



ISSUE 2

March 2021

Harvest Home Primary School

School and Community Growing Together

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Assistant Principals: Kaylene Kubeil

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Term 1 – KEY DATES

Friday 19th March

Thursday 1st April

Friday 2nd April

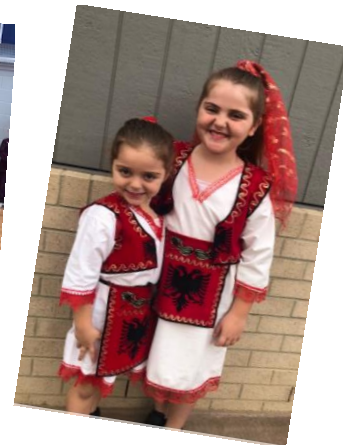
Monday 19th April

Happy Harmony Day

Last Day of Term 1- Early Finish

Good Friday Public Holiday

First Day of Term 2



HHPS School Values

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

Principal's Report

Dear Harvest Home PS Community,

Over the last 18 months I have been working closely with an Educational Consultant to help build my own leadership capacity. One of the things we discuss in our mentoring sessions is finding Joy in our work. Often I ask students to share a moment of joy that they have experienced at school or in recent times. There's usually a stunned silence when I ask the question, and then they find it. I ask them to think about a time something happened that made them reflect. The energy seems to expand and increase during this discussion. I ask you – Why don't we do it more often? Why is it that we focus on so much on things that drag us down, rather than things that can give us joy? It is the same with fun. Joy and fun bring good energy to our brain. It increases happiness. Ask your child this weekend about what brings them joy and watch their faces light up!

SCHOOL COUNCIL

I would like to congratulate the following community members that will be joining the School Council in 2021- Shahidah Ayoob Angullia, Maria Sommerville and Kiran Kumar will join as parent representatives. Kaylene Kubeil has been nominated as the Department of Education representative. As a school council we will work collaboratively to further improve Harvest Home PS.

STAFFING

On behalf of the community we would like to wish Sarah Diamond Warden, Teresa Talpin and Jo Branidis all the best as they await the arrival of their babies. All three educators are wonderful ambassadors for our school and we look forward to hearing the news shortly. Sarah will be replaced by Julia as our Spanish teacher.

We would also like to thank Raianne Abbas who is one of our year 5 teachers who will be finishing her time at HHPs at the end of this term. We wish Raianne all the best in the future.

Finally one of our year two educators Tanya will be on leave for two weeks as she will be getting married. It has been a long wait for Tanya, but I wanted to thank her for her amazing dedication to her work whilst juggling changing dates, times and venues for her wedding.

Be safe and bring joy.
Anthony Simone
Principal



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Assistant Principal's Report

LEARNING

The Department of Education has implemented core priorities for 2021. These are 'Learning catch-up and extension', 'Happy, active and healthy kids' and 'Connected schools'. With regards to '*Learning catch-up and extension*', we have been working very hard to ensure that our students continue to maximise their learning and 'Being Their Best'. One example of this is the implementation of the Tutor Learning Initiative. The HHPS intervention coaches are a key component of this initiative and are working across our Learning Communities. The coaches have undertaken additional professional learning and have a specific focus to provide additional support to help students to 'catch up' and grow in both Literacy and Numeracy.

With regards to extension, one example is the Victorian High Ability Program (VHAP). Over the last two terms (2020 & 2021) we have had a number of students who have been selected to participate in this program. The 10-week online extension and enrichment program is in both English and Mathematics for Year 5 & 6 students. The virtual programs are delivered by Virtual School Victoria (VSV). Lessons are conducted by experienced VSV teachers and our students share their 'virtual classroom', with other selected students from all over the state. The Department of Education centrally manages the selection process for the program and it is based on academic performance.

ASSESSMENT

Assessment is the process of gathering and interpreting evidence to make accurate judgements about student learning. Assessment is used by learners and their teachers to decide where learners are at in their learning, where they need to go, and how best to get there. HHPS has a school based assessment schedule that allows teachers to monitor every students' learning progression. In addition to this, there are some external assessments that will be upcoming over Terms 3 & 4; these are NAPLAN and ICAS.



