



Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Kate Gray December, 2016[name] [date][name] [date]
School council: Stuart Macphee December, 2016[name] [date][name] [date]
Delegate of the Secretary: Mark Flack December, 2016[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Supported in a cohesive and protective community, Huntingdale Primary School guides students in an intelligent and orderly fashion to reach their potential.</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 early education built on solid foundations for future excellence.</p> <p>Bold, brave and inquisitive, the cohesive community of Huntingdale Primary School encourages students to think outside the box, to challenge the status quo and explore new ideas.</p> <p style="text-align: center;">Huntingdale Primary School 'Engaging Minds Together'</p>	<p>The following values are seen as being central to the life of our school:</p> <ul style="list-style-type: none"> ➤ Courage – the strength to do what is just and right for the greater benefit of self and all and take risks to learn more deeply ➤ Kindness – to exhibit respect, friendliness, generosity and consideration in all interactions ➤ Personal Best – to strive for achievements that are better than anything you've achieved before, to engender a desire and respect for continual improvement ➤ Creativity – the ability to use the imagination or create original ideas for a desired purpose 	<p>Huntingdale Primary School began a Japanese Bilingual Program in 1997 with 92 students and has grown to 330 students in 2016. The school caters for students from Foundation to Year 6. The enrolment is predicted to rise to 450 students over the next four years. Over thirty percent of students are from a Japanese family background and these students come from a number of suburbs in Melbourne. The other seventy percent of students come from more than twenty different cultural groups. There are 5 students in the program for students with a disability (PSD). The Student Family Occupation (SFO) index is 0.24 and Education (SFOE) index is 0.17 indicating that families generally come from middle to high socioeconomic circumstances. This shift in demographic over the past years has heightened our focus on catering for the breadth of plurilingual families that choose Huntingdale as their school of choice.</p> <p>The pillars of the Japanese Bilingual Program are the building of language competencies, intercultural understandings and global citizenship. Students explicitly learn in two languages in a language immersion environment. All students from Foundation (Prep) to Year 6 learn in and through Japanese for eight hours each week. The school has developed the English and Japanese programs into a bi-literacy approach and includes Content and Language Integrated Learning (CLIL) to scaffold the learning for students whilst maintain the children's first language. The inquiry driven approach to learning aims to develop student-centred real world applications of the curriculum and will be a key link in evolving our bi-literacy approach developed over our last strategic plan.</p>	<p>Over the course of the 2017-2020 School Strategic Plan we are aiming to engage minds together.</p> <ul style="list-style-type: none"> ➤ 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 of our focus moving forward. ➤ 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, teachers, parents and families working together however are how we truly achieve the greatest outcomes. <p>Research tells us that without a safe and secure learning environment learning will not occur. Research also tells us that our brains are social organs and require connectedness with others to learn and achieve. Through creating an environment which enhances these elements we will do justice to the many talents our children walk through the doors with each day.</p> <p>We will continue to refine our whole school consistent practices in the areas of writing, inquiry and move forward into a focus on numeracy across the school. We will continue to improve student engagement by building a more learner-centred culture and continue to enhance the wellbeing of all learners. To enable this evolution in our practises we will work to continue to develop our leadership capacity across the school.</p>



