



Harvest Home Primary School

ISSUE 4

School and Community Growing Together

NOVEMBER 2022

Principal: Anthony Simone

Assistant Principals: Kaylene Kubeil

Andrew Bouzikas

Joanne Branidis

Stacey Lawler

365 Harvest Home Road, EPPING. 3076

Phone: 03 8468 9000



TERM 4 EVENTS	DATE
Throughout Term 4	Learn to Swim Sessions: King Swim
Monday 31st October	Curriculum Day: Student Free Day
Tuesday 1st November	Melbourne Cup Public Holiday
Friday 11th November	Remembrance Day
Thursday 8th December	End of Year Celebration – Community BBQ 3.30pm – 6.00pm
Tuesday 13th December	State Transition Day – Year 6 – Year 7 2023 Step Up Day
Thursday 15th December	Year 6 Graduation
Friday 16th December	Year 6 Fun Fields Excursion
Monday 19th December	Student Free Day
Tuesday 20th December	Last Day of School Year Early Dismissal – 1.00pm

HHPS School Values

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

Principal's Report

Dear Families of Harvest Home PS,

It is hard to comprehend that the 2022 school year is coming to a close. The students have shown remarkable resilience with returning to a full year of face-to-face teaching. I could not be prouder of all of them. The community has reunited inside the school gate which creates a 'buzz' in the air that is contagious. There is nothing like the feeling of happy students walking to their learning communities with their parents with big smiles on their faces. The growth of capabilities of the staff has also been rewarding and pleasing to work alongside them. Proudly, I can sit here as the Principal of Harvest Home PS knowing that we have a dedicated group of professionals who are always striving to improve and develop their craft.

Our school improvement measures clearly show that Harvest Home Primary School is the school of choice in the area and the data also indicates this. Our Year 3 NAPLAN top two bands Reading data shows that 63% of our Year 3 students are performing in the top two bands in the 2022 NAPLAN assessment. We are above the similar school average, network of schools average and the State average.

Our Year 3 Reading Data:

Top 2 band students in 2022 (%) ⓘ

For students in Year 3, Reading

63%

Your school

54%

Similar schools

55%

Network

58%

State

Our Year 5 Reading data clearly shows that we are progressing well above similar and network school and just 1 percent below the state average. This has not happened by accident; this is from hard work, persistence and dedication from the students who are willing to continually improve, our Community setting the conditions for success, and our staff that work so tirelessly to provide our students with greatest opportunities to improve.

Our Year 5 Reading Data:

Top 2 band students in 2022 (%) ⓘ

For students in Year 5, Reading

43%

Your school

38%

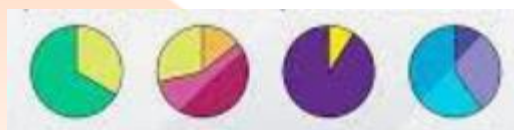
Similar schools

33%

Network

44%

State



HHPS School Values

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



Principal's Report

Annually our students in Years 4 – 6 complete an 'Attitude to School Survey'. Our data in the table below indicates that we are performing at similar schools, network schools and state average increasing over the last couple of years in relation to Differentiated Learning Challenge.

Percentage Endorsement in 2022 (%)

Differentiated learning challenge for students in Years 4 to 6

85%

Your school

85%

Similar schools

84%

Network

84%

State

We should be proud of what we have achieved as a school this year and be excited about next year. In 2023 our student enrolments will continue to stabilise as we are now supported by neighbouring schools as we continue to work within our school zone.

Although we have had so many highlights, it has also been an extremely tough and emotional year for our senior students and our community. As our graduating Year 6 students reflect and celebrate what they have achieved throughout their primary school years, we remember our great friend, loyal student, and respected member of our school community – Mahdy, who we all miss dearly. This group of graduating students is like no other. United, compassionate, and caring for each other, our families, and our community. What has kept this group united is the camaraderie they share with each other, the love, the care, their ability to be flexible and to draw on memories and experiences of good times.

Go well graduating group of 2022.

Best wishes,
Anthony Simone



HHPS School Values

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

Assistant Principal's Report

COMMUNITY BBQ RETURNS

As we draw to the end of the 2022 school year, we are very pleased to see the return of the End of Year Community BBQ Celebration, which will take place on Thursday 8th December. The event will take place at Harvest Home Primary where families will have the opportunity to participate in a range of fun games and activities. We will be serving options from the BBQ, along with Cold Drinks and frozen treats. The evening may even include a visit from a very special 'Christmas' guest. Please keep your eyes on Compass as we provide updates with regards to all the activities planned for the evening. We look forward to seeing everyone there.



