



ISSUE 4  
JUNE 2021

# Harvest Home Primary School

School and Community Growing Together

Principal: Anthony Simone

Assistant Principals: Kaylene Kubeil

Andrew Bouzikas

Joanne Branidis

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## TERM 2 & 3 – KEY DATES

Friday 25 <sup>th</sup> of June	PJ Day
Friday 25 <sup>th</sup> of June	<b>End of Term 2</b> (2.30pm finish)
Sunday 4 <sup>th</sup> – Sunday 11 <sup>th</sup> July (During Holidays)	NAIDOC WEEK
Monday 12 <sup>th</sup> of July	<b>Beginning of Term 3</b>
Friday 16 <sup>th</sup> of July	Wild Action Year 1 Incursion
Friday 23 <sup>rd</sup> of July	<b>Spanish Fiesta Day!</b> (Dress Up)
Tuesday 27 <sup>th</sup> of July	School Tour 5-6pm

## HHPS School Values

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

# Principal's Report

Dear Harvest Home Community,

Thank you for another amazing term of learning, engagement and KAIZEN; where we have all shown a little bit of improvement each day. Once again, Term 2 provided us with the opportunity to be agile in the way we are able to delivery teaching experiences and the way our students learn. We were able to confidently return to School in Term 2, move to another period of remote and flexible learning and then again, successfully return to School to conclude the Term. I am so proud about our return to school over the last 2 weeks; and happy to share our excellent attendance data. Over the last 2 weeks, we have had an average attendance rate of 96%.

I would like to take this opportunity to thank our amazing school community for your trust, flexibility and support of our School during these 'different' times in education.

## **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 position will extended into the second semester; where he will support 25+ schools within the Hume Network, working with their Principal and Leadership teams. We wish Anthony all the best as he continually displays his qualities as an effective leader.

We also welcome Julia Pena and Emily Ross to our staffing profile for the second semester. Julia will continue in her current Spanish position and Emily will support our school in various roles as a generalist teacher. We extended our wishes and welcome both the Harvest Home Primary School Community.

## **2022 ENROLMENT**

The 2022 **enrolment** process continues to move along nicely. With families beginning to prepare for the next school year, I am pleased to share that we will be able to resume School Tours and show prospective families around our amazing school. If you have family and friends that are considering our school in 2022, we welcome them to contact the school office, collect an enrolment form and book in for a tour.

## **Wollert East Primary School (Interim Name)**

Progression of the School build is on plan according to the DET information. The School Principal has now been appointed and will officially begin at the start of Term 3. As per previous Compass post, we are now engaging with the Wollert and Epping community on the name of your new school. We are looking for a school name that reflects the local community, inspires local pride and makes the school easily locatable. Naming a public building requires approval from relevant authorities and consideration of Aboriginal languages, alongside other guiding principles.

*Have a say in naming our Wollert East Primary School (interim name) by visiting*

<https://engage.vic.gov.au/2022-new-schools-school-naming/wollert-east-primary-school-interim-name>

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# Principal's Report

## SCHOOL'S COVID UPDATE

Aligned with the return to school plan and The Victorian Government easing of restrictions; the following information has or will be implemented:

- QR code sign in is required by all school staff, essential/non-essential visitors and members of the school community who enter the school. Please have a device available to support the QR process.
- Face masks are no longer required in outdoor spaces; unless physical distancing cannot be maintained.
- Face masks are required by School staff and School visitors when indoors, unless a lawful exception applies.
- School tours are welcome to resume and will community to the school community.
- Incursions and excursions are permitted to resume and be organised
- School Camps may continue to be organised.
- Interschool Sports and Gala Days may resume

Again, I thank you for your continued support and positive engagement as a School community.

Wishing you a safe and enjoyable term break.

