

# Harvest Home Primary School

**ISSUE 7**

**November 2021**

**School and Community Growing Together**

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**Assistant Principals: Kaylene Kubeil**

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## TERM 4 EVENTS

## DATE

**School Tours  
(Prospective 2022 Families)**

**Wednesday 10<sup>th</sup> of November  
Tuesday 23<sup>rd</sup> of November  
Monday 29<sup>th</sup> of November**

**Curriculum Day  
(No School)**

**Monday 22<sup>nd</sup> of November**

**HHPS ICAS Testing Window**

**15<sup>th</sup> – 23<sup>rd</sup> of November**

**Year 3-6 Sink or Swim Virtual Excursion**

**Thursday 25<sup>th</sup> of November  
(Sessions throughout the day)**

**Book Fair 2021**

**25<sup>th</sup> of November – 6<sup>th</sup> of December**

**Remembrance Day**

**Thursday 11<sup>th</sup> of November**

**Year 5 - 6 Camp**

**29<sup>th</sup> of November- 1<sup>st</sup> of December**

**Year 3 – 4 Camp**

**6<sup>th</sup> – 8<sup>th</sup> of December**

**Year 6 Graduation Evening**

**Tuesday 14<sup>th</sup> of December**

**Year 6 Fun Fields Excursion**

**Thursday 16<sup>th</sup> of December**

**End of Term 4**

**Friday 17<sup>th</sup> of December (Early Finish – 1:00pm)**

**Beginning of Term 1 2022**

**Tuesday 1<sup>st</sup> of February**

## HHPS School Values

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

# Principal's Report

Dear Harvest Home Community,

## **We Are Back... Return to Onsite Learning**

It has been a very successful transition over the last 2 weeks, where students have emerged from the structures of Remote and Flexible Learning, into the hybrid model and now enjoying the opportunity to be back onsite and learning with their friends, their teachers and within their community. Together, we ensured that we found the balance between learning, engagement and wellbeing; enabling students to feel comfortable in times that presented as uncertain to us all. The resilience that each student has shown; continuously provided evidence that KAIZEN is a sound factor in what we stand for as a collective. On behalf of the Harvest Home staff, we would like to thank each student, sibling, parent, grandparent, carer, and member of the school community for the trust, confidence and support throughout the Remote Learning period and now as we have returned to school.

## **"Together We Achieve More"**

This week we are proud to celebrate an amazing attendance rate in the return to school for all students, which has been supported with students arriving at school ready to learn, enjoying their break times with their peers and stretching their brains throughout every learning opportunity. It has been lovely to hear students share their enthusiasm when discussing their excitement about being back at school.

**I am proud to share some of the lovely quotes from our students:**

LET'S  
*grow*  
TOGETHER

"I couldn't sleep last night, I just wanted to wake up and come to school."

"My friends, it's the best seeing them in real life. It is not the same seeing them online."

"... I even slept in my uniform"

"I am so exciting to be back. I missed my teachers so much."

"I missed my community. Our school is the best place to learn"



We have really enjoyed greeting the students each morning as they walk through the gate. Likewise, seeing our families each day brings a feeling of community back to the school. I would like to thank you all for your support, kind words of appreciation and belief in your children as they settle back into the routines that are familiar.

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# Principal's Report

## ENSURING A SAFE SCHOOL COMMUNITY

As we return to onsite learning, we welcome back over 1100 students and their families within our school grounds. With this, the safety of each and every member of our school community is imperative. To support these processes; the following aspects are implemented at every opportunity:

**Creating Safe Spaces:** providing hand sanitiser in every learning community, surfaces are being cleaned regularly, promoting outdoor learning experiences and supporting outdoor air ventilation where weather permits.

**Reinforcing Safe Behaviours:** reminding ourselves to stay home if we are unwell with the inclusion of being tested, practicing good hygiene, mask wearing for those required, ensuring physical distancing and minimising indoor interactions.

