



ISSUE 5

AUGUST 2021

# Harvest Home Primary School

School and Community Growing Together

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## HHPS School Values

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



**HARVEST HOME PRIMARY SCHOOL**

*We invite all families who are considering Harvest Home Primary School to book a school tour.*

<u>Term 3:</u>	<u>Term 4:</u>
Monday 9th August	Tuesday 5th October
Wednesday 25th August	Thursday 21st October
Thursday 9th September	Tuesday 10th November

**ALL TOURS will be 5.00pm to 6.00pm**



**BOOKINGS ARE NOW OPEN**  
Please call HHPS on 84689000 to secure a place

# Principals Report

Dear Harvest Home Community,

I would like to take this opportunity to thank our students, school community and our staff on their prompt and professional response to the latest announcement of Victoria moving Lockdown 5.0 and students returning to remote and flexible learning. I am so proud of our students who continually display the ability to be agile in their learning opportunities and display Kaizen at each and every opportunity. A big thank you to our staff at Harvest Home Primary School, who continually display flexibility in their teaching, support and organisation, aiming to provide the best learning opportunities for each and every student.

It is hard to believe we are already in Week 4 of the term and beginning to reflect on the busy start to Term 3. I have been extremely proud of our students who have returned to onsite learning, displaying our school principle of Better People = Harvest Home People; endeavouring to be look at opportunities to display improvement, from their experiences the day before. Our students' attitude towards our school, their learning and their friendships is credit to them all and the values in each of your homes. We continue to thank our families for their on-going support.

Remember, every day counts. We all want our students to get a great education, and the building blocks for a great education begin with students coming to school. If students miss school, arrive late or leave early regularly, they miss out on learning the fundamental skills that will set them up for success. This has never been more so, considering the amount of time students have spent away from school and learning collaboratively with their teachers and friends.

Aligned with current Covid Guidelines and the School Operation Guide, School Tours are unable to recommence at this stage. However, we have added tour dates to our schedule endeavouring to provide options for those families who have had to reschedule due to previous cancelations and state lockdowns. Upcoming School Tour dates can be found in this edition of our newsletter. Aligned with the School Tours, we have also scheduled the Information Evening and allocated dates for transition days in Term 4.

As we begin to plan for our 2022 school year, we are seeking details regarding families who may be enrolling at another school for next year. If you are intending to enrol at another school in 2022, can you please let us know as soon as possible by filling out the details via the link below. If you have more than 1 child attending our school, please submit a form for each child. By filling out this form it will support our planning and assist with a smooth transition for your family.

<https://forms.gle/eCosV89LNaqQQAuM7>



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# Principals Report

## NATIONALLY CONSISTENT COLLECTION OF DATA ON SCHOOL STUDENTS WITH A DISABILITY (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, in line with the NCCD guidelines (2019). Information provided about students to the Australian Government for the NCCD includes: year of schooling category of support provided within quality differentiated teaching practice, supplementary, substantial or extensive.



This information assists schools to, formally recognise the supports and adjustments provided to students with disability in schools, consider how they can strengthen the support of students develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability. The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

Further information about the NCCD can be found on the [NCCD Portal](https://www.nccd.edu.au) (<https://www.nccd.edu.au>)

To conclude, I thank you all for your continued support of our school, fostering the love of learning for our students and all the encouragement for your children to display Kaizen each day.

Stay Safe

**Andrew Bouzikas**  
**Acting Principal**



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# Assistant Principals Report

## RETURNING TO ROUTINES

As we return to onsite learning and face to face teaching, it has been very pleasing to see our students settling back into our school teaching and learning routines. Establishing a consistent and predictable routines serves a number of benefits to support increasing student learning and wellbeing outcomes. Routines, along with simple information inform students about exactly what to expect during the day, what is expected of them with regards to their learning, and importantly reinforces our school expectations.

Routines in our Learning Communities also help to create smoother transitions between teachers, lessons, activities and therefore there is much less time wasted. When students are expected to participate in school routines, they have the opportunity to learn greater responsibility and more self-management. Finally, routines provide the teachers with more time to focus on their own instruction practices and monitor the learning outcome of the learning community as a whole.

Whilst school routines are essential, routines at home are also equally important. Re-establishing home learning routines is critical in continuing with learning continuity and allowing students to achievement maximum learning outcomes. The HHPS Home Learning expectations outline the minimum requirements that we consider will support your child to transfer the learning from the school day into knowledge. The Prep - Yr. 2 & Yr. 3-6 Home Learning Grids are below:



### 2021 HHPS HOME LEARNING Prep, Year 1 & Year 2

	Foundation (Prep) (Commences Term 2)	Year 1	Year 2
<b>Take Home Reading</b>	Reading to and with Family Members/Parents for 10mins (Wuzhika, Sunshine Online, eBooks or hard copy – both Decodable & levelled readers) <i>*Refer to I read &amp; We read documentation</i>	Reading to and with Family Members/Parents for 20mins (Sunshine Online, eBooks or hard copy – levelled readers and/or Community library borrowed books)	Reading to and with Family Members/Parents for 20mins (Sunshine Online, eBooks or hard copy – levelled readers and/or Community library borrowed books)
Family Members / Parents sign the Reading Journal as a record of Take Home reading being completed each night			
<b>Online Subscriptions</b> <small>Additional fee associated with each subscription</small>	<ul style="list-style-type: none"> <li>• Reading Eggs</li> <li>• Wuzhika</li> <li>• Sunshine Online (including Sunshine Classics)</li> <li>• Mathletics</li> <li>• *ReadWriter</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Eggs</li> <li>• Sunshine Online (including Sunshine Classics)</li> <li>• Mathletics</li> <li>• *ReadWriter</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Eggs</li> <li>• Sunshine Online (including Sunshine Classics)</li> <li>• Mathletics</li> <li>• *ReadWriter</li> </ul>
<b>Phonics</b>	Jolly Phonics Sound Card sent home for children to practise the sounds	Jolly Phonics Sound Card sent home for children to practise the sounds (needs basis)	Jolly Phonics Sound Card sent home for children to practise the sounds (needs basis)
<b>OWL Words Reading</b>	OWL "Tricky Word" Lists for children to practise reading	OWL "Tricky Word" Lists for children to practise reading	OWL Word Lists sent home for children to practise reading
<b>Numeracy &amp; Counting Goals</b>	Number Chart sent home for children to practise their counting goal	Number Chart sent home for children to practise their counting goal	Number Chart sent home for children to practise their counting goal Essential Assessments &/or 'My Numeracy' Maths 'at home' Modules (teacher allocated as required)

\*From Semester 2, children in Year 2 will be able to access Google Classroom (online) where Home Learning tasks may be posted

\*ReadWriter replaces Spellingdrome in 2021

**Reading each night is a priority for all HHPS students**

Throughout the week, time should also be spent on the other Home Learning options.

If you have any queries then please do not hesitate to contact your child/ren's Learning Community Teachers



### 2021 HHPS HOME LEARNING Years 3, 4, 5 & 6

	Year 3	Year 4	Year 5	Year 6
<b>Independent Reading</b>	Independent Reading for 30 minutes minimum (Sunshine Online, an ebook or hard copy text – levelled readers and/or Community library borrowed books)	Independent Reading for 30 minutes minimum (Sunshine Online, an ebook or hard copy text – levelled readers and/or Community library borrowed books)	Independent Reading for 30 minutes minimum (Sunshine Online, an ebook or hard copy text – levelled readers and/or Community library borrowed books)	Independent Reading for 30 minutes minimum (Sunshine Online, an ebook or hard copy text – levelled readers and/or Community library borrowed books)
Family Members / Parents sign the HHPS Diary as a record of Independent reading being completed each night				
<b>Online Learning</b>	<ul style="list-style-type: none"> <li>• Reading Eggs / Eggspress</li> <li>• Sunshine Online</li> <li>• Mathletics</li> <li>• *ReadWriter</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Eggs / Eggspress</li> <li>• Sunshine Online</li> <li>• Mathletics</li> <li>• *ReadWriter</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Eggs / Eggspress</li> <li>• Sunshine Online</li> <li>• Mathletics</li> <li>• *ReadWriter</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Eggs / Eggspress</li> <li>• Sunshine Online</li> <li>• Mathletics</li> <li>• *ReadWriter</li> </ul>
*Children may require additional home learning tasks for Phonics and/or OWL words (needs basis)				
<b>Counting Goals</b>	Counting/Multiplication /Division Chart sent home for children to practise their counting goal (needs basis)	Counting/Multiplication /Division Chart sent home for children to practise their counting goal (needs basis)	Counting/Multiplication /Division Chart sent home for children to practise their counting goal (needs basis)	Counting/Multiplication /Division Chart sent home for children to practise their counting goal (needs basis)
<b>Numeracy</b>	Essential Assessments: Topic Resource sheets &/or 'My Numeracy' Maths 'at home' Modules (teacher allocated as required)	Essential Assessments: Topic Resource sheets &/or 'My Numeracy' Maths 'at home' Modules (teacher allocated as required)	Essential Assessments: Topic Resource sheets &/or 'My Numeracy' Maths 'at home' Modules (teacher allocated as required)	Essential Assessments: Topic Resource sheets &/or 'My Numeracy' Maths 'at home' Modules (teacher allocated as required)

\*All children in Years 3, 4, 5 & 6 will be able to access Google Classroom (online) where Home Learning tasks may be posted

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# Assistant Principals Report

Research has consistently linked reading outside of school hours to improved performance across all levels and ages. Students who read independently have greater reading comprehension, verbal fluency and general knowledge than those who do not. Did you know that numerous studies have indicated that students not only become better readers and have greater content knowledge than their non-reading peers, but they also score higher on achievement tests across multiple subject areas? In summary, Educational leaders across the world have overwhelmingly agreed that reading, including reading for pure enjoyment is an essential part of achieving academic successes now, as well as in the future.

In addition to the nights of reading that is a core component of our Home Learning, students may choose to participate in the Premiers Reading Challenge (PRC). The challenge encourages students to read a set number of books over the year and record their efforts online. At the time of writing this article, we have a total of 43 students who have already met the challenge. Overall our students have also read close to 2000 books that have all been logged on the online PRC dashboard. If your child/ren is keen to start the challenge it is never too late. Anyone who is interested, should speak with Crystal in the Resource Centre for more information.



## victorian premiers' reading challenge

**Family Routines:** Some families may be finding it challenging to get back into routines after the recent lockdown and remote learning. Routines help families build a sense of belonging and togetherness and can help create a calm home environment. Routines also help children feel safe, build healthy habits, develop their independence and build strong, secure relationships.



### How do routines help my child?

- Routines can help create predictable and organised home environments. This supports children to feel safe and strengthens family bonds and connectedness.
- Routines can be built around having fun and spending time together, making your child feel special eg. Reading a story together at bed time, sharing family meals together, spending time outside playing with your child.
- Giving your child chores or jobs to do as part of routines helps children develop a sense of responsibility, develop time management skills and makes them feel they are valued. Some examples include; unpacking lunch boxes at the end of the school day, setting the table, emptying the dishwasher, helping with cleaning the house, feeding pets, putting the rubbish bins out.
- Routines can support children's health by establishing healthy habits including; brushing their teeth, showering regularly, washing hands after using the toilet or blowing their nose and exercising regularly.

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# Assistant Principals Report

## What makes a good daily routine?

A family routine needs to be individualised to suit your family. Some key features that will help build a well-planned routine include:

- Everyone in the family needs to know and understand what their role is. A visual timetable or step by step visual guide might help.
- Let children practice their role with support at the beginning then with less support as they become more independent e.g. packing their own school bag.
- Make sure the roles are safe and age appropriate.
- Having regular check-ins with all family members to see how routines are going will help with any problems that may arise.
- Allow your child/ren to contribute ideas on how to improve routines. This will support their motivation, connection and feel valued.
- Try to ensure the routine is predictable and is done the same way or in the same order each time. This supports children knowing what to expect each time.



