom teachers (English and Japanese speaking teachers) plan together supported by the Assistant Principal responsible for curriculum design, to ensure content taught in one language is not repeated in the second language
- Both languages (English and Japanese) and both cultures (Australian and Japanese) are valued and reflected in all school performances and community events

The English speaking teacher is responsible for the daily two hour Literacy Program and the daily one hour Numeracy Program. The Japanese speaking teacher takes the class for four and a half hours across the week: two and a half hours a week of Japanese Literacy (referred to as a LOTE – Language Other than English in most Victorian schools) and two hours a week of Inquiry (Science and Humanities). Visual Art, Music and Physical Education or eLearning are taught in Japanese for one hour each week by specialist teachers.

eLearning

Innovative and effective use of Information Communication Technology (ICT) will support our challenging and dynamic learning environment that equips students with the skills to be active and successful members of the 21st century global society. Technology is embraced by the school community and the school educates students and families in regard to cyber safety. Appropriate investment in infrastructure will transform pedagogy, empower teachers and support staff to focus on student-centred active and interactive learning as well as facilitate higher order thinking. We support flexible teaching methods and aim to cater for different learning styles through the integration of technologies. All of our teaching and learning programs infuse some form of technology with all classrooms being equipped with Interactive Whiteboards. Computers both desk tops, laptops and netbooks, are provided in all classrooms along with access to digital cameras, MP3 players, scanners and colour photocopiers



Extension & Enrichment

Gifted and Talented Programs: Maths/ Science Extension

Our differentiated classroom program is the ideal model for consistently extending and challenging children. Talented children also benefit from opportunities to meet and work with likeminded children on specific programs. In 2009, a specialist secondary trained Maths/ Science teacher was appointed to our staff in the role of extension Mathematics and Science. The teacher brings a rich knowledge and level of inquiry to our programs. Through our extension program, students in Years 4 to 6 are withdrawn from regular classes to work on individual projects of scientific enquiry.

EAL New Arrivals Head Start program

Our Head Start Program for new arrivals is an Additional Assistance Program designed to boost English language skills which enable students to participate more fully in classroom activities. Students entering the school with little or no English are assessed by our specialist EAL teacher. An individual program is developed and the students are withdrawn from the class for intensive English sessions.

Literacy Intervention – Bridges & Mid Literacy Support Program

Our Literacy Intervention Programs are based on the belief that all children can succeed given sufficient time and support. Even with a highly differentiated program, at times individual children require an intensive skill based program to accelerate their learning. The Bridges and Mid Literacy Support Programs are based on Reading Recovery and provide targeted individual support three times a week for students in Prep to Year 6.

Performing & Visual Arts

Visual Arts

Visual Art provides children with an opportunity to portray their thoughts, feelings and perceptions through many different media. It fosters imagination and individual expression. Children experience and develop skills in a range of art forms and media including drawing, painting, printmaking, collage, modelling, construction and threads and textiles.

Prep to Year 2: In the first years of school, the emphasis is on experimenting with a wide variety of materials and techniques to create individual expression. Children are encouraged to talk about their work, that of their classmates and other artists as well as draw upon play and imagination.

Years 3 to 6: As children move through the school, there is an increased focus on developing and using skills, techniques and processes to communicate their thoughts and feelings in a wide variety of Visual Art forms. They observe and discuss artworks created by their peers, by other artists and cultures and develop an understanding of art in society.



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A highlight of the Visual Arts Program is the Open Night in Gillian Penfold Hall where all children have a piece of work displayed to share with the community.

Music

Music is fundamental to the creative, intellectual and emotional development of all children, particularly young children. Music engages imagination, fosters flexible ways of thinking, develops memory and enhances personal and interpersonal development. All students participate in a one hour music lesson conducted in Japanese. The Program includes singing, moving and the playing of instruments leading to more complex activities such as composing of music and performing in role plays and productions. The Music Program is enhanced by a range of school performances, excursions, in-school visits, our Taiko and Choir Programs and our Instrumental Music Program.

Year 1 and 2: Students explore Harmonica and Xylophone

Year 3 and 4: Students explore Tambourine and Recorder

Year 5 and 6: Students explore Taiko drumming

Musical production: Every even year we present a school production involving all of our students. The school has performed many traditional Japanese tales. One of our recent productions was 'The Bamboo Princess' which was an outstanding success and was filmed by NHK Japan. His Excellency the Consul General of Japan also attended. Our productions are a highlight of our school and are a credit to the confidence, creativity and talent of our students and staff.

