



Harvest Home Primary School

ISSUE 3

School and Community Growing Together

SEPTEMBER 2022

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TERM 3 EVENTS	DATE
Friday 29th July	100 Days of School celebration
Throughout Term 3	Learn to Swim Sessions: King Swim
Monday 22nd – Friday 26th August	Book Week
Tuesday 23rd August	Book Week Dress Up Day
Tuesday 6th September	Book Fair Monday 29th
Friday 2nd September	Father's Day Open Morning
Friday 2nd September	Father's Day stall
Wednesday 7th – Wednesday 8th September	Parent Teacher Interviews
Thursday 15th September	Footy Colours Day
Friday 16th September	Last Day of Term 3



Principal's Report

Dear families of Harvest Home,

As we continue to work through the school year, we continue to focus on the schools goals and priorities for the 2022 school year. This year the Department of Education and Training released a revised version of the Framework for improving Student Outcomes 2.0 (FISO 2.0) for all Victorian Government Schools.

The FISO 2.0 sets out 5 core elements that together realise the goals of excellence and equity through developing the learning and wellbeing of every Victorian student.

When integrated, these elements build a positive environment through strong relationships that enables all students to become:

- happy, healthy, and resilient
- successful lifelong learners
- active, informed members of just and sustainable communities

Throughout this newsletter I wanted to focus on some of the core elements and the success that we have achieved as a school so far in 2022.

Learning

Learning is in the centre of the FISO 2.0 visual and is ongoing, it is defined by the Victorian Curriculum and enables of students have experiences in multiple curriculum areas. Some positive evidence that we have achieved this year is a representation of what is happening across the school. Recent NAPLAN data shows that we are above similar schools. This is a credit to our students, families, and staff members.



	HHPs	Similar Schools
Year 3 Reading		
% of students in Top 2 Bands	63%	38%
Year 5 Reading		
% of students in Top 2 Bands	43%	38%

Wellbeing

Wellbeing is the development of capabilities necessary to thrive, contribute and respond positively to challenges and opportunities. We continue to see the positive impact of the School Wide Positive Behaviour (SWPBS) framework embedded at our school with numerous 'Harvest Home Heroes' walking around with stickers and badges.

These values are prominently displayed throughout our school – Being our Best, Being Respectful and Being safe. This year we have also have several engaging camps, excursions, and incursions, these are well attended and enjoyed by our students. This year we have joining the VIC SWPBS initiative working alongside a regional coach to further develop our positive climate.

HHPS School Values

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

Principal's Report

Staffing News

I would like to thank Jess Hattie for her contribution to Harvest Home PS as she has commenced her family leave awaiting the birth of her third child. We can not wait to hear the news; I am sure Kyle will keep us informed. Jess has been replaced by Jasmine Chanter who is enjoying her time working in the Yiaga Community getting to know the students and families.

I also would like to thank Anthony Hebbbron who has finished his tenure at Harvest Home PS, we thank Anthony for his commitment to our school. Anthony will continue as a casual relief teacher. Anthony has been replaced by Rachel Malivindi, Rachel is an experienced educator and has settled in well.

At the end of this Term Courtney Kacarik will be commencing her family leave. Courtney has been an outstanding teacher at our school, and we thank her for her dedication and commitment. We have managed to work out an arrangement with some family leave staff members that are currently on leave but will be returning in term four to support the Balam Community. We welcome back Danielle Yammouni, (four days – Monday – Thursday) and Marina Tsisit (one day - Friday). Both Danielle and Marina are well respected and hard-working staff members that will add value to our community.

Warm regards,
Anthony Simone
Principal



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Assistant Principal's Report

UPCOMING PARENT TEACHER INTERVIEWS – 'CONFERENCES'

Our Semester 2 Parent Teacher Interviews will take place on the evenings of Wednesday 7th September and Thursday 8th September. These days will remain 'typical' school days from 8.50am to 3.10pm as the interviews will take place in the evenings.

We are very pleased that these interviews will return to a 'face to face' interviews where families will be able to attend onsite to meet with their child/ren's community and/or Specialist teachers.

Literacy and Numeracy teachers will be able to be booked, as well as Specialist teachers, however due to the number of students our specialist teachers teach, these bookings will be on a 'first in best dressed' basis. If you are unsure who is your child/ren's Literacy and/or Numeracy teachers, then please refer to the letters that were sent home earlier this week.

The times for each evening are:

- Wednesday 7th September from 3.30pm to 7.30pm (Teacher Break between 5.00pm – 5.40pm)
- Thursday 8th September from 3.30pm to 6.40pm

All bookings will need be completed on Compass under the 'Conferences' tab. 'How to guides' have been posted on Compass, however if you requires any support when booking, then feel free to call the office who will be able to support this booking process.

At Harvest Home Primary School, we are committed to continue to develop and build strong family and school partnerships as we collaboratively work together to enhance both learning and wellbeing outcomes for our students, as well as our wider school community.



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Assistant Principal's Report

CSEF: CAMPS, SPORTS AND EXCURSIONS FUND

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund will ensure that no student will miss out on the opportunity to join their classmates for important, educational, and fun activities.

School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership. All are part of a healthy curriculum. CSEF will be provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. The allowance will be paid to the school to use towards expenses relating to camps, excursions, or sporting activities for the benefit of your child.

