

HARVEST HOME PS

School and community growing together

Issue 05

July 2019

Harvest Home
Primary School

Principal Anthony Simone

Assistant Principals Kaylene Kubeil
Andrew Bouzikas

365 Harvest Home Road **EPHING 3076**

Phone: 03 8468 9000

-----Principal's Report-----

Dear Harvest Home PS Community,

Victorian schools are required under the Child Safety and Wellbeing Act to ensure that they implement compulsory child safe standards to protect children from harm. Harvest Home Primary School is committed to child safety. Regular articles will appear in the newsletter and on our website to promote our commitment to the Child Safety Standards.

The Child Safe Standards set out to create safe places for children to fully and actively participate in the life of the community benefiting everyone. Harvest Home Primary School will ensure that the children in its care are protected to the best of its ability and in line with their duty of care and the compulsory child safe standards.

As a community we want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers. We are committed to the safety, participation and empowerment of all children. There is zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. We meet our legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

Harvest Home Primary is committed to preventing child abuse and identifying risks early, and removing and reducing these risks. We have robust human resources and recruitment practices for all staff and volunteers. Our school is committed to regularly training and educating our staff and volunteers on child abuse risks. As a community we support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability. Harvest Home Primary has specific policies, procedures and training in places that support our leadership team, staff and volunteers to achieve these commitments.

At Harvest Home Primary:

- Everyone connected to our school can help children be safe.
- We have zero tolerance for any abuse of children.
- We already have policies and processes in place to protect the care, safety and welfare of children. These are being strengthened to ensure a zero tolerance approach to child abuse. As policies are ratified at school council, they will be made available to you through the newsletter and on our web page.
- There will be clear boundaries about how adults in our school community may interact with the children here set out in our school's Child Safe Code of Conduct.

It is with great pleasure that we are and continue to be a child safe school.

Yours in learning,
Anthony Simone
Principal

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Achievement --- Cooperation --- Acceptance --- Responsibility --- Integrity

----- Upcoming Events-----

As you know, lots of exciting things are always happening at Harvest Home Primary School. To help our families to 'keep track' of all of these wonderful events, we have provided an extensive list of the events that are happening over the next few months. Please keep in a prominent place to refer back to.

Wednesday 7th August	Nude Food Day
Friday 9th August	School Athletics Carnival Year 4—6 Students
12th to 16th August	Science Week
Monday 12th August	Tamboore A —Bundoora Park History Excursion
Wednesday 14th August	Basketball Gala—Year 6 Students, Mill Park
Thursday 15th August	Tamboore B & C Excursion—Bundoora Park History Excursion
19th to 23rd August	Book Week
Wednesday 21st August	Nude Food Day
Thursday 22nd August	Book Week Dress Up Day (*Gold coin donation for purchase of new Community Libraries books for 2020*)
Thursday 29th August	Parent Teacher Interviews—No Scheduled Classes
Friday 30th August	Wurun - Melbourne Museum Excursion
Monday 2nd September	Durrong - Melbourne Museum Excursion
Wednesday 4th September	School Review Day #1
Tuesday 10th September	School Review Day #2
Wednesday 11th September	Nude Food Day
Friday 13th September	Grandparents Day— 1.30pm to 2.30pm
Tuesday 17th September	School Review Day #3
Friday 20th September	Footy Colours Dress up Day *Cancer Council Gold Coin donation*
Friday 20th September	*** LAST DAY TERM 3 *** Early Finish 2.30pm
Monday 7th October	*** FIRST DAY TERM 4 ***
Monday 4th November	—STUDENT FREE DAY —
Wednesday 13th November	Curriculum Day—No scheduled classes

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----Curriculum Report----

Embedding the Victorian Curriculum Capabilities





The Victorian Curriculum sets out what every student should learn during their years of schooling. It is defined by a set of Learning Areas and Capabilities and the mandated Curriculum in all Victorian government schools. This common set of knowledge and skills are the ones required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum is the basis of our schools' teaching and learning programs in which we have planned for delivering, expanding and extending in ways that best utilise our staffing and resources. The flexibility in its design enable us to develop particular specialisations, areas of proficiency and innovation whilst ensuring the curriculum is delivered with purpose and authenticity.

Whilst we are familiar with the more 'traditional' learning areas of English, Maths, Humanities and Science etc., the Capabilities are still a relatively new concept, even though they were an integral part of the Victorian Curriculum that was first implemented at the start of 2017. It is very important to understand that all Learning Areas including these Capabilities have a set of discrete knowledge and skills that are intended to be taught explicitly using the specific vocabulary. When teachers assign a 'curriculum score' to these, it is completed in a process like the other learning areas; that is, as on balanced teacher judgement against the respective 'Achievement Standard'.

In the table below the 4 capabilities are explained.

**CBL Big Ideas may have a different Capability focus in the Foundation Level (Prep)* If you would like to explore the Victorian Curriculum Capabilities, then further information can be accessed at:

<https://victoriancurriculum.vcaa.vic.edu.au/>

Capabilities	Key Understandings	Reported through HHPS Teaching & Learning Program
Critical & Creative Thinking 	<ul style="list-style-type: none"> - Develop an understanding of thinking processes and an ability to manage and apply these intentionally - Learn skills and learning dispositions that support logical, strategic, flexible and adventurous thinking - Build confidence in evaluating thinking and thinking processes across a range of familiar and unfamiliar contexts. 	Challenge Based Learning (All stages: Engage, Investigate & Act)
Ethical 	<ul style="list-style-type: none"> - Analyse and evaluate ethical issues, recognising areas of contestability - Identify the bases of ethical principles and ethical reasoning - Engage with the challenges of managing ethical decision making and action for individuals and groups Cultivate open-mindedness and reasonableness. 	Challenge Based Learning Big Idea – Power*
Intercultural 	<ul style="list-style-type: none"> - Demonstrate an awareness of and respect for cultural diversity within the community - Reflect on how intercultural experiences influence attitudes, values and beliefs - Recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community. 	Challenge Based Learning Big Idea – Identify*
Personal & Social 	<ul style="list-style-type: none"> - recognise, understand and evaluate the expression of emotions - demonstrate an awareness of their personal qualities and the factors that contribute to resilience - develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community - understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships - work effectively in teams and develop strategies to manage challenging situations constructively. 	Challenge Based Learning, School Wide Positive Behaviours and Respectful Relationships.

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----Curriculum Report Cont.----

INTERNATIONAL COMPETITIONS AND ASSESSMENTS FOR SCHOOLS (ICAS) – UPDATE

In our last newsletter we invited interested Yr. 3 – 6 students to participate in the *International Competitions and Assessments for Schools*, commonly known as ICAS. Consent to participate in these tests now closed. We are very pleased that many of our students have accepted this opportunity and will participate in these online tests at the end of Term 3. Please see dates below. Further information with regards to organisation for the test will be communicated soon.

PREMIERS READING CHALLENGE – UPDATE

We still have the remainder of July and all of August to continue to read and participate in the Premiers Reading Challenge. At the time of writing this article, we have 29 students who have already achieved the Reading Challenge, with the total amount of books read as a school being 2252 books! Remember you can keep reading until 6th September. We are all very proud of the wonderful readers we have at HHPS!

Kaylene Kubeil

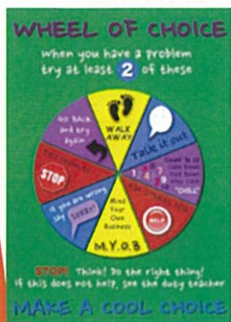
Assistant Principal- Curriculum



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--HHPS Positive Climate for Learning --



As we enter the second half of the year, we are well and truly on our journey with our Positive Climate for Learning. Our students and school community are taking ownership of their actions, celebrating their positive behaviours and learning how to self-regulate when school behaviours become challenges. It has been pleasing to see students utilising the 'Wheel of Choice' whilst in the school; seeking opportunities to work through their questions, concerns and issues; through discussion, peer mediation or self-reflection. This has provided opportunities for teachers to identify positive behaviours within the school yard, rather than solving all the students' interactions for them.

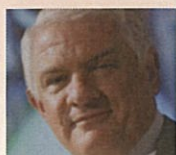
Parents and Guardians as we begin the second semester of learning, this is a great opportunity for you to ask your child/ren about the Harvest Home behaviours (Being Safe, Being Respectful and Best your Best) along with praising their efforts at school for any stamps, stickers, badges or badges trade they have received. A perfect opportunity to celebrate Kaizen, "a little bit of improvement every day."

Congratulations to the following students who celebrated 100% attendance during Semester 1. These students have continued to display our school values and ensured they have had personal impact on their learning each and every day. These students will be presented with their 100% attendance badges and will have the opportunity to enjoy a morning tea with the Principal team.



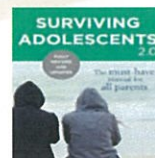
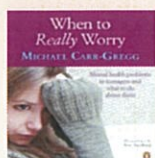
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gavin B	Nissi A	Gurfateh B	Aarin A	Harbaj B	Sadiq A	
Manul G	Abrinna F	Ethan C	Ahmad A	Samit B		
Sanul G	Jasmine K	Meron H	Arush C	Aishleen S		
Marina H	Haylee M	Harleen H	Nikita J	Roan T		
Aarthika J	Liam M	Kulnoor K	Eshika S			
Audrey L	Naina M	Vanshi P	Jermy T			
Ema N	Dhvan P	Liam S	Soumya T			
Layla S	Sahithi P	Freyja T				
Nikitha S	Maahi R					
Ekam S	Yandile S					
Maanya S	Taylor U					

Professional Reading and Useful Websites:



Michael Carr-Gregg

Dr Michael Carr-Gregg is one of Australia's highest profile psychologists, author of 11 books, broadcaster and a specialist in parenting, children, adolescents and the use of technology for mental health. <http://michaelcarrgregg.com/>



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--New EAL Curriculum in 2020 --

The student population at Harvest Home Primary is a wonderfully diverse group with over 45 different languages, other than English, spoken by students at home. We are very proud to recognise that approximately 75% of the student population are English as an Additional Language (EAL) learners.

EAL learners follow a different pathway of English language learning from students for whom English is their first language. They enter school at different stages and with different levels of English language learning experiences and skills. Due to this, the English language learning progress of many EAL learners are assessed against EAL Developmental Continuum 'stages' rather than Victorian Curriculum English 'achievement standards'. The EAL 'stages' are currently outlined in the EAL Developmental Continuum P-10 and provide evidence-based indicators of progress to support the assessment of students in Victorian schools who are learning English as a second or additional language.

The length of time in which a student will be assessed against the EAL Continuum depends on many factors, including the existing English language proficiency of the student, the number of years of English schooling completed, level of literacy in their first language and their overall background experiences. Once an EAL learner has reached the 'standard level' of their respective stage (Stage A or Stage B) in all three modes of English - Speaking and Listening, Reading and Viewing and Writing, they can then successfully transition to the Victorian Curriculum F-10 English for assessment and reporting purposes.

Earlier this year, a draft form of a new curriculum for EAL (English as an Additional Language) F-10 was released by the VCAA. This is a fantastic advancement as it will now be more closely aligned to the existing Victorian English Curriculum's organisational structures. This draft curriculum has been made available to schools and teachers to review and provide feedback. A final version of the EAL curriculum will be published in December 2019, with full implementation expected to commence in schools from Term 1, 2020. Harvest Home Primary school will work closely with our teachers to ensure that they have the opportunity to explore this new EAL curriculum so they can commence the 2020 implementation with accuracy and confidence.

The new EAL curriculum is intended to be used by all teachers with EAL students in their schools from Prep to Year 10. It will be provided with a range of resources to support the new curriculum and to assist schools to determine the most appropriate pathway for each unique EAL learner. The EAL curriculum relates to the development of EAL students' English language skills across all the learning areas and capabilities, and is not just isolated to the English learning area.

If you are interested in further information then please feel free to contact the school or access the draft details at: <https://www.vcaa.vic.edu.au/foundation10/Pages/viccurriculum/eal/intro.aspx?Redirect=1>

Kellie Blandthorn
EAL Learning Specialist

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----Literacy----

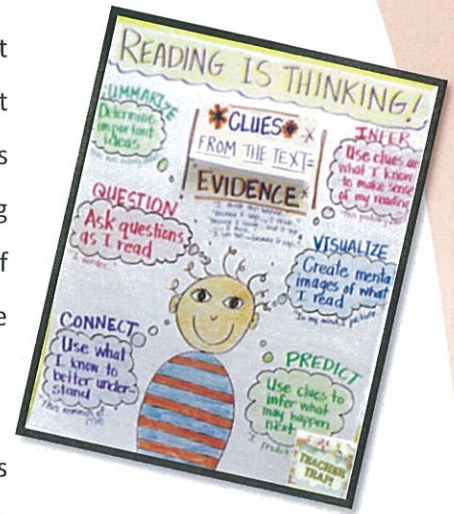
TEACHING STUDENTS TO THINK ABOUT WHAT THEY READ

Comprehension is the central component of reading. As proficient readers read, they make meaning, learn new information, connect with characters, and enjoy the author's craft. However, as students begin to transition their skills from 'decoding' the words, to becoming active 'meaning makers', they do not always monitor their level of understanding of the text they are reading or notice when they are making errors.

There are several categories of errors that students tend to make as they read. They may insert words where they don't belong, substitute words as they read (this tends to happen with smaller sight words—reading 'the' as 'a'), make phonetic errors, or omit words completely. They may also make fluency-related errors, such as not attending to punctuation which can lead to confusion about which character is actually speaking. Sometimes a student's error will change the meaning of the text and other times it doesn't. Nevertheless, it remains true that the fewer the errors, the greater the student's comprehension will be.

When students actively monitor their comprehension, they 'catch' themselves when they make an error and apply a strategy to get their understanding back on track. Monitoring comprehension is a critical skill for both students who are still learning to decode, as well as those who have become more proficient decoders, but are not yet actively making meaning while they read. When students 'think about their thinking' (also known as their metacognition) as they read, they are monitoring their comprehension and fixing it if breaks down.

The importance of comprehension is reflected in the *Victorian Curriculum* across all levels in the Literacy strand and is a constant area of focus throughout the HHPS teaching and learning programs. To be successful in reading, students need to draw on strategies taught through this 'lens of comprehension', such as using prior knowledge to make connections, predicting, searching for and using information, inferring, summarising, synthesising and critiquing.



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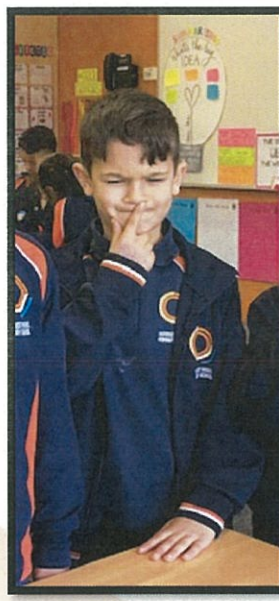
----Literacy cont.----

HHPS TERM READING FOCUS: INFERRING AND SYNTHESISING

During Term Three our school-wide comprehension focus is '*inferring*' and '*synthesising*'. The teaching of these skills are extremely important to our students as they develop higher order thinking skills that are essential for students to access deeper levels of comprehension. Families can provide support at home by asking some of the following questions during or after your child has read their book.

INFERRING <i>Thinking about what the writer means but is not stated</i>	SYNTHESISING <i>Adjusting present understanding to new learning</i>
<ul style="list-style-type: none"> • What do you think this character really meant by saying that? • What happened in the story that was not written down, but you understood anyway? • What is the big message of the book? 	<ul style="list-style-type: none"> • How did your thinking change as a result of what you learned from the character? • What ideas do the events in the story help you to think about? • I think learning about this topic is important because...?

Di Beltramello
Educational Leader



Students thinking 'hard' in Year 1.





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--Digital Learning / STEAM --

CHALLENGE BASED LEARNING

Challenge Based Learning has a set of learning experiences and principles that engage the minds of the learners. These learning experiences provide opportunities for students to engage deeply in learning while using technology in ways to solve real life problems highlighted in the table below.

 Personal and Accessible	<i>Every learner is different, and the ways in which we learn are complex and variable. Learners are most responsible for their own learning and must have agency to chart their own course, and feel safe and supported in doing so. Educators need to support learners in this journey through their pedagogy, use of tools and technology, and design of the learning environment</i>
 Authentic and Challenging	<i>When students are engaged in work that has an audience and impact outside of their learning communities, they are more motivated to persist in overcoming learning challenges. Authentic and challenging lessons develop the habits of mind that students need to be empathetic global citizens and engaged members of their communities.</i>
 Collaborative and Connected	<i>Learners reach deeper levels of understanding when they have opportunities to discuss diverse viewpoints, address misconceptions, and solve problems together. By structuring learning experiences that use technology to promote high levels of collaboration and connectivity, teachers can help students build the skills needed for future success.</i>
 Inquisitive and Reflective	<i>Inquiry and reflection are strategies for engagement as well as for enduring learning. They are also critical skills for students' futures. Today's students must be able not only to attain new knowledge, but to also ask questions that lead to new insights</i>

TERM 2- CHALLENGE BASED LEARNING

In this edition of the newsletter, we have included a snapshot of the various 'solutions' created last term from a selection of our Learning Communities. These are all related to the 'Big Idea' topic, which was Health in Challenge Based Learning

Matong Community: Challenge: Let's Make Healthier Communities!

Challenge Solution: A student-led conference to promote healthier solutions to our community. The students researched and presented various healthy community options, such as, building and maintaining a vegetable garden, attending fitness classes, healthy diet options and looking after our mental health to the community



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--Digital Learning / STEAM Cont. --

Kirrip A & B Community: Challenge:

How Healthy Can I Be? Let's Be the Healthiest Me!

Challenge Solution: Our Foundation students conducted a fitness session for the whole school community at a Together on Friday event. The students were able to present and lead a five-minute fitness session for the entire school. 824 students.

Galada Community: Challenge:

Let's Motivate Others to Make a Change

Challenge Solution: Students presented their solutions to make others healthier at Harvest Home Primary School, which included exercise and mindfulness clubs at school, healthy options at the canteen and a healthy lunch box through digital presentations and movies.



Term 3- Challenge Based Learning

In Term 3, our school's 'Big Idea' is 'Identity'. We are asking that all families ask your child/ren about the topic of Identity throughout this term and be part of the exciting things happening in their Learning Communities.

Students will be investigating the essential questions in earlier stages of the term in relation to 'Identity'.
This will lead to a 'call for action' for our students to present a range of possible solutions.



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ONLINE PROGRAMS

As part of the Book Pack, students have access to some wonderful online programs to enhance their learning. The programs are utilised in school and are a part of the HHPS Home Learning Expectations. Logins can be found in the inside of the Home Reading Journal/School Diary.



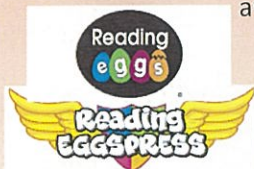
Wushka is a cloud-based levelled reading program used at school and would love you to continue reading with your child at home. The program encourages students to engage with fiction and non-fiction texts on interactive devices. All School Readers are levelled from Level 1 through to Level 31+ and have been developed using decades of educational publishing experience. Recognising that the best outcomes are achieved when students continue reading at home, your child can use their login details received at school, to complete readers set by their classroom teacher, at home. Visit wushka.com.au to login and start reading!



Your child is using Mathletics as part of their mathematics program at school. Mathletics is a targeted, rewarding and captivating online learning resource, which is aligned to curriculum standards. Your child has take-home access to Mathletics – they simply sign in with their school username and password using any compatible computer or mobile device. The extra Mathletics practice at home can make all the difference to your child's progress. Encourage them to achieve a weekly target of 1000 points to earn a certificate, building through bronze, silver and gold across the school year. Go for gold! www.mathletics.com



Your child is using Spellodrome as part of their literacy program at school. Spellodrome is a literacy resource that provides detailed instruction in spelling and support for vocabulary development. Your child has take-home access to Spellodrome – they simply sign in with their school username and password using any compatible computer or mobile device (same login as Mathletics). The extra Spellodrome practice at home can make all the difference to your child's progress. Encourage them to achieve a weekly target of 1000 points to earn certificates and awards.



ABC Reading Eggs is designed to get your child motivated and excited about reading. Your child will now be able to access the program in class and at home. They will work through the program at their own pace, focusing on phonics, letters, vocabulary, sight words, fluency and comprehension.

Reading Eggspress is designed to build on reading and comprehension skills, and is usually for students in grades 2 onwards (7–13 year olds). There is also a built in library, where once again students can access a wide range of ebooks.