Optional Instrumental Music Program

Huntingdale is one of the few schools in Victoria that operates a Suzuki Violin Instrumental Music Program. In our Program, all students attend weekly private lessons and monthly group lessons. Parents also attend parent classes and lectures. All families are encouraged to join our local Suzuki organisation, Suzuki Music, which hosts workshops and conferences throughout the year.

Huntingdale also has a well established keyboard music and guitar program.

Taiko Performance Group

Our highly successful Taiko Group are invited to play at a range of cultural events in Melbourne and interstate. All students have the opportunity to learn Taiko from Year 4. Our current Taiko Group has 16 students from across years 4, 5 and 6 and practice weekly.

In recent years the Group has performed at many auspicious occasions including:



- Victorian Government Vision for Languages Launch Open Ceremony at Parliament House
- Royal Visit for Prince of Wales and Duchess of Cornwall at VCASS
- DEECD Education Excellence Awards at Crown Palladium
- School Sports Victoria Awards at MCG

Choir

Our newly formed Choir group perform at many of our local celebrations and can be heard at assembly sharing their newly acquired skills and song repertoire with the school. We look forward to seeing this group develop over the coming years and also present to the broader community.

Sport & Physical Education

The Sport and Physical Education Program at Huntingdale promotes early success, participation and engagement in a range of physical activities that lead to continued physical activity throughout the years of schooling and beyond.

Each class has a one hour weekly physical education class conducted in Japanese in Prep – Year 2 and English in Years 3 – 6.

Foundation to Year 2 focuses on the development of the eleven fundamental motor skills and this includes gymnastics, dance, athletics, ball handling, physical fitness, sport education and outdoor adventure. Students in Foundation also participate in a Perceptual Motor Program designed to enhance language through movement activities.

Years 3 to 6 further develop the fundamental motor skills through a greater focus on team sports. In addition to the one hour PE lesson, all students participate in a two hour per week team sport session conducted by specialist PE teachers within the school. Years 3/4 and 5/6 sport is based on small sided games to increase participation. Years 3/4 and 5/6 sport is one of the main ways in which the You Can Do It (YCDI) Program is brought to life at HPS.

Whole school events include our swimming program, gala days, annual adventure camp for Years 3 to 6 and community events such as district athletics, cross country and our traditional Japanese sports family evening.

Bilingual Adventure Camp



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Every year our Year 3/4/5 and 6 students attend a three day adventure camp alternating between Camp Rumbug and Waratah Bay. Many activities are conducted in Japanese with both English speaking and Japanese speaking staff attending. It is a time to develop strong team building activities and many activities are led by our student leaders.

Student Leadership

Student Leadership

Student leadership has its foundations in our You Can Do It Program where students from Prep onwards are taught specific skills and values to develop the five keys underpinning success: Organisation, Confidence, Persistence, Getting Along and Resilience. All Year 5 and 6 students are taught public speaking through our Youth Leadership Program. Each year, the students and staff select School Captains, House Captains, Art Captains and Community Captains. All Year 6 students have a leadership role within the school.

Junior School Council

Students in Years 2 to 6 are nominated by their classes to be part of Junior School Council (JSC). JSC meets on a fortnightly basis to assess areas of need from a student perspective and create action plans to drive improvement in these areas. JSC fundraise twice a year to support the improvement areas they have identified. Our School Captains, along with a designated support teacher, chair the meetings and turn the proposals into action.

Student Wellbeing

Student Wellbeing (SWB) is a priority for teachers at Huntingdale. It is well researched and has an inbuilt understanding amongst staff that secure and safe students learn best and that it is our role to facilitate this. Our SWB program encompasses an appreciation of our core school values; Kindness, Courage, Personal Best and Creativity as well as the You Can Do It keys of Confidence, Getting Along, Organisation, Persistence and Resilience. Programs such as Social Skills, Seasons for Growth, Puppets and the like are included into the Program on a needs basis.

In 2013 we embarked on the KidsMatter journey. Led by the Student Wellbeing Prevention and Intervention co-ordinators, KidsMatter Primary is a flexible, whole-school approach to improving children's mental health and wellbeing for Primary Schools. It is founded on respectful relationships and a sense of belonging and inclusion, and promotes:

- Social and emotional learning
- Working authentically with parents, carers and families
- Support for students who may be experiencing mental health difficulties



Shioya JHS Sister School

Year 6 Japan Trip / Sister School

Traditionally, all senior students are provided with the opportunity to travel to Japan in the odd year of their last two years of schooling at Huntingdale. This is funded by parents. The school has a Sister School relationship with Shioya Junior High School and this is the location of our trip.

