



ISSUE 3
May 2021

Harvest Home Primary School

School and Community Growing Together

Principal: Anthony Simone

Assistant Principals: Kaylene Kubeil

Andrew Bouzikas

Joanne Brandidis

365 Harvest Home Road, EPPING. 3076

Phone: 03 8468 9000



TERM 2 – KEY DATES

Tuesday 11 th – 13 th of May	NAPLAN TESTING
Tuesday 11 th of May	NAPLAN Writing Test
Wednesday 12 th of May	NAPLAN Reading and Language Test
Thursday 13 th of May	NAPLAN Numeracy Test
Friday 14 th – Friday 21 st of May	NAPLAN Catch Up Testing
Monday 17 th of May	Prep Nutrition Incursion
Monday 24 th – Friday 28 th of May	Education Week – Various Activities
Tuesday 25 th of May	GRIP Leadership Excursion
Thursday 27 th of May	Year 5 Nutrition Excursion
Friday 28 th of May	Year 1 Zoo Comes To You
Wednesday 2 ND of June	Year 6 Tee Ball Galada Day
Friday 4 th of June	CURRICULUM DAY – No Students
7 th , 8 th and 10 th of June	Virtual Author Visit – Jacqueline Harvey Years 5, 3 and 1
Monday 14 th of June	QUEEN'S BIRTHDAY PUBLIC HOLIDAY – No Students

HHPS School Values

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Principal's Report

Dear Harvest Home Community,

Welcome back to school and ready for an excited Term 2 learning.

I take this opportunity to send our wishes to those families who celebrated Easter, Mother Day, ANZAC Day and or are currently observing Ramadan, the upcoming Eid celebrations, along with any other family or cultural celebrations, such as Reconciliation Day and NAIDOC week. As a school, we extend our thoughts to our HHPS community who have family and friends overseas and are working through the challenges of COVID-19. We send our care and support and hope for improvement very soon.

It is been pleasing to see our students return to Term 2 in a calm and positive way. It took no time at all for students and teachers to re-connect, share stories of the holiday period and bounce back into their learning environments. With Kaizen as the focus for every student and teacher, we are very proud of how Term 2 has begun.

STAFFING UPDATE

As previously communicated via Compass, our Principal; Anthony Simone is currently working for the Department of Education in the position of Acting Senior Education Improvement Leader (SEIL). This is a four week position where he will support 25 schools within the Whittlesea Network, working with their Principal and Leadership teams. This position begun at the start of the term and he will return to Harvest Home Primary School on Monday 17th May. Throughout this period, I have the opportunity to lead our school as the Acting Principal and continue to be supported by Kaylene and the school leadership team. We thank our school community who have passed on their wishes to Anthony.

2022 ENROLMENT

We have now opened our Prep and the Year 1 – 6 enrolment process for future families. Communication has been shared via Compass, school Facebook page and an email has been sent to all our local kindergartens. We have currently distributed enrolment forms to potential Prep families, mostly of which have siblings currently at our school. Aligned with the School Zone, we are receiving approximately 2-3 inquiries each day from families who are not in our school zone, when referencing the Find My School website. www.findmyschool.com.au

The Virtual Information session for our potential Prep families is scheduled for Wednesday 5th May. The session will run via the Webex platform; a first for this form of engagement for our potential families. Tours have been scheduled for interested families which will take place after school hours to support the learning opportunities for our students.

TOGETHER ON FRIDAYS

It has been great for our students to return to Term 2 and continue to celebrate their learning with Kaizen, Hero Card draws and weekly reports at their community Together on Friday's. We have been capturing all the celebrations and sharing these on our School Facebook page. Unfortunately, we are still not in the position for families and friends to join our Together on Friday's. Government and Department of Education guidelines still indicate that it is not recommended and aspects of size, capacity and tracing are still factors in hosting group gatherings. We will continue to monitor the recommendations and keep our families updated, as we hope for the opportunity for our families and school community to join us soon.

