



HARVEST HOME PS

School and community growing together

Issue 08

November 2019

Harvest Home
Primary School

Principal Anthony Simone

Assistant Principals Kaylene Kubeil
Andrew Bouzikas
Joanne Branidis

365 Harvest Home Road **EPPING 3076**

Phone: 03 8468 9000

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

Dear Harvest Home PS Community,

I couldn't write my last newsletter for 2020 without taking a moment to ponder about the year. Just as all members of the community should do to reflect on what each individual and family have achieved.

Our school is full of positive and amazing educators, many wonderful leaders who understand their role, community members that are engaged in their child's learning and a student body that thrives in improving everyday – KAIZEN.

I started to list highlights of what we have achieved this year, however the list was too long and I have decided to explain it in this form: We are a school that all members of the community feel safe.... Let me explain.

People walk into our school at a variety of different times throughout the year due to us being situated in one of Melbourne's fastest growing areas. What we expect from all members of our community is welcoming them with a smile and inviting them to be part of our school and develop a partnership through conversation. Once this has been developed we develop a learning culture that thrives. This was evident throughout our recent school review. Our Departmental data sets in Reading and School Climate and Culture are exceeding those of other like primary schools. This is something that as a community we need to be proud of. We are a safe school community so we all can grow and flourish.

2020 will be another exciting year as we will grow to over 1000 students. We currently have 244 prep students enrolled for next year. We have also been busily employing staff members to complement our workforce. Once I have finished all of these appointments I will notify the community.

Thank you for all of your support this year and I can't wait for next year to start.

Warm regards,
Anthony Simone

HHPS School Values

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

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

STATEWIDE TRANSITION DAY

Tuesday 10th December is the State-wide transition day. If you are attending another school in 2020, it is encouraged that you attend your new school on this day in accordance with the school's transition arrangements. Our current Year 6 students will attend their zoned Secondary Colleges on this day. At HHPS, students will gather in their 2020 communities for a morning induction session. They will get the opportunity to meet their 2020 teachers and friends. New students beginning at HHPS in 2020 have been invited to attend on this day. We are also excited to say that we will also have teachers and staff that have been employed to commence at HHPS in 2020 in attendance

2020 PREP TRANSITION & ORIENTATION

Throughout November, enrolled students for 2020 Prep have been attending our Transition Program. They have familiarised themselves with their new school surroundings, met new peers and participated in activities with our teachers. We remind all families with students starting Prep in 2020 to the Orientation Session on Thursday December 12th 11:15am- 12:45pm. On this day the Prep 2020 students will get to meet their Community Teachers and participate in activities in their 2020 Learning Community. This is an important day in ensuring a smooth transition to the start of their primary schooling years. If you have a student enrolled for Prep next year, please ensure they attend this importance day. If you cannot attend for any reason, then please notify our office.

END OF YEAR REPORTS

On Wednesday 18th December, Semester 2 Academic Reports will be available to view and download on the *Compass Portal*. The report will provide students, teachers and families with a clear and concise picture of a student's achievement and progress at a point in time. Teachers map the student's learning against the achievement standards, and place the student on the learning continuum, that best reflect the student's level of performance and progress. The Victorian Curriculum is structured as a single developmental learning continuum and is organised by levels not years of schooling. The curriculum consists of Towards Foundation Levels A to D and Levels Foundation to 10. All curriculum areas have achievement standards, describing what students are able to understand and do. Students' progress along the learning continuum at their own rate and from their own starting point. At HHPS, we provided a differentiated teaching and learning program at the level that suits each student's needs, and not taught in a 'one size fits most' approach. Our teachers provide learning opportunities to support the learning journey of all students, including those students with additional learning needs or requiring extension.

Further information about the Victorian Curriculum can be found online at: <https://victoriancurriculum.vcaa.vic.edu.au/>

When viewing your child's *Academic Report*, ensure that you also access their latest *Progressive Report*. As mentioned, the Academic Report shows how a student is performing against the *achievement standards* and the goals in the Progressive Report outline what the student need to work on next to make progress. Remember that at any stage of the year you can access your child's *Progressive Report* to see their current goals and a summary of some of their achievements to date. At the end of each school year, the Progressive and Academic Reports remain in your child's Compass Portal, allowing you to refer back to if you wish in the future.

