

# School Strategic Plan 2024-2028

Huntingdale Primary School (4716)



Submitted for review by Anthony Rowe (School Principal) on 15 October, 2024 at 02:05 PM

Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 25 October, 2024 at 09:09 AM

Endorsed by Dennis Moschoyiannis (School Council President) on 28 October, 2024 at 11:52 AM

# School Strategic Plan - 2024-2028

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<b>School vision</b>	<p>Huntingdale Primary School's vision is to be a lighthouse school for language acquisition by providing a quality Japanese-English bilingual education. Our vision encapsulates:</p> <ul style="list-style-type: none"><li>-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 and continuing this journey into secondary schooling.</li><li>-Showcasing diversity through languages, The Arts, Physical Education, festivals, celebrations and community engagement.</li><li>-Promoting and teaching sustainability</li><li>-Driving innovation through STEM, ICT and multimedia and enabling our students to connect to the broader world.</li></ul>
<b>School values</b>	<p>At Huntingdale Primary School we aim to provide an inclusive and supporting environment where members of our whole school community can come together as a community of learners. The school focuses on literacy, numeracy, inquiry learning and student wellbeing in two languages; English and Japanese. During 2020-2023 the school fully implemented the 50/50 bilingual teaching structure from F-6, where 50% of learning is taught in Japanese and 50% in English. The wider Huntingdale Primary school community works collaboratively and shares a common understanding regarding the beliefs and values of the school. At Huntingdale Primary School we encourage respectful relationships between the school, families and educators with our common focus being the child. The school provides a high-level of support to each child and family to promote health and wellbeing and we celebrate the many cultures and diverse range of backgrounds within our wider community. We strive to support the individual needs of students by encouraging creativity and courage while exploring learning. Our school values of Kindness, Courage, Personal Best and Creativity are integrated in all aspects of learning. Our school motto is 'Engaging Minds Together'.</p>
<b>Context challenges</b>	<p>Huntingdale Primary School, a Japanese Bilingual School, is located in South Oakleigh 20km from Melbourne and opened in 1954. The school is built on the lands of the Wurundjeri Woi Wurrung and Bunurong people of the Kulin Nation. Bilingual education began in 1997 and has been successfully implemented over the last 27 years. Huntingdale Primary School students come from diverse backgrounds and various areas across metropolitan Melbourne. With smaller, combined cohorts, there's a strong need to foster both school and peer connectedness, particularly in the early</p>

years, when students are adjusting to a new school environment and learning a second language. This is a crucial time to ensure they feel included and supported. Recruiting and workforce planning for our bilingual school presents unique challenges as the need for specialized skills and cultural competencies are key things to consider. Recruiting teachers who are highly proficient in subject-specific terminology and knowledge is especially important to support our bilingual approach. Bilingual educators are in high demand and pool of qualified candidates can be small than other schools. Out teachers must be equipped with to manage varying levels of language fluency which can add complexity to the planning and delivery of lessons.

The student population has grown over this review period (2020- 368, 2021- 375, 2022- 370 & 2023- 392) with the school attracting students from both the local neighborhood and a wide range of suburbs. The number of students with English as an Additional Language has grown over the review period (2020- 41%, 2021-45%, 2022- 49% & 2023- 59%). The number of students on the Program for Students with a Disability (PSD) has grown to 12. The Student Family Occupation index (2020- 0.1339, 2021- 0.1341, 2022- 0.1485 & 2023- 0.1457) indicates that families generally come from middle to high socioeconomic circumstances. 5% of students are from disadvantaged backgrounds, which has been stable over the last 4 years. The school enrolls 12 international students.

The introduction of the Victorian Curriculum 2.0 marks a significant shift in educational practice, offering Huntingdale Primary School an opportunity to tailor our 50/50 curriculum to better meet the diverse needs of our bilingual students. The school teaches a 50/50 curriculum model where students learn 50% of the Victorian Curriculum in English and 50% in Japanese. The school promotes bilingual collaboration between the English teacher and the Japanese teacher using CLIL – Content and Language Integrated Learning – approach to enhance the productive language of students. The 50% of the curriculum taught in Japanese includes reading, writing, speaking and listening, mathematics and the specialist programs music and drama. The 50% taught in English includes reading, writing, speaking and listening, inquiry learning and specialist programs: performing arts, visual arts, physical education and STEM (3-6). Wellbeing and assembly are taught in both languages. We use the 'Play is the Way' virtues across the school:

- It takes great strength to be sensible.
- Treat others as you would like them to treat you.
- Pursue your personal best no matter who you work with.
- Be brave - participate to progress.
- Have reasons for the things you say and do.