Warm Regards,

**Andrew Bouzikas**  
Acting Principal



***Years 1, 3 & 5  
Jacqueline Harvey  
Virtual Visit  
From New Zealand***



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# Assistant Principal's Report

## SEMESTER 1 ACADEMIC REPORTS

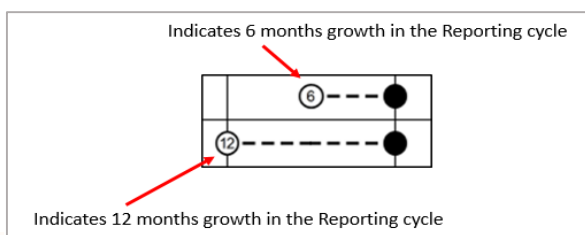
On Thursday 24<sup>th</sup> June, Semester One **Academic Reports** will be available to view and download on the Compass Portal. The report will provide students, teachers and families with a clear and concise indication of a student's achievement and progress at this point in time. Teachers judge the student's learning against the Achievement Standards, and place each student on the Victorian Curriculum's learning continuum to best reflect the student's level of performance and progress.

When reading your child's report please pay particular attention to the information on the second page of the report document. This will provide you with the necessary explanations of the tables, diagrams and terms used within the report, as the highest level of understanding is what we want to give all our families. This information will explain your child's:

- Level of Achievement against either the Victorian Curriculum or EAL continuum
- Performance regarding 'Being Respectful', 'Being Safe' and 'Being Your Best'.
- Attendance and any potential impacts on their learning
- DNP Codes (Did Not Participate) – these are Department of Education codes that explain a special circumstance as to why a curriculum score is not be allocated

**Please note:** This year is the first time that EAL Reports is now included as part of the Victorian Curriculum. DNP code (see above) will appear in the Victorian Curriculum English Learning Area, rather than on the EAL Learning area. Whilst this case, the EAL students will continue to remain on the Victorian Curriculum EAL report for future reporting cycles

As you know, we celebrate Kaizen (that little bit of improvement everyday), so therefore, at HHPS Learning growth is just as (if not more important) to acknowledge than purely just outcomes. On your child/ren's report learning growth will be indicated by a dotted line. The 'standard' expected growth is a minimum of 12 months growth in a 12 month period. In the circle on the dotted line you will be able to see the growth that has occurred in the current reporting cycle.



It is also important to note that when implementing our HHPS Specialist program, the timetabling of lessons for each Semester attempts to enable all student to access as much of the Victorian Curriculum's learning entitlements as possible, however teaching staff and timetabling logistics can impact on this. Due to this, in some year levels only have certain subjects for semesters at time. In simple terms, this means that the learning and instruction in these situations is taught over a single Semester, rather than a full year. Due to this, Curriculum scores given for each of these will be a representation of the student's level of achievement, rather than being associated to the time of the school year. For this reason some student's score will typically appear ahead of other learning area's curriculum scores on the report.