UPCOMING STATEWIDE TRANSITION – 'Step Up' Day

Tuesday 13th December is the State-wide transition day. If you are attending another school in 2023, it is encouraged that you attend your new school on this day in accordance with the school's transition arrangements. Our current Year 6 students will attend a range of Secondary Colleges on this day. At HHPS, students will gather in their 2023 communities for a morning induction session. They will get the opportunity to meet their 2023 teachers and friends. New students beginning at HHPS next year have also been invited to attend on this day. We are also very pleased to say that we will also have teachers and education support staff that have been employed to commence at HHPS in 2023 will attend the day as well. We warmly welcome all staff and students that will join the Harvest Home community.

2023 PREP TRANSITION & ORIENTATION

Throughout November, enrolled students that will commence Prep in 2023 have been attending our weekly Transition Program. These sessions are designed to familiarise the children with their new school surroundings, be able to meet new peers and participate in play-based activities and story time with our teachers. All students will also receive a 'HHPS transition pack' which has a variety of activities that will support some skills such as tracing letters and being able to write their name.

We remind all families with students starting Prep in 2023 to the Orientation Session on Thursday 8th December from 9.15am- 11.00am. On this day the Prep 2023 students will get to meet their Community Teachers and participate in activities in their 2023 Learning Community spaces. This is an important day in ensuring a smooth transition to the start of their primary schooling years. If you have a student enrolled for Prep next year, please ensure they attend this important day. If you cannot attend for any reason, then if you are able to please let our office know, that would be greatly appreciated.



HHPS School Values

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

Assistant Principal's Report

END OF YEAR REPORTS

On Friday 16th December, the **Semester 2 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 picture of a student's achievement and progress at a point in time. Teachers map the student's learning against the achievement standards, and place the student on the learning continuum, that best reflect the student's level of performance and progress.

The Victorian Curriculum is structured as a single developmental learning continuum and is organised by levels not years of schooling. The curriculum consists of Towards Foundation Levels A to D and Levels Foundation to 10. All curriculum areas have achievement standards, describing what students are required to know, understand and apply. Students' progress along the learning continuum at their own rate and from their own starting point.

At HHPS, we provided a differentiated teaching and learning program at the level that suits each student's needs, and not taught in a 'one size fits most' approach. Our teachers provide learning opportunities to support the learning journey of all students, including those students with additional learning needs or requiring extension. Further information about the Victorian Curriculum can be found online at: <https://victoriancurriculum.vcaa.vic.edu.au/>



Please refer to the 'HHPS Family Guide to Reading Reports' which will be posted on Compass at the time the 2022 Semester 2 Academic Reports become available. This will support your understanding, as well as the further discussions with your child/ren. Due to the inconsistencies and disruption to the teaching and learning programs that students experienced in both 2020 and 2021 you may see some anomalies with certain learning areas. This will be most noticeable in learning areas that are assessed within Challenge Based Learning and our specialist subjects, as in 2020 and 2021 school were not required to provide a curriculum score at this time. Despite this you will be able to see both growth and outcomes in the areas of both Literacy and Numeracy.



When viewing your child's Academic Report, ensure that you also access their latest Progressive Report. As mentioned, the Academic Report shows how a student is performing against the achievement standards and the goals in the Progressive Report outline what the student needs to work on next to make progress. Remember that 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.

At the end of each school year, the Progressive and Academic Reports remain in your child's Compass Portal, allowing you to refer to it again if you wish to in the future. If you have any further question regarding your child/ren's reports, then please do not hesitate to contact your child's teachers.

Andrew Bouzikas, Kaylene Kubeil & Stacey Lawler
Assistant Principals

HHPS School Values

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

Positive Climate

It has been a busy, but very enjoyable Term 4 as we come closer to the end of the 2022 school year; where our students and families have participate in school activities and events with enthusiasm and big smiles!. It has been pleasing to see our students in both their learning communities and in the yard showing all of our school values and expectations. We are so proud to be sharing the amazing award data table with you all below.

Award type	Term 1	Term 2	Term 3	Term 4 (targets)	Term 4 (weeks 1-7) so far
Badges	4560	3876	3774	4600	2924
Kaizen awards	337	365	365	370	374
Positive phone calls	852	727	812	860	604

Victorian School Wide Positive Behaviour Support

Throughout 2022, we have continued our journey and positive application of (Harvest Home Hero) School Wide Positive Behaviour support framework which as been aligned with our successful enrolment in the Victorian Schools SWPBS program. This professional learning continua enables eligible schools to evaluate, set goals, monitor and evaluate the successful implementation of setting a positive learning environment for our students, staff and school community.

To begin the year, we completed several evaluation tools to establish our previous, current and potential future practices of our Harvest Home Hero program. Through various data sets, it has been evaluated that we have been able to successfully implement a framework that enables students to feel comfortable as a learner, self-aware as a student in our school and that their actions and behaviours to be positively recognised. Again, our determined and focused implementation has been recognised by the Department of Education. The Central Vic SWPBS has recently released the 2022 State-wide fidelity list. In Victoria, approximately 70 schools are shown to be implementing with fidelity. The achievement of schools implementing with fidelity should be celebrated and noted for the school's commitment to implementing SWPBS to a high standard. As great recognition our efforts, we have been recognised as one the 70 Victorian schools who are implementing with high fidelity in the 2022 school year.