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---Assistant Principal's Report Cont.---

When viewing your child's *Academic Report*, ensure that you also access their latest *Progressive Report*. As mentioned, the Academic Report shows how a student is performing against the *achievement standards* and the goals in the Progressive Report outline what the student need to work on next to make progress. Remember that at any stage of the year you can access your child's *Progressive Report* to see their current goals and a summary of some of their achievements to date. At the end of each school year, the Progressive and Academic Reports remain in your child's Compass Portal, allowing you to refer back to if you wish in the future.

CURRICULUM DAY

"Collective wisdom and building collective capacity are the way of the future."

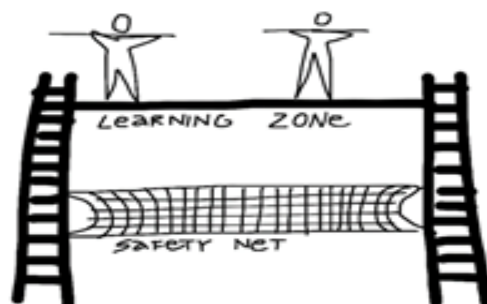
On Wednesday 13th November, staff participated in a day of professional learning 'The Buzz at HHPS', facilitated by a collaboration and leadership expert **Tracey Ezard**. Tracey is the author of '*The Buzz: Creating a thriving and collaborative staff learning culture*'. The learning culture at HHPS that has been created in our short history is one that we are proud of. We sought Tracey's expertise to work with our staff to take **collaboration, learning and trust** to the next level. It was an amazing day of learning that really pushed staff out of their comfort zone and into their learning zone. Tracey taught us tips and techniques around listening deeply, the power of collaboration, challenging with curiosity, vulnerability and psychological safety.

HHPS staff completed the 'Buzz' diagnostic prior to this day.

This focused on three areas of learning intelligence: mindset, environment and dialogue.

- ⇒ **Mindset**: The way people in the learning community think.
- ⇒ **Environment**: The actions a learning community takes to stimulate professional learning.
- ⇒ **Dialogue**: The quality of the conversations learning communities have.

Our staff displayed KAIZEN as we unpacked the mindset, environment and dialogue at HHPS to ensure we have a thriving environment for our students to fly. Our heads are still *buzzing* from this day of learning!



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-- Assistant Principal's Report Cont. --

UPCOMING EVENTS

As we draw to the end of the 2019 school year, we have a series of upcoming events to celebrate the successful year of student learning. All upcoming events can be found throughout the newsletter with further details below of a few whole school major events.

⇒ **End of Year Community BBQ Celebration: Thursday 12th December**

To celebrate our school year, once again we will host our End of Year School BBQ. The event will take place at Harvest Home, in the Central Plaza. Families will have the opportunity to participate in Sports, Arts and STEM activities, whilst enjoying Singing performances from each Community, along with presentation from our Spanish Dancers. We will be serving options from the BBQ, along with Cold Drinks and Zooper-Doopers. The night will conclude with a visit from a special guest. **We look forward to seeing you all there.**

⇒ **Whole School Tabloid Sports: Friday 13th December (see below)**

All our students will have the opportunity to participate in a whole school Sports Carnival. An event run by KABOOM Sports, who provide an unique tabloid sports experience that caters for every one of our students. The activities have been designed by experienced sports teachers to ensure maximum engagement throughout the event. Our students will have the chance experience the energetic environment whilst working on their leadership through inclusive and engaging activities for students of all age groups. Students will thoroughly enjoy the unique activities including the giant 2.5m Dartboard, Fruit Frisbee, Fluoro Golf, the Wacky Wheel and Rollerama. We look forward to an event that our students will love and enjoy participating in with their peers to celebrate the 2019 School year. Feel free to visit the Kaboom website for general information: <https://kaboomkidsports.com.au/>

Andrew, Jo and Kaylene
Assistant Principals

9am-11am

Prep-Kirrip A
YR 1-Durrong
YR 2-Tamboore A & C
YR 3-Galada
YR 5-Dulap

12pm-2pm

Prep-Kirrip B
YR 1-Wurun
YR 2-Tamboore B
YR 4-Balam
YR 6-Matong

STUDENTS INVITED TO DRESS UP IN COMMUNITY COLOURS

PREP - RED

YEAR 1 - BLUE

YEAR 2 - GREEN

YEAR 3/4 - YELLOW

YEAR 5/6 - ORANGE



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----Positive Climate Report----