<p>2. To improve student engagement by building a student-centered learning culture.</p>	<p>POSITIVE CLIMATE FOR LEARNING</p> <p>Empowering students and building school pride</p>	<p>2.1 Build and monitor the instructional practice of every teacher to ensure student-centred learning.</p> <ul style="list-style-type: none"> -include research-based high impact instructional strategies -include the use of data and evidence to inform point of need in collaborative teams <p>2.2 Develop a systematic approach to challenging goals and effective feedback for all students and teachers.</p> <ul style="list-style-type: none"> -monitoring and support from the leadership team of the work of the collaborative teams -use evidence and data to inform practice -build student language in learning -have goals and targets for students 	<p>Student Attitudes to School survey</p> <p>Results to exceed previous years means scores in the following factors:</p> <table border="1"> <thead> <tr> <th>Teaching and learning factors</th> <th>Learning Confidence</th> <th>School Connectedness</th> <th>Stimulating Learning</th> <th>Student Motivation</th> <th>Teacher Effectiveness</th> <th>Teacher Empathy</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>4.03</td> <td>4.33</td> <td>3.83</td> <td>4.46</td> <td>4.22</td> <td>4.24</td> </tr> <tr> <td>2020</td> <td>4.13</td> <td>4.60</td> <td>4.09</td> <td>4.70</td> <td>4.60</td> <td>4.60</td> </tr> </tbody> </table> <p>School Staff Opinion survey</p> <p>Results to exceed previous years means scores in the following factors:</p> <table border="1"> <thead> <tr> <th>School Climate module</th> <th>Collective Efficacy</th> <th>Teacher Collaboration</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>76.98</td> <td>76.00</td> </tr> <tr> <td>2020</td> <td>86.67</td> <td>87.42</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Teaching and learning module</th> <th>Identifying Similarities and Differences</th> <th>Summarising and Note Taking</th> <th>Homework and Practice</th> <th>Non-linguistic Representation</th> <th>Cooperative Learning</th> <th>Setting Objectives and Providing Feedback</th> <th>Generating and Testing Hypotheses</th> <th>Cues, Questions, and Advance Organisers</th> </tr> </thead> <tbody> <tr> <td>2016 mean</td> <td>73.64</td> <td>74.31</td> <td>69.90</td> <td>80.43</td> <td>87.11</td> <td>84.79</td> <td>70.89</td> <td>84.50</td> </tr> <tr> <td>2017</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2020</td> <td>77.80</td> <td>78.61</td> <td>78.11</td> <td>83.72</td> <td>90.48</td> <td>87.50</td> <td>75.73</td> <td>87.26</td> </tr> </tbody> </table> <p>Use 2017 data to focus on factors from this module and benchmark against state mean.</p> <table border="1"> <thead> <tr> <th>Leadership module</th> <th>Leading Change</th> <th>Intellectual Stimulation</th> <th>Instructional Leadership</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>72.74</td> <td>77.95</td> <td>73.44</td> </tr> <tr> <td>2020</td> <td>80.00</td> <td>86.00</td> <td>80.00</td> </tr> </tbody> </table> <p>Parent Opinion Survey</p> <p>Results to exceed previous years means scores in the following factors:</p> <table border="1"> <thead> <tr> <th>School Climate factor</th> <th>Stimulating learning</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>5.71</td> </tr> <tr> <td>2020</td> <td>5.93</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Student Engagement factor</th> <th>Student Motivation</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>5.60</td> </tr> <tr> <td>2020</td> <td>5.74</td> </tr> </tbody> </table>	Teaching and learning factors	Learning Confidence	School Connectedness	Stimulating Learning	Student Motivation	Teacher Effectiveness	Teacher Empathy	2016	4.03	4.33	3.83	4.46	4.22	4.24	2020	4.13	4.60	4.09	4.70	4.60	4.60	School Climate module	Collective Efficacy	Teacher Collaboration	2016	76.98	76.00	2020	86.67	87.42	Teaching and learning module	Identifying Similarities and Differences	Summarising and Note Taking	Homework and Practice	Non-linguistic Representation	Cooperative Learning	Setting Objectives and Providing Feedback	Generating and Testing Hypotheses	Cues, Questions, and Advance Organisers	2016 mean	73.64	74.31	69.90	80.43	87.11	84.79	70.89	84.50	2017									2020	77.80	78.61	78.11	83.72	90.48	87.50	75.73	87.26	Leadership module	Leading Change	Intellectual Stimulation	Instructional Leadership	2016	72.74	77.95	73.44	2020	80.00	86.00	80.00	School Climate factor	Stimulating learning	2016	5.71	2020	5.93	Student Engagement factor	Student Motivation	2016	5.60	2020	5.74
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Building Communities	3.2 Develop and promote links between Huntingdale Primary School and the wider community including maintaining strong networks with bilingual and language associations to continue to refine our bilingual model.																																						
