

School Strategic Plan 2020-2024

Huntingdale Primary School (4716)



Submitted for review by Ruth Biddle (School Principal) on 31 March, 2021 at 10:00 PM

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School vision	<p>Huntingdale Primary School's vision is to be a lighthouse school for language acquisition by providing a quality Japanese-English bilingual education.</p> <p>A forward thinking and global school for aspirational families where new horizons are presented and explored and where students are provided with an education built on solid foundations for future excellence. Our curriculum encourages students to think outside the box, to challenge the status quo and explore new ideas to reach their full potential.</p> <p>Our vision encapsulates:</p> <ul style="list-style-type: none">• Providing a 'language journey' that begins with building links with our local kindergarten, followed by a primary schooling experience which promotes, celebrates and teaches multi-lingualism through local, state and international partnerships, opening the wider community to language learning.• Showcasing diversity through languages, The Arts, Physical Education, festivals and celebrations and community engagement.• Promoting and teaching sustainability and connecting learning spaces through sustainable practices.• Driving innovation through ICT and multimedia and enabling our students to connect to the broader world. <p>Our motto is 'Engaging Minds Together'</p> <p>When these three powerful words come together we have a way of working whilst also explaining why we all call Huntingdale 'our school'.</p> <p>In its vision of becoming a 'Lighthouse School for Language', we will draw on our school resources and connect with the wider the community to fulfil this vision.</p>
School values	<p>Our core School Values encompass the learning at Huntingdale Primary School. It is central to the life at our school and students, teachers and parents are asked to demonstrate these:</p> <p>Kindness- The quality of being warm-hearted, considerate, humane and sympathetic. The notion of 'treating others as you would like them to treat you'.</p> <p>Courage- The quality of spirit that enables you to be brave and face challenging situations without showing fear.</p>

	<p>Personal Best- The quality of putting in your best personal effort into all that you do and not having the focus on 'beating others'.</p> <p>Creativity-The quality of showing creativity attributes and thinking in a range of contexts.</p> <p>A strong correlation to our school values is the 'Play is the Way' norms:</p> <ul style="list-style-type: none"> • It takes great strength to be sensible. • Be brave- participate to progress. • Pursue your personal best no matter who you work with. • Have reasons for the things you say and do. • Treat others as you would like them to treat you.
<p>Context challenges</p>	<p>Huntingdale Primary School, a Japanese Bilingual School, is located in South Oakleigh 20km from Melbourne, opening in 1954. The bilingual school structure began in 1997 and has been successfully implemented over the last 22 years.</p> <p>In 1997, the school had an enrolment of 92 students. The student population has grown significantly from 2016 and the school now has 375 students in 2021. The school attracts students from both the local neighbourhood and a wide range of suburbs, with over 30% from a Japanese family background and the other 70% of students coming from more than 20 different cultural groups. The SFOE index is 0.1341 indicating that families generally come from middle to high socioeconomic circumstances. We have several funded students on the Program for Students with a Disability who are well supported at the school.</p> <p>Over the last strategic plan period there was a change in Principal at the school. During this time the school has developed its leadership structure including the appointment of a Learning Specialist (Bilingual Numeracy), a Data Leader and created a School Improvement Team (SIT) to drive teaching and learning improvement using data. Overall, the school has a very stable staffing profile.</p> <p>The school focuses on literacy, numeracy, inquiry learning and student wellbeing in two languages- English and Japanese. Over the years, the bilingual structure has operated on a 70% (English)/30% (Japanese) model. Over the last 4 years the school has undergone significant change to this structure, moving to a 50/50 model, where 50% of learning is taught in Japanese and 50% in English. This structure is currently rolled out in F-3 and over the life of this strategic plan this model will be implemented in Years 4-6.</p> <p>The 50% of the curriculum taught in Japanese includes reading, writing, speaking and listening, mathematics, dance and drama. The 50% taught in English includes reading, writing, speaking and listening, visual art, physical education and inquiry learning. The school is part of a Monash University longitudinal study with Dr Marianne Turner- 'Language distribution in a Japanese-English bilingual program: Processes and outcomes'. Being a part of this study has enabled teachers to reflect on teaching practice particularly on aspects of oral language development.</p>