**Promoting Safe Activities:** activities are moved outside where possible, internal school access is limited to essential visitors only, encouraging the use of multiple entry locations during drop off and pick up times, along with minimising the time that school ground entry is enabled. (Drop Off: 8.40 – 8.55am / Pick Up: 3.05 – 3.20pm)

**Respond to COVID Risk:** following the Victorian Government and Department of Education guidelines aligned with potential exposures and/or a positive case; including prompt communication to our school community.

## WORLD TEACHERS DAY 2021

Friday October 29 was World Teacher's Day! This is a chance to recognise and celebrate the remarkable contributions that our teachers have made, particularly our incredible teachers at Harvest Home Primary School. Our teachers have continued to show their flexibility, agility and moral purpose throughout all aspects of 2021. They have adapted their learning environments, have continued to support the wellbeing, ensuring learning continuity, inspired and had a positive impact on their students. I am sure you will join me in thanking our dedicated teachers at Harvest Home Primary School for their commitment to ensure that all students are at the centre of every decision that is made.



Looking forward to a successful Term 4 as we reflect, rebalance and reorientate as a School Community.  
Stay Safe, Stay Well,

Andrew Bouzikas  
Acting Principal

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# Assistant Principal's Report

As you are aware one of Harvest Home Primary school's key principles is **KAIZEN** - a Japanese word for a 'little bit of improvement every day'. As part of this principle, we are committed to providing our students with the opportunities to show this everyday across a variety of learning areas in and beyond each of our learning communities. We have also offered several opportunities for student to challenge themselves through participating in any of the following:

## PREMIERS READING CHALLENGE:

Like in 2020, much of the Premiers Reading Challenge was conducted whilst student were participating in remote and flexible learning. Despite this, we have had an overwhelming response with both our participation and completion rates of the 'challenge' has achieved a 'personal best' for Harvest Home Primary School. Our outstanding results are:

- **Total students who registered for the challenge: 1122**
- **Total books read as a part of the challenge: 2977**
- **Total students who achieved the challenge: 75**



Challenge certificates will be given out during **Together on Fridays** over the remainder of the Term.



## INTERNATIONAL COMPETITIONS & ASSESSMENT FOR SCHOOLS (ICAS)

This is third year that our Years 2, 3, 4, 5 & 6 HHPS students have had the opportunity to participate in ICAS tests. We again are offering the following tests; Mathematics, English, Spelling Digital Technologies and Science. Whilst these are optional tests, it is fantastic to see so many students 'challenge' themselves to take this nationally and international recognised assessment and show KAIZEN.

With the shift to remote and flexible learning this year, the UNSW (who oversee the ICAS tests) acknowledge that Victoria schools were not able to sit ICAS in the original sitting window, which was to commence in Augusts and September. Due to this, they were able to extend the sitting window to late November. We are very pleased that over 120 students will therefore be attempting these tests very soon. The HHPS ICAS schedule has been posted on Compass so please check for specific test dates and details.



# ICAS

assessments



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# Assistant Principal's Report

## ASSESSMENT & REPORTING

The process of assessment and reporting is a time to celebrate both learning achievement and growth – KAIZEN. Students typically participate in a range of both formal and informal assessments that support teacher to make an 'on-balance' teacher judgment in the form of a curriculum scores for the purpose of end of semester Academic Reports. This year, due to the later and staggered return to school, our assessment schedule has been adjusted with only the most essential assessments to occur. In addition teachers will still continue to use anecdotal notes, observations and feedback to support the allocation of scores.



The Department of Education has also advised schools of revised government reporting expectations, as schools are now only required to provide scores for Literacy and Numeracy. In addition to this, our Academic Reports will also provide a short description of what was taught and the progress since the last time the curriculum area was reported on (this appears as a dashed line). For all other curriculum areas, a short judgment in each specialist subject will be given in relation to *Engagement, Understanding and Expected Behaviours*. More detailed communication will be shared via Compass closer to the time of Academic Report distribution. Just a reminder that progressive reports are also available on Compass under the Reports tab too view.