The National Assessment Program – Literacy and Numeracy (NAPLAN) is an assessment completed nationwide. Year 3 and 5 students will participate in Online NAPLAN tests during the testing window 11th – 21st May, 2021. The NAPLAN online test is very innovative as it uses an adaptive design, which presents questions that better match student achievement levels and will consequently provide results that are more precise. We are working with building the confidence of our Year 3 and 5 students with opportunity to experience 'NAPLAN like' questions on this online platform. Please note: Year 3 and 5 students will be participating in a Coordinated Practice Test which will take place in schools across the state on Thursday 25th March. No results are generated from this practice test.



The International Competitions and Assessments for Schools (ICAS) is another assessment opportunity that HHPS will continue to offer in 2021. These optional assessments will be open to all students in Yr. 2 – 6 students and are designed to recognise and reward academic excellence. These are only suitable for those students who have the ability to apply learning in new contexts; using higher-order thinking and problem-solving skills. They also have a test cost as charged by Global UNSW. More information will be communicated closer to the testing dates which will commence in August.

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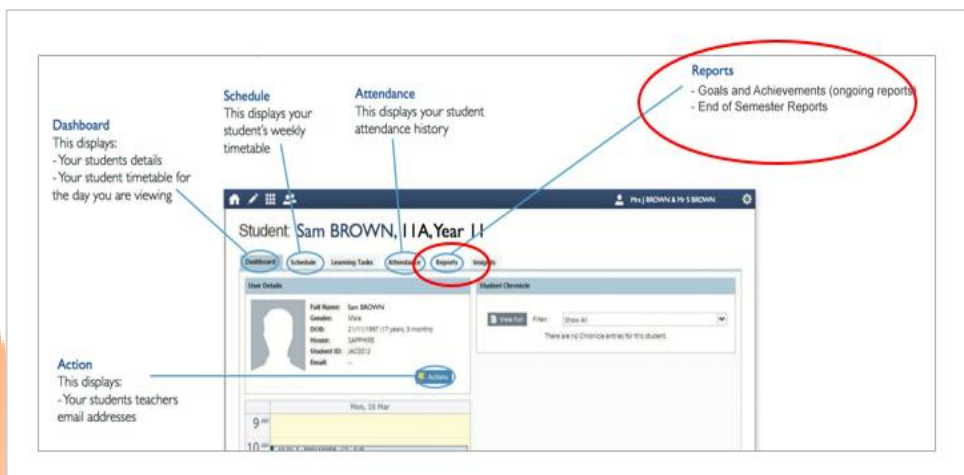
Assistant Principal's Report Cont.

REPORTING

We are committed to providing families with the most up to date, accurate and informative method of sharing the progress of your child's learning. As the Victorian Curriculum is structured as a single developmental learning continuum and is organised by levels not years of schooling, it is equally important that both learning growth is celebrated along with outcomes. Our Progressive reports are a continuous record of what the student is working towards during lessons.

It was disappointing that we were not able to continue with Progressive Reporting throughout 2020, so we are very pleased to have them return in 2021. The structure of our Progressive Report focusses on 'Goals and Achievements'. Once a goal is achieved it is moved into the Achievements box. On Progressive Reports, teachers have the flexibility of being able to 'continue' and/or 'revise' a goal in order to provide the child with the greatest opportunity to achieve that goal. If a goal is deemed to be unattainable, then the teacher will be able to change the learning goal to a new goal. If this is the case, the teacher will make contact with home to discuss the new goal and how your child will be further supported to achieve it.

Remember that at any time 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. Compass reminders will again occur throughout the term. Progressive Reports are now live and can be viewed via your Compass Student Profile. You will need to 'Open in Browser' if accessing via the Compass App on your phone.