During the visit to Japan, the children stay at authentic accommodation where they are immersed in traditional Japanese culture including Japanese cuisine, traditional bathing and sleeping on tatami mats. In the past trips local villagers and farmers come to the Camp to teach the children traditional ways of making edon noodles, mocha and sandals. The children also spend three days at Shioya Junior High School and stay with host families during that time. It is an extraordinary opportunity for our students.

Chaplaincy

At Huntingdale we are fortunate to have a Chaplain for two days a week. The role provides pastoral care and general spiritual, social and emotional comfort to all students, irrespective of their faith or beliefs. This can include support and guidance about ethics, values, relationships and spiritual issues; the provision of student welfare; and enhancing engagement with the broader community.

Jenny, our Chaplain, has been employed with our school since 2007. Jenny is an integral part of our Student Wellbeing Team which consists of the Assistant Principal, regional Psychologist, Social Worker and Speech Pathologist and two class teachers who lead the Program in the sectors of prevention and intervention. Chaplaincy complements the care offered by these valuable resources with the provision of help and care to support the personal and social wellbeing of students and the wider school community. It should be noted that Jenny does not run RE in the school; her role is entirely separate from the Special Religious Instruction offered at Huntingdale.

Jenny's main goal is to provide the children with a sense of belonging and connectedness. One child described Jenny as their 'eye out teacher' meaning that she was keeping an eye on him during school hours. All general interactions with the children are of a secular nature and the service is entirely voluntary. The initial consultation is at the request of parents, teachers or children but any subsequent meetings will require parental consent.

Chaplaincy work at the school is often of a highly sensitive and confidential nature which can make the attributes of the program and its value seemingly invisible. However, Chaplaincy is regularly reactive with Jenny responding to most situations and needs. Jenny has proven that she can react to the unique situations of our community with thoughtfulness and wisdom.

Special Religious Instruction

At Huntingdale we offer four forms of Special Religious Instruction: Christian (CRE), Orthodox (Greek), Buddhist and Catholic.

ACCESS Ministries Christian Education Program serves students and school communities in Victorian Government schools by providing Christian Special Religious Instruction (CSRI). Buddhism is provided by the Buddhist Council of Victoria and Greek Orthodox R.E. by the Greek Orthodox Archdiocese

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of Australia. Both are accredited members of “Religions for Peace Australia” organisation. Catholic Religious Instruction is provided by the Catholic Education Office.

For more information visit:

Christianity: Access Ministry @ <http://www.accessministries.org.au/creteachers/info-for-parents>,

Buddhism and Orthodox: Religions for Peace @ <http://religionsforpeaceaustralia.org.au>

Catholicism: Catholic Education Office @ <http://ceomelb.catholic.edu.au>

Parent Information

A feature of our school is the high level of parental involvement in the day to day activities of the school and support of community events. It is wonderful having so many parents attend Monday Afternoon Childrens’ Assembly and staying back after school to chat with each other. Parent Information Nights, Open Nights and Interviews are well attended, as are community functions such as our Twilight Sports, Fathers’ Day Breakfast and Christmas Concert. One of the strengths of our program is the amount of support the students receive from classroom helpers, predominantly in their English and Japanese literacy blocks.

Communication & Engagement

To outline the communication methods the school is committed to providing to the members of our school community we have created a Communication and Engagement Matrix.

See our website for our Communication and Engagement Matrix

School Council

School councils play a key role in Victorian government schools. Participating as a school council member is a rewarding and challenging experience. The school council supports the principal to provide the best possible educational outcomes for all students.

Parent Representatives

What does being a Parent Rep entail?

- Being a voice for the parent community
- Helping to keep the lines of communication open between home and school
- Keeping people in the loop
- Using parent’s strengths within the school community, in particular within the year level

(*NOTE this does not mean extra work! e.g Planning week: games from cross cultures, free incursions that relate to your integrated concept)

Each year a letter goes home asking for Parent Representatives to volunteer to assist in this role.

Working Bees

Huntingdale has a Buildings and Grounds Sub-Committee which oversees all Working Bees across the school. Each year we hold a working bee in first and fourth term from 9-11.30am and in second and third term from 10-12.30pm. Each working bee has a BBQ afterwards to thank you for all your hard work.



Past working bee tasks have included:

- Establishing the Pagoda Tree Garden and the Cherry Blossom Walk to reflect HPS's Bilingual Program in its environment
- Planting a Native Sheoke Grove to encourage native birdlife
- Building raised Veggie Beds to complement the "Where does our food come from" aspect of the curriculum
- Landscaped Play Tunnels to provide a new play experience for our children

Fundraising

Huntingdale has a Fundraising and Grants Sub-Committee which oversees all fundraising across the school. The Junior School Council (JSC) also holds two fundraising events a year.