## STUDENT EXCELLENCE PROGRAM

VHAP Victorian High Ability Program (VHAP) is a part of the Student Excellence Program that the Department of Education provides as a way of delivering a range of initiatives to support government schools to provide a learning environment and build teacher capability to support and extend High-Ability students. In 2021 we have continued to have a strong representation from our Year 5 and 6 Learning Communities who are participating in both the English and Mathematics learning courses. This is delivered online through the Virtual School Victoria (VSV) and have uses the expertise of the VSV educators.

To support a focus on extending our high achieving students, a 'High-Ability toolkit' has now been create through the Department of Education. This will provide a range of resources to help teachers to identify, understand, support and encourage High-Ability students. Professional learning is also been provided to support the tool kit implementation, so it is very pleasing that some of our staff will be showing their 'KAIZEN' and participating in these sessions. Some of the resources via the tool kit includes:

- *Guidance and videos on identifying High-Ability students*
- *Annotated lesson plans for multiple year levels*
- *High-impact teaching strategies for High-Ability students*
- *Strategies to support the social and emotional needs of High-Ability students*
- *Whole school approach to high ability*
- *Resources library for school leaders and teachers.*

# Assistant Principal's Report

## FINDING THE BALANCE

Throughout childhood and adolescence, students experience a range of events and influences that may impact upon their wellbeing. These factors are referred to as risk and protective factors. Schools provide a strong protective factor for student's wellbeing.

Protective factors are strengths and supports that allow children to succeed. Three key factors that schools provide that protect young children and promote their resilience are; developing caring relationships, having high expectations and academic standards, and providing opportunities for participation and contribution.

We are committed to working with our students and their families to support every student's transition back to school. Helping students to build relationships and reconnect with their peers and teachers is a priority. Teachers will be incorporating many wellbeing activities and check-ins with each student across all year levels.

Our students may feel a range of emotions as they transition back to onsite learning. Some will be excited whilst others may feel nervous. For many students, they have had a long break from the busy and noisy environment of school and may find some situations more challenging than they may have earlier in the year. Supporting our students to feel happy, connected and safe will enable them to do their best learning and maintain their social and emotional wellbeing.

Finding a balance whilst students are adjusting is important. Providing students with opportunities to take breaks and rest will support them as they reengage in participating in school activities and opportunities, reconnecting with friends and extra curricular activities.

### Some strategies that may support your child in finding the balance include:

- Set up some playdates with school friends (while adhering to government requirements for social gatherings) to help your child feel connected with their school community and peers.
- Talk about and be honest about any concerns your children may have.
- Restrict or reduce how much news and media younger children are exposed to. For older children, help them to source reputable and reliable media and talk about what they have read and viewed.
- Get back into a routine, including dinner, bath and bed times.
- Stay calm and allow time for your children to transition and settle back to school.



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# Assistant Principal's Report

- Make positive statements to your child about what they're doing well, and how they're coping with the challenges and expectations whilst they are returning to school.



- Build in some 'down time' at home when your child returns home after a school day. If possible, go for a walk together to the park, or engage in a relaxing activity together, and provide a healthy after school snack.
- Involve your child in preparing your family's meal for dinner, and give them tasks and responsibilities to help you in your household. Helping out is part of being a team and feeling connected.
- Ensure your weekends are not too full of social activities for the first few weeks of your child returning to school.

It's important to be aware that any transition can take time and every child will be different. Some will bounce back into their old routines immediately, while others will take longer to readjust. If you believe your child is finding it challenging in their transition back to school, please contact your child's homegroup teacher.