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Principal's Report

Wollert East Primary School (Interim Name)

Wollert East Primary School is currently being constructed on De Rossi Boulevard in Wollert. The build is currently in the frame infrastructure phase and is on track to be completed end of November, 2021. The school will also have a Community Centre on the site next door which is expected to be completed by end of October. As per a recent Compass post, our School community was provided the opportunity to make suggestions in relation to the naming process of the school. As per our previous correspondence, our School zone has slightly been adjusted to support the Zone of Wollert East Primary School (interim name)

IMPORTANT REMINDER

As we enter the cooler months of the year, students are reminded to consider the layers of clothing and school uniform that they are wearing to and from School. We ask families to clearly label all items of clothing that students will be wearing to ensure that they are not lost or misplaced when taken off. Each week, we return many named items of uniform that are found in lost property, however it is unfortunate that there are still lots of pieces that are unnamed and cannot be returned to students. The lost property tubs can be found in student learning communities, along with tubs in the Community Hub. Naming all items of uniform will support items being returned rather than misplaced.

Warm Regards,

Andrew Bouzikas
Acting Principal



Going virtual for our
new families!

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Assistant Principal's Report

LEADING THE WAY

We are very pleased to announce that we have recently been successful in a submission to become a Lead School for Respectful Relationships (RR). We are thrilled to accept this role as we will be able to work with a range of partner schools. HHPS will embrace this opportunity and therefore contribute to extending and embedding the implementation of Respectful Relationships across our school network. Whilst we were previously a partner school, becoming a lead school is an acknowledgement of our work in the area of inclusion and school wide positive behaviours. A key component of becoming a lead school will be participation in an induction training program which will commence in the near future. Sophie (from our Positive Climate team) will complete this training and we are really excited for this learning to return to our school as it will impact so positively on our school, staff and students.



EXCURSIONS AND INCURSIONS

Whilst as a school we are still limited with some of the events that can take place due to continuing restrictions, it has been great to see that we have slowly commenced some incursions and excursions across the school. Since the start of the term the students who have been fortunate to participate in any incursions / excursions have returned to the school and have been full of excitement and bubbling with their stories and learnings from the day. All incursions and excursions go through a detailed process of organisation and at all times the educational benefits and learning outcomes of the experiences are of paramount importance, as well as ensuring that we are keeping costs to families as minimal as possible. It is very useful that families can use their Camps, Sports and Excursions Fund (CSEF) for these types of events. In 2020, the Victorian Government invested an additional \$160.9 million for the Camps, Sports and Excursions Fund over the next four years. This has been bolstered further with an additional \$28.6 million announced in the 2020-21 State Budget for the 2021 school year. This funding will help ensure that maximum levels of participation can continue for our students, as well as many others across the state.

NATIONAL & INTERNATIONAL ASSESSMENTS

Next week our year 3 and 5 students will participate in the National Assessment Program – Literacy and Numeracy (NAPLAN) is an assessment completed nationwide. These will all be conducted as online NAPLAN tests with the exception of Year 3 Writing, which will be undertaken with pencil and paper. NAPLAN online tests use adaptive technology which present questions that better match student achievement levels and will consequently provide results that are more precise. We have been working since the end of Term 1 to help build the confidence of our Year 3 and 5 students with opportunities to experience 'NAPLAN like' questions through the online practice platform. We have also fully participated in the Coordinated Practice Test. No results are generated from this practice test, however it still allowed us to learn about how we can implement all tests in the most efficient way that will be of maximum benefit to our students.

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Assistant Principal's Report

We are again facilitating the International Competitions and Assessments for Schools (ICAS) These optional assessments will be open to all students in Yr. 2 – 6 students and are designed to recognise and reward academic excellence. The tests are available in English, Mathematics, Spelling, Science and Digital Technologies. These are and are only suitable for those students who have the ability to apply learning in new contexts, using higher-order thinking and problem-solving skills. They also have a test cost as charged by Global UNSW. Information has recently been posted via Compass and more detailed information will be shared with registered families closer to the testing dates which will commence in August.