Wellbeing programs taught at the school include Respectful Relationships, Zones of Regulation and Play is the Way.

Teachers plan curriculum and teaching programs in teams. The curriculum is designed under a broad concept each term:

- Even years: Term 1- Identity, Term 2- Change, Term 3- Voice, Term 4- Curiosity
- Odd years: Term 1- Community, Term 2- Necessity, Term 3 Sustainability, Term 4- Creativity

	<p>Teams complete a broader curriculum design document for each term and weekly planning using Google docs. Inquiry learning is weaved throughout multiple learning areas such as literacy, the humanities, the arts and STEM.</p> <p>The school has an instructional model based on a workshop model. This includes Tuning In (lesson hook and warm up), Whole Class Instruction (Learning intentions, success criteria, mini lesson- explicit teaching) Differentiated Activities (independent work, 1:1 conferences, group and buddy work, and group conferences) and Share time (reflection, goal setting). Encompassing the instructional model is assessment, gradual release of responsibility, high impact teaching strategies (HITS) and feedback.</p> <p>To support learning, we use the Café strategies for reading, VOICES+P strategies for writing and the PURF proficiencies (Problem Solving, Understanding, Reasoning, Fluency) &amp; CUBES for numeracy. The MSL approach (Multi-Sensory Language) has been rolled out in F-4 over the last four years, with implementation occurring this year in the 5-6 area. The CLIL (Content Learning Integrated Language) approach is favored by the school to develop deep language learning in Japanese and English.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The school leadership team concluded that the focus areas of the next School Strategic Plan should include:</p> <ul style="list-style-type: none"> <li>• literacy and numeracy, with a focus on improving differentiation</li> <li>• student agency in learning</li> <li>• instructional and shared leadership</li> <li>• tiered responses to wellbeing and inclusion.</li> </ul> <p>Over the period of the next School Strategic Plan (2024-2028), the school will focus on the following learning and wellbeing goals and key improvement strategies that are linked to the school's assessment against the Framework for Improving Student Outcomes (FISO 2.0) Continua of Practice recommended by the school review panel. The school is prioritizing the below two goals as they are interconnected. We believe that when students experience growth in their learning, it boosts their self-esteem and confidence, in turn improving their wellbeing. Conversely when students feel supported in their wellbeing, they are better positioned to focus on learning challenges. Ultimately, maximizing learning growth whilst optimizing wellbeing will produce well-rounded students who are academically capable, resilient and ready for future challenges.</p> <p>Both of these goals are critical to success as they foster a positive and effective educational environment and they support the holistic development of students.</p> <p>Goal 1: the learning growth for all students Key Improvement Strategies:</p> <ul style="list-style-type: none"> <li>• Build the instructional and shared leadership capability of all staff with a specific focus on developing middle level</li> </ul>

leadership

- Embed the Huntingdale Primary School bilingual literacy approach to the delivery of curriculum and differentiated to individual student needs
- Build teacher and student capability to activate student agency in learning.

Goal 1 addresses the need for students to reach their full potential regardless of their background or skill level. It supports those students who may face additional challenges and helps close achievement gaps, promote fairness and an equitable learning environment. Investing in the staff cohort will maximize learning growth through the delivery of a differentiated bilingual program and equip staff and students with life skills to adapt to the ever changing needs of the world. Student agency empowers students to take ownership of their learning process. They are more likely to be invested in the process and be driven by internal factors. Students can personalize their own topics and learning strategies that align with their interests and strengths.

To support our bilingual approach we will continue to have a strong focus on the delivery of synthetic phonics in every classroom across the school over the 4-year period. The school will invest in professional development to build the capacity of teachers and their pedagogical skills and work towards having a consistent approach with the consolidation and application of learning and embed the high impact teaching strategies in the classroom. The Big 6 Reading Framework will have a staggered rollout to support student literacy skills beginning with synthetic phonics and ensuring the 6 essential components are embedded in planning and lessons across the 4 years. The teaching of literacy will be reviewed to ensure these components are incorporated in the curriculum and teaching approaches for literacy.

