



Harvest Home Primary School

School and Community Growing Together

ISSUE 2
JUNE 2022

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Assistant Principals: Kaylene Kubeil

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TERM 2 EVENTS

DATE

Wednesday 4th May

Making the Choice Information Evening

Friday 6th May

Mother's Day Stall

Tuesday 10th – Friday 13th May

NAPLAN – Year 3 & Year 5 students

23rd May – 27th May

Education Week

Monday 30th May – Friday 3rd June

Reconciliation Week

Monday 13th June

Public Holiday - Queens Birthday

Wednesday 15th – Friday 17th June

Year 3 - 4 Camp

Monday 20th – Wednesday 22nd June

Year 5 – 6 Camp

Thursday 23rd June

Winter Wonderland – PJ Dress Up Day

Friday 24th June

Last Day of Term 2

HHPS School Values

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

Principal's Report

Dear families of Harvest Home PS,

One of our key principles is Better People = Harvest Home People, this has been evident with recent observations. Our students continue to be motivated and step up when faced with difficult learning challenges. My observations have shown that the learning that is being undertaken in learning communities and specialist classes provides meaningful learning tasks for all. Our students come to school ready to learn, teachers are confident in their ability to motivate them, and our families continue to provide home environments, so students come to school focused. At our recent Education Week activities, the feedback that I have received from community members that attended the open morning has been extremely positive – Better People = Harvest Home People

Education State Principal Conference

Last week I attended the Education State Principal conference. It was hosted by Victorian Academy of Teaching and Leadership this 2-day event brought together our state's principals for the first time since 2019. As school leaders, we can learn from, empathise with, support, and acknowledge each other in our work as education leaders. School leader's collective efforts can contribute positively to the learning and wellbeing of every student in every school. With a mantra of...Together, we are stronger the two-day conference focused on:

- Learning and being inspired by some of the world's most renowned educators and leading practitioners
- Focus on the issues most relevant to today's principals, stimulating new thinking and inspiring action
- Network and connect with likeminded people
- Connect and access Department of Education and Training's unique programs and initiatives



Attitude to School Survey

We value student voice as a means to improving student engagement, wellbeing and quality instruction and are conducting a survey to find out what students think of our school. The Attitudes to School Survey is an annual student survey offered by the Department of Education and Training to assist schools in gaining an understanding of students' perceptions and experience of school. Our school will use the survey results to plan programs and activities to improve students' schooling experience.

Students from Year 4 to 6 at our school will participate in the survey. Students will complete the survey online during school hours using a purpose built secure online survey tool.

Year 4 – 6 students will be provided with a unique login to complete the survey. The student login is an assigned identifier that may be used to link data for statistical and research purposes only. All responses to the survey are kept anonymous in the response file. Personal identification data will not be recorded in the survey response file. This ensures that the confidentiality of your child's responses is always protected.



The survey occurs in Term 2 and takes approximately 20 minutes to complete.

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Principal's Report

Staffing

I would like to thank Lauren Ludvik for her contribution to HHPS. Lauren will be commencing maternity leave at the end of this term. We are looking forward to hearing the news as she awaits the birth of her first child.

Lauren will be replaced by Charee Warwick who has been working at our school this term and Sarah Diamond Warden will be returning from leave.

Both Charee and Sarah will connect with Lauren and the Wurun team and meet the students.

Warm regards,
Anthony Simone
Principal



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Assistant Principal's Report

School Events

It has been a very busy term with a variety of extra-curricular activities taking place across the school to support our student learning and engagement opportunities.

Students in the Year 1 had the opportunity to support their writing experiences with an incursion from Wild Actions events; where students observed and handled a variety of live reptiles. Students in Year 2 and Year 3 continued to develop their knowledge of our Indigenous cultures with either virtual and an onsite incursion, developing their understanding of our First Nations people.

Within the Specialist program, senior students participated in the district Cross Country Carnival, along with progressive students; competing at the Divisional Event and students in Year 1 and 2 participated in a Visual Art incursion, where all were provided the opportunity to explore the world of Masks and Puppetry across the world; presented by the team who worked on the publication of children's favourite cartoon Bluey!

Along with all these amazing experiences, we celebrated 150 years of government education during Education Week. It was great to see our students dressing up in their costume theme "When I Grow Up..." with lots of teachers, nurses, sports stars, doctors, lawyers, tradies... and even a Principal amongst the crowd. Students also loved seeing our teachers turning back the clocks with a Back-to-School theme; dusting of their old Blazers, school dresses and wearing ties again for the day.

We look forward to concluding the term with 2 amazing school camps for our Year 3 & 4 students and then our Year 5 & 6 students; along with our Winter Wonderland dress up day on Thursday 23rd June 2022.