The annual CSEF amount per student will be: \$125 for primary school students

How to Apply: Contact the school office to obtain a CSEF application form or <https://www.education.vic.gov.au/Documents/about/programs/health/CSEF-Application-Form-2020.pdf>

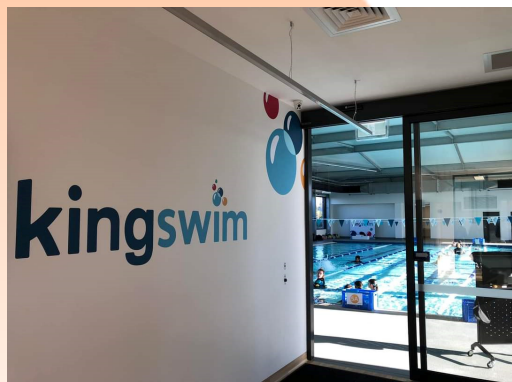
For more information about the CSEF, click [here](#)

EXCURSIONS & INCURSIONS

It has been so wonderful to see the amazing amount incursions and excursions that are occurring across the school this term. Our swimming program has been a huge success and we are looking forward to our Prep, Year 1 and Year 2 (Tamboore) communities participating in swimming next term.

The school has been full of excitement and bubbling with their experiences and learnings from these events. All of these 'school events' go through a detailed process of organisation with the educational benefits, engagement and wellbeing outcomes considered. In addition to these outcomes, we aim to ensure that we are keeping any associated costs to our families as manageable as possible.

As noted above, it is very useful that families can use their Camps, Sports and Excursions Fund (CSEF) for these types of events. Please also ensure that you refer to the School Events (summary on front page of Newsletter), as well as Compass event notifications, so you are aware of all the upcoming events that are taking place at HHPS.



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Assistant Principal's Report

NAPLAN RESULTS

We have received communication that the 2022 National Assessment Program – Literacy and Numeracy (NAPLAN) results will be sent home to our Year 3 & 5 families very soon

NAPLAN is a snapshot of how your child/ren were going in Literacy and Numeracy at that point in time. Families should aim to be fully informed when looking at and interpreting these reports.

Please see the links below to support your understanding:

- **2022 Naplan Online: Information for Parents & Carers:**
<https://nap.edu.au/docs/default-source/default-document-library/naplan-information-brochure-for-parents-and-carers.pdf>
- **2022 Frequently asked questions: Individual Student Reports**
<https://nap.edu.au/docs/default-source/default-document-library/faq-individual-student-report.pdf>

From a school perspective, we have started a 'deeper dive' into these results and use a targeted NAPLAN analysis process to provide us with a significant amount of formative information. This helps the school to see how we can continue to make appropriate adjustments to our teaching and learning programs. These adjustments will enhance the knowledge and skills that NAPLAN test are designed to measure. Our results will be celebrated with our wider school community once our full analysis is completed by our school leadership team and staff.

Once again, we would like to acknowledge and congratulate all our Year 3 and 5 students as they then completed these tests in a very productive and positive manner #KAIZEN.



Andrew Bouzikas, Kaylene Kubeil & Stacey Lawler
Assistant Principals

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Educational Leader's Report

PREP & YEAR 1 REPORT

Independent Reading in Prep and Year 1

Independent reading provides opportunities for students to draw on skills to help them practise, read and understand text. Students who read daily for extended periods of time, encounter more new words, recycle known words and automatically recognise more high frequency words. When reading independently, students are exposed to new words in meaningful contexts. Fluency is also supported through independent reading and continues to develop as a reader engages with texts of expanding vocabulary and sophisticated concepts.

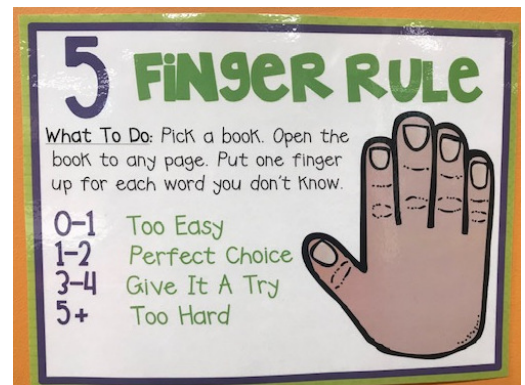
At Harvest Home Primary, each learning community has a well-stocked community library with a wide selection of texts based on the year level and age of the students in the community, common interests, popular authors, and themes. These texts are organised, with the help of students, to support them in being able to select their own books to read.



Additionally, every student in Prep to Year 6 has their own orange book box which stores selected books to utilise during Independent Reading. Each student is responsible for their own book box, with texts changed weekly to promote interest and engagement.

In Prep and Year 1 these book boxes commonly contain the following:

- **Guided Reading books** (chosen by the student's Literacy teacher and previously read in a small group session)
- **'Just Right' books** (chosen by the student from their community library. These books are determined to be 'Just Right' by the student by using the '5 finger rule' bookmark. Based on the number of errors they encounter on the initial pages; a book may be too hard if there are too many errors while no errors mean the book may be too easy)
- **'Free Choice' books** (chosen by the student from their community library based on interests. It may be too hard to read and chosen to be viewed via illustrations)



Book boxes may also include:

- **Language Experience books**
- **Community-made books**
- **Songs and Rhymes book** (filled with familiar songs and rhymes that have been introduced and explored in a prior mini lesson)
- **OWL words list**
- **Word Books** (made and read prior, as part of a reading task, with the purpose of learning an unfamiliar or tricky word)

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Educational Leader's Report

A **'Free Choice'** book that was chosen by the student because the teacher had read it to the class previously and the student enjoyed it

A **Guided Reading** book that was chosen for the student and introduced by their Literacy teacher to support learning of a new skill or reading strategy



A **Just Right** book that a student chose because they were able to read with minimal errors

A **word book** that introduced the tricky word 'where'. The student would reread this text to commit the new word to memory

Above: An example of the contents of a book box in Prep

Independent Reading in Prep

In Prep, students engage in Independent Reading through exploring books chosen by them from their community library and rereading books selected by their Literacy teacher and previously read in small group Guided Reading sessions.

"I like reading books. I think I've read probably 100 books!"
(Sifat – Prep Kirrip B)



"In Independent Reading you can 'read' the pictures. I like vehicles books."
(Kody – Prep Kirrip B)

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Educational Leader's Report

Independent Reading in Year 1

During Independent Reading in Year 1, students practice the skill modelled by their teacher during the explicit mini lesson with books in their individual book boxes. Skills focused on may include recognising tricky words in a text, identifying a problem and solution in a story or identifying features of an information text. While participating in Independent Reading, students are actively thinking and using the strategy outlined in the mini lesson as they read.

This Term, Year 1 students have been working on building their stamina for Independent Reading. This involves sustaining independent and engaged reading for a length of time.

"During Independent Reading you get to read fiction or nonfiction books. I like reading fiction because I like the characters."

Kaydence – Year 1 Wurun



"I like Independent Reading because it's quiet and you get to concentrate on your books without distractions. I like reading Minecraft books because they are funny."

Sehaj – Year 1 Galada

Educational Leader's Report

YEAR 2 & YEAR 3 REPORT

Year 2 Procedural Writing

Year 2 students have been learning about how to write an engaging procedural text. They have been participating in a variety of experiences such as creating a paper bag monster, making playdough, playing games and making a Commonwealth Games baton. Students have been exploring the use of strong verbs that relate to their experience and have been experimenting using these within their writing.



PAPER BAG MONSTERS

Tamboore students made Paper Bag Monsters to inspire their procedural writing. Students are learning to consider the purpose of their text type and potential audiences. We are hoping to be able to teach someone else how to make a paper bag monster.

"When we made paper bag monsters it was quite fun and we got to keep it. After we made the paper bag monster we wrote a procedure text. We included what materials we needed and lots of verbs and adverbs such as 'cut' and 'slowly.' We also thought of the time order and included words such as 'first,' 'second,' 'then,' 'next' and 'finally'. Time order words are important so people know what order to make the monster"

Kohana – Tamboore



My paper bag monster was a Kitty-Cat Witch and it had a little witch hat. After I made the monster I wrote how we made it and included all of the steps even the materials we needed. This is called a procedure. Procedures help people so they know how to play games, how to bake a cake and make things like art and craft. I learnt that it is important to include the materials and the steps so people know what to do.

Lyla - Tamboore

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Educational Leader's Report

Year 3 'Memoirs Of Me'

In Year 3, students have been busy learning how to plan, draft and publish informative texts, with a specific focus on 'autobiography.' At the beginning of every writing unit, teachers and students carefully consider their intended audience to ensure the reader will be engaged. During the planning stage, students have been reflecting on the significant events in their lives and also learning how to incorporate non-fiction text features such as timelines, photos and maps, to keep their reader interested. Students have thoroughly enjoyed the planning and drafting phase of the writing cycle.



Year 3 students are very excited to invite their families into their communities during the last week of term to showcase and share their amazing autobiographies. More information to come through Compass.

TABLE OF CONTENTS

- My Memory Board
- Introduction
- A Timeline of Important Events
- Chapter 01: Before I Began School
- Chapter 02: Beginning School
- Chapter 03: My life in Grade 1/2
- Chapter 04: Grade 3 Life
- Conclusion

Introduction

WELCOME TO MY LIFE! MY NAME IS DINUKI AND I'M 9 YEARS OLD. I WAS BORN IN A CITY CALLED MELBOURNE IN AUSTRALIA. IN THIS AUTOBIOGRAPHY I'LL BE TELLING YOU ABOUT MY BEAUTIFUL PRIMARY YEARS. I GO TO AN AMAZING SCHOOL CALLED HHPS AND I'M A STUDENT. MY TEACHER'S NAME IS NIKOLINA.

Dinuki from Balam has created an engaging table of contents and introduction to start off her autobiography.

HELLO! I'M GAVIN BATHLA

Hello! My name is Gavin BATHLA and it's nice to meet you. I was born on the 3rd of May 2013 and I was born in Brisbane. I have a younger sister called Anaya too.

I love playing on my devices and love playing outside too! My hobbies are playing on my devices, playing outside and spending time with my family. My favourite foods are pizza, spaghetti, chicken and McDonald's.

Read on to find out more about me, the star of the autobiography!

Gavin from Dulap included lots of facts about himself in his introduction that keeps the reader wanting to learn more!

Aarna from Dulap has put in her best efforts to design an appealing memory board that highlights all of her favourite memories along with a timeline of the significant events in her life. Great job Aarna!



Di Beltramello

Year 2 & 3 Educational Leader

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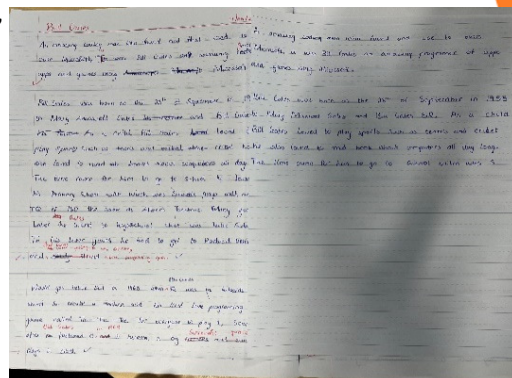
Educational Leader's Report

YEAR 4-6 REPORT

Term 3 has been a busy term across the Year 4-6 Learning Communities, with many exciting events happening. All communities were given the opportunity to compete in our Maths Mindset incursion, swimming program, our Athletics Carnival Day, where some students were also successful at the district level and GALA Days for Year 6 students, including basketball, football and netball

Writing

In Term 3, there have been so many engaged learners in their writing tasks and experiences. Students across 4-6 have all been focusing on a different genre, however they have all been working towards the same goal- a published piece to display at our 'Writing Showcase' on Wednesday, September 14th from 2.15-3.00pm in our Learning Communities.



Students have been working on:

Year 4- Biographies

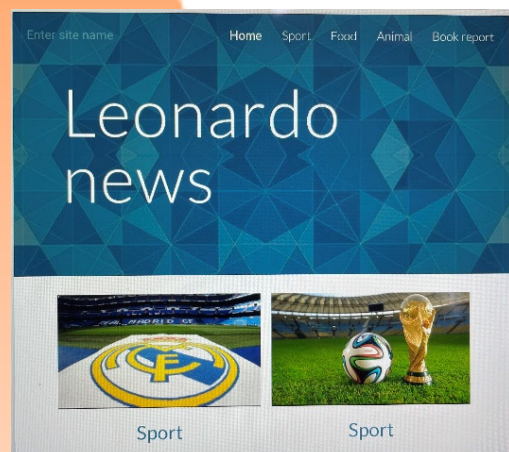
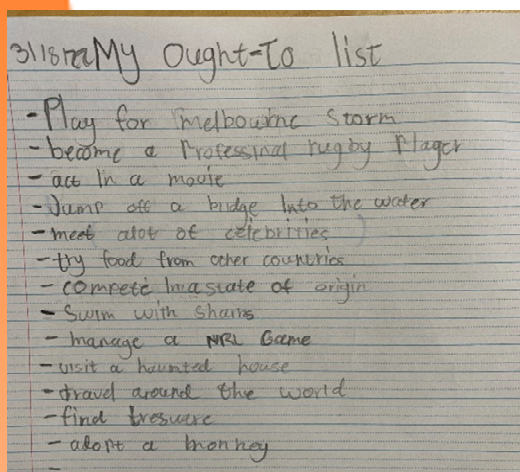
Year 4 students have selected a person of interest to them and researched exciting and interesting facts about them to provide background information. Some of the notable people that will be on display in our Writing Showcase in Year 4 are Albert Einstein, Bill Gates Olivia Newton-John, Michael Jordan, Jane Goodall, Roald Dahl and many more!

Year 5- Autobiographies

Year 5 students have been creating an autobiography on themselves- with a difference. Their autobiography will feature a variety of different genres to share information about themselves including family recipes, friend interviews, memory narratives, an ought-to-biography and information reports on their favourite things.

Year 6- Reports

Year 6 students have been working towards creating their own newspaper website, including a variety of different reports in their websites. In their newspaper, you will find book reports, information reports and a newspaper article, giving you lots of information on topics that students chose themselves.



Key Reminders		
At Home Modules	Writing Showcase	Home Reading
Topics: Year 4- Odd/Even Numbers Year 5- Four Operations Year 6- Measurement & Geometry How to access them: You will find access to the 'At Home Modules' in your child's Numeracy Google Classroom.	When: Wednesday, September 14 th 2.15pm-3.00pm Where: In your child's Learning Community	How long: Year 4-6 students should be reading for a minimum of 30 minutes each night. Recording: After reading, please record the title and amount read in student diary each night

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Educational Leader's Report

Numeracy

Students in Year 4-6 have been completing many Numeracy tasks this term that encourage them to show and explain their thinking to reason with their teachers and peers. When working through and solving engaging problems, students have been writing or discussing the steps they took to reach the answer.

This has enabled them to show a deeper understanding of the concepts they are covering and 'prove' and 'justify' to their teachers and peers that they are correct

There have been many times this term when students have changed their thinking when explaining their steps, as they notice different ways to solve the problem or ways to strengthen their reasoning

Fuse Education states that, "When opportunities to reason and make sense of mathematical challenges become routine, learners will come to associate such experiences with what it means to be a great mathematics learner. Such learners will be more likely to persist with challenging problems and take the time needed to systematically think through, discuss and resolve them."

Investigating Financial Discounts

A shirt has been reduced by 25% and now costs \$12. What was the original price?

Explain your answer.

25% = 12
 $12 + 12 + 12 + 12 = 48$
 25% 50% 75% 100%
 16 - 4 = 12
 100% 25% 75%
 4 x 4 = 16
 12 + 4 = 16

My cat weighed 17.86 and my duck weighed 17.5 which of my pets are heavier?
 The cat because the cat weighs 17.86 and the duck weighed 17.5 the tenths mostly matters in decimals and the cat has 8 tenths but the duck has 5 tenths so the cat is heavier than 5.

Applying Financial Discounts

You purchased some furniture for your bedroom renovation. The items cost:

- Bed - \$850
- Beside Table - \$150
- Wardrobe Cupboard - \$400

Before purchasing, the cashier allowed you to apply a discount of 10%, 25% and 50% to the items.

- Decide which item you will apply which discount to. Why did you choose that item for that discount?
- Work out the new cost of each item
- How much change would you get from \$1000?

I want to apply the 50% discount on the bed because it's the highest number so I can save the biggest amount of money.
 $50\% \times \$850 = 425$ $425 - 50\% (\$425) = 212.5$
 $25\% \times \$150 = 37.5$ $425 - 25\% (\$150) = 387.5$
 $10\% \times \$400 = 40$ $387.5 - 10\% (\$400) = 347.5$
 $425 + 387.5 + 347.5 = 1160$
 $1000 - 1160 = 160$

Student Voice: What has been the best part of Term 3?

"I've enjoyed writing biographies because I've learnt about people I didn't know about and by writing one I can teach people too."

— Dhanvi, Killara

"Writing has been fun because we've been working on one task (autobiography) but getting to do a variety of different things for it like narrative and information report."

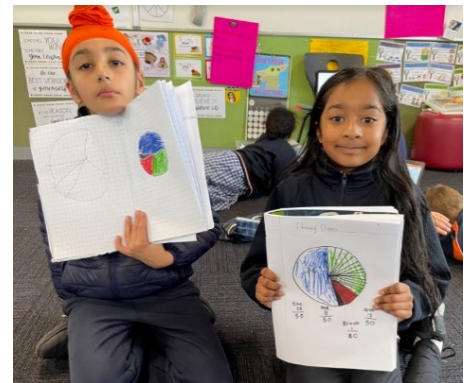
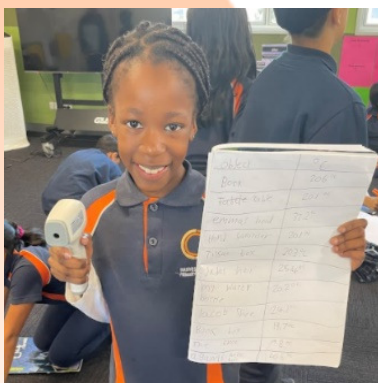
— Asheli, Matong

"I've enjoyed using a budget in money because I have felt like an adult and been responsible for keeping track of the money. Thinking about my answers has helped me become more independent."

— Simran, Maramba

"I've liked justifying my answers so I know I'm successful when solving tasks and finding answers."

Hassan, Yiaga



Dale Rigby

Year 4, 5 & 6 Educational Leader

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Engagement for Learning



2022 Victorian Premiers' Reading Challenge

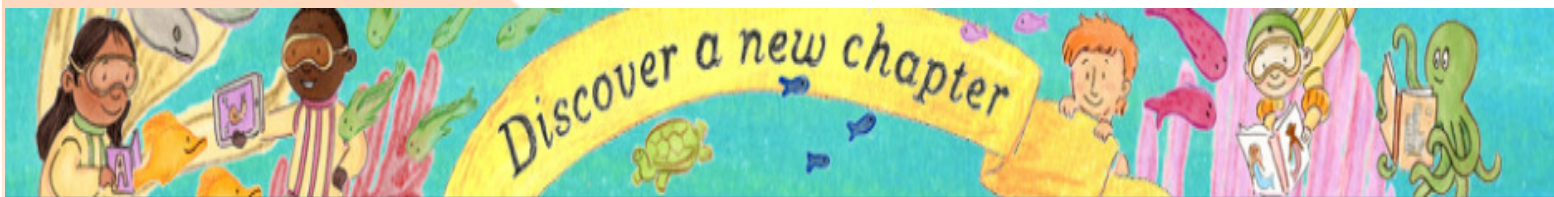
Well done to all our amazing readers who have participated in the Premiers' Reading Challenge!
HHPS have:

Collectively read 1719 books

51 students have completed the challenge!

The Challenge has been 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.

All students who have completed the challenge will receive a certificate of achievement



Learner Dispositions @ HHPS

Learner Dispositions in the Learning Communities

Coming to school for a child is not just about getting good 'scores' and learning lots of new knowledge - it is about students becoming learners. The term 'Student' and 'Learner' are very similar and are often referred to as the same thing, however the thinking behind the two terms are different. A student is about being ready to learn, behaviour, completion of work and wanting to do well. A Learner is about thinking skills, being curious, striving to succeed and actively questioning their world around them. The Learning Dispositions are our way for turning our HHPS Students into HHPS Learners.



How to become Collaborators: Collaborating is more than just teamwork. It's about building towards a shared goal. We use collaborative skills like roles, dialogue, shared goals and time to combine ideas to help our teaching and to build students' collaborative skills.

Year 6 Jermy - collaborating in my learning helps me build on my ideas by sharing and hearing different perspectives.

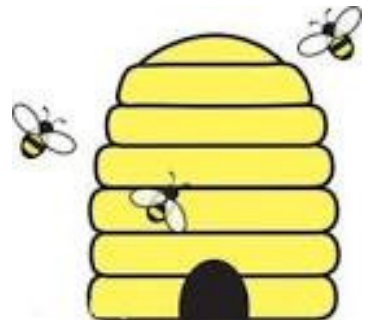
How to become Curious : becoming a curious learner is something that is extremely important to becoming a lifelong learner. Unfortunately the longer you are at school, the less curious you get. We are trying to change that fact and develop the skills of wondering, questioning, investigating and exploring. These skills are essential to all areas of life in and outside of school.

Year 6 Saessha - In my learning I make sure I ask lots of questions to find answers that will help me understand. Curious is about wanting to know more and I investigate a lot to build on my knowledge.



Student Voice - Buzz Team

The Buzz team have been working hard this term on a initiative they are trying to develop, Teach the Teacher. Teach the teacher is a chance for students to gather voice from students around the school about how students at HHPS learn best, what they are interested in and how to best step up their learning environment. Once gathered they will offer an optional session at lunch for the teacher to hear all the voice around learning they have gathered. This is a great opportunity for teachers to hear straight from the students they teach and therefore improve the learning at our school.



This very detailed process is well underway and we are currently at the point of gathering voice. Watch this space!

Kyle Hattie
Maramba Teacher

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Positive Climate

Our teachers, students and school community continue to work together to provide an environment that fosters safety, promotes an academic, engaging educational learning environment and promotes respectful, trusting and caring relationships for every student within our school community. It's wonderful to see so many hero stamps and stickers being awarded across the school, hero cards filling the community Hero Card boxes and silver and gold badge trades occurring on Trade Days.

Award type	Term 1	Term 2	Term 3 (Weeks 1-7)	Term 4 (targets)
Badges	4560	3876	2535 (65% of Term 2 total)	4600
Kaizen awards	337	365	273 (75% of Term 2 total)	370
Positive phone calls	852	727	595 (81% of Term 2 total)	860

Harvest Home Heroes

Our Hero acknowledgement system aligns with our three values of expected behaviours in which our school community has developed to support and provide engaging structures for our Positive Behaviour System- Being Respectful, Being my Best and Being Safe.

Teaching students the expected behaviours that align with our three values enhances a safe, calm, inclusive and organised learning environment. Teachers identify daily, our students displaying their personal qualities and our school expected behaviours and are rewarding lots of Hero Stamps and Hero Stickers.

Students who earn 3 or 5 similar badges will have the opportunity to 'trade in' their Hero Badges for a Silver or Gold badge to represent their continuous efforts within their learning communities and the playground. Students then can trade in their Gold and Silver badges on Trade days for prizes and privileges.

We are so proud of our students' efforts to show our expected behaviours and Kaizen everyday.



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Positive Climate

State School Relief

State Schools' Relief is a not-for-profit organisation that improves the lives of students in Victorian Government Schools. The simple and practical service ensures that all students can attend school in warmth and comfort with a greater sense of belonging and improved self-esteem, which in turn enhances their educational engagement.



State School Relief provides government school students with new uniforms, footwear, swimwear, educational resources (including learning devices). The team work with us as a Victorian Government School to ensure that any students facing hardship have the necessary items they require for school.

For further information regarding the State School Relief; feel free to visit the website via <https://stateschoolsrelief.org.au/> or contact the school Office on 8468 9000.

Our new Education Support Staff

Why did you choose HHPS? As soon as I walked in, I had a great feeling about the staff and the students because they were all friendly and showed the School values.

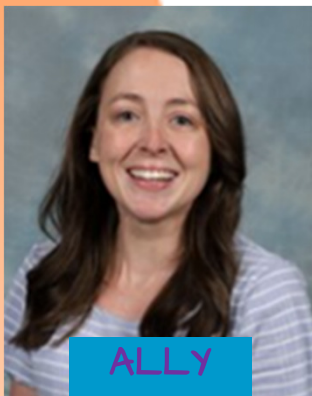
What is the best thing about working at HHPS? Staff are all supportive of one another and the care they show for our students.

What do you like about HHPS? That the focus is on the students' learning and watching them grow.

What do you like to do in your spare time? I like to cook and do meditation.



MARIA



ALLY

Why did you choose HHPS? Collaborative nature of the School and ES staff are valued as much as all teachers

What is the best thing about working at HHPS? The relationship between staff and students.

What do you like about HHPS? Able to foster different learning styles and to have an inclusive school environment.

What do you like to do in your spare time? Taking Lenny (my golden labrador) to the dog park with my partner Lucas.

Why did you choose HHPS? I like the way the staff made you feel welcomed, like you were a part of a family (HHPS family). And the way staff prioritise the needs of the students and their learning.

What is the best thing about working at HHPS? The supportive approach that all staff show in making me feel welcomed

What do you like about HHPS? Our SWPBS program and how it has a focus on the the student's positive behaviour

What do you like to do in your spare time? I like to spend time with my family and doing Yoga.



JOANNE

Sophie Chilton
Positive Climate Team

HHPS School Values

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

Learning Focus Areas

CAREER START PILOT

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 enthusiastic graduate teachers, Lourdes, Paul and Andrew participated in a full day workshop focused on Inclusion and Differentiation.

They also engaged in the 2022 Graduate Teacher Conference (GTC) where they got the opportunity to:

- build their professional practice by gaining practical skills and knowledge of resources and available support
- form a strong professional identity
- identify effective strategies to manage their wellbeing
- become an active part of their professional community

Lourdes, Paul and Andrew have taken the time to respond to three questions in order to provide our HHPS community with an insight into their current professional learning goal.

Lourdes - Year 1 Galada Community

What is your Victorian Institute of Teaching (VIT) goal?

How can a range of purposeful 'worktime' activities support students to effectively summarise a text?

What is a success you have experienced so far in relation to your VIT Inquiry?

Witnessing students further develop their confidence in summarising a text. I have observed students discuss the problem and solution of the fiction stories they have read, using these key narrative elements to help them retell a text. Additionally, students' sharing their thinking and debating their answers with their peers in guided groups has been a win, demonstrating the students' engagement in their learning. Lastly, a big win has also been finding different resources to help support students with their summarising skills.

What is an aspect of the Career Start Pilot that has had a positive impact on supporting you to develop your teaching craft?

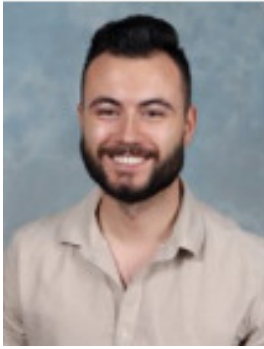
Coaching by mentors/experienced teachers has greatly contributed to my growth and development as a teacher. Having mentors observe my teaching and provide feedback has supported me to understand my strengths and focus on ways that I can improve in my practice. Notably, professional conversations have allowed me to ask questions and discover new strategies, resources, and approaches to teaching. Collectively, the Career Start Pilot has had such a positive impact by supporting me to continuously learn, grow and show Kaizen.



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Paul - Year 2 Tamboore Community

What is your Victorian Institute of Teaching (VIT) goal?

How can questioning support students' inferential comprehension?

What is a success you have experienced so far in relation to your VIT?

It has been very insightful to observe my colleagues during their reading groups in literacy, especially listening to the specific questions that they ask their learners and how they support students to answer inference questions. It has also been exciting to see my learners gain more confidence.

What is an aspect of the Career Start Pilot that has had a positive impact on supporting you to develop your teaching craft?

It has been a privilege to observe other teachers in their communities to forward my teaching practice. I have also thoroughly enjoyed the Career Start Pilot workshops which have supported me to continue building upon the teacher I want to be and how I can better support the learning and wellbeing of all students.

Andrew - Year 5 Matong Community & Year 6 Maramba Community

What is your Victorian Institute of Teaching (VIT) goal?

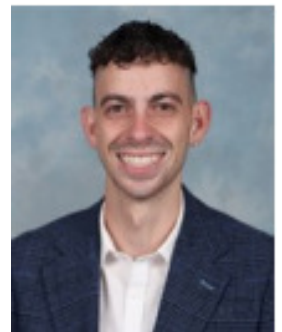
How can a focus on explicit teaching strategies improve student outcomes in Numeracy?

What is a success you have experienced so far in relation to your VIT Inquiry?

The various professional discussions I have had throughout my VIT have enhanced my knowledge. The observations I have completed have supported my practice by developing my awareness of strategies and resources that I can use and implement to improve student learning outcomes.

What is an aspect of the Career Start Pilot that has had a positive impact on supporting you to develop your teaching craft?

Participating in the termly workshop, coaching and mentoring with my mentor and professional discussions with colleagues have all had a positive impact on developing my teaching craft.



Stephanie Mitreski
Learning Specialist & Career Start Mentor

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Learning Focus Areas

TUTOR LEARNING INITIATIVE PROGRAM

Our Tutor Learning Initiative coaches work with students across Prep to Year 6 in the curriculum areas of Literacy and Numeracy. This Term, our Year 1 students whose focus area is writing have participated in oral language experiences. These experiences allow students to immerse themselves in a theme, such as travel, camping or going to a restaurant. Throughout these sessions students roleplay where they develop their speaking and listening skills, expanding on and learning topic specific vocabulary.

Participating in these oral language experiences assists students to become successful readers and writers as well as strong communicators. This has been a highlight of the student's week and they cannot wait to write about their experiences!



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.

This term we were able to merge the Commonwealth Games with our Engagement Clubs and offered students the opportunity to win medals for their communities by showing our school and SWPBS values whilst attending. At the end of the 2-week experience communities with the most medals won a gold, silver or bronze medal. Below are some photos of some of the fun we had during this time.



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

Engagement Clubs (Term 3)

* Outdoor Games: Monday, Wednesday, Friday @ lunch time supported by our Year 5 leaders
Where: Between Balam & spare portable on the grass.

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
Recess Time		Loom Bands Club Come prepared with your problem solving skills. Club Location: PMP Room Supporting Staff: Andrew Prep-6	Counting Goal Club Come prepared with your counting goals. Club Location: Glass room in between Kirrip A and B Supporting Staff: Di and Nikolina Prep-6	Mindful Colouring Club Come prepared with your creativity. Club Location: Tambore 1 Supporting Staff: Jacinta Even Weeks: Prep-2 Odd Weeks: 3-6	BUZZ Club Come prepared with your ideas and student voice. Club Location: Maramba (Lower Level) Supporting Staff: Kyle & Stacey Prep-6
Lunch Time	Zumba Kids Club * Bring your water bottles and get ready to get your boogie. Club Location: Stadium Supporting Staff: Alicia and Jason Prep-6	Chess Club Come prepared with your problem solving skills. Club Location: Monique's Science room Supporting Staff: Malinda and Stacey Even Weeks: P-2 Odd Weeks: 3-6	Rubik's Cube Club Come prepared with your problem solving skills. Club Location: Balam A Supporting Staff: Nikolina and Louisa Even Weeks: Prep-2 Odd Weeks: 3-6	Uno Club Come prepared with your problem solving skills. Club Location: Dulap Supporting Staff: Angela and Malinda Even Weeks: 3-6 Odd Weeks: Prep-2	Spanish Club Come and enjoy Spanish together. Club Location: Julia's Supporting Staff: Julia Even Weeks: 3-6 Odd Weeks: Prep-2
				Singing Club Come prepared with your amazing voices. Club Location: Yiaga A Supporting Staff: Jess/Jasmine Prep-6	STEAM Club * Come prepared with your devices and passwords. Club Location: STEAM Room 1 Supporting Staff: Hugh, Joe and Stacey Even weeks: Year 4's and 6's Odd weeks: Year 3's
				Science Club Science Activities Club Location: Amy's Science Room Supporting Staff: Student Led (Amy B) Even Weeks: Prep-2 Odd Weeks: 3-6	Drawing Club Come prepared with your creativity. Club Location: Melissa's Art Studio Supporting Staff: Melissa Even Weeks: 3-6 Odd Weeks: Prep-2