**Below is some further reading on how to support your child to find the balance as they return to onsite learning:**

## **Protective & Risk Factors**

<https://www.aisnsw.edu.au/Resources/WAL%204%20%5BOpen%20Access%5D/Wellbeing%20-%20Protective%20Factors.pdf>

## **Returning to school-Preparing for Change**

[-https://www.positivepartnerships.com.au/resources/practical-tools-information-sheets/returning-to-school-preparing-for-change](https://www.positivepartnerships.com.au/resources/practical-tools-information-sheets/returning-to-school-preparing-for-change)

[-https://coronavirus.beyondblue.org.au/COVID-normal/family-life/managing-your-childs-transition-back-to-school](https://coronavirus.beyondblue.org.au/COVID-normal/family-life/managing-your-childs-transition-back-to-school)

Kaylene Kubeil & Stacey Lawler

**Assistant & Acting Assistant Principal**



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# Premiers Reading Challenge 2021

Premiers Reading Challenge 2021 was a great success, with the following students successfully completing all challenge books! Well done to all of the students who participated this year!  
You are all Amazing Readers!

❖ Aadhav	02B	❖ Fletcher	03G	❖ Pola	04F
❖ Aarav	00E	❖ Gracie	04A	❖ Rachel	06A
❖ Aaruthie	04B	❖ Harvey	04A	❖ Ravleen	01G
❖ Abirami	04F	❖ Isabel	02E	❖ Reyansh	00E
❖ Adam	06D	❖ Ivy	02D	❖ Ryana	03G
❖ Aditya	01F	❖ Jackson	01K	❖ Saanvi	03F
❖ Advait	03C	❖ Jade	01H	❖ Sanul	02I
❖ Aishleen	06B	❖ Jaideep	04A	❖ Sara	06D
❖ Akshaj	04F	❖ Jasmeh	01B	❖ Savon	02I
❖ Alex	01J	❖ Jasmine	03D	❖ Siddh	01E
❖ Alexander	01B	❖ Jesleen	01H	❖ Sidharth	03G
❖ Alexis	02F	❖ Joel	02C	❖ Siya	03G
❖ Aliya	03A	❖ Kanishka	02E	❖ Sophie	04G
❖ Arsh	02A	❖ Kirat Kaur	03H	❖ Sri	03C
❖ Aryan	02I	❖ Krishang	02G	❖ Swaraj	05B
❖ Avenaash	03C	❖ Lance	05A	❖ Talia	04E
❖ Avneet	03C	❖ Leo	01G	❖ Tanishk	00A
❖ Ayana	06A	❖ Madhav	03A	❖ Tanishq	02A
❖ Bhavesh	01J	❖ Mahavir	03A	❖ Thandiwe	04F
❖ Cassidy	01K	❖ Manul	02I	❖ Uthesh	05D
❖ Chloe	01E	❖ Mehervan	03C	❖ Vihaan	03A
❖ Cooper	00G	❖ Myiesha	04F	❖ Vrishti	02D
❖ Delisha	03E	❖ Natalie	03G	❖ Yohan	01K
❖ Deneth	03H	❖ Nethil	02D	❖ Yuwan	03G
❖ Dhvan	03D	❖ Oliver	02E		
❖ Feyza	00D	❖ Parvathi	01J		

# OPEN UP A NEW WORLD

The Victorian Premiers' Reading Challenge is led by the Premier with the support of former premiers.

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## HGPS School Values

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# Educational Leader's Report

## PREP & YEAR 1

*Welcome back to all our Prep and Year 1 students and families. We are so excited to see our students back in their learning communities!*



At HHPS we pride ourselves on establishing a life long love of reading in our students. This term, students across Prep and Year 1, are being provided with different ways to engage with reading. In Durrong, students are enjoying choosing how their reading tasks look. From playing OWL word games to enjoying time in the Community Library. In Galada, students have been provided with multiple ways to showcase their retelling of a text. As you can see from the photo above, a comic strip can be used to demonstrate a students understanding of the important events within a fiction text. In Wurun, students have enhanced their critical thinking skills. As they read, they are encouraged to be curious about what they have read by asking questions and thinking aloud.

In our Kirrip Communities, students have been exploring what **'being your best'** looks like when reading. Students completed a self-reflection of the different reading strategies they used whilst reading. It was terrific to see students could identify when they were looking for OWL words in the text or stretching through the sounds.

The Prep and Year 1 Teams would like to take this opportunity to thank our HHPS families for all their support during the Remote Learning period. Please remember that all our online subscriptions are still available to use to support reading at home.



Breanna Feben

Prep & Year 1 Educational Leader

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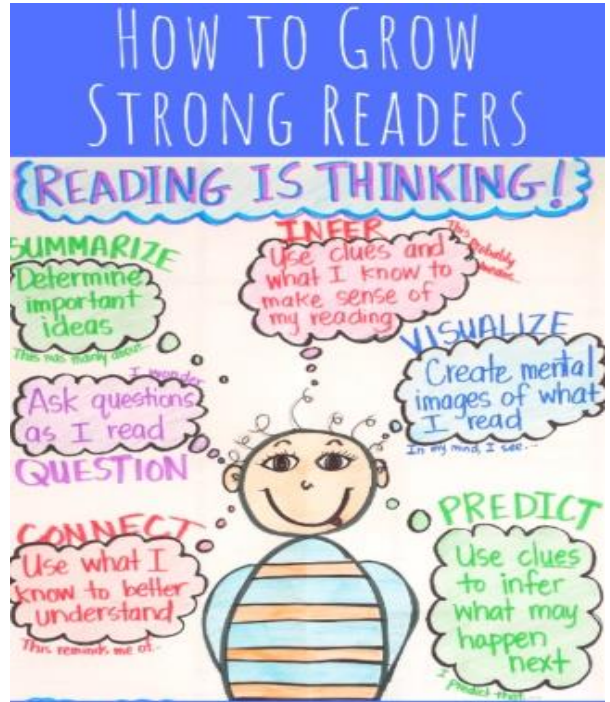
# Educational Leader's Report

## YEAR 2 - READING DISPOSITIONS

The Year 2 Community Teachers have been so excited to see their students back at school and back into their reading routines. Teachers have been exploring ways to support students to engage meaningfully and think deeply about the texts they read.

### Tamboore

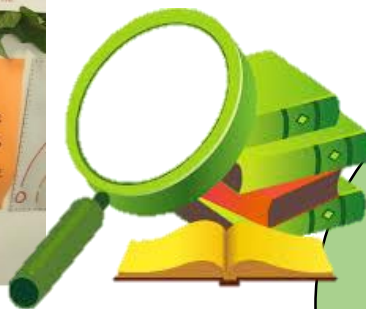
*"If we encourage students to be **brave** then students will be more willing to have a go, share ideas and work independently."*



*Some of our Tamboore students have been given the opportunity to be 'Brave Detectives,' with the task of finding other students in their community who contribute to class discussions, build upon the ideas of their peers and using the resources within the community to support their thinking.*



This is what Kanishka from Tamboore has to say about being a 'Brave Detective.' - "My job is to keep a lookout for all those students who are showing how to be brave. I look for anyone who puts their hand up to be part of our reading discussions and shares their ideas. I like this job because it's fun and this will help my friends with their learning and thinking about their reading. I keep a look out for students who share what they think is happening in the book, who the characters are and what they are doing. When you share your thinking about these things it helps you to understand the book."



### Balam

*"If we develop students' **curiosity** and love of reading, we can build their reading stamina and engagement in texts."*

Our Balam teachers have been very curious to see if their students' reading stamina has continued throughout remote learning, so to help them with their inquiry, they have had the help of some 'Curious Cops.' Reva and Sienna are some of Balam's Curious Cops.

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# Educational Leader's Report







**Reva K** – “I wanted more responsibility with my learning and with my community so being a Curious Cop is perfect for me. My job is to look out for anyone who is curious enough to ask questions when we are reading books in our mini lesson. It is important to ask questions when we read so that we can learn more. If we ask more questions, we will find out new ideas and information.”

**Sienna S** – “I like looking out for people who are curious when they are reading. I can tell if a student is curious when they are reading because they will be looking at their book for the whole time, have their eyes down and not talking about other things. They might be asking questions to themselves or writing it down on a sticky note. Then you can go back to the part of the book they are curious about and talk about it with their friend and then just keep reading. You can learn more things you didn't know before.



## HOW TO BE A CURIOUS READER

Balam students have also been using a ‘Curious Reader’ matrix to support their understanding of what it means to be a curious reader. Reva uses the matrix by finding the description that best fits her and then if that’s too easy she works your way through the next step of the matrix. “If you’re not challenged and you don’t know what level you’re at, the matrix helps you know how to be more curious.” **Reva K**

Curious Reader	 Nice and Mild	 Spicy	 Extra Hot
<b>Eagerness</b> 	<ul style="list-style-type: none"> <li>I am beginning to be eager to read independently.</li> <li>I am beginning to be excited to find answers to questions.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes am eager to read independently.</li> <li>I sometimes am excited to find answers to questions.</li> </ul>	<ul style="list-style-type: none"> <li>I always am eager to read independently.</li> <li>I always am excited to find answers to questions.</li> </ul>
<b>Exploration</b> 	<ul style="list-style-type: none"> <li>I am not ready to explore books by reading about different topics.</li> <li>I am not ready to explore different books to learn more about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to explore books by reading about different topics.</li> <li>I am beginning to explore different books to learn more about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes explore books by reading about different topics.</li> <li>I sometimes explore different books to learn more about a topic.</li> </ul>
<b>Questioning</b> 	<ul style="list-style-type: none"> <li>I am not ready to have questions about the texts and topics.</li> <li>I am not ready yet to answer the questions I have during reading by reading on.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to have questions about the texts and topics.</li> <li>I answer the questions I have during reading by reading on.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes have questions about the texts and topics.</li> <li>I answer the questions I have during reading by reading on.</li> </ul>

Here are some examples of student work that's shows critical thinking about the book 'The Truth About the Three Little Pigs.'"



Di Beltramello

Year 2 & 3 Educational Leader

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# Educational Leader's Report

## YEARS 4,5 & 6

As students have returned to onsite teaching over the last week, our Year 4-6 teams have evaluated, researched, and implemented plans to assist students in Reading. Teachers have focused on an inquiry question to cater to students' needs and support the students to have a love for reading in a positive learning environment.

### The foci have been:

**Year 4 Focus:**  
Our students are self-aware in Reading to extend themselves during independent readings and activities.

**Year 5 Focus:**  
Students being creative and collaborative in Reading sessions when using digital technology to enhance their learning.

**Year 6 Focus:**  
Our students being self-aware in Reading to develop intrinsic motivation when thinking deeper about a Reading comprehension skill.



Teachers will continue to explore and implement evidence-based practices around Reading and Engagement over the next three weeks while reflecting on their inquiry question in the learning environments.

Justin Lania

Year 4, 5 & 6 Educational Leader

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# Engagement for Learning

## ECOLINC PROGRAMS

As part of our Excellence Program, we are working with Ecolinc to provide opportunities for students to deepen their skills and stimulate their critical thinking, problem solving and creativity in the key areas of STEAM and Sustainability.

During Remote and Flexible learning, selected Year 5 & 6 students participated in an Ecolinc program called A Plastic Ocean. This program consisted of students attending a video conference to learn more about the impact marine debris, in particular plastics, has on reef ecosystems and turtles. Students also participated in a workshop where they designed a social media campaign to alert the community about the issue of plastics and microplastics in our oceans, rivers and even in our food.

*"Collaborating with my peers online to create a media campaign was insightful and empowering."*  
**Bryan, Year 6**

*"Plastics can have a huge impact on our environment. I am now more self-aware of ways I can make a positive and sustainable difference."*  
**Dakota, Year 6**



Term 4 Ecolinc Program coming up:

## Santa's Sleigh Delight

Our Year One students will look at the size and shape of Santa's sleigh and how it could be pushed or pulled. Students will also design their own sleigh for Santa and make a model to test.



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# Learning Focus Areas

## LEARNING IN OUTDOOR SPACES

Since our return to face-to-face learning, many classes have been taking place outside to enjoy the beautiful sunshine and Spring breeze.