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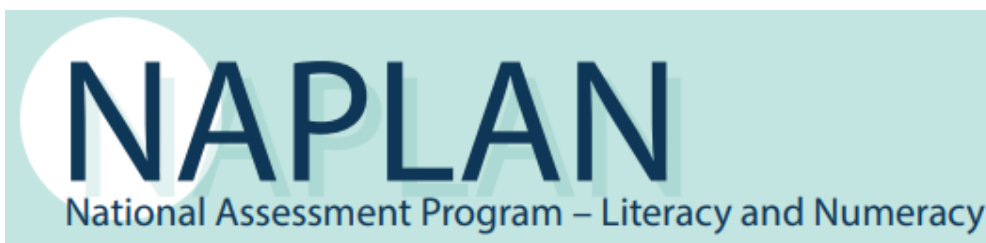
Assistant Principal's Report

NAPLAN – Year 3 & Year 5

Congratulations to all our Year 3 & 5 students who have now completed their Naplan tests. The data from the NAPLAN dashboard indicated the following: 988 tests submitted, and 56 test sessions have been finalised.

Our records indicate that your school has completed approximately 98.26% of the total number of expected test attempts on the platform. The reasons tests were not completed were varied but were mainly due to illness and overseas family holidays. This was a very small number across both Years 3 & 5 (1.74%)

We now eagerly await the results which will arrive in the school during late August/early September.



Victorian High Ability Program (VHAP)

We are extremely pleased that 15 students have been selected for the Victorian High Ability program for Term 3. Ten students have been selected for the Mathematics program and five for the English program.

The Victorian High-Ability Program is an extension course running for one school term, where students will meet with like-minded peers at neighbouring Victorian government schools through weekly virtual lessons in either Mathematics or English.

The weekly virtual lessons will occur during the school day and will be taught by expert Virtual School Victoria educators via a secure online platform.



Kaylene Kubeil, Andrew Bouzikas & Stacey Lawler
Assistant Principals

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Educational Leader's Report

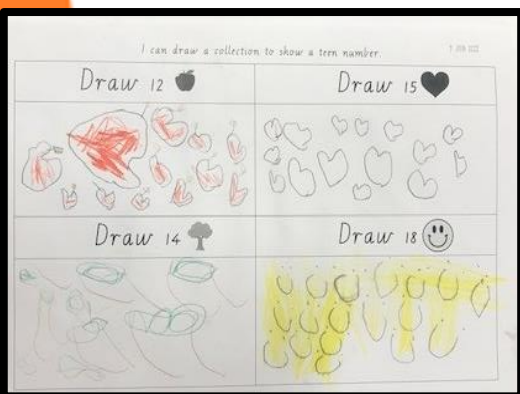
PREP & YEAR 1 REPORT

Numeracy in Prep

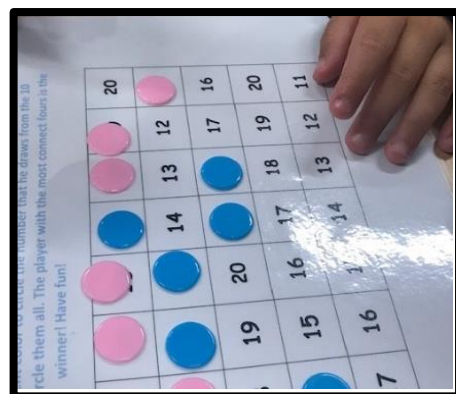
This term Prep students have been learning about teen and match them to a collection of objects. numbers. They learnt to recognise teen numbers as a ten (a group of 10 ones) and some ones. For example, 14 is seen as 1 ten and 4 ones.

They explored making teen number collections using a range of materials, such as unifix blocks (see right). Students learnt to identify teen numbers

"Teen numbers have a 1 at the start, like 11 and 14" Matthew P. (Kirrip A)



Students drew a collection for a given teen number (left) and counted a collection to find the matching teen number (right).

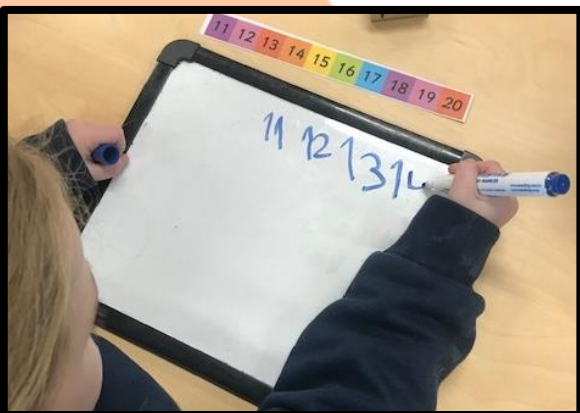


Students had to determine whether a collection of pictures matched the teen number or not. They then drew a collection to match the given number (below).



"You need to remember to write the 1 at the start of teen numbers" Mayar A. (Kirrip B)

"Teen numbers have 'teen' at the end when you say them" Liam G. (Kirrip B)



Students learnt how to correctly record teen numbers, ensuring they use the 1 at the beginning.