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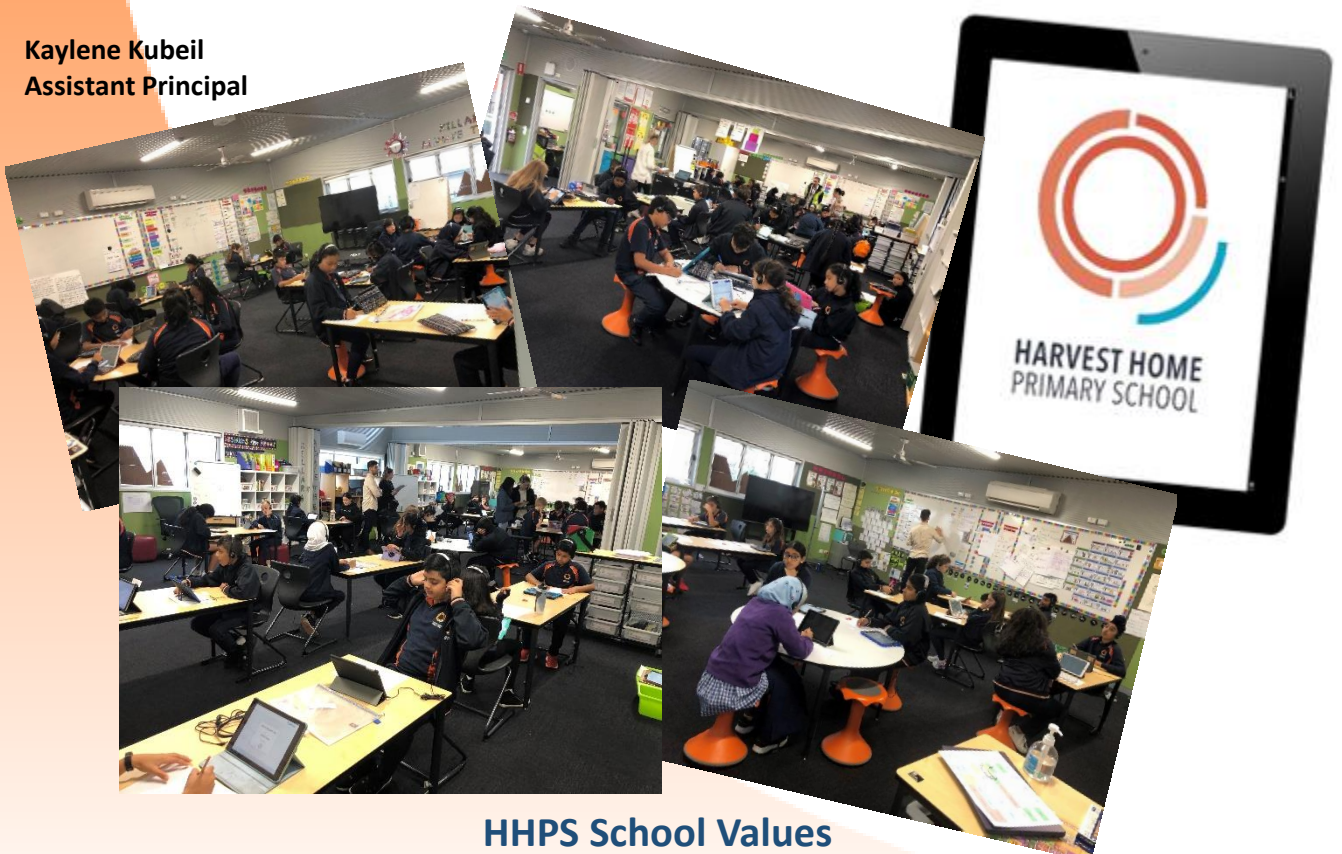
# Assistant Principal's Report Cont.

When viewing your child's Academic Report, ensure that you also access their **Progressive Report**. As mentioned, the Academic Report shows how a student is performing against the Victorian Curriculum's Achievement Standards whereas the goals on their Progressive Report outline what the student needs to work on next in order to make progress. Progressive reports also celebrate what the child has been able to achieve. At any stage of the year you can access your child's Progressive Report to see their current goals and a summary of some of their achievements to date. If you have any concerns with your child's report or learning, then please feel free to contact your child's community teachers to arrange a convenient time to meet.

## **REMOTE LEARNING (4.0)**

Finally, we would like to acknowledge the brilliant efforts of all our school community as we experienced Remote and Flexible Learning once again. Whilst we hoped that this was not going to happen again, the lockdown at the start of this month meant that we had to do back to the structures that we found to be the most successful from our experiences through 2020. In light of this, we once again decided that central to our remote implementation was 'live' lessons through the use of Google Classroom and Google Meets. It was so fantastic to see all our students, especially our Preps that transitioned into remote learning so eagerly and smoothly; even our newest teachers who may not have experienced remote learning in this manner be so keen to teach all students to learn in this alternative way. It was also so much fun to see the 'themed days' of sports, crazy hair/hats and bring 'something special' so well received as we saw so many students dressed up and having fun through our screens. We hope that schools will continue without disruption as we love seeing our students each and every day, however, if in the case we do end up learning remotely again, rest assured that everyone at HHPS is ready to go and we will do all that we can for our students to stay connected and for learning continuity to occur.

**Kaylene Kubeil**  
**Assistant Principal**



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# Positive Climate Report

## BADGE TRADE

It's exciting to see so many hero stamps and stickers being awarded across the school, hero cards filling the community hero card boxes and silver and gold badge trades.