Andrew, Kaylene & Jo
Assistant Principals



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Positive Climate Report

POSITIVE CLIMATE FOR LEARNING

Our arms are tired from making SO MANY badges! We are thrilled to see the number of students across the school proudly wearing their hero badges. In Week 5 we had our first prize trading of the year, with another one to follow in week 10. Students can trade two silver or one gold badge for a prize of their choice!

Total number of badges awarded across the school in the past two weeks: **1565!**



INTERNATIONAL WOMEN'S DAY

As a school we acknowledged **International Women's day** on Friday the 5th of March.

Students learned about significant women in history through 'Who Am I?' quizzes and related activities about gender roles, the rights of women and the importance of respecting women.

Staff celebrated by wearing purple and enjoying some yummy treats. We held a raffle, raising money women's charity, Nomi Network (creating economic opportunities for survivors and women at risk of human trafficking, preventing human trafficking and breaking generational cycles of slavery).



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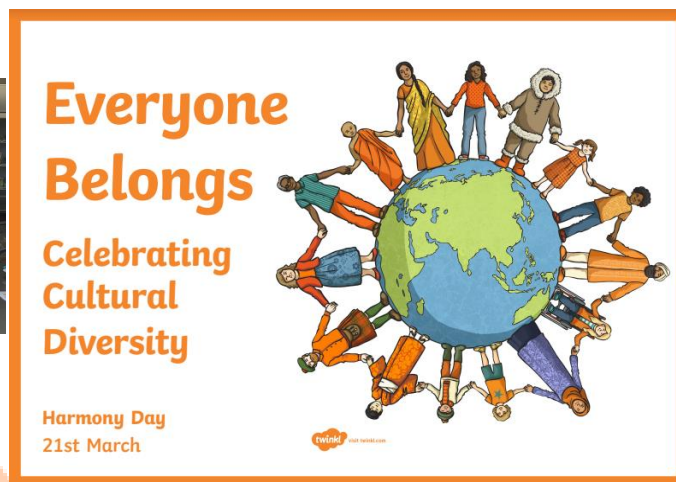
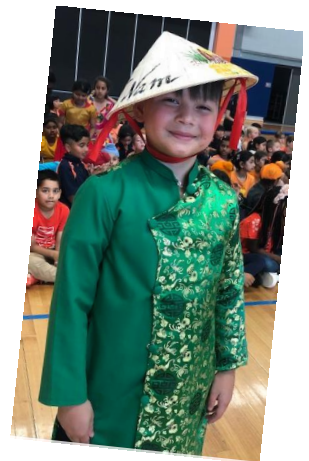
Positive Climate Report Cont.

HARMONY WEEK CELEBRATIONS

This week at Harvest Home Primary School was **HARMONY WEEK**. We celebrated our diverse multicultural community with various activities for students throughout the week. For example, exploring flags of the world, discussing different foods and languages.

As part of Harmony Week, we acknowledged the National Day of Action Against Bullying and Violence, joining the national conversation to help address bullying. Students wore orange or traditional cultural dress to show their support on the day. The National Day of Action against Bullying and Violence (NDA) is Australia's key bullying prevention initiative, connecting schools and communities to find workable solutions to bullying and violence. The theme for the NDA 2021 was **Take Action Together**. This theme aims to elevate student voice, empowering young Australians to join the conversation.

Kind Regards,
Positive Climate Team



**National Day
of Action** against
Bullying and Violence

Official **BULLYING
NO WAY!** school

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Educational Leaders Report

Prep – Year 1

Our Prep students have been spending time getting to know their Year 6 buddies. The aim of the Harvest Home Primary School Buddy program is to provide our Prep and Year 6 students with an opportunity to build and maintain strong cross-aged relationships that help foster and model our school values. As you can see from the photos below, our Prep students enjoy having a friendly face visit their community to participate in some shared learning experiences!



At HHPS, our mornings begin with our Literacy Block. Our Year 1 students have been busy practicing their reading skills and building their understanding of both fiction and nonfiction texts. Each student has an orange book box which contains familiar texts. Students are given opportunities throughout the week to independently read these texts and build their reading stamina. It has been terrific to see our students so engrossed with their books!