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Educational Leader's Report

Information Reports in Year 1

This term Year 1 students in Galada and Wurun have been working on writing Information Reports about Australian Animals. Students studied the structure of information reports by reading a variety of informative texts about Australian animals. They also experienced a very exciting incursion by Wild Action where they got to see and touch Australian Animals, such as possums, an owl, a turtle, a crocodile and even a snake!

Students were able to ask questions about these animals to gather ideas to write their very own Information Reports on their chosen Australian animal. Students then went through the process of writing down their ideas, organising their ideas into sections, such as what their animal eats and where it lives. Students then edited their drafts and are now in the process of publishing their information reports.

They will share these amazing creations with their families at an upcoming Book Launch afternoon in the last week of this term.



Kellie Blandthorn

Prep & Year 1 Educational Leader

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Educational Leader's Report

YEARS 2 & 3 CURRICULUM REPORT

“One of the most powerful moves a teacher or parent can make is in changing the messages they give about mistakes and struggle in mathematics” (J. Boaler, 2022)

“It’s OK to be wrong.”

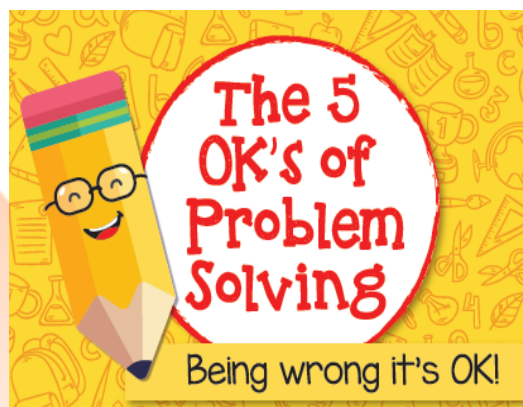
Failure is not “OK”, it’s critical. When we learn we grow new neural pathways in our brain. The more pathways we grow, the more intelligent we become.

Our intelligence as adults is more a result of the thinking that we did as kids, than our genetics. In fact, today, you probably have around twice as many neural connections as you did when you were born. So the most important question for Mathematics education then becomes, “How do we get our kids’ brains to grow?” The answer is deceptively simple – *let them fail*.

Our brains don’t grow new connections just for fun. We grow them when we need them – particularly when we are thinking really hard. And that’s why failure is so critical. If we already know the answer to a question, it’s not hard enough.

We need to think hard, about things we don’t already know, not waste time answering questions that we already know how to answer. Instead of saying, “it’s OK to be wrong,” we need to start saying,

“If you’re not wrong, then it’s not hard enough to grow your brain”
and we need to believe it.



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Educational Leader's Report

DURRONG & TAMBOORE

Our Year 2 communities have had a focus on learning the basic strategies of addition and subtraction. These include the strategies of count on, doubles, near doubles, tens facts, build to 10 and count up from to find the difference between two numbers. This is what our students are saying about addition and subtraction.

I have learnt the strategy of building to ten. If I had $9+7$, I would take 1 from the 7 and give it to the 9 to make 10. So now I just add 6... $10+6=16$, $9+7=16$. I like this strategy because it makes the problems easier. I have also learnt other strategies like doubles and near doubles. Its important to think about the strategies you are going to use and what strategies make it easier.

Richard Lam – Year 2



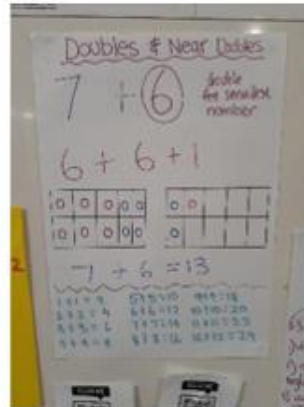
I like problem solving the most because I have to find out lots of different answers. I did a problem-solving activity where I had to find lots of different ways to put 12 birds in two cages. I used counters to help me and then I got something even harder to do.

Dareen - Year 2



I have enjoyed learning about the strategy of building to 10. If you have a number sentence of 7 and 33 you can work it out because $7+3$ equals 10 and there would be 30 more so it equals 40. This helps me out when I am trying to work out problems with two-digit numbers. I liked working on problem solving like the birds in the cage task. I liked it because there were lots of different answers and I figured out a pattern to make sure I have found all the answers.

Lavin – Year 2



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Educational Leader's Report

BALAM & DULAP

Year 3 students have also been working on solving a variety of addition and subtraction calculations using a range of strategies. Teachers have been working with students to extend their understanding of addition and subtraction through the use of more complex strategies such as the split strategy, jump strategy, equivalent number sentences and the formal algorithm of these operations.



These addition and subtraction strategies have been particularly useful for students to master when learning about financial mathematics. Students have been immersed in challenging tasks where they explore efficient ways to a given money amount, as well as to think strategically about an efficient way to approach the task.



"I know that one dollar is 100 cents and that 50c and 50c is \$1" Jayden- Year 3

"A strategy I learnt to count money is to count the cents first then the dollars. This is because the cents might make a dollar also" Vrishti – Year 3

"I learnt when you write how much money you have you have to write two digits after the decimal point. That is the cents." Akshat - Year 3

Educational Leader's Report

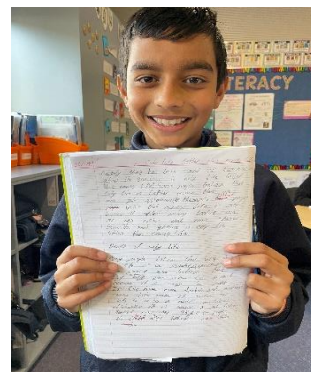
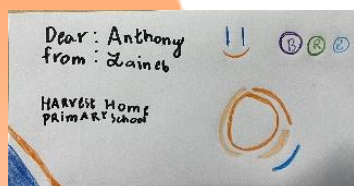
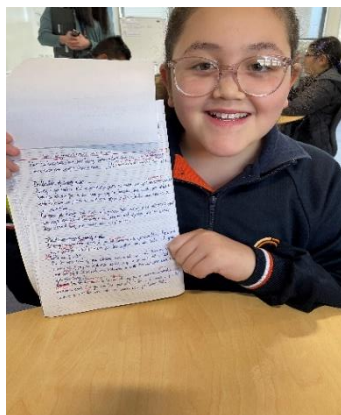
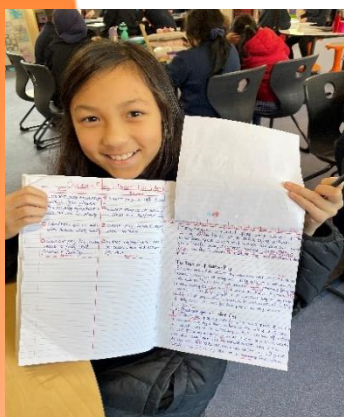
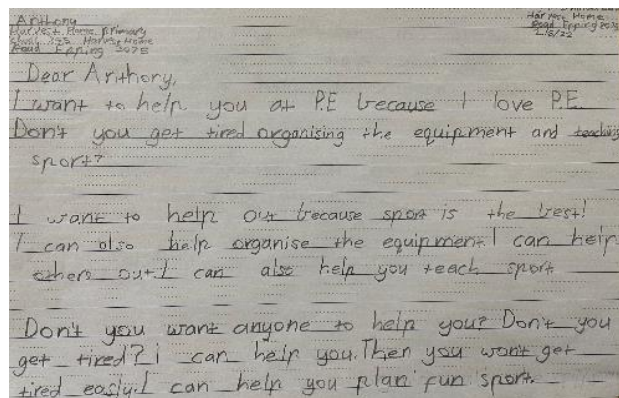
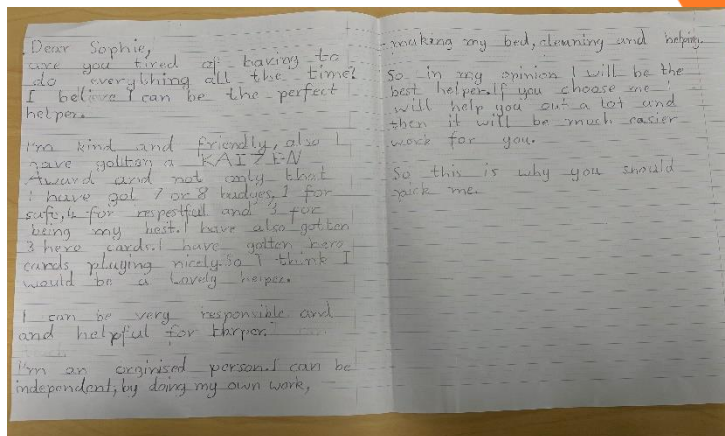
Hello local news people,

You must agree that Harvest Home Primary School should be on the news because our school has many special events that do not happen in other schools, HHPS allows the leaders to participate in an event, the hero point system and we are sponsored by Coles! You should come down to harvest home and see it yourself!

I believe that HHPS should be on the news because of the many opportunities they give to the leaders. The leaders get to do so many things such as participate in badge trades (which I will explain later on), organise competitions and even participate in together on Friday where they speak to the whole school. Aside from that, Harvest home also has many leaders such as Visual Arts, Science, Sport, Spanish, Student Voice and the School / Vice captains. That is my first reason why I believe HHPS should be on our local news.

Another reason that HHPS should be in our local news is because of the Hero point system. It motivates the students to do their best to get these badges. Whenever the teachers see the students do one of the values they will stamp a booklet that each student get. Once they get 15 stamps, they get 1 badge. When they get 3 badges, they get a silver, when they get a silver and 2 badges (or five) they can get a gold and trade it in for a prize. The school values are being Safe, Respectful and Best. The students love this system especially when it becomes prize week. The students get to trade in their gold badges or 2 silvers for a prize. The prizes are a wide range from calm colouring books to bouncy putty! That is why it is clear that you should come down to HHPS and allow us to appear on the news.

In addition, we are sponsored by a big brand. I bet if you ask any Australian what this brand was they would 100% know. It's Coles! When HHPS opened in 2017, Coles star Curtis Stone came to HHPS! Isn't that cool? He even signed an apron and a chef's hat! The Coles brand is also displayed on the right sleeve of our interschool sport shirt. Isn't it clear that we deserve to be on the news?



Student Voice: What have you enjoyed in Numeracy or Writing in Term 2?

"I've liked doing a variety of topics such as persuasive and discussion pieces. I liked getting to choose what I write about" - Diya, Year 5

"I've enjoyed debates because it's fun to do something different and use persuasive writing in a different way" - Jacob, Year 6

"I've really enjoyed learning so many new strategies, such as the grid method, doubling and halving, short division, the cubed strategy and arrays" - Hassan, Year 4

"I've loved doing debates because you get to try and tell people why they should join your side of the argument" - Amber, Year 6

"This term, I learnt some new strategies, like skip counting and arrays, that helped me with my multiplication" - Niscia, Year 4

Dale Rigby
Year 4, 5 & 6 Educational Leader

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Engagement for Learning



2022 Victorian Premiers' Reading Challenge

Well done to all our amazing readers who are participating in the Premiers' Reading Challenge!
HHPS have so far:

Collectively read 1018 books

Currently reading 1230 books

20 students have completed the challenge!

We still have another 77 days to complete the 'Premiers' Reading Challenge' so it is not too late to start participating.

The Challenge is open to all Victorian children from birth to Year 10 in recognition of the importance of reading for literacy development. It is not a competition; but a personal challenge for children to read a set number of books by **Friday 2nd September 2022**.

Children from Prep to Year 2 are encouraged to read or 'experience' 30 books with their parents and teachers. Children from Year 3 to Year 10 are challenged to read 15 books.

All children who meet the Challenge will receive a certificate of achievement signed by the Victorian Premier and former Premiers.

Participation in the PRC is voluntary and this is purely an individual decision.

If choosing to participate in the challenge, it is the families' responsibility to track and monitor the books being read. This is all entered into the PRC website.

To read the Premier's letter to parents, view the booklist and for more

information about the Victorian Premiers' Reading Challenge, visit: www.education.vic.gov.au/prc

If you have any questions about the challenge, please don't hesitate to contact us or speak to your child's community teacher.



Helen Mouyis
Resource Manager

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Learner Dispositions @ HHPS

LEARNER DISPOSITIONS IN THE COMMUNITIES

Throughout this term HHPS has been having a look at the learner dispositions in the Junior School. We have been going into the Prep and Year 1 communities to observe how the Learners are using the Dispositions. What we observed was high levels of:



Collaboration: In Kirrip they are working hard at developing collaborative skills such as communication with each other, team work, and helping each other towards a shared goal. It is great to see our preps building and using one of our dispositions and school values.

Brave: In Galada there is a lot of discussion with how to be brave in your learning. They are talking about being brave more than not being scared but when the learning is hard or we have come to a problem we need to be brave and try our best. It is great to see learners not scared to get things wrong and focus on what we can learn from this.

“Be Brave, not Perfect”



Student Voice - Buzz Team

Part of being a great learner is all about how we use our voice to impact our learning and world. The Buzz Leaders are running a Student Voice Club on Friday morning recess called “The Buzz Club”. The purpose of this club is to get the HHPS students' voice about learning at our school and how to use our voice in learning. The other week the leaders asked HHPS learners what they like about learning and being at HHPS. Here is what the Buzz Leaders heard from the students from Prep - Year 6:

I like coming to HHPS because....

All the kind and friendly Teachers
Learning lots of new things in and out of our communities
We have lots of clubs during break times
The Hero Cards
Lots of sport activities - Gala Days



The voice was very positive voice about learning at our school from our amazing learners.



Positive Climate

SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)

We have been busy sharing and celebrating our Positive Climate data for Terms 1 & 2. Students have received over 7,600 badges so far this year. We have had five badge trading days where students have been able to trade in their gold and silver badges for prizes (e.g. Harper posters, canteen vouchers, books, stationery, fidget toys, rubix cubes) and special activities, including biscuit decorating!



Award type	Term 1	Term 2 (weeks 1-7)	Total Semester 1
Badges	4560	3060	7620
Kaizen awards	337	488	825
Positive phone calls	852	647	1599



Teachers, Education Support staff, Educational leaders and Principal Class members have made over 1,500 positive phone calls to families during term 1 & 2 sharing student’s improvements in their learning, expected behaviours and showing Kaizen.

Over 800 students have received a Kaizen award, proudly displaying them at home on their walls and fridge doors.

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Positive Climate

We are so proud of each and everyone of our students and their achievements, showing Kaizen and our expected behaviours. Keep striving for a little bit of improvement everyday.



Sophie Chilton
Positive Climate Team

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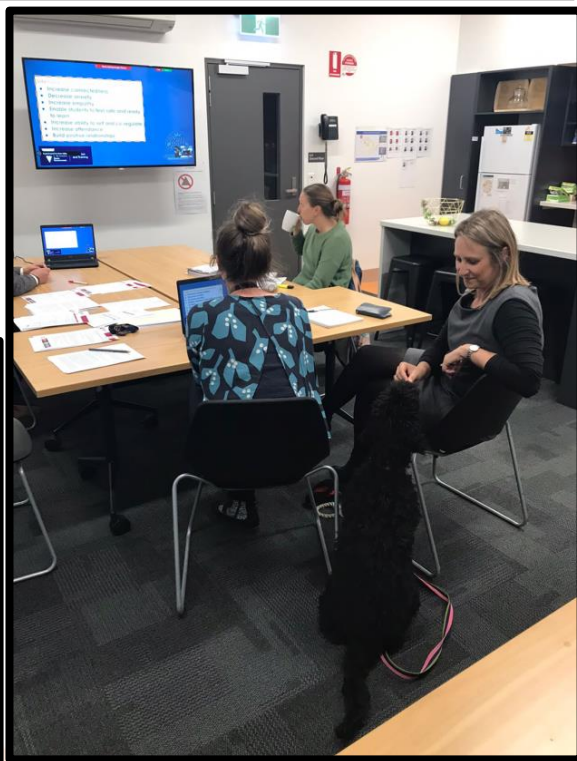
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Harper 'Pupdate'

WELLBEING DOG

Our wellbeing dog, Harper is continuing to grow and learn with our students. She is becoming more comfortable working in different spaces across the school. Our students and staff have continued to practise the 3 Expectations and have started to notice when she is relaxed. Take a look at her most recent profile and side-by-side photos to see how much she's grown.

Harper was invited to school council to help share all the wonderful work going on behind the scenes to prepare her in her role.



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Harper 'Pupdate'

All About Harper Part Four

Bio

DOB 6.12.2021

Age 6 months

- Picking up rubbish
- Rain / puddles
- Chasing her tail

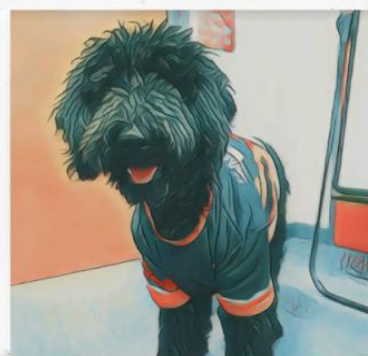
Likes

Other

Harper currently fits
a size 10 school
tshirt!

Dislikes

- Wearing hats
- Being ignored



6 months old

Learning Focus Areas

CAREER START - TRANSFORMING THE FIRST YEARS OF THE TEACHING CAREER

The Career Start Pilot provides time release, professional development opportunities, and a range of additional support for graduate teachers to ensure they develop the expertise they need to drive strong student outcomes throughout their career. This term our graduate teachers, Lourdes, Paul and Andrew, participated in a Workshop that focused on Building Strong Relationships. They also engaged in several online modules and professional observations across the school. In addition to this, Lourdes, Paul and Andrew met with a member of the Department, to reflect on their teaching journey and key learnings.



Below Lourdes, Paul and Andrew have written a short passage to introduce themselves to our wonderful HHPS community



My name is Lourdes and I am a graduate teacher in the Year 1 Galada community. I am loving my first year as a teacher and feel incredibly lucky to be part of this school. My journey to becoming a teacher was solely driven by my passion to be an inclusive and supportive teacher that makes a positive impact for future generations. With two younger brothers with special needs, I was inspired to be a teacher that supports students' wellbeing, promotes student growth, and celebrates students' strengths. My biggest 'moment' so far as a teacher has been building relationships with the school community, especially with the students! Establishing this first has been a big help in facilitating students' learning. I love that teaching is a profession of life-long learning and I am excited to continue growing as a teacher and supporting our learners to reach their goals.



My name is Paul and I am a graduate school teacher in the Year 2 Tamboore Community. I graduated in 2019 and completed two years of Casual Relief Teaching before proudly joining Harvest Home Primary School. In my spare time, I enjoy listening to live music, road trips and catching up with friends. I was inspired to become a teacher from my own teachers in Primary and High School, who shaped who I am today, as well as being an 'acting' coach for children. My biggest success so far was transitioning into full time teaching amidst several lockdowns which delayed the beginning of my teaching career journey. I look forward to completing my first year of teaching and refine my experience to support student growth, learning and wellbeing outcomes.



My name is Andrew, and it is an honour to be a graduate teacher at Harvest Home Primary School. I have just completed a Master of Teaching (Primary) and am currently teaching Years 5 and 6. My personal interests include soccer, fishing, enjoying different cuisines and spending time with family and friends. The reason I started teaching as a profession is because it is so rewarding to see children flourish in a safe environment where they are challenged to grow to their full potential. From this, students can build the skills to overcome obstacles and be inspired to participate in all aspects of learning with confidence. My greatest success so far is creating professional relationships with students, staff and families. I am committed to making a positive impact on everyone in our HHPS community.

Stephanie Mitreski

Learning Specialist & Career Start Mentor **HHPS School Values**

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Learning Focus Areas

TUTOR LEARNING INITIATIVE PROGRAM

This Term as part of our TLI Program, coaches have been working with students across the school in Literacy and Numeracy. Students have been working in small groups with coaches to develop their knowledge of letter sounds, build confidence and understanding when comprehending a text and further developing their skills and strategies to solve Numeracy problems.

Here is what some students have had to say about their experience in the TLI Program in the curriculum area of Literacy.



"The books we read are challenging which is what helps us to improve our learning. I feel my reading fluency have improved as well as my confidence"
- Jaskirat

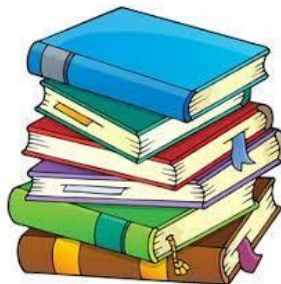
"During these sessions I feel like I have achieved my reading goal which was to read a text with fluency and expression"
- Malak

"During our small group sessions, we experience reading new genres such as Fiction and Non-Fiction texts. I am most proud of what I have learnt from the texts I have read, and I am excited to read new books each session"
- Ashveer

"I have enjoyed reading a series of books called 'The Alliance'. During these sessions I feel my reading fluency has improved"
- Anhad



"My reading has improved by slowing down, as I feel I used to read too fast, and I would not understand what I was reading. I have also enjoyed reading the 'The Alliance' book series"
- Maddison



"I have enjoyed learning new things and achieving my reading goal which was to summarise a text in order"
- Vlera












Learning Focus Areas

ENGAGEMENT CLUBS

Our engagement clubs have been an opportunity for our students to explore different learning dispositions and to make new friendships. We have seen amazing enthusiasm and excitement from our students who have already begun exploring these clubs.

We have enjoyed continuing our engagement clubs this term and have welcomed some new clubs to the schedule. We were also excited to run some one off clubs during Reconciliation Week where the focus was on exploring our knowledge of Indigenous Australia.

Here is a timetable of the clubs and what your child may be doing during these times:

Engagement Clubs (Term 2)						
<p>* Outdoor Games: Monday, Wednesday, Friday @ lunch time supported by our Year 5 leaders Where: Between Balam & spare portable on the grass.</p>						
Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday	
Recess Time	<p>Mindfulness Club Come prepared with your pencil cases.</p> <p>Club Location: Dulap B Supporting Staff: Amali and Laura Gray Even Weeks: Prep-2 Odd Weeks: 3-6</p> 		<p>Counting Goal Club Come prepared with your counting goals.</p> <p>Club Location: Glass room in between Kirrip A and B Supporting Staff: Di and Nikolina Prep-6</p> 	<p>Creative Crafters Club</p> <p>Club Location: Glass room in between Kirrip A and B Supporting Staff: Kellie and Jacinta Even Weeks: P-2 Odd Weeks: 3-6</p> 	<p>BUZZ Club Come prepared with your ideas and student voice.</p> <p>Club Location: Maramba (Lower Level) Supporting Staff: Kyle Prep-6</p> 	<p>STEAM Club Come prepared with your passwords.</p> <p>Club Location: STEAM Specialist Space Supporting Staff: Joe and Hugh Even weeks: Prep and 2's Odd weeks: Year 1</p> 
Lunch Time	<p>Zumba Kids Club *</p> <p>Bring your water bottles and get ready to get your boogie.</p> <p>Club Location: Stadium Supporting Staff: Alicia and Jason Prep-6</p> 	<p>Running Club</p> <p>Come prepared with your runners.</p> <p>Club Location: Oval Supporting Staff: Kaylene Week 3 and 6: Prep and Year 1 Week 4 and 7: Year 2 and 3 Week 5 and 8: Year 4, 5 and 6</p> 	<p>Reading/Writing Club *</p> <p>Bring your favourite book or bring a pencil and your writing book to enjoy a safe space to read and write in.</p> <p>Club Location: Dulap B Supporting Staff: Malinda Prep-6</p> 	<p>Singing Club</p> <p>Come prepared with your amazing voices.</p> <p>Club Location: Ylaga A Supporting Staff: Jess Even Weeks: 3-6 Odd Weeks: Prep-2</p> 	<p>Science Club Meet the Science Pets</p> <p>Club Location: Amy's Science Room Supporting Staff: Student Led (Amy B) Even Weeks: 3-6 Odd Weeks: Prep-2</p> 	<p>STEAM Club *</p> <p>Come prepared with your devices and passwords.</p> <p>Club Location: STEAM Room 1 Supporting Staff: Hugh, Joe and Stacey Even weeks: Year 4's and 6's Odd weeks: Year 3's and 5's</p> 

Please ask your child about the clubs they may have visited this week and encourage them to try something new this week. We look forward to more updates and clubs throughout the year.



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Learning Focus Areas

CHALLENGED BASED LEARNING

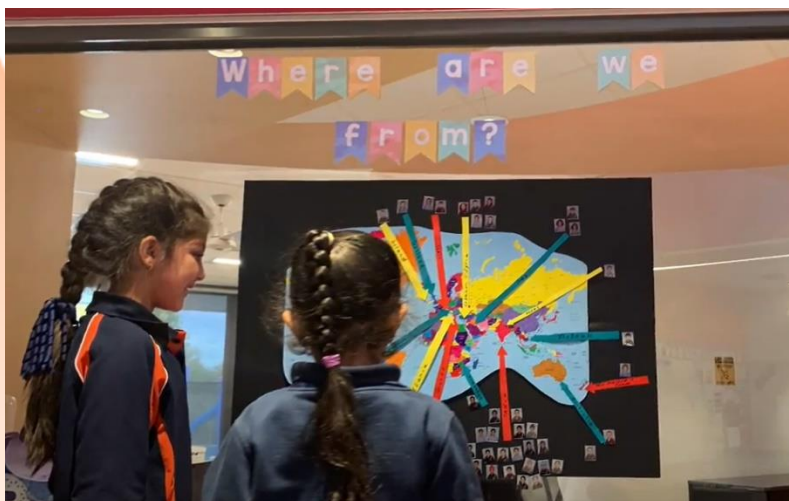
This term students have been focusing on different topics in CBL where they have had the opportunity to follow 3 phases of learning including engagement, investigation, and action phases. Below is an outline of each of the topics, curriculum area and essential questions explored during CBL at HHPs.

Year Level	Topic	Curriculum Area Focus	Essential Question
Foundation	Community (Health)	Health and Physical Education	Who keeps us safe and healthy in our community?
1 and 2	Community	Intercultural Capability	How does my culture shape who I am?
3 and 4	Community	Intercultural Capability	What makes Australia diverse? Where in the world are we?
5 and 6	Community	Economics and Business	Why do I have to make choices as a consumer? What factors influence consumer choices and financial decisions? (Needs Vs Wants)

We look forward to students sharing their knowledge in the coming week as part of their act phase. Do not forget to ask your child about their CBL topic and what they are investigating.



Students had the opportunity to attend an incursion during one of their CBL sessions at school called 'Every Student, Every Term/Inform and empower,' which was a follow-on incursion from Term 1. In this session students continued to explore the importance of being respectful and safe online.



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Learning Focus Areas

KAIZEN ON DISPLAY

We are very proud of our HHPs students and the work they have completed in Term 2 and were excited to continue our Kaizen on Display. The Kaizen on Display wall is in the school office area and is a place where students get a chance to celebrate their success and learning.

This term we were able to showcase our Years 5, 6, 1, 2 and foundation cohorts. Kaizen on display is chance to celebrate and display learning and you will be able to see the amazing work that some students have created and placed on the wall within our school newsletters.

Last Term we were glad to showcase the Years 3 and 4 cohorts and next term we look forward to showcasing work from our specialist sessions as well as beginning the process and cycle again with the Year 3's. Below is a compilation of the Kaizen on Display wall from Term 2. You can see students have shown amazing improvement throughout our second Term

FOUNDATION



YEAR 1



YEAR 2



YEAR 3



YEAR 4



YEAR 5/6



We cannot wait to see the rest of the communities showing Kaizen and pride throughout the year.

Reconciliation Week at HHPS

We acknowledged National Reconciliation Week at HHPS in Week 6 of this term.

The theme for Reconciliation Week for 2022 was 'Be Brave, Make Change'.

Here are some of the ways we acknowledged the week as a school:

- Indigenous themed tweaks to Engagement Clubs
- Reconciliation Week activities in every community
- Year 3 First Nations Incursion
- Year 2 Indigenous Infusion Incursion
- Indigenous themed music played over speakers at the end of break times
- Student presentation at Together on Fridays



Sophie Chilton
Positive Climate Team

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Harvest Home YMCA Outside School

Hours Care

What have we been up to in OSHC?

This term, our OSHC children have been having lots of fun participating in a range of child-led and planned experiences at our OSHC program!

We have had some fun with rainbows and bugs. We have also been able to cook some yummy scones! We love playing with all the toys, board games, Lego, Hama beads, Loom Bands and so much more.



What is upcoming in OSHC?

See below some very exciting activities we have planned over the upcoming weeks that has been chosen by some of our OSHC children.

PUPIL FREE DAY: Don't forget to book your place at the upcoming pupil free day on:

FRIDAY 10th JUNE

After School Care Program

Art and Craft:
Dreamcatchers



Cooking Experience:
Make your own
Sandwich:



Physical Play:
Memory Tag



Sensory Play:
Colored Oats



Science Experiments:
Fizzing Rainbows



It's not too late to book in! Head over to our website www.childrensprogramms.ymca.org.au to register and make a booking.

CONTACT US

P: 0417 661 126

E: harvesthome@ymca.org.au

W: childrensprogramms.ymca.org.au



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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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