Our badge data has been fantastic this term with **3,546 badges awarded** to students throughout the term! A group of our year 6 students have been coordinating badge trading for students to trade their badges for prizes this week.



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# Positive Climate Report Cont.

Our Hero Card wall at the office continues to grow with photos of our students who are showing our school values at recess and lunch time.



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# Positive Climate Report cont.

## **THE IMPORTANCE OF SLEEP FOR CHILDREN**

When your child sleeps well, your child will be more settled, happy and ready for school the next day. Good-quality sleep helps your child concentrate, remember things, regulate emotions and behave well. This all helps your child learn well. Getting enough sleep also strengthens your child's immune system and reduces the risk of infection and illness.

## **SLEEP: WHAT CHILDREN NEED**

At 5-11 years, children need **9-11 hours sleep** a night. For example, if your child wakes for school at 7 am and needs approximately 10 hours sleep per night, your child should be in bed before 9 pm. Some children fall deeply asleep very quickly when they go to bed. Others sleep lightly, fidgeting and muttering for up to 20 minutes, before getting into deep sleep.

## **HOW TO HELP CHILDREN SLEEP WELL**

A good night's sleep is about getting to sleep, staying asleep and getting enough good-quality sleep. Here are some ideas that can help your child get the sleep they need.

## **BEDTIME ROUTINE**

A bedtime routine is very important at this age. It helps your child wind down from the day. For example, a child who normally goes to bed at 7.30 might have a bedtime routine that looks like this:

- 6.45 pm: put on pyjamas, brush teeth, go to the toilet.
- 7.15 pm: quiet time in the bedroom with a book and a bedtime story or quiet chat.
- 7.30 pm: goodnight and lights out.



## **RELAXING IN BED**

After a big day at school, your child might still be thinking about the day's events and worries. If your child's mind is still busy at bedtime, it can cause a restless night or bad dreams. You can help your child settle and [relax for sleep](#) by keeping activities quiet in the hour before bed. For example, you could play gentle music or read a story together. Making a bath part of your child's bedtime routine can also help with relaxation.

Relaxing before bed also helps with [better sleep for pre-teens and teenagers](#).



## **GOOD SLEEPING HABITS**

Your child might sleep better at night if they:

- keep regular sleep and wake times, even on the weekend
- turn computers, tablets and TV off an hour before bedtime
- have a quiet and dimly lit place to sleep
- get plenty of natural light during the day, especially in the morning
- avoid sports drinks and chocolate, especially in the late afternoon and evening.

To read more about the importance of sleep go to:

<https://raisingchildren.net.au/school-age/sleep/understanding-sleep/school-age-sleep>

Wishing everyone a safe and happy holiday break.

**Positive Climate Team**



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# Pajama Day

Last Day of Term 2 2021

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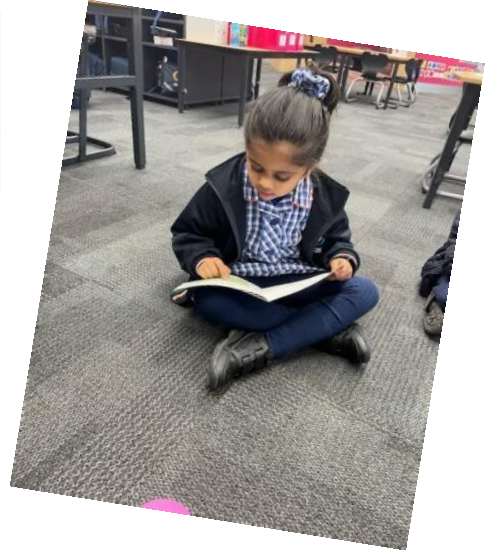