Our Year 1 students have begun Home Learning and we are excited for our Prep students to start in Term 2. A Prep Parent Information Night about what the various components of HHPS Foundation Home learning will occur virtually on Thursday 22nd of April. Please continue to check Compass for further information about this.

Breanna Feben Educational Leader
Prep and Year 1

HHPS School Values

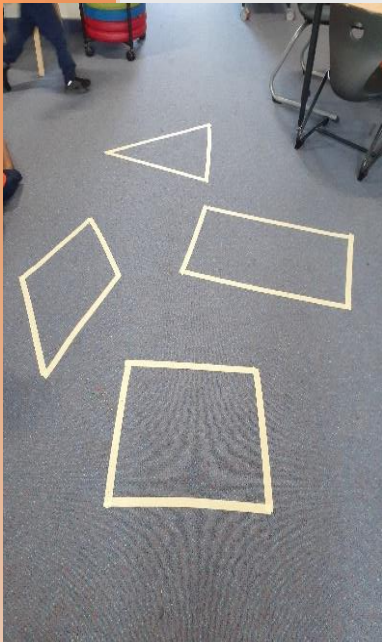
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Educational Leaders Report

Year 2 – Year 3

The Year 2 and 3 Learning Communities are starting to embed the processes and expected behaviours taught through our Reading Start Up Program from the start of the year. Student's reading stamina is building through our daily focus on Independent Reading. The students are becoming more confident in 'logging' their reading by recording the title of the book, the date and how many pages read. It hasn't taken long for students to find a selection of books from our Community Libraries that are 'just right' for them.

Our wonderful Year 2 teachers have been working hard on designing lessons that are both engaging and purposeful. Recently, students were learning about 2D Shapes and Area and have been enjoying lots of hands on tasks to support this learning. Our Balam students were surprised to find some interesting shapes that appeared on their tables, on the floor and spread all around their community after their lunch time last week (while the students were out to play, Balam teachers secretly used masking tape to create lots of shapes ...shhh...don't tell them). Students were challenged with the task of estimating and calculating the area of the shapes with unifix cubes.

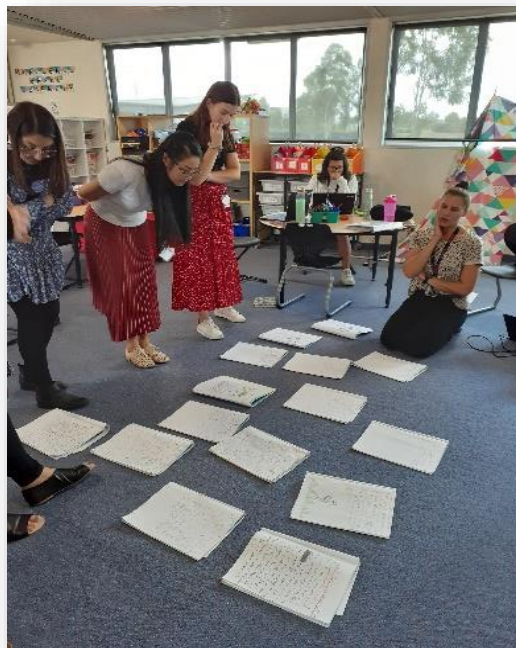


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Educational Leaders Report

Year 2 – Year 3



Tamboore teachers have also been collaborating on ways to best support student's writing growth. Recently, the focus has been on the developing understanding of creating a simple sentence. In the photo (to the right) you will see our Year 2 teachers discussing student writing samples. It is going to be very exciting to see the learning growth in writing that our students will be sure to make.

Matong A and B teachers have also been working collaboratively to provide multiple opportunities for students to learn about how good narratives are written. Students have been exposed to numerous rich texts during Reading and Writing sessions, such as the text 'Wendy' by Gus Gordon. Teachers have been discussing and exploring where authors get their ideas from and have been providing learning experiences for students to find and develop their own ideas.