In 2020, one of our Year 4 students, Swaraj was very successful as his was awarded the Year 4 Digital Technologies medal. The medal is presented to the highest performer of each Year Level in each subject. Due to restrictions we have not been able to have an assembly to fully celebrate this, however we look forward to sharing this with the wider HHPS community when we can. Congratulations Swaraj – we are very proud of you and all the student who participated in 2020 #KAIZEN

Kaylene Kubeil
Assistant Principal



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Positive Climate Report

HHPS POSITIVE CLIMATE

We were excited to welcome our students back to school for Term 2, rested and refreshed after their holiday breaks. We are straight back into awarding hero stamps for our expected behaviours (Being Respectful, Being Safe and Being our Best). This week we saw our first badge trading for silver and gold. See the table below to celebrate our badge awards for 2021.

BADGE DATA

Badges Awarded by Community (as of week 2, 2021)

Year Level	Community	Number of students	Respectful badges	Safe Badges	Best Badges	Total Badges
6	Maramba	97	69	31	240	368
5	Killara	106	78	30	94	226
4	Yiaga	86	117	49	111	311
4	Dulap	67	160	67	229	496
3	Matong A	97	115	50	153	402
3	Matong B	94	92	102	242	538
2	Balam	76	346	148	314	822
2	Tamboore	117	358	154	504	1119
1	Galada	79	232	131	280	727
1	Wurun	78	166	69	238	576
1	Durrong	79	120	116	174	436
Prep	Kirrip A	70	69	15	96	182
Prep	Kirrip B	93	57	25	91	176



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Positive Climate Report

RECOMMENDED READING

Screen time for school children: part of a balanced and healthy lifestyle

Screen time can be part of a healthy lifestyle for children when it's balanced with other activities that are good for your child's development, like physical play, reading and socialising. Getting the right balance also includes making sure screen time doesn't interfere with sleep. Our tips can help you encourage your child to use screens in a balanced and healthy way.

1. Make rules about screen use

You can help your child find the balance between screen use and other activities by working with your child on some family rules or a family media plan.

Your family's rules might cover:

- where your child can use screens – for example, only in family rooms or not in the car
- when your child can use screens – for example, mealtimes are free of TV, computers and phones, or no screen time before school or until chores are finished
- how your child can use screens – for example, for making animations or checking a netball shooting technique, but not for playing Candy Crush
- how you handle screen time for children of different ages – for example, there might be some games that your older child can play only when their younger sibling is out or has gone to bed.

It's OK if your rules include time limits to help your child balance screen time with other things like physical activity. For example, it might help to know that Australian physical activity guidelines say school-age children should have at least one hour of moderate to vigorous physical activity every day, like running and jumping.

2. Aim for short screen time sessions

Getting up and moving around is important for your child's energy levels, development, sleep, and overall health and wellbeing. If your child is having screen time, it's a good idea to encourage your child to take a break at least every 30 minutes and use screens in short bursts.

You can do this by encouraging your child to:

- use a timer to set breaks
- do something active when the timer ends, like play outside
- make use of natural breaks in screen time – for example, encourage your child to do a victory dance when they finish a level in a game.



3. Get your child moving, especially outside

It's a good idea to encourage your child to play outside several times a day.

Outdoor play doesn't have to be a big deal. For example, at this age, children enjoy:

- building and creating with equipment, furniture or other things they find outside.
- playing tiggy, chasey or tag.
- climbing trees.



Active play and physical activity for school-age children can happen indoors as well as outdoors. It can be simple things like dancing, doing star jumps, or throwing and catching balls.

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Positive Climate Report Cont.

4. Imagine and create

Creative play like telling stories, playing word games, dressing up or drawing is good for your child's creative development. It helps your child learn how to experiment, think, learn and solve problems.

You can get ideas for creative play in these articles:

- Imagining, creating and play: school-age children
- School-age creative learning and development: ideas and activities.



5. Encourage play and friendship with others

When children play face to face with others rather than by themselves on a screen, they develop important life skills. These include getting along with other people, being independent and learning how to sort out conflicts and problems. You can support your school-age child's friendships by arranging playdates and sleepovers.



6. Avoid screen time before bed

- School-age children need 9-11 hours sleep a night.
- Using screens before bed can affect how quickly your child falls asleep. If your child avoids mobile phones, tablets, computer screens or TV in the hour before bed, your child is likely to get to sleep more quickly.
- Read more about school-age sleep.



7. Keep screens out of bedrooms at night

If you keep mobile phones and other devices out of your child's bedroom at night, your child won't be able to stay up late playing games or messaging friends. This can also stop your child being disturbed in the night by messages or notifications.

Source: <https://raisingchildren.net.au/>



Resources to support wellbeing

We have many wellbeing resources available on our [school website](#), suitable for both students and families.

harvesthomeps.vic.edu.au

Home Our School Student Learning Wellbeing Flexible & Remote Learning 2022 Prep Students Contact Us



Positive Climate Team

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Educational Leader's Report

Prep – Year 1

SUPPORTING EARLY LITERACY SKILLS AT HOME

We are really excited that our Prep and Year One students are enjoying their Home Learning. It has been fantastic to see the number of families that have viewed our Prep and Year One Home Learning Videos via the link that was posted on Compass. Those links are still available via Compass if you wish to revisit them at any point.

One aspect of our Home Learning Program is Tricky OWL Words. OWL stands for Oxford Word List. The Oxford Wordlist is based on research conducted by Oxford University Press into the words used most frequently by students in their writing in the first three years of school. The reason these words are referred to as 'tricky' is due to the fact that they can't be phonetically sounded out, e.g. was. Therefore, our students learn these words through constant practice and revision.

Some fun ways to practice reading and writing Tricky OWL words at home:

- use magnetic letters to make the words on your fridge
- use chalk on the driveway or footpath to practice 'rainbow' writing the words
- use playdough to make the words
- put a 1 minute timer on and have your child 'race' to write as many Tricky OWL words as they can
- cut the letters out of old magazines to spell the words



Breanna Feben - Educational Leader
Prep and Year 1

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Educational Leader's Report

Year 2 – Year 3

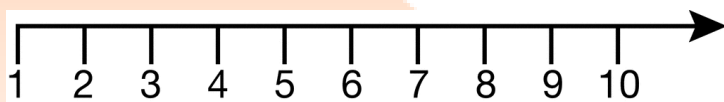
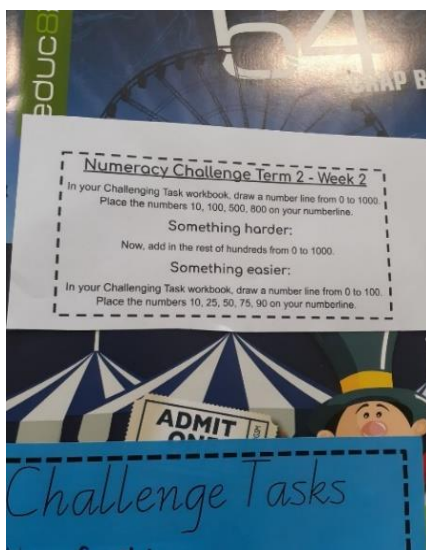
Our Year 2 and 3 Learning Communities have hit the ground running to commence Term 2. Even on their first day back at school we saw students engaged and enjoying in their 'Monday Challenge Task' in Numeracy.

Year 2 teachers have been digging deeper into each students' understanding of Place Value through exploring the concept of 'relative size' of numbers. Relative size it is the understanding of how big numbers are when compared to each other. Many students who succeed at rote or repetition place value activities such as writing numbers in words and digits, ordering numbers and representing numbers with blocks do not understand the relative size of a number; For example understanding that 800 is further away from 1000, than 100 is from 1. Due to this, our students have been engaged in lots of number exploring, comparing and positioning on various number lines. We also continue to encourage our students to be 'brave' as they are encouraged to be able to 'change their mind' in maths and 'have another go' if their thinking doesn't look right.



Try this at home:

Fold a piece of paper to make a number line and write the number 0 and 1000 at either end. Ask your child to place the numbers 10 and 100 on the number line. Talk to your child about the positioning of the numbers. Add various other numbers such as 400 and 800 to the number line.



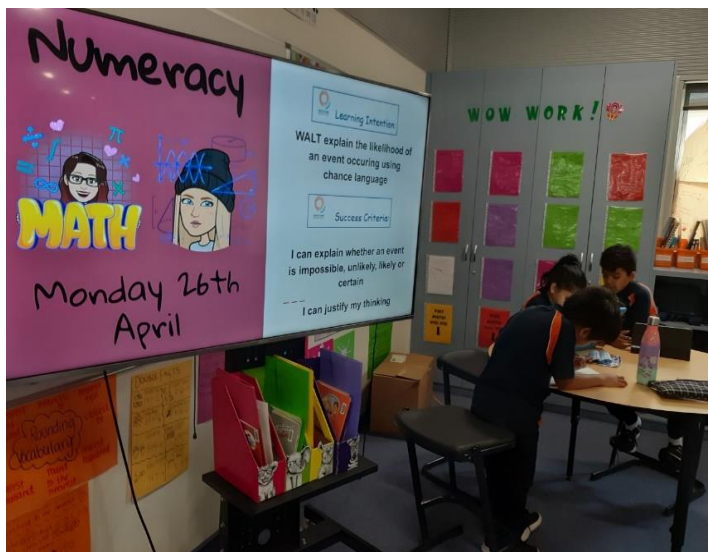
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Educational Leader's Report

Year 2 – Year 3

Our Year 3 Learning Communities have been investigating various challenge tasks that involve 'Chance'. This maths topic relies on students' understanding of the language of Chance such as least likely, most likely and equal chance. Students have been conducting Chance experiments and listing possible outcomes whilst working in various groupings such as whole class, small collaborative groups and partner work. This has enabled students to articulate their thinking and respectfully challenge the mathematical thinking of their peers. What a great way to learn!



Di Beltramello- Educational Leader
Years 2 and 3



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Educational Leader's Report

Year 4 – Year 6

One of the assessment practices for Numeracy in Years 4-6 at Harvest Home PS is Assessment Essential. This online assessment tool includes the 'My Numeracy' activities linked to the formative and summative assessments that students undertake for several mathematics concepts over the year.

What is My Numeracy?

My Numeracy is dependent on a student's pre-assessment results for the particular mathematical topic. Once the student has completed a pre-assessment, the Essential Assessment program creates a differentiated and personalised online curriculum for each student based on the mathematics concepts misunderstood throughout the assessment.

How is My Numeracy structured?

Each mathematic descriptor/ concept assessed has twenty (20) questions attached to the concept. The students are provided with five questions per mathematics proficiency- understanding, problem-solving, fluency, and reasoning. My Numeracy supports our teaching and learning program while also preparing students for their post-assessments. As students complete and progress through their My Numeracy activities, their performance can be viewed and monitored in many ways by the learner with automatic feedback and instructional videos on the mathematical concept to support the learner. The post-assessments for students are scheduled at the end of the mathematical unit, allowing them to explore and consolidate their learning.