There continues to be a productive and positive feel within our Learning- Communities. With students working productively to show their abilities of Being My Best, Being Respectful and Being Safe. Teachers have continually identified our students displaying their personal qualities and are rewarding students with their stamps, stickers and badges. This term, we have explored Badge Privileges; which has given students the opportunity to trade in their Silver and Gold Badges for a school reward/privilege; which may have included; Icy Pole or a Rubik's Cube. As a school, we endeavour to continue the Hero Privilege program in 2020 with the support and guidance of Student Voice.



Positive Climate for Learning has continued to be a major focus for us at Harvest Home Primary School throughout 2019, which has enabled us achieve a strong school community that values belonging, Kaizen and passion for learning. We have continued to work on the social, emotional and academic outcomes for our students through the support of the School Wide Positive Behaviour Support framework.

As a school, our implementation and connection from our students has been successful, enabling teachers and students to focus on relationships and classroom practice to improve student outcomes. Within our school community, we have continued to see our students display increased positive and respectful behaviours, increased time focused on learning, improved social-emotional wellbeing and positive and respectful relationships with our school community. When we take the time to observe our learning communities and school yard, you will hear all members of our school to reflect on their choices, reminding them to make positive choices and enabling them to take control and responsibility for their behaviour choices. You will also hear staff supporting children to choose how they want to feel about their interactions, issues and challenges, and how a positive approach usually results in a better outcome... all of which enable and promote a Positive Climate for Learning.



POSITIVE



ENGAGEMENT



RELATIONSHIPS



MEANING



ACCOMPLISHMENT



HEALTH

Student Wellbeing is empowering our students to have confidence in their ability to manage life's obstacles and develop a sense of resilience, opportunity to bounce back and improve our ability to interact, learn and regulate. As we continue a fast paced life, with the world continually changing around us, we need to take time to evaluate the impact on our students. Thankfully there are some simple things we can do to help our children cope with busy lives, friendships, school and their big feelings and we teach them how to manage feelings by providing them with age appropriate strategies and tools, we then let them have a go. We trust the process, we ask them to reflect on their choices and the outcomes that resulted from those choices. When we feel capable and empowered, we feel confident in our ability to look after ourselves and to solve problems. The more we practice making decisions and solving problems, the more capable and empowered we feel.

Thank you for an amazing year; we look forward to seeing you all in 2020
Enjoy the summer break,

Warm Regards,
Positive Climate Team

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---- Educational Leaders Report ----

HOLIDAY LEARNING

Wow! What a jam packed 2019 in Literacy and Numeracy. We are excited by the continued growth of our students and are looking forward to next year. The school holidays are a great time for our students to consolidate their key learnings, ready to hit the ground running in 2020.

Over the school holidays students can:

- Continue to use their online subscriptions to Wushka, Reading Eggs and Mathletics
- Read magazines, online newspapers or visit the local library to borrow books
- Practise their counting goals and multiplication and division facts (years 3-6)
- Use a calendar to create a countdown to special events occurring over the holidays, e.g. New Years Eve
- Write a diary about what they have been doing over the school holidays



KEEP AN EYE OUT FOR EVENTS HAPPENING IN OUR LOCAL COMMUNITY

Summer Reading Club



Thomastown Library – Summer Reading Club

<https://www.yprl.vic.gov.au/summer-reading-club/>



Remote Control Mania • Amusement Parks • Space Adventures • Movie Making • Robotics • And more! A BRICKS 4 KIDZ® school holiday program is a fresh and fun way for kids to spend their school break! With specially-designed BRICKS 4 KIDZ® models, LEGO® games galore, and plenty of time for free -play, the kids are always having fun. School holiday programs are specially designed for kids ages 5-12 and are staffed by trained, screened BRICKS 4 KIDZ® instructors.

<https://www.bricks4kidz.com.au/melbourne-whittlesea/program-events/>

Our local library (Mill Park) has recently had an upgrade to its facilities so is definitely worth a visit over the school holidays. We hope you enjoy the holiday season with your families.