There has also been lots of exploration of various mentor texts through digital platforms and hard copy books to identify the structure of narratives. Teachers have been very excited to scaffold students through different feedback protocols and have been engaging in lots of group discussions and giving each other feedback.

Stay tuned for some information about the Year 3 Writing Showcase, where students will publish their narratives for their intended audience - OUR HHPS FAMILIES! The showcase will invite families onto their Google Classroom where you will have the opportunity to enjoy all of the creative writing students have been creating.

Di Beltramello
Educational Leader Years 2 and 3

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Educational Leaders Report

Year 4 – Year 6

Our Year 4 students are currently working on comprehension reading strategies to support and build their reading skills. The Year 4 communities (Yiaga & Dulap) have a strong focus on narrative writing this term and have been explicitly taught how to engage their audience in a writing piece to want to read more. In Numeracy, the students have been working on place value, 2D and 3D shape, and counting patterns. As part of this learning, the students have been developing strategies to answer or estimate their answers in their Numeracy Toolbox. The students have implemented the 5 OK's in the problem solving, which has empowered them to try different methods and try again.



The Year 5 community (Killara) is currently working towards NAPLAN preparation; the students will be completing the Coordinated Practice Test during Week 9 of the Term. As part of our preparation, students will also be exposed to NAPLAN-like questions, so they are familiar with the types of questions that they will be presented with. The community teachers are doing a fantastic job not to 'teach to the test', but rather are providing questions and problems in their program to build the students' reasoning and problem-solving skills. This will allow them to complete the assessment confidently and perform in a manner that allows them to show their knowledge, understanding and application.

It has been amazing to witness our Year 6 students walking around the school grounds with their orange shirts as our school leaders. The Year 6 community (Maramba) has focused on learning about place value, 3D shapes, and solving mental and written problems using all operations (addition, subtraction, multiplication, and division). The students are looking forward to publishing their narrative writing pieces and focusing on their reading goals linked to comprehension strategies. Maramba also enjoyed the experience of taking part and shaping the inaugural 'Buddy Program' with our Prep students at Harvest Home Primary School.

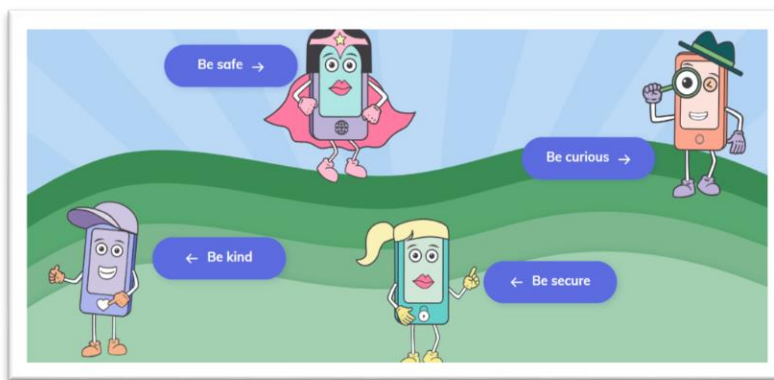


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Educational Leaders Report

Year 4 – Year 6



Our Year 4-6 students are currently completing the 'Being Safe and Respectful Online' module and establishing or revisiting the behaviours and strategies to keep them safe online. This is an essential skill in our current world and moving forward in educational institutions or workplaces. Please find a couple of websites that have been used in our learning:

ESafety: <https://www.esafety.gov.au/educators>

Also included below are some of the links to webpages from the parent section of the eSafety site. Please browse the content if you are interested; it entails tips and strategies for parents:

Time Online: <https://www.esafety.gov.au/parents/big-issues/time-online>

Cyberbullying: <https://www.esafety.gov.au/parents/big-issues/cyberbullying>

Online Gaming: <https://www.esafety.gov.au/parents/big-issues/gaming>

Please remember that the HHPS Home Learning expectations has started for all students at in Years 4-6 students. Please find the time to support your child to complete the home learning options, such as reading each night for 30 minutes, which is a home learning program priority. Other options include exploring our online subscriptions (Mathletics, Sunshine Online Reading Eggs, and Readwriter). Students can also complete My Numeracy tasks linked to the assessment practices for Numeracy at school.