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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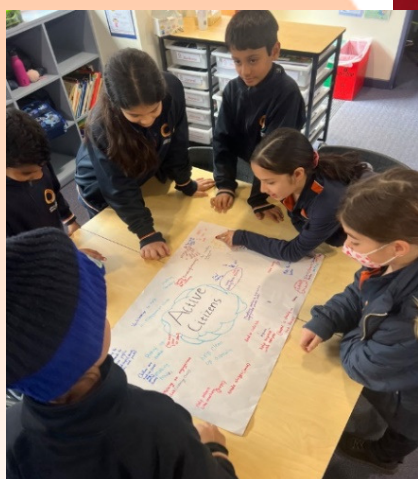
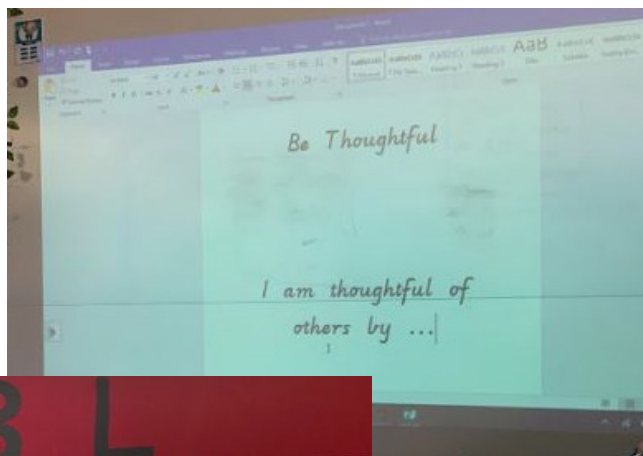
Learning Focus Areas

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	Power	Intercultural Capability History	Marvellous me! It's our story, so let's share the glory!
1 and 2	Power	Ethical Capability	We have a voice to make the right choice.
3 and 4	Power	Ethical Capability Civics and Citizenship	How are decisions made democratically? Why do we make rules and laws? How to identify ethical considerations in problems and decision-making? How can I make a contribution as an Active Citizen
5 and 6	Power	Ethical Capability Civics and Citizenship	What are the roles and responsibilities of the different levels of government in Australia?

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. Below are some of the exciting things our students have been doing in CBL.



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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 3 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 Specialists as well as our Years 3 and 4 cohorts. The Year 5 and 6 display will be up in the last 2 weeks of this term. 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. It has been a great place to see the amazing work our students have been up to.

Term 3 and 4 KOD schedule

Term 3 Weeks 3-4	Specialist
Term 3 Weeks 5-6	Year 3
Term 3 Weeks 7-8	Year 4
Term 3 Weeks 9-10	Year 5 and 6
Term 4 Weeks 2-3	Prep
Term 4 Weeks 4-5	Year 1
Term 4 Week 6-7	Year 2
Term 4 Week 8-9	Specialist

Below is a compilation of the Kaizen on Display wall from Term 3. You can see students have shown amazing improvement throughout our second Term.



Specialist

YEAR 3



YEAR 4



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

Malinda Bogdanovski
Learning Specialist

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Harvest Home YMCA Outside School Hours Care



Harvest Home Primary School

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SCAN FOR BOOKING
INSTRUCTIONS

Week One

TEDDY BEAR PICNIC **Mon 19 Sept**

Children will have a "beary" excellent day building their own take home bear and attending a teddy bear picnic.

In house | Cost: \$82.00

FLIPPING FUN **Tues 20 Sept**

Get your comfy clothes on, we're going trampolining! Heaps of tramp, foam pits and challenges to keep everyone active and entertained.

Excursion | Cost: \$112.00

SOCCER SKILLS **Wed 21 Sept**

Are you the next Lionel Messi or Sam Kerr? Learn some soccer skills that will have you dribbling past your opponents in no time!

Inursion | Cost: \$102.00

MOVIES **Thu 22 Sept**

Lights, camera, action! Sit back and relax, because we're heading to our local cinema to watch the latest new release movie.

Excursion | Cost: \$112.00

PUBLIC HOLIDAY **Fri 23 Sept**

No program will be held on this day.

Week Two

PIZZA PARTY **Mon 26 Sept**

We're celebrating the holidays by hosting a pizza party and playing a series of party games.

In house | Cost: \$82.00

INFLATABLE WORLD **Tues 27 Sept**

Get ready for an amazing day at Inflatable World! Bounce the day away with your friends.

Excursion | Cost: \$112.00

HEALESVILLE SANCTUARY **Wed 28 Sept**

Experience Australian wildlife at Healesville Sanctuary. Learn about conservation and how to help fight wildlife extinction and more.

Excursion | Cost: \$112.00

FOOTY COLOURS DAY **Thu 29 Sept**

Celebrate footy season with a program full of all things AFL & NRL. Wear your footy colours and participate in this fun clinic.

Inursion | Cost: \$102.00

PYJAMA PARTY **Fri 30 Sept**

Simply roll-out of bed and head over in your PJ's! We're having pyjama party fun, building epic forts and cooking!

In house | Cost: \$82.00

Please note:

Items to bring everyday: lunch and snack (nutritious and nut free), water bottle, sun smart hat, weather appropriate clothes and shoes.

CCS subsidy: the prices above are not inclusive of any Child Care Subsidy (CCS) entitlements.

Arrive by: 9:00am for incursion days, 8:30am for excursion days.

Please see our website for information on how to book, child care subsidy, FAQs and other information.

W: childrensprogram.ymca.org.au/school-holiday-programs



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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 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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