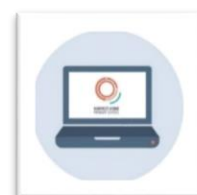
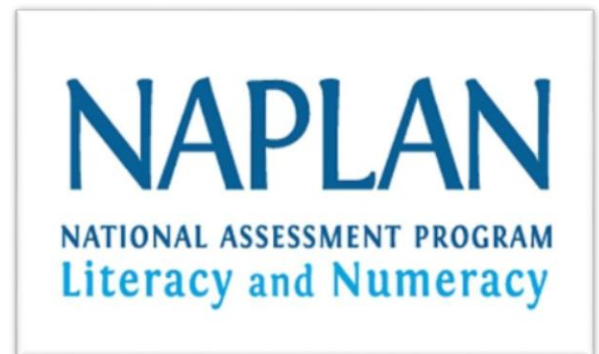
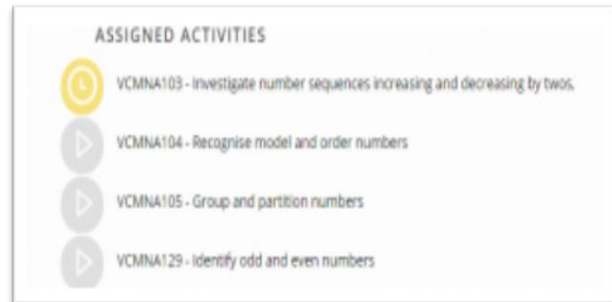
Viewing My Numeracy activities:

Students can access and view their My Numeracy data via the view data section. Once they have started or completed the 20 questions attached to a testing area, it will be indicated in the table below for completed or incomplete activities.

My Numeracy is just one of the online platforms that support our home learning and online programs at Harvest Home Primary School. One of the main benefits is the close link to the assessment taking place in our learning communities to drive formative assessment and planning of teaching and learning in each Mathematics session.

The Year 5 community (Killara) will be completing NAPLAN testing over Week 4, a week away! The community teachers have been working with our students with a teaching and learning program that builds the students' reasoning and problem-solving skills to tackle assessment confidently. We wish our 5 students all the best for NAPLAN testing next week.

Justin Lania - Educational Leader
Years 4 to 6



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Engagement for Learning

THROUGH PERSONALISED LEARNING GOALS

“Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences.” (University of Washington)

Students have been working hard to achieve their differentiated learning goals, which are accessible via Compass. Through being aware of and working towards different goals within Communities, students are engaged in their learning through completing ‘just right’ activities for them. This enables students to complete tasks that aren’t beyond their level of understanding or a skill they have previously demonstrated. By being aware of their learning goal, students are motivated to complete tasks and achieve their next point of need.

Students have been working towards these goals through a variety of different ways:

- Individually completing purposefully planned activities
- Participating in small teacher groups focused on their point of need
- Whole group instruction targeting a shared misconception
- Targeted goal practice sessions



Students are made aware of their goals through individual conferences with teachers, small group discussions or displays within the Communities.

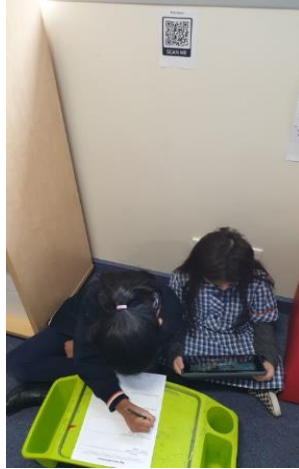
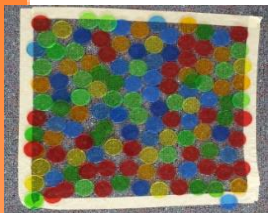


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Engagement for Learning

Teachers then plan different activities that allow students to share their knowledge in a variety of engaging ways. This can involve the purposeful use of technology, collaborative tasks, hands-on materials and much more.



Above: Some Year 2 students collaborate on a task using a QR code and iPad.

Right: Year 2 students demonstrate their understanding of area through hands-on materials.

VHAP Program and Qantum Excursion

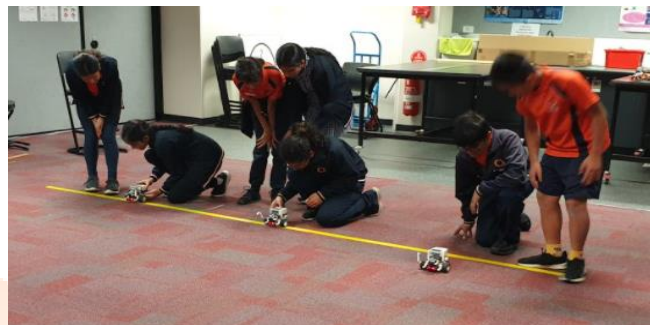
In Term 1, a small selection of Year 5/6 students participated in VHAP (Victorian High-Ability Program). These students were able to take part in a 10-week online extension and enrichment program in the areas of English and Numeracy. These students, along with some other Year 5 and 6 students attended Qantum at Charles Latrobe College to participate in the 'Lego Robotics' program on Monday, 3rd May. This program gave students the opportunity to combine their Numeracy and Science knowledge with critical thinking skills to complete a series of challenges that required them to program robots.