Past fundraising events have included:

Easter Raffle, Mothers' Day Stall, Book Fair, Earn & Learn – Safeway, Ed Alive CDs, Fathers' Day Stall, Production DVD sales, Scouts Australia Raffle, Southern Cross Recycling, Sports for Schools – Coles, Bakers' Delight, Stay in Bed Milk, Aussie Farmers' Direct as well as other Sub-Committee creations such as a Calendar and Cookbook.

Monday Morning Parents Group

Each Monday morning at 9am, a group of parents, along with our Chaplain, meet in Gillian Penfold Hall foyer to share a cup of tea or coffee and chat and chat, network and mingle. The pre-school aged children are able to play in the area under the supervision of their parent(s). This is one of the Prep parents' regular catch-ups and induction into the school community.

Enrolment

Demographic

Our school is situated in the south eastern suburbs of Melbourne within close proximity to a network of public transport and Monash University. We currently have 299 students enrolled at the school grouped in 13 classes facilitating an average class size of 23. We have experienced significant growth in the Junior School over the past few years. As well as serving our local community, a

Engaging Minds Together

number of families travel from a range of suburbs across Melbourne to provide their children with the opportunity to experience authentic Bilingual Education.

Zoning

Currently our school is not under zoning restrictions. Automatic entry is guaranteed for children of families if the school is the closest school to their place of residence. Some places are available for students living further away from the school. If there is a vacancy at the time of enrolment a letter of confirmation will be provided on receipt of an enrolment application form as we currently have babies and pre-school children enrolled to start up to 2019.

If you would like to enrol your child at Huntingdale please complete the below enclosed and return to the front office.

Request a School Tour

Due to the high demand for visits from both prospective parents and visitors interested in the programs offered at Huntingdale we ask you to complete the online form below. We aim to keep visitors to a minimum of one group per week to avoid excessive disruption to classes. We also offer two mornings of prospective parents tours a week. These are run during the morning literacy block, starting at 9.30am, where the true benefit of the languages program can be observed.

Our Address

Huntingdale Primary School
Grange Street
Oakleigh South
VIC 3167

Phone: +61 3 9544 2318

Fax: +61 3 9544 1521

Email: huntingdale.ps@edumail.vic.gov.au

Huntingdale is situated in Oakleigh within the City of Monash.

Pre-School to School Transition

To enrol your child in our school requires completion of our enrolment application form which is included in our information booklet. Presentation of a birth certificate or passport as well as the relevant immunisation certificates to our Enrolment Officer is also required.

Once your child is enrolled at our school you will be automatically linked to information about the Transition Program. Ongoing information about the school is available via our newsletter which is available online and via twitter feeds.

Our Transition Program is highly successful and commences in the July before your child is due to begin school. Once a fortnight, on Wednesday afternoons, the children come to school to participate in a range of activities which enable them to begin to build relationships with our Prep teachers and their future classmates.

During fourth term once the children are settled in, we run Parent Information Sessions in English Literacy, Nihongo Literacy and Numeracy whilst the children are completing the transition sessions.

The purpose of these sessions is to link our parents with other future Prep parents and inform the community about how Literacy and Numeracy are approached at Huntingdale.

Our Buddy System links each Prep student with a Year 6 student who becomes their 'special friend' in the playground. It is a lovely Program providing a gradual transition to the school environment. A hallmark of its success is the happy and excited faces of the children on their first day of school.

Year 6 to 7 Transition

The graduating Year 6 children at Huntingdale attend a range of both Government and local schools in the area and further abroad based on the student's local areas.

In Term One each year, the Year 5 and 6 parents are briefed about secondary transition information at the Parent Information Night. After this, further information is sent home to ask parents to nominate their preferred schools. Many parents over the course of Year 5 visit Secondary Schools to find out which school would best suit their child's social, emotional and academic needs.

International Students

Primary schools throughout Victoria, Australia offer high quality learning in a caring environment and welcomes international students. Young international students can enrol in any Victorian Government primary school if there is a place available for them. Applicants are to apply directly to DEECD International Division directly and they will do their best to place your child at a school that suits them and is close to their new home. We host International students at Huntingdale Primary School on a regular basis.