	3.3 Review the school's vision of parents as partners in learning, taking into account student and parent voice.																																						
	3.4 Create a Parent's Association within the school to strengthen a sense of community connectedness.																																						

4. To create an inclusive, safe and secure learning environment through the implementation of a positive social emotional approach.	POSITIVE CLIMATE FOR LEARNING	4.1 Consolidate implementation of 'Play is the Way' and introduce the '3R's Approach' including teacher professional development and including students in the process.	<p>Student Attitudes to School survey Results to exceed previous years means scores in the following factors:</p> <table border="1"> <tr> <td>Student Relationships factor</td> <td>Classroom Behaviour</td> <td>Student Safety</td> <td>Connectedness to Peers</td> </tr> <tr> <td>2016</td> <td>2.92</td> <td>4.41</td> <td>4.18</td> </tr> <tr> <td>2020</td> <td>3.36</td> <td>4.60</td> <td>4.50</td> </tr> </table> <table border="1"> <tr> <td>Teaching and Learning factor</td> <td>Learning Confidence</td> </tr> <tr> <td>2016</td> <td>4.03</td> </tr> <tr> <td>2020</td> <td>4.30</td> </tr> </table> <table border="1"> <tr> <td>Wellbeing factor</td> <td>Student Morale</td> </tr> <tr> <td>2016</td> <td>5.65</td> </tr> <tr> <td>2020</td> <td>6.00</td> </tr> </table> <p>ACER Social Emotional Wellbeing Survey Establish baseline data for Years 1-6 in SEW Survey in 2017 2018-2020 data to equal or exceed 2017 baseline data sets</p> <p>School Staff Opinion survey Results to exceed previous years means scores in the following factors:</p> <table border="1"> <tr> <td>School Climate module</td> <td>Collective Efficacy</td> <td>Collective Responsibility</td> <td>Collective Focus on Student Learning</td> <td>Trust in Students and Parents</td> </tr> <tr> <td>2016</td> <td>76.98</td> <td>82.13</td> <td>84.69</td> <td>71.59</td> </tr> <tr> <td>2020</td> <td>86.67</td> <td>92.17</td> <td>92.06</td> <td>79.00</td> </tr> </table> <p>Parent Opinion survey Results to exceed previous years means scores in the following factors:</p> <table border="1"> <tr> <td>School Climate module</td> <td>Behaviour Management</td> </tr> <tr> <td>2016</td> <td>5.42</td> </tr> <tr> <td>2020</td> <td>5.90</td> </tr> </table> <table border="1"> <tr> <td>School Behaviour module</td> <td>Student Safety</td> <td>Classroom Behaviour</td> </tr> <tr> <td>2016</td> <td>5.84</td> <td>4.91</td> </tr> <tr> <td>2020</td> <td>6.10</td> <td>5.25</td> </tr> </table> <table border="1"> <tr> <td>Student Engagement module</td> <td>Social Skills</td> </tr> <tr> <td>2016</td> <td>5.58</td> </tr> <tr> <td>2020</td> <td>5.83</td> </tr> </table>	Student Relationships factor	Classroom Behaviour	Student Safety	Connectedness to Peers	2016	2.92	4.41	4.18	2020	3.36	4.60	4.50	Teaching and Learning factor	Learning Confidence	2016	4.03	2020	4.30	Wellbeing factor	Student Morale	2016	5.65	2020	6.00	School Climate module	Collective Efficacy	Collective Responsibility	Collective Focus on Student Learning	Trust in Students and Parents	2016	76.98	82.13	84.69	71.59	2020	86.67	92.17	92.06	79.00	School Climate module	Behaviour Management	2016	5.42	2020	5.90	School Behaviour module	Student Safety	Classroom Behaviour	2016	5.84	4.91	2020	6.10	5.25	Student Engagement module	Social Skills	2016	5.58	2020	5.83
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