Routines give us order and stability and the reassurance that comes from reliable, consistent patterns of activity. They support us to regulate our lives in a world that is often fast paced and busy. They provide a structure for ensuring the important elements for staying healthy, for maintaining a strong sense of wellbeing and a sense of purpose. *(Karen Winderlich - ECA)*

The following links have some great information and ideas on how to create routines at home.

Also go to our HHPS website under the Wellbeing tab for other family support resources and services.

<https://raisingchildren.net.au/grown-ups/family-life/routines-rituals-relationships/family-routines>

<https://education.nsw.gov.au/parents-and-carers/going-to-school/preparing/starting-primary-school/school-routines>

Kaylene Kubeil & Stacey Lawler  
Assistant Principals

# Routines

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# Educational Leaders Report

## WELCOME BACK!

This week, we gathered the students' excitement on returning to onsite learning with a snapshot of the students' voices across the school.



"I get to see my friends. I get to read books like Goosebumps nearly every day. My teacher shows my strategies on how to read and write better. At the moment I am excited to finish writing my information report on Snow Leopards. I am learning so many new facts." **Taylor – Year 3**

"I'm excited to see my friends and teachers and to do more learning, like reading. I love independent reading because there are so many books to choose from in our community library." **Danya - Year 3**

"I'm thrilled to be back at school, learning with my friends and teachers and seeing them face to face each day. I can't wait to continue my leadership journey in 2021 onsite." **Adam- Year 6**

"I'm excited to be able to interact and collaborate with other students. I'm looking forward to writing on the whiteboard tables again in group work and asking questions and unpacking my reading text!" **Eva- Year 4**