Uniform

Uniform purchase is outsourced to Primary School Wear (PSW) from Huntingdale. Address: 15 Mills St, Cheltenham VIC 3192

Phone: (03) 9583 3287

<http://www.psw.com.au/>



Testimonials

Our unique and innovative programs attract visitors from schools and departments in Melbourne, nationally and internationally. These visitors include:

- The Boards of Education of Fukushima Prefecture, Japan
- China SY Education Boureau
- Members of the Department of Education of South Australia
- Academics from Chiba University, Kanda University, Himeji University, Aichi Sykutoku University, Kyushu Sangyo University, Kobe University, Gakushuin Women's University, Nagoya Women's University, Shiga University, Kanazawa University, Waseda University, Obirin University, Osaka University, Keio University, Otsuma University, San Francisco State University, Monash University and Deakin University
- The Ambassador of Japan, Mr Takaashi Kojima
- The Consul General of Japan in Victoria, Mr Susumu Hasegawa, together with the Consul and the First Secretary of the Consulate
- Minister Maxine Morand, State Minister for Early Childhood Development
- Senator Lyn Allison, Australian Democrat senator.

Our school has featured three times in the Education Supplement of the Age – in 2002 (July 31), 2006 (June 12) and 2007(November 12), where it was described as “an ordinary school achieving extraordinary outcomes”.

Below is a range of testimonials to the success of our students and school community.

- **Professor Peter Dawkins, secretary of the Department of Education and Early Childhood Development**, described our school as “the best example of Immersion education in Victoria”.
- **His Excellency Mr Takaaki Kojima, Ambassador of Japan**: “...If I close my eyes for a moment, I feel I am in Japan...” “Please allow me to commend the contribution that the school is making to increase knowledge and understanding between our two countries.” May 2008
- **Keiko Davies, Japan Festival Organising Committee, Japan Club Of Victoria**: “...our sincere thanks for your great support extended to the 9th Japan Festival as a performer. We received such a great response from the people who attended the Japan Festival 2008. Without your support, the festival would not have been successful.” May 2008
- **Senator Lyn Allison, Leader of the Australian Democrats**: “... I was struck by the extent to which these young people were confident and very comfortable in using two languages and was convinced that their education was being benefited by the fact that this school was bilingual. Parents have sought out this school for that reason too...” Adjournment speech given to Parliament on schools in Victoria, 15 June 2004.

- **Professor J. V. Neustupny, Professor of Applied Japanese Linguistics, Obirin University, Tokyo:** "...I was highly impressed and would like to congratulate your staff on a vigorous and top-quality programme that compares well with the best of its kind in the world. ...I am delighted that [primary school education in Japanese] has achieved such a high level of perfection." 2003
- **Dr Libby Tudball, Academic Coordinator, AJF Programme, Monash University:** "...I did want to thank you for the...demonstration of great teaching and learning you provided... The [Japanese] teachers do find your immersion programme fascinating...[They] were full of praise for all they saw and experienced..."
- **Anne de Kretser, Director, Melbourne Centre for Japanese Language Education, Monash University:** "...I would like to congratulate the students, staff and parents on your wonderful musical...The students' use of Japanese was excellent....Congratulations on...the sustained high level of teaching, learning and performance of Huntingdale Primary Bilingual School."
- **Darrell Fraser, Deputy Secretary, School Operations, DE & T:** "...The strong presence of parents assisting students with their Japanese was quite amazing. The level of engagement of students and the expertise of staff delivering the programme combined to create a vibrant and purposeful environment that reinforces to me the need to acknowledge and celebrate the great work happening in our schools." Feb 2005
- **Katsunori Ashida, Director, Japan Information and Cultural Centre, Consulate General of Japan:** "I would like to add my voice of support to the continuation of the excellent Japanese Bilingual Programme at Huntingdale Primary School. The Programme is greatly appreciated by the Japanese Community in Melbourne...I was very impressed by the standards of the students language skills...The standard of fluency and pronunciation of the students' delivery was well above what I would have expected..."
- **Professor Ikuo Kawakami, Waseda University:** "Very impressive. To see is to believe". Aug 2007



HUNTINGDALE PRIMARY SCHOOL

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 Web page: www.huntingdaleps.vic.edu.au

Photographs featured on front page from the top:

The Japanese Ambassador, His Excellency Mr Takaaki Kojima, performing with the Huntingdale Primary School Taiko Group, 16 May 2008;

Author Tetsuka Watanabe's workshop, 22 May 2012

HPS being presented with the Curriculum Innovation Award by the Minister for Education, Hon Martin Dixon in 2011

This page:

Huntingdale Primary School Grade 6 students on their trip to Japan in Tochigi, November 2007;

HPS art teacher with students' art works during Open Night 2012;

Two Year 6 students celebrating Education Week, HPS Open Night 2012.