Students have been bringing lap desks, their independent reading book boxes and their stationery to complete their activities in different locations.

There have been a variety of different sessions being held outside with many students independently reading, practising their counting goals, completing their activities or simply coming outside to get some fresh air and enjoy a movement break.

Spaces being utilised include the shaded playground area, our school oval, the hard courts, synthetic grass areas and by opening our windows in the buildings, students have been able to choose whether they will learn inside or outside.



*"It's healthy to go outside and I like to sit in the different areas."*

**Riley, Year 2**

*"We could feel the sun and it was a nice change. There was so much space to do our work."*

**Joanna, Year 4**

Dale Rigby and Stephanie Mitreski  
Engagement for Learning Leaders



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# Learning Focus Areas

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

## Four Tips for Building Your Child's Vocabulary

### Tip #1: Children learn best through interactions with others

Children learn language as they interact with others daily.

**How you can help:** Be responsive during interactions with your child. Being responsive means letting the child start and lead the conversation and then responding with interest and enthusiasm to whatever the child communicates. This gives your child opportunities to hear and learn the words that express their interests.

### Tip #2: Children learn words for things that interest them

We all learn more when we are interested in something.

**How you can help:** When you see that your child is interested in something, turn it into a conversation by talking about it. When you include your child's interests in this way, they will likely pay attention to what you are saying and are more likely to learn new words.



### Tip #3: Children learn what they hear most often

In order to learn language, children need to hear a lot of language.

And for children learning more than one language, this means that they need a lot of exposure to *both* of their languages.

**How you can help:** Any activity is an opportunity for language learning you can talk about what foods you both like to eat as you prepare snacks or shop for groceries and think of the new words your child can learn from a visit to the doctor's office (stethoscope, thermometer, scale).



**Important note:** Parents often wonder if they should stop speaking their home language to their child when he or she starts attending school. Parents should speak to their child in a language they are 100% comfortable with as it may be difficult to be responsive in interactions with your child when trying to speak a language you are not comfortable with. Additionally, research has shown that a child may lose their home language unless they continue to hear it spoken around them.

### Tip #4: Variety is key

When it comes to learning language, children need to learn a variety of words, not just those they might hear every day, but also more sophisticated and uncommon words. Similarly, children need to hear a word several times in different sentences before they start to understand its meaning.

**How you can help:** Emphasise a variety of words for your child, including words that they might not hear during everyday conversation. For example, during bath time you could introduce words like "temperature" and "lather". While making a snack together, you could say "slice" and "prepare".

You have all the tools you need to build your child's second language when you have enjoyable conversations during everyday activities which include rich vocabulary. Just follow your child's lead and have fun!

**Adapted from:** *Helping your child Learn English as a Second Language:*

<http://www.hanen.org/Helpful-Info/Articles/Helping-Children-Learn-English-as-a-Second-Languag.aspx>

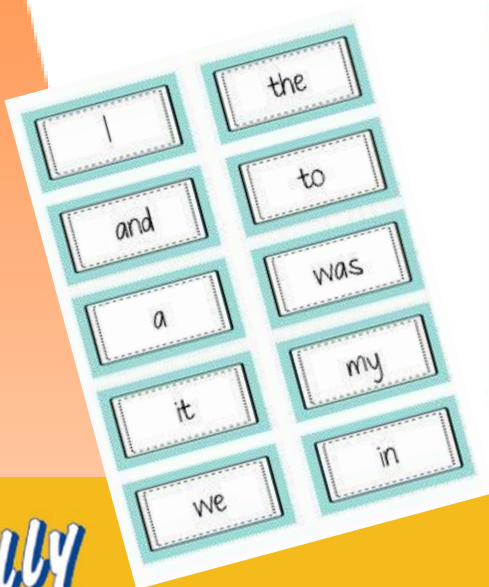
# Learning Focus Areas

## TUTOR LEARNING INITIATIVE (TLI)

It has been wonderful to see the students return to onsite learning over the past 2 weeks, there have been lots of smiling faces. For the remainder of the school year as part of the TLI program, intervention coaches will be working with small groups of students to assist in student well-being and the transition from remote and flexible learning to onsite learning.