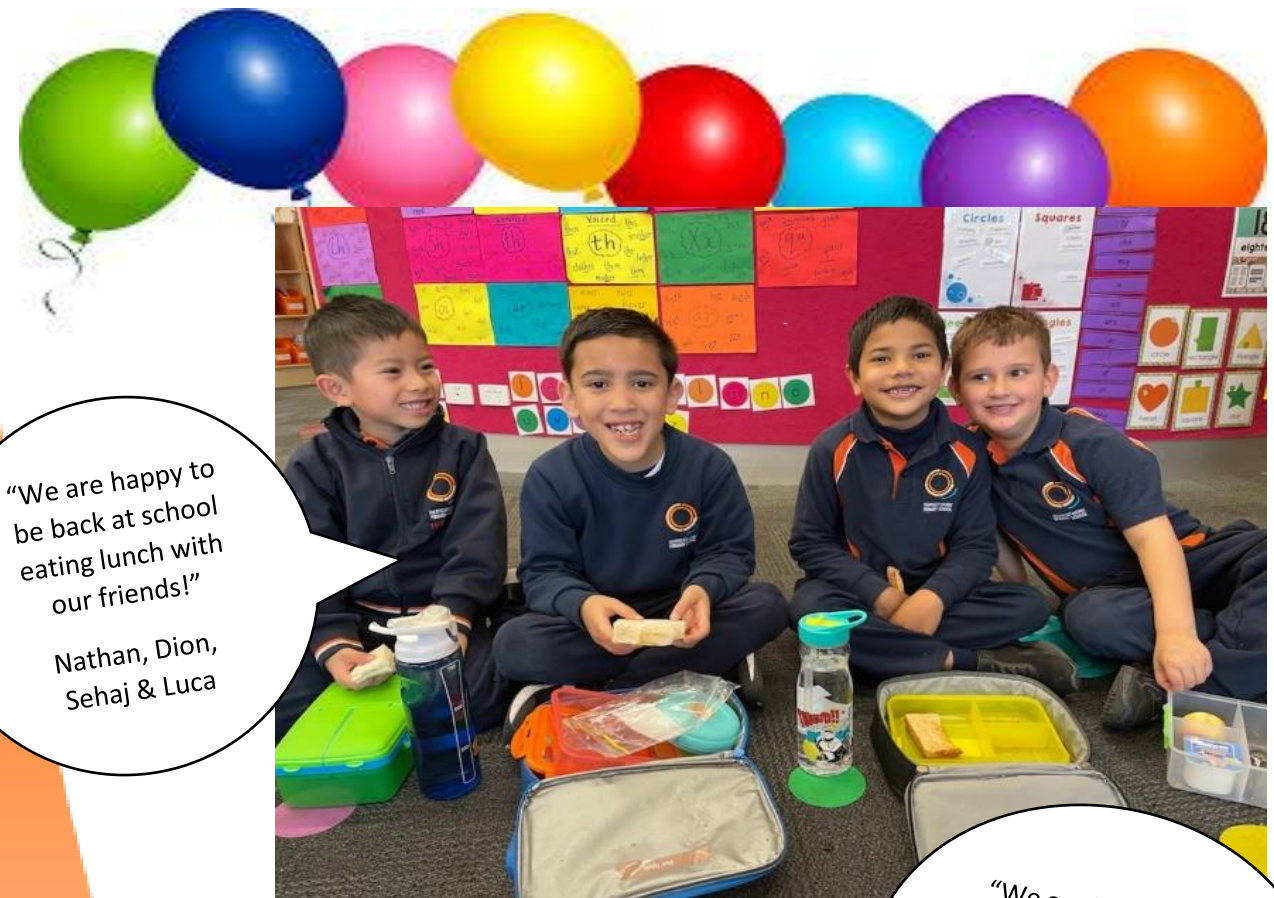


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# Educational Leaders Report



"We are happy to be back at school eating lunch with our friends!"

Nathan, Dion, Sehaj & Luca

"We are happy to be back in our Learning Community with our teachers and friends!"

Isabelle, Bhavesh & Aria



**Educational Leaders**

**Justin Lania, Di Beltramello and Breanna Feben**

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# Athletics Carnival

5<sup>th</sup> of August 2021



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# Engagement for Learning

## DISPLAYING OUR SCHOOL VALUES

During Term 3, we have been onsite for only 7 days. Over these 7 days our teachers have been looking for students representing our school values of Being Respectful, Being Safe and Being My Best and awarded a huge 440 badges during our onsite days this term. This is a credit to all of our students who have remained focused on showing Kaizen everyday and being the best they can be.

That takes our total badges awarded for 2021 to over 10,500! A great achievement by all of our students for continually trying to display our school values, knowing that our teachers are always on the lookout to acknowledge and encourage these. As always, there will be numerous opportunities throughout the term for our students to trade their badges for silver or gold and then trade those in for prizes.



## KAIZEN ON DISPLAY WALL

A fantastic new addition to our Resource Centre this term has been our 'Kaizen on Display' wall. Throughout Terms 3 and 4, year levels across the school will have the opportunity to show some of the amazing work they have been doing. To start off the term, our Foundation students displayed their writing about when a unicorn visited their Learning Communities! They had a picture of a unicorn in their community and wrote about what it was doing. Students were extremely engaged in and excited about the task. Some responses included, "The unicorn was reading in our library. It was dancing around because it was its birthday. I liked that it was playing in our community." Well done Foundation students! Next up will be our Year 3s. We can't wait to see the work from our Matong Communities!



**Dale Rigby and Stephanie Mitreski**  
Engagement for Learning Leaders

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# Engagement for Learning

***“Clubs, Activities and Enrichment enhance the school experience for all students, develop confidence, extend skills, uncover hidden talents and discover new friendships.” (Charles La Trobe College)***

During recess and lunch, Enrichment clubs are implemented to provide our students with opportunities to feel connected, try new things, develop their interests and skills and create new friendships. Our Prep - Year 6 students eagerly look forward to engaging in Enrichment clubs, here are some of their reflections:



***“Lego club is so much fun because I get to **build lots of things with my friends.**” (Lucas - Prep)***



***“I enjoy the Reading Corner club because I am able to **listen to books and talk about them.**” (Zainab - Year 1)***

***“Minecraft is my favourite club because I am able to **learn while I create and explore.** I also enjoy being able to work with my friends in the same world.” (Aryan - Year 3)***