# Educational Leader's Report

## Prep – Year 1

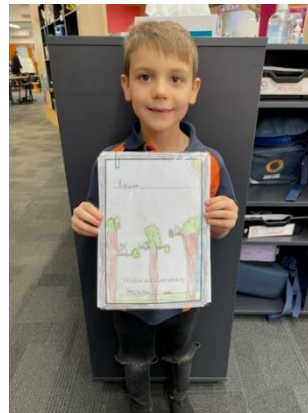
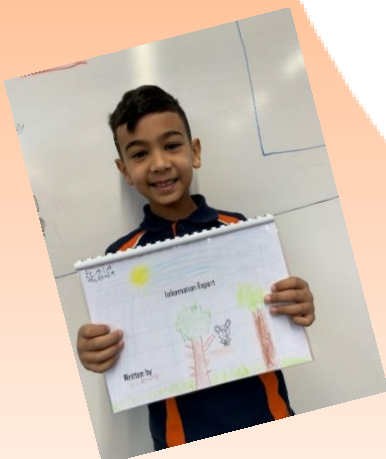
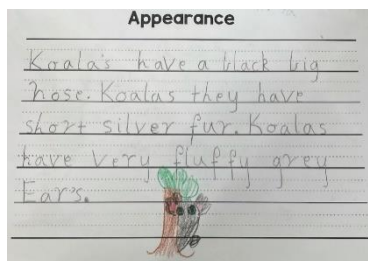
### PREP UPDATE

Our Preps have really started to build their Independent Reading skills by practicing reading their Guided Reading books both to themselves and to a friend. Students have enjoyed visiting their Community Libraries and choosing books to go into their Orange Book Box. This process encourages a lifelong love of reading, something we are very passionate about here at HHPS!



### YEAR 1 UPDATE

Our Year 1's have been busy writing their very own Information Mini Books on Australian animals. It has been fantastic to see our budding authors work through the writing process from draft to final copy. They are super excited to bring them home early next term to show you!





# Educational Leader's Report

## Year 2 – Year 3

### NATIONAL SIMULTANEOUS STORY TIME IN YEAR 2

Our Year 2 Communities participated in National Simultaneous Story Time (NSS) earlier this term. Every year a picture book, written and illustrated by an Australian author and illustrator, is read simultaneously in libraries, schools, pre-schools, childcare centres, family homes, bookshops and many other places around the country.

Year 2 teachers were thrilled at the idea of further promoting the value of reading and literacy, using an Australian children's book and our students were very excited to learn that the book titled "Give Me Some Space" by Philip Bunting, was going to be read aloud by a real-life female astronaut from Space!



### Here is what our students had to say about National Simultaneous Story time...



"During reading we read the book 'Give Me Some Space' and I really liked it because it was about space. I also liked it because it was about what the girl wanted to be when she grows up and it made me interested that she wanted to be an astronaut because she could discover and learn new things about new planets.

**Sharanya - Tamboore Learning Community**

"I liked simultaneous story time, it was fun and we learnt lots about space. I can't wait to be an astronaut when I grow up"

**Gavin - Balam Learning Community**

I liked that everybody was reading the same book at the same time because we all got to enjoy the book at the same time which made me happy."

**Aryan - Balam Learning Community**



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# Educational Leader's Report

## Year 2 – Year 3

### **BUZZ ABOUT BOOK IN YEAR 3**

The passion for life-long reading continues in our Year 3 Communities where students have been recommending books to their peers based on who they are as readers. Students have learnt that recommending books has a few parts to it. First, you need to know who you are recommending to. Secondly, you have to think about the books you know well that will match that person's interests, and finally, you need to be persuasive, trying to convince the person by highlighting just the right stuff from the book you are recommending.

Teachers have also been sharing and discussing with their students the books they are currently reading, which is opening up lots of rich discussions between students and teachers about different reading interests and passions.



**What sort of books do you enjoy reading, personally,  
professionally and as a family?  
Share these thoughts with your children.**

**Di Beltramello- Educational Leader  
Years 2 and 3**

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# Educational Leader's Report

## Year 4 – Year 6

### 2021 STUDENT ATTITUDES TO SCHOOL SURVEY

Over the past week, our Year 4, 5 & 6 students have participated in the Student Attitudes to School Survey (AToSS) as offered by the Department of Education and Training. This online survey is administered annually to all students to help schools understand students' perceptions and experiences whilst at school in Years 4-12. Due to the shift to Remote and Flexible Learning in 2020, the survey was unable to be completed, so we were very pleased that we could complete this year. The students, who at no stage of this survey process are able to be identified, are asked about their thoughts and feelings about their learning environments, peer and teacher relationships, overall wellbeing, and life in general.

Question examples:

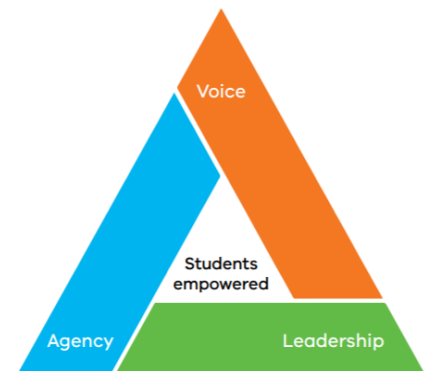
***My teacher tells us what we are learning and why***

***I feel proud about being a student at this school***

***I know ways to get through something even when I feel frustrated***

Students answer questions relating to these critical areas above on a five-point Likert response scale with: 1 - Strongly disagree, 2- Disagree, 3- Neither agree nor disagree, 4- Agree and 5- Strongly agree

As a school, we understand and acknowledge the importance of understanding health and wellbeing to support students to learn and thrive at school. We have a strong commitment to student voice as a vehicle to improve teaching practice, student connectedness, engagement, and student physical and emotional wellbeing in our school environment. We will look at the Student Attitudes to School Survey results as an opportunity for growth and show Kaizen as an educational setting that is improving the learning experience for all students.



The comprehensive data sets we receive from this survey will revolved around the three domains of Excellence of Teaching and Learning, Positive Climate, and Student Wellbeing. The results being from our 'student's eyes' will be available towards the end of Term 3. We look forward to unpacking the results with our Year 4, 5 & 6 students in a way that we can 'dive deeper' into what we need to celebrate as our successes, but also look at where there are areas to improve. As we know and understand, we need to continually empower our student community to be responsible and responsive to their own learning needs to ensure they have the dispositions skills to make the necessary adjustments. Overall, we strive to enable our students to continue to learn and grow as successful citizens of both our school and wider context.

**Justin Lania - Educational Leader**  
**Years 4 to 6**

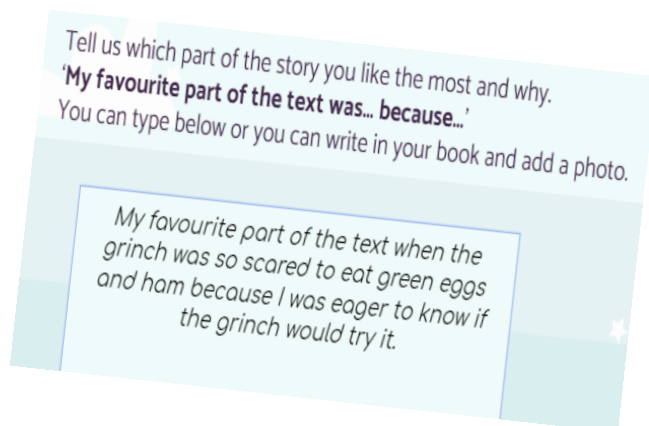
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# Engagement for Learning

## ENGAGING THROUGH REMOTE LEARNING

Remote learning gave us a chance to revisit the exciting activities and strategies that we had learnt last year and enabled students to showcase their excellent technology skills. Students were able to utilise online platforms such as Jam-board (see right) to share their ideas and give feedback on other students thoughts.



Students presented their work in a number of different ways to teachers.

Sending pictures of different things, typing their responses, creating videos, moving digital resources and sending through pictures of their written work.

We also had some exciting theme days such as 'Bring your favourite...', 'Workout Wednesday' and 'Crazy Hair Day'. It was great seeing so many excited faces on the screen and onsite of students who were participating in these days and learning about some special things their friends have.