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HARVEST HOME
PRIMARY SCHOOL

STUDENT NEWS

HHPS STUDENT NEWS

FIRST EDITION

WRITTEN BY RISHIKA PAL

Harvest Home Primary School Health

Have you heard about the Health Expo? Of course, you have because it was a big hit! Year 6 students from the Matong community worked really hard all of Term Two in Challenge Based Learning (CBL). This student-led event was a very big success, and 1,000 people walked in the doors of the Health Expo and left with big smiles on their faces. Year 6 students all had a great time, explaining their ideas to both parents and students. There were 14 groups that presented on unique topics, which the students chose themselves about improving their health; mentally and physically. At the end of the Expo, the students had a lot of positive responses from both parents, students and community visitors. At the Expo, the groups' topics were boxing, bike education, fruit/veggie garden projects, clean air, healthy food and packaging, spine/posture care, recycling, water, healthy blood and brains! Can you believe all of those groups were so successful in spreading motivation across the school?



Event Organisers

Our event organisers were one of the reasons this event was so successful. They organised the equipment, supplies, set up and much more. Bree, Saima, Alessia, Lucia, Christopher, Arjun, Saeed and Abdullah really showed the power of leadership and made our school and community proud. They encouraged all of the groups when they needed some positivity and helped to lead them on the right path, like 'true leaders'. The organisers took all the photos and managed the site map. It was an extremely hard job, but they managed it because of their collaboration.

Boxing Fitness Club



The boxing fitness club invited Team Ellis to join in and help with their exercise routine including a mixture of boxing, kicking and much more. Team Ellis supported the team to teach the HHPS students and families exercise techniques. Many visitors were convinced that they need to start boxing because of all the benefits to your overall health. Some of the benefits include helping people lose weight and keeping bodies active. This station was led by a number of Year 6 students: Pasko, Desmond, Ridha, Mortada, Peace, Milan and Joe.



Bike Education

The Bike Education team presented a Kahoot! quiz with a wide variety of questions about bike education. The groups' goal was to motivate people to ride their bikes to and from school and work. Whoever won the quiz by answering all the questions right, won a special prize. That special prize included a water bottle and a 'winning quiz' certificate, which they wrote the winner's names on to acknowledge their efforts. The Bike Education team members included Ari, Alex, Angel, Emre, Tiffany, Monty, Manan and Rishika.

Overall, the Health Expo was a blast for everyone involved. Everyone enjoyed the process of learning and engaging deeper into the topic of 'Health' in our lives. The school really appreciates how hard the Year 6 students worked to make the event a success and is something to continue in years to come. It felt like a thousand people walked in and out of the Health Expo and the Year 6 students are so proud of this achievement as they led the day! A positive environment for everyone to learn from each other, with big smiles captivated in the learning experience.

Well done Year 6 students!

----House Keeping----

SCHOOL TIMES

School begins at **8:50am**. Please ensure you arrive to school with plenty of time for your child/ren to calmly enter their Learning Community. School Gates are opened at 8:30am and closed at 8:55am. If late, parents must sign their students in at the office. The school day ends at **3:10pm**.

All students must be picked up then or alternative arrangements made.

UNIFORMS

Please ensure all items of uniform are clearly labelled. A lost property tub can be found in the Community Hub (room next to the Canteen) where unnamed items found in the school yard are kept.

FOOD SHARING/CELEBRATIONS

We ask that if you want to bring something along to hand out to the students when celebrating a birthday, that you stick to non-food items, e.g. stickers, pencils, mini toys, keyring etc. Due to the range of students with allergies and food preferences, cakes/cupcakes are not permitted for sharing.

SICK BAY

Parents are reminded that if your child needs to be medicated during the school day, you will need to bring the medication to the Office in the morning and complete a form giving us permission to medicate your child. At the end of the day the medication must be collected by an adult and signed out.

FAMILY RESTRICTIONS

If you have any court orders relevant to your child could you please provide the school with a copy, to ensure their safety while in the school's care.

EMERGENCY INFORMATION

Is all the general and emergency information you have given the school up to date? If not could you please notify the Office ASAP. This information is very important in case we need to contact you at any time.

--Session Structure for 2019 --

8:50am	School Begins (Morning Routine)
9:00am	Session 1
9:50am	Session 2 *Healthy Snack Break
10:40am	Session 3
11:30am	RECESS
12:00pm	Session 4
12:50pm	LUNCH (Eating Time Inside)
1:00pm	Lunch Break
1:30pm	Session 5
2.20pm	Session 6
3:10pm	School Ends

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