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Recess</b>	Minecraft & Lego Club Years 2-3 STEAM Specialist Space	Chess Club Years 3-6 Science Room (Galada)	Trivia Years 3-6 STEAM Specialist Space	Bird Watching & Minibeast Hunt Prep - Year 6 Rock Garden	Buzz Leader Meeting Kirrip A Counting Club Prep - Year 6 STEAM Specialist Space
<b>Lunch</b>	Reading Corner Prep - Year 6 Resource Centre Lego Club Prep - Year 1 STEAM Specialist Space		Minecraft Club Years 4-6 STEAM Specialist Space		Dodgeball Competition Years 3 - 4 Stadium & Drawing Club (2nd Half) Years 3-6 Visual Arts Room

**During Terms 3 and 4, we will continue to offer a range of Enrichment clubs to engage our students. These clubs include Minecraft, Lego, Chess, Reading, Trivia, Counting and Bird Watching.**

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# Learning Focus Areas

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

### PLURILINGUAL LEARNERS AT HHPS

Plurilingualism means that a person can switch between more than one language with each other when a situation calls for it. It does not necessarily mean a person is fluent in multiple languages.

According to research, there are many advantages to being plurilingual, such as better creativity and multitasking ability. The knowledge of multiple languages as well as the understanding of different cultures, also allows for improved communicative skills. Other research has shown that learning their mother tongue helps build a positive sense of their identity among primary school children.



**...in the thinking  
quarters of the brain,  
one language feeds  
the other.**

- Professor Colin Baker, University of  
Wales, Bangor

**Here are some of our amazing plurilingual learners  
discussing what makes their languages important to them...**



#### **Jereline (Year 6 Maramba Community)**

I speak Tagalog which is a language spoken in the Philippines. We don't have one saying for 'hello' because it depends on who we are talking to. If we are talking to someone older we say something different. It is a sign of respect. I speak Tagalog with my family, my family friends and my godparents.



**Kellie Blandthorn**  
Learning Specialist

#### **Diana (Year 6 Maramba Community)**

I speak two languages other than English - Persian and Kurdish. I learnt them from my family. Kurdish is easier to learn because some words are similar to English.



#### **Anaya (Year 1 Wurun Community)**

My home language is Hindi. It is a fun language. Some words sound the same in English and Hindi, like 'Hello' and 'Bye Bye'. I speak Hindi at home and with my friends.



#### **Rasheeda (Year 4 Yiaga Community)**

My home language is Tamil. They speak it in India. It is a hard language. There are not many kids I know at school who speak Tamil but I see some Harvest Home students at Tamil school. I am still learning how to speak Tamil. I'm just learning the basics.

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# Learning Focus Areas

## TUTOR LEARNING INITIATIVE (TLI)

The Tutor Learning Initiative (TLI) Program is designed to support students whose learning has been significantly disrupted as a result of the COVID-19 pandemic. The Department of Education established this system to help support schools and respond to these challenges.

The TLI is implemented by Intervention Coaches, Learning Specialists and Educational Leaders with a focus on maximising student learning catch up. This teaching and learning occurs in Communities throughout the school to improve student achievement, engagement and wellbeing outcomes in the curriculum areas of reading, writing and numeracy. Students work in small, targeted teacher groups multiple times a week. These sessions are regular and intensive which provide students with multiple opportunities to practise specific skills within a small teaching group that supplements classroom literacy teaching.

During Semester 1, 160 students were part of the TLI program where significant growth was seen in the areas of reading, writing and numeracy. Students' engagement levels and confidence in their ability to apply taught strategies to their learning was also evident. The TLI program continues to be implemented with selected students this Semester. We are looking forward to working with these students to help bridge the gap and celebrate all their achievements along this journey.

**Jacinta Bok**  
**Learning Specialist**

## LEARNER HHPS DISPOSITIONS

The Harvest Home Primary Learner Dispositions has gone through a long journey since the conception of them at the end of last year. We are constantly seeing them arise in communities during many different learning scenarios, hearing the students speak about them, even one community creating a disposition chant. It is amazing to see and hear our learners thinking and talking about learning and how to improve their outcomes. See how they are being used in the community with these example from two of our communities.