Year 6 students collaborate on a word cloud document during whole group instruction to share their thinking on themes found in a text.



Year 4 students sort text information into popcorn boxes to show the important details.



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Engagement for Learning

Throughout the day, students applied their new learning to experiment with the robots and made adjustments each time they attempted an obstacle. The key word of the day was 'resilience' and the students demonstrated this in abundance as they changed their thinking and coding, all with smiles on their faces!

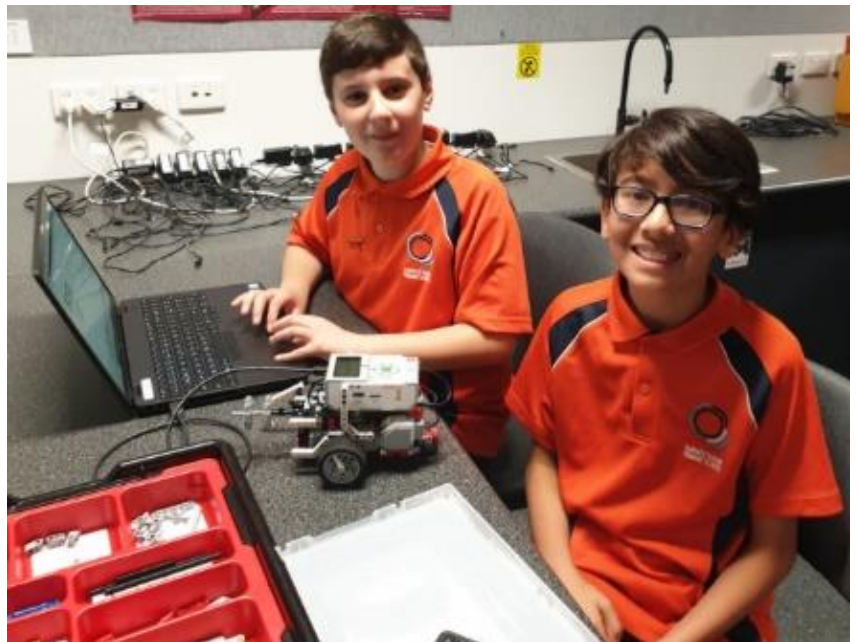


"It gave us a chance to challenge our brain and try something unique"
- Swaraj, Year 5

"I experimented a lot with construction and programming. I did a lot of trial and error"
- Harbaj, Year 6

"It challenged my thinking and when I got frustrated I kept thinking which made it even better when I reached my goal"
- Sara, Year 6

"It made me realise how much patience and resilience you need to work through hard situations"
- Anamitra, Year 5



Dale Rigby
Engagement for Learning Leader

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English as an Additional Language

Plurilingualism and the EAL curriculum

The term '*multilingual*' is often used to describe different languages and refers to communities or texts in which more than one language is used, while '*plurilingual*' describes the set of different language skills that one person can use in order to learn or communicate. A plurilingual approach towards teaching recognises that language learners use more than one language in many aspects of life.

EAL students, students who speak English as a second or additional language, come to school with a set of language skills, and English is a developing part of this. Their knowledge of multiple languages, including their home languages and English, is interconnected and integrated, even if they have different degrees of proficiency in these languages. EAL students are learning the English language at the same time as they are learning new knowledge and skills, so they require time and support to reach significant milestones in this additional language.