Di Beltramello and Breanna Feben
Educational Leaders

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--Digital Learning / STEAM --

DIGITAL TECHNOLOGIES & CHALLENGE BASED LEARNING **TERM 3 & 4**

Harvest Home Primary School students have engaged with digital learning resources and applications during Literacy, Numeracy and Challenge Based Learning throughout Terms 3 & 4. In our Learning Communities, students have explored critical and creative thinking in a number of ways, such as, designing prototypes to creating advertisement slogans for our HHPS Radio Station. Students have also had the opportunity to visit and learn in a student led club with an emphasis based on Minecraft Education and Robotics. They have attended virtual excursions to various places around Australia and the world which is linked to their learning.

Justin Lania
Digital Technologies / STEAM Leading Teacher



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Student Voice in Learning

Introduction

As students grow up they learn a wide range of new things that help them for their futures and to achieve their goals. However, students don't just have to learn about a small variety of subjects which is why they should have a voice and choice in their learning. They need to be passionate about what they learn!

Learning Today

Over time schools have developed and they have given the accessibility for students to be able to use technology to help them learn. Schools have also given students the opportunity to have a voice to build their own learning with the teacher.

Using the technology that students have now, gives them the ability to research about their own interests in the curriculum and learn about all kinds of things that draw them in. Students are exposed to more learning opportunities outside their community walls. They can learn about places and things by simply searching up the topic they desire and being immersed in the learning. We are able to discover and learn new things within a click! That's today's world, learning at our fingertips.

A Vehicle: Challenge Based Learning

Our school has a subject that encourages students to have their voice in learning which is called Challenge Based Learning (CBL). During our CBL topics this year, students have created their own inventions, presentations and learnt about topics such as sustainability, health, energy and lots more. The reason why this session is so beneficial for students is because they get to create and think about their own inventions and ideas for the community. They can also share their ideas with their peers which gives them the motivation to learn more and make a difference with everyone.

The Keys

Research has said that giving younger students their voice in learning can build lots of self-esteem and self-value. It helps them recognise that they are important and have their own choices and capabilities. This confidence and self-value plays a huge role in a younger students' learning. It encourages them to have them to have a positive mindset which will give a student the courage to learn and discover new things as they grow.

Conclusion

Considering students enjoy learning more when they have a voice in what they want to learn about. Classrooms need to change as our classrooms have in Year 6. We should be able to share own ideas with others locally and globally as it is clearly a good thing for students. Every student deserves to have their voice in every school across the world!

STUDENT

VOICE

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

Wednesday 4th December	Nude Food Day
Wednesday 4th December	Makers Faire 1:00pm to 4:30pm
Friday 6th December	Badge Trade
Tuesday 10th December	State-wide Step Up / Orientation Day
Thursday 12th December	End of Year Community BBQ
Thursday 12th December	2020 Prep Transition Session
Friday 13th December	Prep—Year 6 Tabloid Sports
Tuesday 17th December	Year 6 Graduation
Wednesday 18th December	Matong Excursion—Funfields
Friday 20th December	*** LAST DAY TERM 4 *** EARLY DISMISSAL 1:00pm

Prep Transition session this morning



*Just a reminder that if you need to pick up your child/ren early from school, to please ensure that you are not doing this **during recess (11.30am—12.00pm) and Lunch (1.00pm—1.30pm) breaks** as the students are out in the yard playing and difficult to locate.*

Thank you for your understanding .

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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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-- English as an Additional Language --

ACADEMIC REPORTING

Literacy outcomes for students learning English as an Additional Language (EAL) are the same as their peers for whom English is their first language, that is; to listen in English, read English texts, and communicate in written English. Whilst this is the case, their pathway to English proficiency is usually different. EAL students typically require more explicit teaching of English, targeted support, multiple exposures, as well as additional time before the current Victorian Curriculum achievement standards in English are appropriate to report against.



As many of our English as an Additional Language (EAL) learners are following these distinct pathways towards English language learning, their English language learning progress is assessed against **EAL (English as an additional language) Developmental Continuum** 'stages' rather than **Victorian Curriculum English** 'achievement standards'. Academic Reporting for Semester Two 2019 for all HHPS students will be posted to Compass in the last week of Term 4.