In Balam, the year 2s have been working on the disposition of being Collaborative. We have been using roles such as the Reporter, Manager, Scribe and Referee when working in small groups to practise turn taking and responsibility. In Reading our groups worked on interviewing each other to discuss and share how they believe the text is organised.

Over the course of the next two terms there is still more to come with the journey such as visuals to represent each disposition, which will allow everyone in our community to be able to connect with these dispositions.

**Kyle Hattie**  
**Year 6 Teacher**



Quote from a Killara Student "Killara is currently working on building our skills with the focus of collaboration in Reading, e.g. building on each other's ideas by taking turns to speak and extending on each other's ideas."

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# Harvest Home Events

## Semester 2

School events include a range of extra curricular activities for our Harvest Home students, which may include Excursions, Incursions, Camps and Sporting Gala Days and School Celebrations.

### TERM 3

Event	Date	Year Level
<b>JULY</b>		
Tee Ball Gala Day	Postponed	Year 6
Regional Cross Country	Postponed	Students who have progressed
Boys' Netball / Girls' Football	Postponed	Year 6
<b>AUGUST</b>		
Athletics Carnival	Thursday 5 <sup>th</sup>	Years 3 – Year 6
Jeans for Genes Day	TBC	All
Science Fizzics Incursion	Monday 9 <sup>th</sup>	Year 4
Science Week	16 <sup>th</sup> – 20 <sup>th</sup>	All
100 Days of Prep Celebration	Friday 20 <sup>th</sup>	Prep
District Athletics Carnival	Friday 20 <sup>th</sup>	Years 3 – 6 students who have progressed
Book Week Celebrations	23 <sup>rd</sup> – 27 <sup>th</sup>	All
Animal Experience	24 <sup>th</sup> – 25 <sup>th</sup>	Year 2
Book Week Dress Up Day	Thursday 26 <sup>th</sup>	All
Zoo Excursion	Friday 27 <sup>th</sup>	Year 6
Hoop Time Basketball	Monday 30 <sup>th</sup>	Years 5 & 6
Book Fair	30 <sup>th</sup> – Sep 9 <sup>th</sup>	All
<b>SEPTEMBER</b>		
Father Day Stall	Wednesday 1 <sup>st</sup>	All
Divisional Athletics	Tuesday 7 <sup>th</sup>	Students
Healthy me, Healthy Planet Incursion	Tuesday 7 <sup>th</sup>	Year
Volleyball Gala Day	Thursday 9 <sup>th</sup>	
NVG Art Gallery Excursion	Thursday 9 <sup>th</sup>	
Healthy me, Healthy Planet Incursion	Thursday 9 <sup>th</sup>	
Grandparents Afternoon	Friday 10 <sup>th</sup>	
Spanish Fiesta Celebration & Dress Up		All
District Basketball		Years 3 & 4
Wild Action Excursion	Friday 16 <sup>th</sup>	Year 1
Footy Colours Day	Friday 17 <sup>th</sup>	All

In light of the current Lockdown and ongoing restrictions – we will do our best for all events to take place, however some of these events may need to be postponed.

### TERM 4

Event	Date	Year Level
<b>OCTOBER</b>		
Water Safety Incursion	Tuesday 19 <sup>th</sup>	Years 3 & 4
<b>NOVEMBER</b>		
Kaboom Sports Day	Friday 5 <sup>th</sup>	All
Year 5 – 6 Camp	10 <sup>th</sup> – 12 <sup>th</sup>	Years 5 & 6
Year 5 Water Safety Excursions	15 <sup>th</sup> & 16 <sup>th</sup>	Year 5
<b>DECEMBER</b>		
Year 6 Water Safety Excursions	15 <sup>th</sup> & 16 <sup>th</sup>	Year 6
Year 3 – 4 Camp	6 <sup>th</sup> – 8 <sup>th</sup>	Years 3 & 4
Year 6 Graduation	Tuesday 14 <sup>th</sup>	Year 6
Funfields Excursion	Thursday 16 <sup>th</sup>	Year 6
Ninja Warrior Incursion (PE sessions)	Term 4	All



School and Community growing together



## 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](http://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](http://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/>

## HHPS School Values

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

# 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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