Goal 2: Optimize student wellbeing outcomes

- Develop staff capability and a shared culture and understanding to embed wellbeing practices in all areas
- Develop and implement a whole school tiered approach to wellbeing and inclusion.

This goal is critical in supporting the wellbeing of students so they feel safe and connected in their educational environment. By optimizing the wellbeing of students it can help mitigate stress, anxiety and foster healthy relationships with peers and teachers. By investing in the development of staff capabilities students are more likely to achieve academic success and build their skills to navigate challenges in and outside the classroom.

The school will continue to implement the Disability Inclusion in Victorian schools framework by building staff knowledge of the framework, the functional needs across the 6 domains and 31 educational activities. Staff will receive professional development to build their capacity to accurately match the student's functional and cognitive needs through adjustments in planning and practice in the classroom.



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<b>Goal 1</b>	Maximise the learning growth for all students
<b>Target 1.1</b>	By 2028, increase the percentage of students achieving exceeding proficiency in NAPLAN in Year 3 for: <ul style="list-style-type: none"><li>• Reading from 24% (2024) to 35%</li><li>• Writing from 24% (2024) to 30%</li><li>• Numeracy from 23% (2024) to 36%</li></ul>
<b>Target 1.2</b>	By 2028, reduce the percentage of Year 5 students achieving low NAPLAN benchmark growth in reading from xx% (2025) to yy% and maintain the percentage of students achieving high benchmark growth at xx% (2025). Placeholder target. This target should be reviewed in 2025 to include NAPLAN benchmark growth.
<b>Target 1.3</b>	By 2028, increase the percentage of Years 1 to 6 students achieving above expected growth using Teacher judgements in writing from 13% (2023) to 20%.
<b>Target 1.4</b>	By 2028, increase or maintain the percentage positive endorsement on the Attitudes to School Survey for: <ul style="list-style-type: none"><li>• Student voice and agency from 68% (2024) to 70%</li><li>• Student motivation and interest from 77% (2024) to 80%</li><li>• Goal setting and self-regulation at 86% (2024)</li></ul>

<b>Target 1.5</b>	<p>By 2028, increase or maintain the percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 75% (2023) to 80%</li> <li>• Understand how to analyse data from 65% (2023) to 75%</li> <li>• Instructional leadership at 86% (2023)</li> </ul>
<b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build the instructional and shared leadership capability of all staff with a specific focus on developing middle level leadership
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on	Embed the Huntingdale Primary School bilingual literacy approach to the delivery of curriculum and differentiated to individual student needs



<p>student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build teacher and student capability to activate student agency in learning</p>
<p><b>Key Improvement Strategy 1.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Goal 2</b></p>	<p>Optimise student wellbeing outcomes</p>
<p><b>Target 2.1</b></p>	<p>By 2028, improve attendance by:</p> <ul style="list-style-type: none"> <li>• decreasing unapproved absences from 2.1 days (2023) to 1.9 days per student</li> <li>• reducing the percentage of students with 20 or more days absence from 23% (2023) to 19%</li> <li>• maintaining the average days absence at 15.5 days per student (2023)</li> </ul>
<p><b>Target 2.2</b></p>	<p>By 2028, increase the percentage positive endorsement on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• Teacher concern from 64% (2024) to 72%</li> <li>• School connectedness from 81% (2024) to 89%</li> <li>• Respect for diversity from 71% (2024) to 80%</li> <li>• Students at this school treat each other with respect from 57% (2024) to 70%</li> </ul>

<b>Target 2.3</b>	By 2028, increase the percentage positive endorsement on the School Staff Survey for: <ul style="list-style-type: none"> <li>• Trust in students and parents from 82% (2023) to 86%</li> <li>• Staff in my school are able to educate the most challenging students from 74% (2023) to 78%</li> </ul>
<b>Key Improvement Strategy 2.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop staff capability and a shared culture and understanding to embed wellbeing practices in all areas
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 2.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
<b>Key Improvement Strategy 2.b</b>	Develop and implement a whole school tiered approach to wellbeing and inclusion

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school

**Key Improvement Strategy 2.b**  
Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion