

Harvest Home Primary School

School and Community Growing Together

ISSUE 1
MARCH 2022

Principal: Anthony Simone

Assistant Principals: Kaylene Kubeil

Andrew Bouzikas

Joanne Branidis

Stacey Lawler

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TERM 1 EVENTS

DATE

Wednesday

2nd, 9th, 16th & 23rd February

Prep Interviews

Friday 4th March

Year 6 Interschool Sports Gala Day

Tuesday 8th March

School Photos

Thursday 10th March

International Women's Day (purple theme)

Monday 14th March

Labour Day – Public Holiday

Friday 18th March

Harmony Day (Theme Dress Up)

Thursday 24th March

Grip Leadership Conference – Student Leaders

Friday 25th March

Ride to School Day

Friday 8th April

Last Day of Term 1

Principal's Report

Dear Harvest Home Community,

Welcome back to the 2022 school year!

Learning communities are a buzz with enthusiasm and passion for learning and students being brave and taking risks to achieve greatness. The energy in the school is electric and visible. When I ask the students to articulate their understanding of this energy they talk about a sense of connection, a sense of safety and an enjoyment to be with their peers and teachers. In a collaborative environment with all school stakeholders working together we are well on the way to achieving our 2022 goals.

Curriculum days

The first two days of the 2022 school year was an opportunity to reset, refocus and review our strategic intent for 2022. We commenced the professional learning days with a review of our school vision, mission, values and principles. This was followed by a presentation about creating habits. What habits or small changes will staff make to make a difference. Too often we convince ourselves that massive success requires massive action. We made reference to improving by 1 percent isn't particularly notable – sometimes it may not even be noticeable – but it can be far more meaningful, especially in the long term. Staff had the opportunity to individually reflect on what habit/s they would like to add to their teaching.

In 2022 we will continue to focus on student learning – with an increased focus on Numeracy – and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.

We will teach and support each student at their point of need and in line with Framework for Improving Student Outcomes (FISO 2.0)

The two priority Key Improvement Strategies for 2022 are:



Learning – Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in Numeracy

Wellbeing – Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable



In the events of the last two years the Department of Education have revised the Framework for Improving Student Outcomes (FISO 2.0) with a focus on Learning and wellbeing

HHPS School Values

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

Principal's Report

Respectful Behaviours within the school community policy:

School communities have demonstrated incredible resilience over the COVID-19 pandemic, through a stressful and challenging time. It is important for everyone to be respectful and kind to each other.

The Department of Education have released a policy entitled Respectful Behaviours within the School Community. You will see posters displayed around the school which outline what good relationships are based on and the types of behaviours that will not be tolerated which include threats, harassment and rudeness. Our staff work very hard to provide the best social, emotional and academic environment for your child. Please remember that we are human too and deserve to be treated with respect.

Learn more about the new Department of Education and Training policy - Respectful Behaviours within the School Community <https://www.education.vic.gov.au/Pages/Respectful-Behaviours-within-the-School-Community-Policy.aspx>

Our school collects, uses, discloses and stores student and parent personal information for standard school functions or where permitted by law, as stated in the [Schools' Privacy Policy](#).

For more information about privacy, refer to: [Schools' Privacy Policy — information for parents](#). This information is also available in ten community languages: Amharic Arabic Dari Gujarati Mandarin Somali, Sudanese Turkish Urdu Vietnamese.

KAIZEN,
Anthony Simone
Principal



Respectful school communities start with respectful behaviour

Parents, carers, staff and students can help keep our school community safe, supportive and respectful.

Good relationships are based on:



Open and honest communication



Trust and respect



Working together



Fair and reasonable expectations by all

These behaviours are not okay in our school community:

- Threats
- Violence
- Rudeness
- Harassment
- Discriminatory and derogatory comments
- Aggression
- Intimidation
- Threatening gestures

This includes in-person, over-the-phone, email, text message, social media and online.

For more information ask your school about the Respectful Behaviours within the School Community Policy.



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Assistant Principal's Report

LEARNING COMMUNITIES

At Harvest Home Primary School all students and teachers work in Learning Communities. Every child has a home group teacher that they begin and end the day with, however throughout the day they could be working with different teachers across their Learning Community.

This includes lessons such as *Literacy (Reading, Writing and Spelling)*, *Numeracy*, *Challenge-Based Learning (CBL)* or *Personal and Social learning* lessons. Working collaboratively in this manner allows your child to develop relationships with various teachers and students. These flexible teaching options enable the teachers to cater for the individual needs of all students. The teachers use their knowledge and data sets relating to each student's learning and wellbeing to plan collaboratively and purposefully. This 'shared responsibly' allows all teachers in the learning community to learn from one another whilst still creating a range of learning experiences. We aim to give all students the best possible experience of 'school life' by providing them with adaptable learning spaces and student focussed opportunities that enable them to learn together and interact collaboratively.

The Year 1-6 students have begun the year learning the expectations of transitioning to different groups and spaces around each of the Learning Communities. For our middle-senior students this may mean moving from one portable to another, or up and down stairs. We support all students to do this in a safe and respectful manner. The teachers and students are very excited to begin their mixed groups. You may want to ask your child who their Reading, Writing or Numeracy teacher is. Let's see if they remember!

Currently our Prep students spend most of their day with their home group teacher as they learn the structures and routines of school. As the year progresses, they will also begin to move around their learning communities and start to learning with the other teachers and students within their Learning Community.



Jason with our Year 6 sporting stars on the Term 1 Gala Day

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2022 LEARNING COMMUNITIES AND STAFF

Learning Community	Wurundjeri Meaning	Year Level	Teachers
Kirrip A	‘friendship’	Prep	Diana Samuel, Alanah Stephens, Andrew Johnson
Kirrip B	‘friendship’	Prep	Megan McLean, Lara Galvan, Brittany Rutherford
Galada	‘creek’	One	Stephanie Zanti, Emma Curran, Holly Taylor, Lourdes Restrivera
Wurun	‘river red gum’	One	Cassie Laracy-Cowland, Lauren Ludvik, Laura Gray
Tamboore	‘waterhole’	Two	Jacinta Bok/Anthony Hebbron, Sarah Williams, Rachel Flavel, Carmen Fruvall, Paul Di Pietro, Tanya Sriboonmak
Durrong	‘unite’	Two	Amy Sneddon, Renata Smith, Zoe Robinson, Samantha Thompson
Balam	‘butterfly’	Three	Rachel Bell, Courtney Ellul, Nikolina Taskovska, Louisa Stanford
Dulap	‘pride’	Three	Malinda Bogdanovski/Stephanie Schieven, Alicia Iaconis, Amali Amarasinghe
Yiaga	‘discovery’	Four	Jessica Hattie, Bella Babic, Tara Bethke
Killara	‘always there’	Four	Tanyel Hasim, Emily Ross, Robert Pain, Lisa De Santis
Matong	‘strong’	Five	Stephanie Mitreski/Andrew Neophytou, Jennifer Dumas, Rebecca Tomsic, Ashleigh Leung, Mikaela Ryan
Maramba	‘better’	Six	Stephanie Koutsaplis, Kyle Hattie, Elana Rose, Christina Privitera

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Assistant Principal's Report

2022 LEARNING COMMUNITIES AND STAFF

Role	Staff
Principal	Anthony Simone
Assistant Principal	Andrew Bouzikas, Kaylene Kubeil, Stacey Lawler
Admin Executive	Giovanna Tarsilli
Acting Business Manager	Amber Wood
Educational Leader	Dale Rigby, Di Beltramello, Kellie Blandthorn
Learning Specialists	Jacinta Bok, Stephanie Mitreski, Malinda Bogdanovski
Intervention Coach	Josephine Hatzi, Sheena Collins-Marks, Sophie Chilton, Fraser Kubeil
Positive Climate Support	Sophie Chilton
Specialist Team	Jason Principato, Anthony Atkinson, Melissa Kramer, Monique Maya, Amy Buckerfield, Julia Pena, Hugh Wilson, Joe Siryani
Admin Team	Lily Crowe, Nina Elias, Jennifer Hayhurst, Danny Lay, Helen Mouyis
Education Support	Angela Herrick, Despina Oudin, Kamal Koar, Dilhani Amarasinghe, Tyson Vanerwert, Alison White, Maria Ranalletta

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NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

NAPLAN is an annual assessment for students in Years 3, 5, 7 and 9. This year, the federal, state and territory education ministers agreed that all schools will transition to the computer-based assessments with all schools to undertake NAPLAN online in 2022.

NAPLAN tests are one aspect of our school's assessment and reporting process and do not replace the extensive, ongoing assessments made by our teachers about every student's learning growth and achievements. Families can use NAPLAN reports, along with our school progressive and academic reports, to discuss their child's overall growth and performance. NAPLAN is made up of tests in the four areas (or 'domains') of Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy.

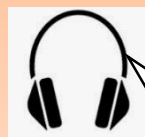
In preparation for NAPLAN, a coordinated practice test (CPT) will be conducted on Thursday 24th March, which will give all Year 3 and 5 students the opportunity to become more familiar with the NAPLAN testing platform, as well as testing our school's connectivity. The school has also made the decision that we will be providing additional 'practise test' occasions to ensure that all students are confident with the test formats and platform. This is especially important as our Year 5 students did not sit NAPLAN in 2020, due to the pandemic. These practise tests will not generate any results as they are purely used for practice and familiarity purposes.

It is essential that all Year 3 and 5 students have a set of headphones as the school has a very limited supply. As students have a range of devices that all have different headphone connection points, it is critical that individual students can bring their own headphones from home. Year 5 students may also consider the use of keyboards (particularly with iPads) as this may assist with the online writing task.

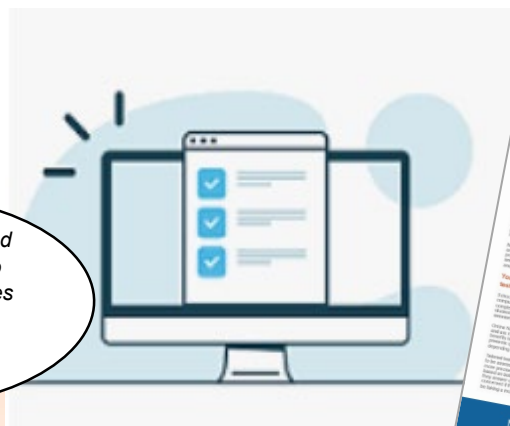
Please be aware that the online testing window for 2022 is from Monday 10th May to Friday 20th May, so please try and avoid during absences on these days.

More information will be communicated via Compass to our Year 3 and Year 5 families closer to these dates.

If you have any queries regarding NAPLAN, there are parent information flyers available at the office or these can be accessed at: <https://nap.edu.au/docs/default-source/default-document-library/naplan-information-brochure-for-parents-and-carers.pdf>



Reminder: Year 3 and 5 students are asked to bring a set of headphones or ear buds that is compatible with their device



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Assistant Principal's Report

PROGRESSIVE REPORTS

Harvest Home Primary School is committed to the provision of the most accurate and up to date means of reporting. Our progressive reports are the approach that we feel best meets the needs of our school community to provide this information meaningful and timely manner. Progressive Reports are continually updated by community and specialist teachers as they see students achieve their learning goals Compass notifications are 'posted' to our families as a reminder to check your child/ren's progressive report at regular intervals.



To check your child/ren's reports you need to ensure that you can access Compass. **If you have any questions about accessing the Compass app or website, then please feel free to give the office a call and they will be able to support you*

Checking Progressive Reports: Laptop Device / Webpage

1 From the home screen, click on the 'View Academic Reports' item or navigate to the 'Student Profile' and click the 'Reports' tab.

2 A list of 'Academic Reports' will be displayed. Click the report title to download the PDF.

The screenshot shows the Compass app interface. At the top, there's a user profile for Edie Allen with options: Profile (Attendance, Schedule, Reports), Send email to Edie's teachers, Add Attendance Note (Approved Absence/Late), View Academic Reports, Order Photos, and Book Parent Student Teacher Conference. Below this, the 'Reports' tab is selected, showing a list of reports for Student: Edie Allen - 05A, Year 5. The list includes columns for Reporting Cycle and School, with rows for various semesters and years (e.g., 2020 Semester Two, 2020 Semester One, 2019 Semester Two, 2019 Semester One).

See next page to check Progressive Reports on the mobile app...



HHPS School Values

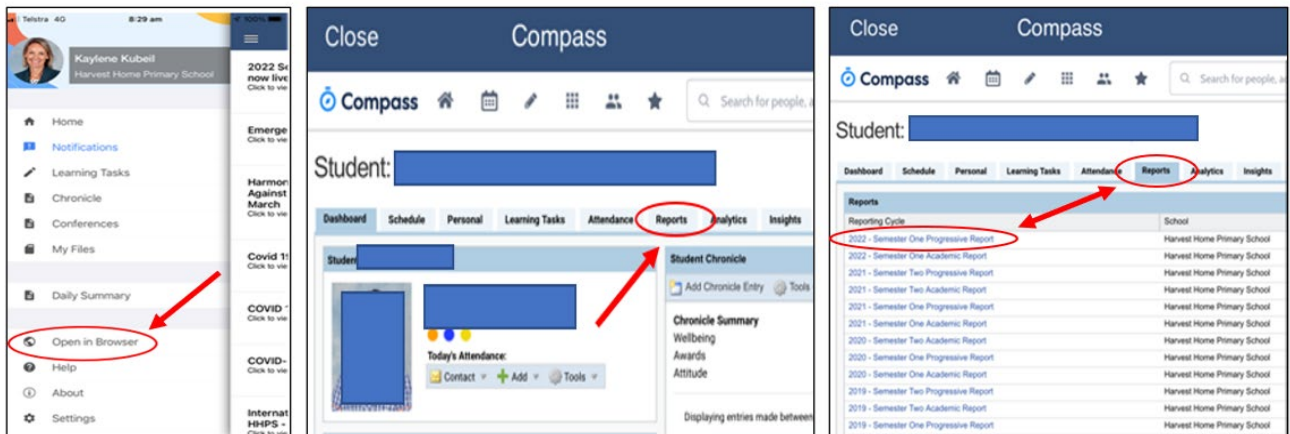
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Assistant Principal's Report

Checking Progressive Reports: Mobile Phone App

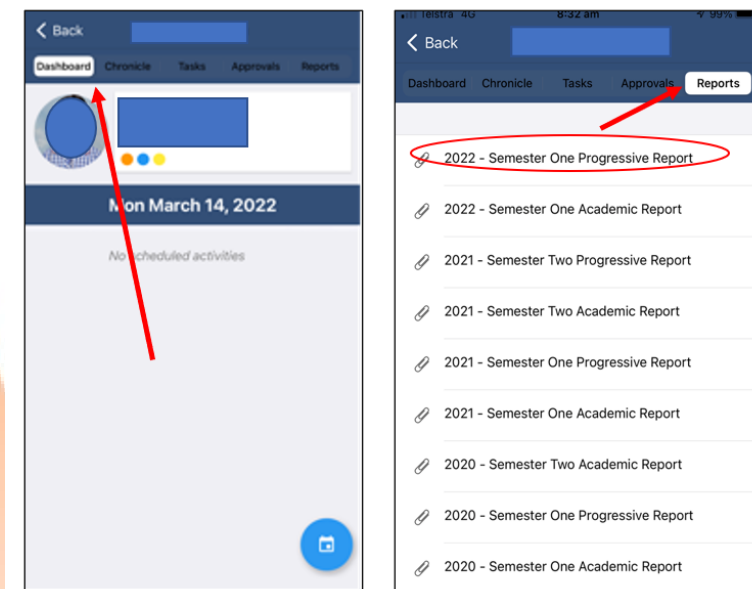
Option 1:

Open in Browser, go to Reports tab, then select 2022 Progressive Report to download (& view)



Option 2:

On your child's 'Dashboard', go to Reports tab, then select 2022 Progressive Report to download (& view)



Kaylene Kubeil, Andrew Bouzikas & Stacey Lawler

Assistant Principals



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Educational Leader's Report

PREP & YEAR 1

Language Experience in Prep

This term teachers in Prep set up language experience environments relating to different themes, such as doctors, post office and shopping. During these weekly sessions, prep students engaged in different forms of communication and were provided with numerous opportunities to hear, practise, and learn language.

Students took on different roles, and used language that fit that role, for example a doctor.

Using play as a basis of these sessions, teachers created authentic language learning experiences and opportunities for children to build connections between oral and written modes of language. By making writing materials and templates related to the theme available, students explored the connection between writing and speech in these contexts.



In the photos above, students used mark marking materials to record information for 'patients' at the doctor's office. Students also assisted each other to write letters and numbers they knew.



In the photos above, students explored and experimented with the language needed for requesting, instructing, questioning, and negotiating while in their roles at the doctor's office.

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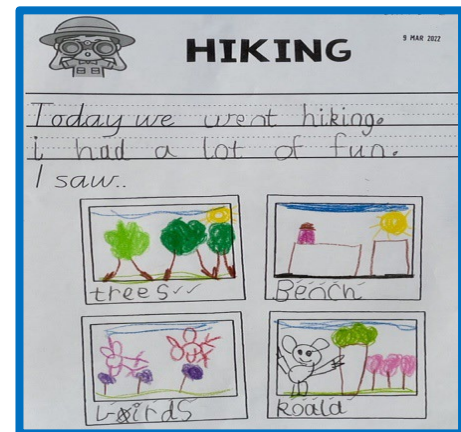
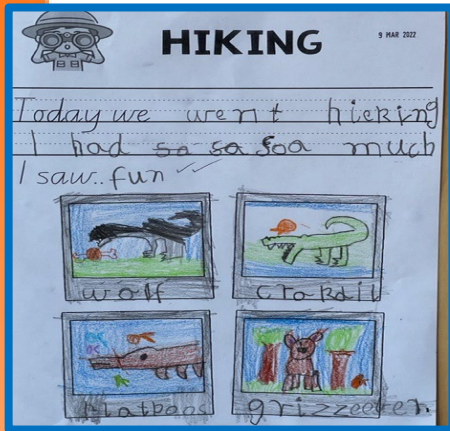
Educational Leader's Report

PREP & YEAR 1

Recount Writing in Year 1

This term Year 1 students in Galada and Wurun have been engaging in a variety of experiences, from exploring space to camping and hiking, to generate ideas when writing recounts. These experiences involve our young writers sharing an experience that has been organised by the community teachers, such as being at a space shuttle launch to using binoculars to explore the environment while 'hiking' around the school grounds. After these experiences, teachers and students discuss their experience, highlighting new vocabulary and ideas *before* putting pencil to paper.

In the photos below, you can see students engaging in these experiences and the wonderful recounts they are able to produce as a result.



Kellie Blandthorn

Prep & Year 1 Educational Leader

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Educational Leader's Report

YEAR 2 & 3

Developing a Passion for Reading

Setting up and introducing students to our 'community libraries' has been the major focus in our Reading sessions this term. Our vibrant and enticing community libraries set a clear direction to students about what is valuable in their learning. This is a crucial step in helping students to develop who they are as 'readers', as well as having a sense of ownership over their learning through reading. As teachers, we need to be intentional and purposeful in how our libraries are set up, so that every reader feels valued and catered for. This also helps to foster lifelong reading habits. Our Community Libraries form an important part of our 'Reading Workshop Model' where students have been engaging in both independent and collaborative tasks that build on their reading comprehension skills.

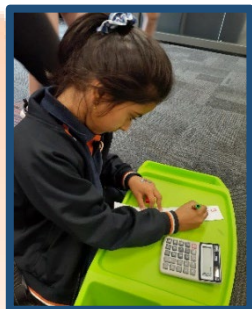
Please continue to support your child/ren to 'Be their Best' in Reading by ensuring they are reading for at least 20 minutes every night. Its important to take an interest in the types of books they like to read and share your favourites with your child/ren too!



Where do authors get their ideas from?

This term, we have been making strong connections between reading and writing for our students so they can further develop their skills when generating ideas for their writing. We have been discussing the 'purpose' and 'audience' of our pieces, so our budding authors develop a sense of pride, purpose, and ownership over their writing. Stay tuned for when we share some of the great stories written by our Year 3 students that will be sent home later this term.

Our community libraries have been pivotal during Writing as we have exposed our students many valuable mentor texts and discussed where authors get their ideas from. Did you know that author of 'Tilly' Jane Goodwin got the idea for her book from her real-life experiences of her three siblings? Students have been working on developing their own ideas from things they do or don't like and turning them into their very own, authentic pieces of writing.



Counting Club

Students in Years 2 and 3 will be working hard this term to continue to develop their skip counting and multiplication skills. By the end of the year, we hope all our students show KAIZEN with these counting goals. To support students through this learning, we welcome any student to join the Counting Club, which takes place at recess on Wednesdays. This will enable them to get in some extra counting practice.

Di Beltramello

Year 2 & 3 Educational Leader

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Educational Leader's Report

YEARS 4,5 & 6

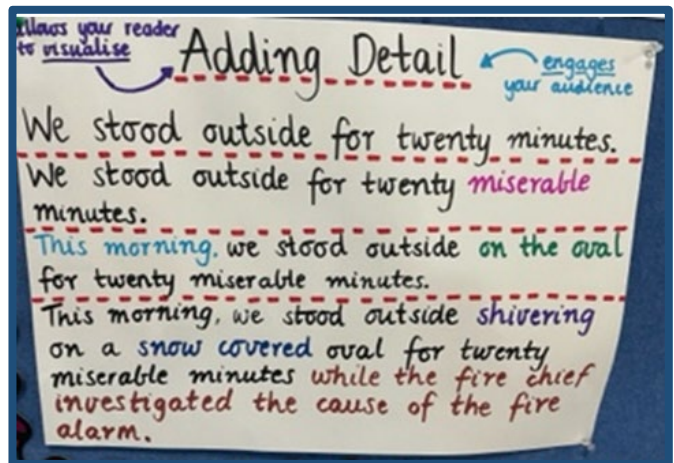
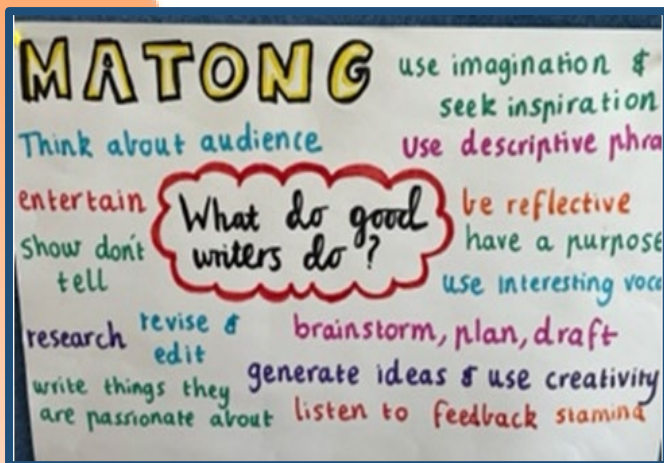
Our Year 4-6 students have made an excellent start to the year, demonstrating many positive behaviours and interactions for our younger students. Students have settled into their new Learning Communities and have quickly adapted to the routines and expectations of the Senior School, with many exciting things happening across each Learning Community

Narrative Writing

All year levels in 4-6 have been working hard on creating engaging narrative pieces this term. Students have been exploring ways to develop their sentences and ideas to make them as interesting as possible through adding extra detail. They have been learning to expand on characters and even including a message within their text.



All year levels have been exploring what good writers do and following the writing process to create some published pieces, which we are all very excited to see. Students are writing for a specific audience and are looking forward to sharing their narratives with younger students and even creating a class narrative book in some year levels



Numeracy- At Home Learning Modules

It has been wonderful to see all of the problem-solving and deep thinking happening with our Numeracy sessions in Year 4-6. There have been lots of exciting things happening!

It has also been wonderful to see so many students engaging in our 'At Home Learning Modules' related to different Numeracy areas on Google Classroom. Students are encouraged to work closely with their family to complete these tasks and teachers have been checking these regularly.

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Educational Leader's Report

YEARS 4,5 & 6

Buddies

Our Year 6 students have been regularly engaging in activities with their Prep buddies. They have enjoyed getting to know them, chatting to them about our school values, reading books to them and helping them complete little activities.



Together on Friday

Our Year 6 Leaders have commenced virtual Together on Fridays over the past few weeks. All Communities from across the school have logged into a Google Meet and our School Captains and Vice-Captains have been leading the weekly celebration. We have heard from other Year 6 Leaders such as our Sustainability and PE Leaders and are beginning to hear from other Learning Communities about the exciting things that have been happening.

GRIP Leadership

Next week, our Buzz Leaders and Year 6 Leaders will be heading out on an excursion to the GRIP Leadership Conference. This is an exciting day for the students where they will explore what it means to be a student leader and how to help and support others throughout the year with their role.



Student Voice: What have you enjoyed so far this year?

"I've enjoyed having a Leadership role and meeting my buddy"
– Aliyah, Maramba

"I like having different teachers for different subjects and getting to know different teaching styles"
– Julia, Maramba

"I've liked making new friends from my Community and doing work that challenges me"
– Luka, Matong

"I've liked Numeracy because the teachers make fun activities that make me think hard. I've liked making friends from my new Community"
– Sheza, Killara

"Using my iPad to do my writing because I can write faster and it has helped me with my learning"
– Cooper, Yiaga

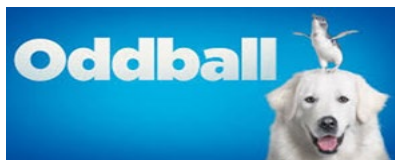
Dale Rigby

Year 4, 5 & 6 Educational Leader

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Engagement for Learning



AHEAD

VICTORIAN CHALLENGE AND ENRICHMENT SERIES
ECOLINC SCIENCE & TECHNOLOGY INNOVATIONS CENTRE

Ecolinc's 'S.T.E.A.M Ahead' program is part of the Victorian Challenge and Enrichment Series, an initiative of the Department of Education and Training that provides enrichment opportunities to extend high ability students in Victorian government schools so that they are better supported to excel and reach their full potential.

We were lucky to have twenty of our Yr.4 students from our Yiaga and Killara communities participate in this Online Incursion form 'Ecolinc'. Prior to the day, they watched the movie 'Oddball' – an Australian film about a Maremma dog that is trained to protect a Penguin sanctuary. Throughout the course of the day, students engaged in numerous activities requiring them to tap into the Learner Dispositions of, problem solve and curious.

In their first activity, they were required to create their own Penguin Pad on an A3 sheet of paper. They had no limitations to cost or materials, with students generating ideas such as, including a camera that would let off a noise if a fox was nearby, inbuilt swimming pools and the inclusion of dark cloth to keep the penguins warm. The second activity was a Film Making Masterclass run by a woman who is a part of ACMI - Melbourne. They were required to pitch their idea of a feature film based around the topic of 'waste'. Students were able to come up with ideas ranging from an Inventor inventing a machine that transformed waste into useable products to Superman being able to save the world from Littering lobsters. The final activity, enabled students to participate in quiz, using their devices. Each student was assigned six questions that, once unlocked, would unveil a section of an image. Following this activity, students participated in a collaborative discussion about endangered animals that would pair up with another species of animal to protect each other from known predators. For example, students believed a Giant Panda to pair up with a Tree Monkey, as the monkey would be able to signal when a known predator was nearby from high up in the trees.

Overall, the students emersed themselves into the variety of activities that not only extended them and 'stretched their brains', but also provided the opportunity for them all to have a very enjoyable day. A special thanks to Bella, one of our Year 4 teachers who supported the students throughout the day.



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Engagement for Learning

Harvest Home PS will be celebrating

World Maths Day

on **Wednesday 23rd March**

World Maths Day is an international celebration of mathematics where millions of students across the world participate in fun activities that highlight the wonder of numbers. At Harvest Home PS students will be participating in Live Mathletics to further develop number fluency skills.



2022 Victorian Premiers' Reading Challenge

The Victorian Premiers' Reading Challenge is now open and Harvest Home Primary School is excited to be participating again.

In 2021 the Premiers' Reading Challenge (PRC) had to be undertaken remotely by our students, despite the differences with this, we had our most successful year still starting the PRC with some amazing results. Overall we had close to 200 students achieve the challenge. Well done everyone in 2021.

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. This offers a range of exciting features including:

- access to a library catalogue (book images & blurbs only - books are NOT included)
- a modern user-friendly interface
- rewarding students with badges as challenge milestones are achieved
- the option for students to mark books as a favourite, give them a star rating or complete a book review

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 **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.

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

Please feel free to speak to our Resource Manager, Helen if you have any further questions.



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Harper 'Pupdate'

WELLBEING DOG BENEFITS

- A well-trained dog can help students in a whole range of ways. Being near a dog can reduce stress and anxiety and decrease the heart rate.
- Dogs can help us to feel more connected to our school, learn to understand ourselves better, and grow confidence in relating to others.



Culture



Supports Wellbeing



Engaging



Enables Growth



Connectedness



Restores Balance

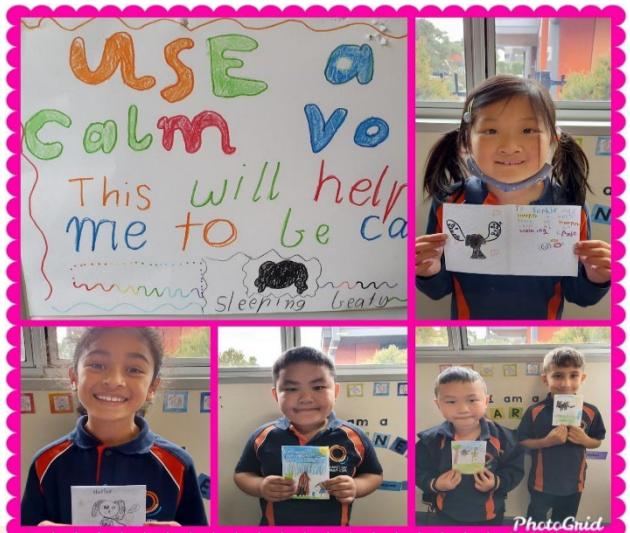
Harper inspiring Writing at HHPs

Students have:

- written letters and cards to welcome Harper to our school
- used Harper as a character in their narrative Writing
- created posters to inform others how to keep Harper safe and comfortable



PhotoGrid



PhotoGrid

Sophie Chilton
Positive Climate Team

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Learning Focus Areas

CAREER START - TRANSFORMING THE FIRST YEARS OF THE TEACHING CAREER

In 2022, HHPS is excited to be participating in the Career Start Pilot.

About the Pilot

The Career Start Pilot provides time release, professional development opportunities, and a range of additional support for graduate teachers and their mentors to accelerate graduate teaching and learning as they enter the profession.

Benefits:

The pilot provides a range of support to ensure 'graduates' develop the expertise they need to drive strong student outcomes throughout their career.

Supports include:

- Increased flexibility within their 'face-to-face' teaching duties
- An allocated a mentor to support and guide
- Access to a variety of professional learning opportunities including workshops, webinars, online learning modules and transforming talks aimed at building capacity and development of their professional identity
- Area-based alliances that offer further opportunities to network with peers, build on professional learning offerings and support health and wellbeing

Our three 'early career' teachers Lourdes, Paul and Andrew N have had a successful start to their career, and look forward to all that is to come

Stephanie Mitreski
Learning Specialist



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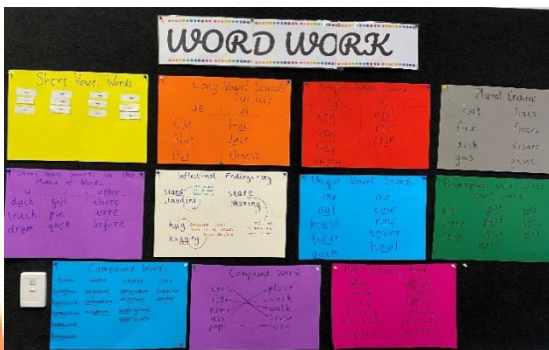
Learning Focus Areas

TUTOR LEARNING INITIATIVE PROGRAM

Our Tutor Learning Initiative Program (TLI) has commenced this Term and it has been wonderful to see students actively engaged and participating in each of these sessions.

The TLI program is designed to support students whose learning has been disrupted as a result of the COVID-19 pandemic. Educational Leaders, Learning Specialists and Levelled Literacy Intervention coaches work with students to support their learning as identified from student assessment and data.

This Term, coaches have primarily been working with small groups of students in Year 3 and 5 in the curriculum areas of Reading, Writing and Numeracy.

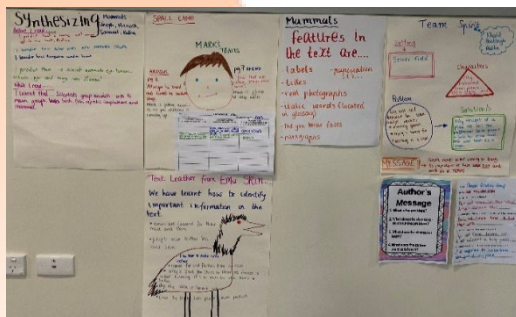


In Reading, coaches have been focusing on students' ability to comprehend a text through targeted questions and group discussions. Students have been making personal connections to texts read and analysing the text organisation and author's purpose.

As part of Writing support groups, students are provided with specific focuses and topics where they are supported to write down their thinking and create pieces of writing for a particular audience and purpose. Throughout these writing pieces students are consistently

working on recording the sounds heard in words, using correct grammar and punctuation and re-reading their writing to ensure it makes sense.

Throughout Numeracy, students have been challenged with a series of Addition and Subtraction or Place Value problems. Students are required to adopt a growth mindset in order to solve problems using the 5 OK's for problem solving and applying different problem-solving strategies to confirm their thinking and explain their reasoning. Coaches will continue to work with these students for the remainder of the Term where we look forward to seeing a continued growth in student confidence



Jacinta Bok
Learning Specialist

HHPS School Values

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

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.

It has been a wonderful start to the year with our Engagement Clubs running for the 3rd week in a row this term. These clubs have allowed students the opportunity to engage in a range of clubs that promote socialisation and collaboration. We look forward to seeing our students be brave and try out the new clubs on offer in Term 1. We were also able to enjoy a one-off AFL season launch on March the 16th where students were encouraged to have a go at playing football on the oval during lunch time. We look forward to having more one-off engagement activities throughout the year.

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

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
Recess	<u>Zumba for Kids:</u> An opportunity to work be brave and follow a dance routine. Staff: Alicia and Jason		<u>Counting Goals Club:</u> A space where students can show their determination in practising and achieving their counting goals. Staff: Di and Nikolina		<u>STEAM</u> An opportunity to be curious and use devises in an education setting. Even weeks: Prep and 1's Odd weeks: Year 2's Staff: Jo
Lunchtime	<u>Book Club:</u> A chance to develop reflection skills whilst discussing favourite books and authors. Staff: Malinda	<u>Lego Club:</u> A club where students are challenged to explore their problem-solving skills by building structures. Staff: Dale and Andrew B	<u>AFL Football Season MARCH 16th ONLY</u> A chance for students to get excited for the 2022 AFL Season. Students ill have access to footballs on the oval.	<u>Mindfulness Club</u> A calm and relaxing club where students practise being self-aware and understanding the importance of being mindful. Even Weeks: Prep-2 Odd Weeks: 3-6 Staff: Amali and Laura Gray	<u>STEAM</u> An opportunity to be curious and use devises in an education setting. Even weeks: Year 4's and 6's Odd weeks: Year 3's and 5's Staff: Hugh



LEGO club



Zumba for Kids



AFL Season Launch

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.



Counting Goals Club

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Learning Focus Areas

CHALLENGED BASED LEARNING

This term students have been focussing on online safety and exploring ways to be safe and respectful when using digital technologies through a CBL lens. Students had the opportunity to attend an incursion during one of their CBL sessions at school called 'Every Student, Every Term/Inform and empower.' In this session students explored the importance of being respectful and safe online. They were also given the opportunity to complete a Kahoot that helped them reflect on ways to stay respectful and safe online.

Communities continued this learning throughout Term 1 by engaging in lessons and activities based around online safety, exploring how to be their best, respectful and safe whilst using devices and navigating technology. This included learning about 'netiquette' and how to keep personal information safe and secure. We look forward to covering many more topics this year and keeping you updated on what is next at HHPS.

Kaizen on Display:

It is exciting to announce that we have begun our Kaizen on Display this term. The Kaizen on Display wall is located in the school office area and is a place where students get a chance to celebrate their success and learning.

Each term different year levels will have a chance to celebrate and display their learning on this wall. You will be able to see the amazing work that some students have created and placed on the wall within our school newsletters. This term we have begun with our grade 3 learning communities Dulap and Balam, who have had the opportunity to have some of their work displayed this week. Look out for future newsletters to see the rest of our communities have the chance to display their work.

Below is our year 3 Kaizen on Display wall. You can see students have shown amazing improvement throughout first term.



We can't wait to see the rest of the communities showing Kaizen and pride throughout the year.

Term 1: Years 3 and 4 (look out for the next newsletter for photos)

Term 2: Years 5, 6, 1, 2 and foundation

Term 3: Specialist

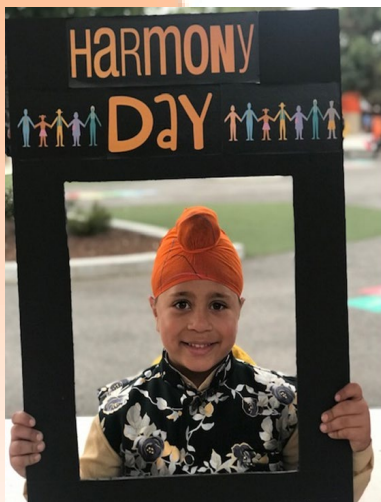
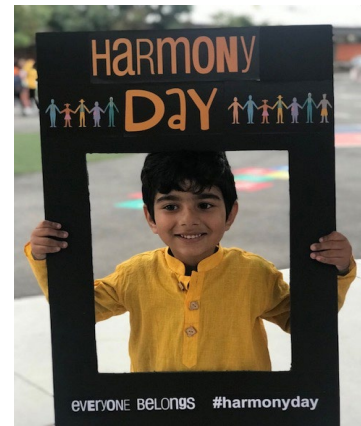
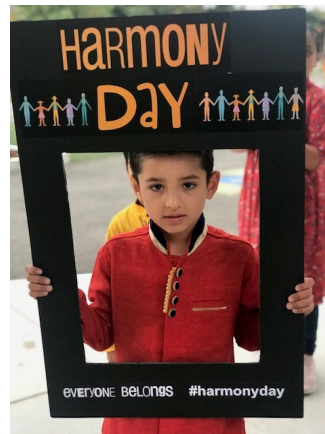
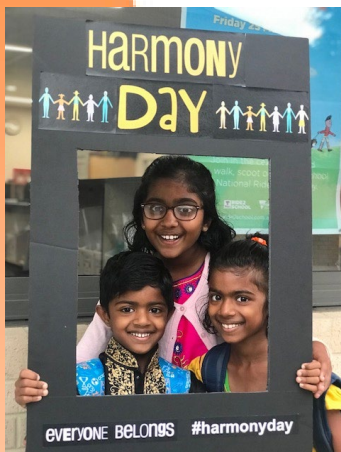
Malinda Bogdanovski
Learning Specialist

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Harmony Day at HHPS

On Friday 18th March, HHPS celebrated Harmony Day in unison with the National Day of Action Against Bullying and Violence. Harmony Day celebrates Australia's cultural diversity. It's about inclusiveness, respect and a sense of belonging for everyone. The themes for 2022 is 'Everyone Belongs' and 'Kindness Culture'. By building Kindness Culture together, we can promote inclusion, respect and community belonging for all students in schools across Australia.



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Harmony Day at HHPS



HaRMONY
DAY

Kellie Blandthorn
Educational Leader



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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