As mentioned earlier in the newsletter, we strongly encourage all families to view their child/rens' Progressive reporting as this has commenced for 2021. This will provide all families with an insight into each child's learning goals in the curriculum areas of Reading, Writing, Numeracy, Speaking & Listening, and Personal & Social Capability. Please access this information via Compass: Semester Reports> 2021 Progressive Semester One reports.

This progressive reporting information is 'live', so it is an up to date record of the progression of their learning. This can assist parents as it is way to promote 'questions starters' when you wish to discuss learning with your child/ren.

Justin Lania

Years 4- 6 Educational Leader

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English as an Additional Language



SPEAK TO YOUR CHILD IN THE LANGUAGE YOU KNOW BEST

Students at Harvest Home Primary School come from diverse language backgrounds, with over 45 different languages, other than English, spoken by students at home. At school, children will learn to speak, read and write English. However, parents are encouraged to maintain their home languages.

Why is a child's home language important?

You are your child's first teacher. The language you speak with your child is the first language they will learn. It is very important that you speak, read and write with your child in your home language: the language you know best. Using your home language, particularly if you are not proficient in English, allows you to teach your child, talk to your child about their day, talk about new experiences and words and learn new things together. All of these things are an important part of your child's learning.

What can I do to support my child at home?

Families do not have to talk in English to help their child learn English. They should use their first language to talk to their child about everyday activities such as shopping, and share poems, stories, songs, books and games.

Here are some ways you can speak, read and write with your child in your home language:

- Sing, talk, play number games and read to your child in your home language.
- Speak your home language during family trips and celebrations.
- Speak to your child in your home language even if your child replies in English. This is so they can hear the differences between the two languages.



It is also important to **read a book with or to your child every day**, in whatever language you feel most comfortable. If you do not feel comfortable reading words in English, you can point out the pictures in the book and talk with your child about them, in your home language.

The benefits of speaking more than one language

By speaking, reading and writing with your child in your home language, you are helping them become bilingual. Bilingual means they can speak more than one language.

Being bilingual has many benefits. It builds your child's sense of identity and their connection to family, community and culture. It also promotes growth in the brain which helps your child think more creatively and solve problems more easily.



Kellie Blandthorn

EAL Learning Specialist

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Engagement for Learning

Engaging Learning at Harvest Home

Helping students to feel connected and engaged in their learning, and collaborating effectively with parents, will enable students to develop the social and emotional skills to grow into happy, respectful, well-balanced and successful members of their school and the wider community. (Endeavour Education)

A focus for teachers work is to engage students in their activities and learning. Term 1 has seen a focus on ensuring students are emotionally engaged in their learning. When emotionally engaged, everyone within the community treat each other with respect and approach schoolwork with optimism due to the safe and supportive environment they are encouraged to work in. During Term 1, students and teachers have been working collaboratively to create a culture of inclusion, belonging and engagement to our school community by making sure everyone's wellbeing is considered and students feel safe in every community. This has been supported by teachers participating in an inquiry cycle of meetings after school focusing on the engagement of students and the positive climate within the community to ensure there is an emotional connection amongst students. Teachers have discussed what students like to do, how they respond best, their strengths, interests, different strategies to engage them and rewards they can work towards through displaying our school values.



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Engagement for Learning

To increase this engagement and connection within our school community, recess / lunchtime enrichment clubs have begun with teachers and students working together to run these clubs during school breaks. This has enabled students to socialise with a variety of different students with a similar interest.

Some of these clubs include:

- **Mathematics Club**
- **Reading Club**
- **Oval Games**
- **Mindfulness Club**
- **STEAM Clubs including Minecraft, Lego, 3D Printing**
- **Trivia Club**
- **Dodgeball Competition**
- **Extra PE equipment on the oval**
- **Chalk Drawing outside**

We look forward to seeing more engaging activities at Harvest Home during the coming weeks and terms!