In addition, coaches will work with students in the areas of Reading, Writing and Numeracy to help support students learning in preparation for the year 2022. As part of this teaching and learning, coaches will run small reading groups, explicit Jolly Phonics focus groups, OWL word reading groups, language experiences to promote writing and targeted Numeracy groups with a focus on Number. The coaches are looking forward to working with students alongside their community teachers to create a differentiated Curriculum targeted at student needs.



# Jolly Phonics

Jacinta Bok  
Learning Specialist

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# Learning Focus Areas

## LEARNER DISPOSITIONS

The journey of our Learner Dispositions have been fueled by helping our students become more involved and part of their learning. This supports our understanding of what makes an HHPS Learner. As part of being a learner and being part of the learning process, *Student Voice* is something that supports this. Student Voice is more than just students asking questions or talking about what they would like to learn about. It is about students talking about learning and discussing with teachers about how they are going, where they need to get to and how they will get there.

As a school, we promote this voice in many different ways. The figure below shows the different levels and continuum of students' voices in our school. The beginning phase is teacher-centered which supports feedback on teaching and learning and we move to the top level where voice is the leading voice in learning. As we develop our learning dispositions we will see our learners moving up this continuum and being more of an active leader in their learning.

Here are a few ways that we use student's voice to promote and develop our HHPS Learner Dispositions:

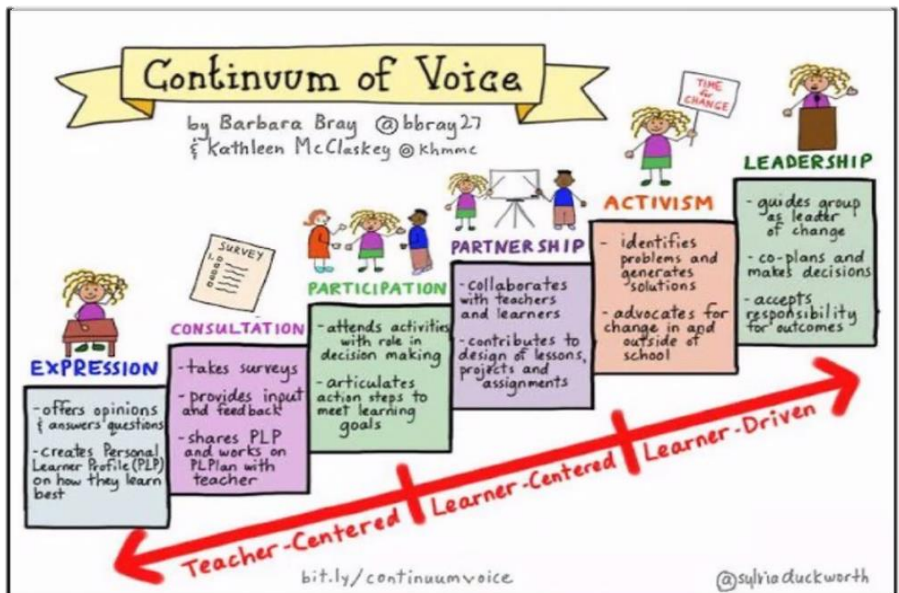
### Collaboration

In order for collaboration to be effective students need to have communication skills. This requires them to have a voice and share their ideas but also be able to negotiate with others. Teachers at HHPS use many collaborative activities to promote discussion.

### Curious

Having our voice on what we are curious about is really important to get students to think about various possibilities in their learning. Having brainstorming sessions and encouraging questioning in their learning allows students to develop a strong session of their world and learning.

## How Student Voice Informs Learning



## What does **student voice** look like?



### Self-Aware

Teachers use goal setting, feedback and discussion around how students' best learn to guide their planning and lesson design. Using this voice to support students achieving their goals and talking about what they are successful with.

Kyle Hattie  
Maramba Teacher

## 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](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** 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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