	<p>The 70/30 structure in Years 3-6 includes 8 hours of Japanese encompassing 2.5 hours of Language study (reading, writing, speaking and listening), 2 hours of Inquiry (Humanities and Science) and one hour of eLearning, Visual Art, Music and assembly.</p> <p>Wellbeing and assembly are in both languages. We use the 'Play is the Way' and the 'Zones of Regulation' as the major wellbeing programs in the school. The extension of 'Play is the Way' is the 3R's approach to conflict and problem situations. The 3R's framework is- Reflection (Thinking about your actions), Repair (How will you say sorry?) and Restitution (Moving on).</p> <p>The school has an instructional model and inquiry learning is weaved throughout multiple learning areas such as reading, writing, the arts and e-learning. The CLIL (Content Learning Integrated Language) approach is favoured by the school to develop deep language learning in Japanese and English.</p> <p>Huntingdale Primary School is well renowned for having a strong community focus and feel. We are part of the Oakleigh Education Plan which aims to link Huntingdale Primary School, Oakleigh South Primary School and South Oakleigh College through STEM Learning, Community Partnerships and positive transitions from primary to secondary school. We have strong links with the Germain Street Kindergarten which is in close proximity to the school. We have Parents Association 'Watashi Mo', a strong School Council and sub-committees, a partnership with 'Team Kids', a sister school relationship with Kuramochi Primary School in Japan and yearly visits from Shioya Junior High.</p> <p>At Huntingdale Primary School we are proud of our achievements over many key areas of the school and aim to develop its bilingual education to optimise student learning and community engagement.</p>
<p>Intent, rationale and focus</p>	<p>Huntingdale Primary School's intent is to engage and guide students in an intelligent and orderly fashion to reach their potential in a bilingual learning environment.</p> <p>Our rationale is to ensure all students leave our school with a practical understanding of the Victorian Curriculum and provide the solid foundations to continue their school education.</p> <p>Our focus is to 'Engage Minds Together':</p> <ul style="list-style-type: none"> -Engaging the students each and every day in a safe and secure environment is key. We know that without students 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 student's explorations and learnings each day at school. -Minds are what benefit from bilingual education- both in Japanese and English. The academic rigour and the power of how we work at Huntingdale is in the careful curriculum planning that underpins the education as one whole. The benefits of bilingual education on student learning underpin the 'mind' element. -Together we achieve more. Students require guidance and scaffolding to achieve their learning goals. Children, teachers, families and the wider community working together and building connections are how we achieve our greatest educational outcomes for our students

In this strategic plan period we will focus on optimising and building consistent teaching practice in literacy and numeracy in the bilingual environment and continuing to implement the 50/50 bilingual teaching structure throughout the whole school. Through participation in the Oakleigh Education Plan our focus is to engage students and the wider community through STEM. Improving our student's voice and agency in their learning is a key area to develop and sustain.

Huntingdale Primary School is a vibrant place that encourages bilingual learning, laughter and play in a friendly and warm environment.

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Goal 1	To optimise literacy and numeracy outcomes for all students in the 50/50 bilingual learning environment.
Target 1.1	By 2023 the percentage of students above benchmark growth (Years 3 to 5) in NAPLAN numeracy to increase from 22% (2019) to 32%.
Target 1.2	By 2023 the percentage of students above benchmark growth (Years 3 to 5) in NAPLAN reading to increase from 32% (2019) to 38%.
Target 1.3	By 2023 the percentage of students making above age expected level from foundation to year 6 in number and algebra as measured by teacher judgements to increase from 31% to 40%.
Key Improvement Strategy 1.a Building practice excellence	Embed a consistent bilingual instructional model.
Key Improvement Strategy 1.b Building practice excellence	Build teacher capability to improve student learning at their point of need.
Key Improvement Strategy 1.c Curriculum planning and assessment	To improve teacher data and assessment literacy and collaborative practices through a Professional Learning Communities approach.
Goal 2	To improve student engagement in learning through increased student voice and agency.

Target 2.1	By 2023 to increase the percentage endorsement for the student voice and agency factor in the student attitudes to school survey from 70% (2019) to 80%.
Target 2.2	By 2023 to increase the percentage endorsement for the stimulating learning factor in the student attitudes to school survey from 76% (2019) to 84%.
Target 2.3	By 2023 to increase the percentage endorsement for the self-regulation and goal setting factor in the student attitudes to school survey from 87% (2019) to 90%.
Target 2.4	By 2023 to increase the percentage endorsement for the student voice and agency factor in the parent opinion survey from 76% (2019) to 84%.
Target 2.5	By 2023 to increase the percentage endorsement for the collective focus on student learning factor on the staff survey from 80% (2019) to 85%.
Key Improvement Strategy 2.a Vision, values and culture	To develop and implement a common language, understanding and practice of student voice and agency in learning in the bilingual learning environment.
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	To develop a whole school approach to student goal setting and feedback.

Goal 3	To enhance student engagement and capabilities through STEM.
Target 3.1	By 2023 to increase the percentage endorsement for the guaranteed and viable curriculum factor on the staff opinion survey from 76% (2019) to 80%
Target 3.2	By 2023 to increase the percentage endorsement for the differentiated learning challenge factor on the staff opinion survey from 85% (2019) to 90%
Target 3.3	By 2023 to increase the percentage endorsement for the student motivation factor on the parent opinion survey from 80% to 85%
Target 3.4	By 2023 to increase the percentage endorsement for the motivation and interest factor on the student opinion survey from 83% to 85%
Key Improvement Strategy 3.a Curriculum planning and assessment	To develop a developmental STEM curriculum.
Key Improvement Strategy 3.b Building practice excellence	To build teacher capacity to teach STEM
Key Improvement Strategy 3.c Building communities	To enhance student opportunities through the involvement with key stake holder partners.