"We get to play together and learn new games. I get to play with people not in my year level."

- Theo, Year 2
- Oval Games Club



"I liked how quiet it was and I could colour quietly listening to some mindful music with my friends."

- Raphael, Year 4
- Mindfulness Club



"As the Art Leaders, we love seeing people draw something different and be creative. It is great to hear people laughing and seeing the smiles on their faces."

- Mannat and Anthony, Year 6 Art Leaders
- Chalk Drawing outside



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Learning Dispositions

HHPS LEARNER DISPOSITIONS

Since the time that Harvest Home Primary has been open, we have strived for and stretched the boundaries of what world-class teaching and learning looks like. Our focus on providing the best learning for all students remains our work. As a school, we see learning as more than just what we know. The focus for our school is about learning for the whole child; this includes the student's well-being (our SWPBS framework), their knowledge (teaching and learning - Victorian Curriculum) and expanding their experiences through our Specialists program. So as we move forward, we now have more of a focus on how students learn.

Harvest Home Primary School are therefore very pleased to announce the launch of the Harvest Home Learner Dispositions. Learner Dispositions are habits in which we think and approach learning. As a school we have now finalised the 7 Learner Dispositions.

The Harvest Home Learner Dispositions are:

- **Curious**
- **Determined**
- **Brave**
- **Reflect**
- **Collaborate**
- **Self-Aware**
- **Problem-Solve**



Scan Here

As a school we will be using our learner dispositions in everything we do. This 'new' language is not a replacement for our school expectations and/or principals, but rather will complement these as they become embedded to enhance our students' learning.

Why do we have Learner Dispositions?

As a school we are committed to preparing students for a future that will have a workforce with jobs that may not have even been created yet. With the world rapidly changing, the skills that businesses are looking for is less about the ability to recall knowledge, but more importantly about how people collaborate, adapt and problem-solve. Put simply, it is less about what you know, but more about how you can apply this knowledge. Preparing students with learner dispositions teaches the students to become more aware as a learner as it focuses on the skills which allow them to use and connect to learning in a more practical way. There is widespread research that shows that having an understanding of the process of learning has a significant positive impact on a students' educational outcomes. Developing and implementing an understanding of what a 'good learner' thinks and does when approaching learning is able to take the students' ability to connect and understand the lesson content to a far deeper level. As a school we are looking at not just creating 'good HHPS learners', but also developing their ability to make sense of the learning and therefore foster lifelong learning.

More to come for the HHPS Learners Dispositions

Throughout the upcoming weeks, we will be sending out notifications via Compass which will provide more detailed information around each of our Learner Dispositions. These will unpack and define each disposition. It is also very exciting as next term, we will be inviting families to participate in a competition that will assist the creation of visual representations of each of the HHPS Learner Dispositions.

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Online Programs

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



Wushka (*in 2021 this is for Prep students only*) 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

Readiwriter

ReadiWriter is new in 2021 (previously Spellodrome) See if ReadiWriter is a dynamic Spelling program application that allows for both pre-made and customised word lists for teachers and students to download and keep. It has a range of targeted and engaging activities that sets fun tasks that develop students' understanding of spelling on a deeper level. The program even allows for spelling tests that ReadiWriter Spelling can also correct. This additional focus on Spelling will support your child in developing their vocabulary and writing skills. Download the app or access at <https://login.readiwriter.com/>



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.



Sunshine Online offers schools the very best in animated and interactive digital content for Literacy and early Numeracy. The range of content options directly support our Curriculum. Animated and interactive, Sunshine Online offers an extensive digital learning environment with quality content for use in Literacy and Numeracy programs. The e-books are levelled so that teachers can choose where to start and therefore motivate them to progress through the levels. The program can be accessed via an app or: <https://www.sunshineonline.com.au/>

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HHPS 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.

Daily 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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