The Victorian Curriculum EAL F-10 identifies these milestones and informs teaching and learning activities that lead EAL students to them. It supports teachers to recognise students' existing languages and use them for learning English knowledge and skills. By doing this, the curriculum aims to develop an EAL students' plurilingual awareness, which is the ability to integrate their knowledge of multiple languages in a way that enriches their communication and learning in all languages.

The EAL Curriculum details plurilingual strategies at all levels, across all modes (Reading and Viewing, Speaking and Listening and Writing). Purposeful use of these plurilingual strategies activate the prior knowledge and experience that is set in students' home languages so that students can transfer content, language knowledge and academic skills between their languages.

Teachers do not need to speak their students' languages to use plurilingual teaching strategies. They can support concept and vocabulary development by:

- learning aspects of students' languages
- displaying vocabulary charts with multiple languages in the classroom
- providing resources such as bilingual dictionaries or home language books
- encouraging students who speak the same language to work collaboratively on tasks and to discuss instructions and ideas in their home language



To access further information on raising multilingual and bilingual children visit:

<https://raisingchildren.net.au/babies/connecting-communicating/bilingualism-multilingualism/raising-bilingual-children-tips>

Kellie Blandthorn
EAL Learning Specialist

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Learner Dispositions

HHPS LEARNER DISPOSITIONS

Over the last 8 weeks we have been introducing you to the Harvest Home Learner Dispositions; Determined, Curious, Brave, Problem-Solve, Reflect, Collaborate and Self Aware. We have been sharing these through the student made videos. These seven dispositions are really important to all the learners at HHPS as they show our students what good learners do and how they think and approach their learning.

It has been amazing to see all the language of these dispositions coming from life. In the learning communities these dispositions support learners to connect to their learning and solve problems. On the 3rd of May a group of students went to La Trobe University to participate in the Lego Robotics program for the day. This program provides students with the opportunity to participate in activities involving Maths, Technology, Engineering and Science. Dale, who is one of the school leaders organised for students to go to Quantum. He had the dispositions in mind here and this is what he said about the day:

During our Quantum excursion, the program facilitators used the key theme of resilience throughout the day. Students encountered many challenges and setbacks throughout their tasks but each time they were asked to analyse, rethink and adjust their programming.

Here are some comments about how the HHPS dispositions supported them during learning:

Year 6 Learners – Vivian, Nicholas and Christian

Nicholas

On the 03/05/2021 I went to Quantum, a skill I had to use was problem solving which is one of Harvest Home Primary School's learner Dispositions. We had to reflect on what went wrong and take action to fix it. We did this for the whole session because we were determined to complete the challenge. These skills are a major part of building problem solving

Christian

On the 3/5/2021, I went to quantum. I used Determination, which is a learning disposition. We had to be resilient to build determination and continue building to get the maximum amount of points but when we came up to a hard part we used determination as encouragement to keep going to gain points.

Vivian

A learner disposition that supported me at Quantum was Collaboration working with my partner. We had to listen to each other's ideas to make the end design of the Lego Robot perfect. My role supported the design.

It is not only during excursions that these dispositions are being used. Some community are using the language to name spaces such as "Collaboration Station" or "Curiosity Cove". We even have a new program this term that uses the dispositions and challenges through the specialist. This is the STEAM Program. Here is how Hugh Wilson uses the disposition to support his program. *In STEAM students have been showing the disposition of problem solving through adapting and trialing applications of their codes or builds on Minecraft.*

These dispositions are a great support to learners and their work. Using them allows learners to know how to connect and apply their learning. Please watch and listen out for more dispositions information coming soon.

Kyle Hattie

Learning Disposition Specialist

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2021 Victorian Premiers' Reading Challenge

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

In 2020 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. A huge congratulations and well done everyone in 2020 who participated. This term our community library borrowing will be starting back up again and this will support the reading challenge as students will again have access to a wide variety of texts.

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 via a student online dashboard.

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 **17 September 2021**.

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 OR scan the QR code.



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

Victorian
premiers'
reading
challenge

OPEN UP
A NEW WORLD

HHPS School Values

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

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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