Dale Rigby  
Specialist

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# Engagement for Learning

## TERM 2 SPECIALIST

There have been many exciting things happening in the Specialist area throughout Semester 1. Students have participated in a range of Specialist areas, each one offering a unique opportunity for the students to experience different things. Unfortunately, we have been unable to have Together On Fridays as a school at any stage this year but thanks to some support from Nate and hard work from our students, we have been able to produce a number of episodes of Harvest Home News. Our School Captains have done a fantastic job as the anchor of the News and our Technology leaders have learnt many new skills through editing the program and interviewing teachers and students about different events.



Well done to everyone involved. Our Communities have loved watching these on a Friday afternoon and I'm sure everyone at home did also!

Some of our Senior students participated in District Cross Country events this term. Adam (Year 6) finished 1<sup>st</sup> in his age group and Layla (Year 5) finished 2<sup>nd</sup> in her. Well done to everyone who participated and despite the rain, a great day was had by all.

A small selection of our Year 6 students also took part in District soccer trials. Congratulations to Jacob who made it through to the next stage for the Victorian team trials.



**Dale Rigby**  
Specialist

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# Engagement for Learning

## TERM 2 SPECIALIST

Students have been taking part in many exciting activities in STEAM, Visual Arts, Spanish and Science also. Whilst, there was the opportunity for students to complete Specialist tasks through an online matrix during remote learning it has been great seeing them completing hands-on tasks and activities back at school.

There is also a special Spanish Fiesta planned for Week 2 of Term 3!



### Science

I liked absorbing. My worm grew and the colours absorbed. – Vedh, Year 1

### Visual Art

We got to make our own stencils. We could choose our own pictures and it was something brand new for me. – Simrat, Year 3



### STEAM

Symmetry was fun to connect the missing parts. I normally play Minecraft but I enjoyed using it for my learning.

- Yuwan, Year 3



### Spanish

We liked that we could work together, share ideas and use the green screen for our project.

- Emma and Niscia, Year 3



Dale Rigby  
Engagement for Learning Leader

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# English as an Additional Language

(EAL)

## LANGUAGE AROUND THE WORLD

There are over 7000 languages spoken in the world today. Each and every one of them makes the world a beautiful and diverse place. When counting only first language (native) speakers, the top 5 most spoken languages in the world, according to **Ethnologue: Languages of the world (24<sup>th</sup> Edition, 2021)** are:

1. **Chinese** – 920 million native speakers
2. **Spanish** – 460 million native speakers
3. **English** – 370 million native speakers
4. **Hindi** – 340 million native speakers
5. **Arabic** – 270 million native speakers



Image: Babbel.com

## LANGUAGES IN AUSTRALIA

Australia is home to an assorted collection of languages. Our history of immigration has contributed to our linguistic and cultural diversity. While English is the dominant language in Australia, dozens of languages are spoken throughout the country, including a number of indigenous languages.

### **How many languages are spoken in Australia?**

Data from the 2016 Census found:

- Australians speak over 200 languages. Of these over 50 are actively spoken Australian Indigenous languages.
- Around 21% of Australians reported speaking a language other than English at home.
- English is the main language spoken in the home for nearly 73% of the population, followed by Mandarin, Arabic, Cantonese, Vietnamese, Italian, Greek, Hindi, Spanish and Punjabi.
- The languages other than English spoken at home vary between states of Australia. Victoria's top 10 languages other than English are Mandarin, Italian, Greek, Vietnamese, Arabic, Cantonese, Punjabi, Hindi, Sinhalese and Spanish.

(Source: Australian Bureau of Statistics, 2016)

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# English as an Additional Language

(EAL)

## LANGUAGES AT HARVEST HOME PRIMARY SCHOOL

At Harvest Home Primary we celebrate our cultural and linguistic diversity. Our families speak over 40 different languages, other than English, including Creole, Portuguese, Italian, Russian, Croatian, Macedonian, Serbian, Polish, Albanian, Kurdish, Pashto, Dari, Persian (Excluding Dari), Arabic, Chaldean Neo-Aramaic, Turkish, Malayalam, Tamil, Telugu, Bengali, Gujarati, Hindi, Marathi, Nepali, Punjabi, Sinhalese, Urdu, Fijian Hindustani, Khmer, Vietnamese, Malay, Tagalog, Filipino, Chinese, Cantonese, Mandarin, Japanese, Shona, Somali, Zulu and Samoan.

The 5 most common home languages at Harvest Home Primary are English, Arabic, Hindi, Punjabi and Tamil.

Our diversity makes our school a more interesting place to learn as our differing cultures contribute to new ways of thinking, new knowledge and different experiences. The many languages we speak and our diverse cultures shape us and our identity.

**Kellie Blandthorn**  
EAL Learning Specialist



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# Learner Dispositions

## HHPS LEARNER DISPOSITIONS

Throughout Term 2 we have seen a change in the language that has been used at HHPS. Teacher's and student's are starting to use the language of our HHPS Learner Disposition.

A reminder that our seven Learner Dispositions are: Brave, Determined, Curious, Collaborate, Problem-Solve, Reflect and Self Aware. Throughout this term you would have seen we have been posting videos and posters on Compass to introduce and explain each of our dispositions.

## How Learner Dispositions are used throughout HHPS

We have again experienced another time when we students learned from home. This meant that the students had to become the drivers of their own learning throughout this time. Yes, teachers were able to offer support and lessons were provided via google meets, but the students had to learn differently. The HHPS learner disposition gave them a starting point for being **determined** throughout this time. They had to **problem solve** and become more **self-aware** of the way in which they learn best. The implementation of our learning dispositions allowed the students and teachers to build these into lessons. This means our learners were better prepared for becoming their own 'teachers'.

With our language of the learner dispositions growing we are noticing more that these dispositions are being displayed within the Learning Communities. From spaces being named after a disposition to the learning pit being displayed to support our disposition of **problem solve**. Our teaching through lessons is becoming a platform to use the dispositions so that students can build their knowledge and application of these dispositions.



## What's to come

The use of this 'language of learning' is one of the ways the dispositions are becoming more heard around the school. The next step is to create visuals for these so that these are understood by all learners across the school. We will be asking for community input and support to design what these visuals might look like. Throughout Term 3 more information will be shared as to how you can become involved.

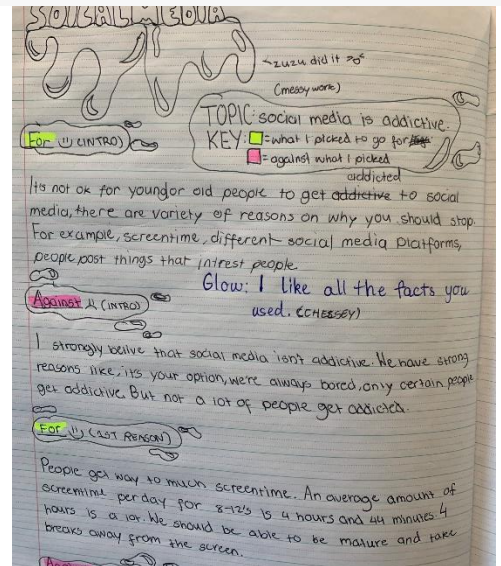
Please keep an eye on the compass notifications.

Kyle Hattie

Learning Specialists - Dispositions

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## Online Programs

As part of the Book Pack, students have access to some wonderful online programs to support learning. The programs are utilised in school and are a part of our Home Learning Expectations. Logins can be found in the inside of the Home Reading Journal/School Diary.



**Wushka (in 2021 this is for Prep students only)** is a cloud-based levelled reading program used at school and would love you to continue reading with your child at home. The program encourages students to engage with fiction and non-fiction texts on interactive devices. All School Readers are levelled from Level 1 through to Level 31+ and have been developed using decades of educational publishing experience. Recognising that the best outcomes are achieved when students continue reading at home, your child can use their login details received at school, to complete readers set by their classroom teacher, at home. Visit [wushka.com.au](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

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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



## **HHPS School Values**

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