It is not recommended to rush an EAL student off the EAL developmental continuum before they are ready to. Prematurely using the Victorian Curriculum English Standards would not be an accurate reflection of the EAL students' learning, and may indicate that their learning progress is minimal. This would be very misleading as it is actually the case that the student is making acceptable progress when learning English as their second language.

EAL students are placed in one of three broad bands for assessment and reporting: **A stages** (Foundation to Year 2), **B stages** (Year 3 to 6), and **S stages** (Years 7 -10). Each stage includes a set of standards that provide a set of practical, observable ways in which students are likely to demonstrate their achievements in English-language learning.



Below is an example of an EAL report for a Year 2 student. The **green shaded area** on the report indicates the end of the A2 Stage for the three modes of English. The black circle (●) indicates the student's current achievement for that semester. This student's results indicate they are **progressing towards the standard** at A2 for Reading and Writing and are **beginning to work towards the standard** at A2 for Speaking and Listening.

English as an Additional Language			
Year Foundation - 2	Stage A1	Stage A2	
EAL - Reading	⑥-----●	●	
EAL - Writing	⑥-----●	●	
EAL - Speaking and Listening	⑥-----●	●	
Legend ● Your child's achievement this semester ■ Indicates the end of the EAL stages ⑥ Previous result from x months ago <small>English as an Additional Language (EAL) students follow a pathway of development in learning English that is different from students for whom English is their first language. EAL students are placed in one of three broad bands: A stages (Years Prep-2); B stages (Years 3-6); and S stages (Years 7-10).</small>			

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-- English as an Additional Language --

HOW LONG WILL AN EAL LEARNER BE ON AN EAL REPORT FOR?

EAL learners vary in age, stage of learning English, first-language backgrounds and degree of education in their first language. Like other students, they also do not learn at the same rates, and their progress in Reading and Viewing, Writing, and Speaking & Listening may be influenced by many factors. These include those mentioned above as well as a student's exposure to English and their previous formal schooling experiences.

EAL learners are likely to take around *"five to seven years to learn English for academic purposes to the same level as students who have been learning English all their lives"* (Cummins, 1996). Because of these individual differences, the time it takes students to move through the standards of the EAL stages are not identical. The length of time in which a student is assessed against EAL standards must include considerations such as; their existing English language proficiency, the number of years of English schooling completed, level of literacy in their first language and their overall background experiences.

As an EAL learner acquires more English, their learning may begin to correspond to the English Standards. If the assessment of an EAL student shows they have reached the 'standard level' of their respective EAL stage (Stage A or Stage B) in **all three modes** (Speaking and Listening, Reading and Viewing and Writing) of English, and they are within acceptable year level parameters across all modes of the English Standards, then they can transfer to a 'Victorian Curriculum' report. If this was to occur, reporting will begin using the English Standards for assessing and reporting progress.

At Harvest Home Primary, the specific details of an EAL learner's English language learning progress, can be seen through their individualised achievements for their Reading, Writing and Speaking & Listening learning areas on their most recent Progressive Report. Families should access progressive reports via Compass on a regular basis (*See example right*).

Reading Achievements

Student rereads the sentence to check that what she has read makes sense.
She orally recalls details of a story.
Student makes predictions before reading.
She reads with increased fluency and expression.
Student identifies fiction and non fiction books.
She makes connections to the text and personal experiences.
Student identifies the main character in a text.

UPDATE: NEW EAL CURRICULUM

Last term, we announced that a draft curriculum for EAL (English as an Additional Language), as a new learning area of the Victorian Curriculum F–10, was designed and released by the VCAA. This originally indicated that full implementation was to commence in schools from Term 1, 2020. Recently, we were informed that the draft curriculum is still undergoing modifications following feedback from various stakeholders and the final version, assessment advice, resources and reporting guidelines to support teachers to use the new curriculum will not be ready for the start of the 2020 school year. Due to this, we have decided that Harvest Home PS will continue to assess and report the progress of EAL learners in 2020, against the standards outlined in both the *EAL Companion to the AusVELS* and the *EAL Developmental Continuum*. This also means that our teachers have further opportunities to explore this new EAL curriculum in greater detail so they can commence the implementation with greater levels of knowledge, accuracy and confidence in 2021. We will publish further updates as they become available.

If you are interested in further information, please feel free to contact the school.

Kellie Blandthorn
EAL Learning Specialist

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----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 --

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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