This year, we have regularly meet as a school team; where we discussed and analysis data sets that support our students; this also included fortnightly meetings with Vic SWPBS regional coaches who have recognised our inclusive learning environment for our students. As we move to the end of the 2022 school year, we are looking at the Vic SWPBS awards criteria and will consider awards application, enabling positive recognition for our students, staff and school community. Leading in 2023, we have once again applied to participate in the Vic SWPBS and continue our journey of successful implementation of our Harvest Home Hero program.



HHPS School Values

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

Positive Climate

Harper – Our Wellbeing Dog

We will be celebrating Harper's first birthday very soon. The Buzz leaders are busily planning on how we will celebrate her special day. Harper is currently at school three days a week. She has been visiting communities, listening to students read and assisting students to walk to class in the mornings. Harper has been spending time with her HHPS staff carers including Sophie, Angela, Ally, Jacinta and Stacey in their homes.

She loves playing and having fun with everyone's dogs



Positive Climate

Meeting our 'old' Education Support Staff

Tyson

Why did you choose HHPS? I chose HHPS because I was looking for a place to work where I felt like I could fit in and belong. I felt like Harvest Home with their values would provide that for me and I could tell that my approach to my job of students first aligned with the schools' ideals as well.

What is the best thing about working at HHPS? The best thing about HHPS is how every decision made is done with the best outcome for the students in mind. Also, that we all as a staff work so collaboratively together to create the best learning experience and environment for the students

What do you like to do in your spare time? In my spare time I enjoy playing video games and sports. Also being able to spend that time with my nieces and family.

What is one interesting fact we might now know about you?
An interesting fact about me is I am studying to be a primary school teacher



Dilhani

Why did you choose HHPS? HHPS explores primary school education at a different level and looks for growth in every area possible. It is a good place for a professional to grow as well.

What is the best thing about working at HHPS? Inclusivity and room for growth. Every child is considered as a unique individual.

What do you like to do in your spare time? Home gardening, cooking and visiting the countryside and historical landmarks.

What is one interesting fact we might now know about you?
Really crazy about collecting home decors, art and craft. Once I liked writing poetry



HHPS School Values

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

Positive Climate

Kamal

Why did you choose HHPS? HHPS makes a great workplace ,all the staff here are amazing ,understanding and cooperative.

What is the best thing about working at HHPS? Everyone works collaboratively for one purpose which is the growth of our students. Staff here is super friendly, helpful and approachable in every aspect which makes working and learning fun .

What do you like to do in your spare time? Spending time with family, shopping, watching movies ,listening to Spotify, and exploring new places to visit .

What is one interesting fact we might now know about you?
I can speak around 4 different languages.



Despina

Why did you choose HHPS? I chose HHPS because when I came for the open day for a tour, I realised I wanted to work here because of the way it was set out and the open learning they had interested me. Also talking to the positive climate leader I loved how the school was inclusive.

What is the best thing about working at HHPS? Best thing about working at HHPS are the wonderful students and teachers I work with and how the school makes us feel inclusive.

What do you like to do in your spare time? In my spare time I like to spend time with my family, go shopping and go on holidays.

What is one interesting fact we might now know about you?
Interesting fact about me, I love playing and listening to the piano.



Educational Leader's Report

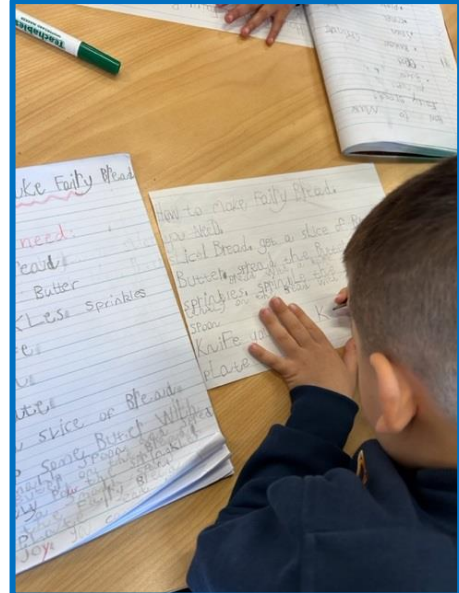
PREP & YEAR 1 REPORT

Procedural Writing in Year 1

The purpose of procedural writing is to teach or instruct others how to do something. Examples of these are instruction manuals, recipes, and game rules.

To gather ideas to write their very own procedural texts this term, our Year 1 students listed all the things they were good at and could instruct others how to achieve. These included how to make an awesome LEGO structure, how to be a Harvest Home hero, how to wash your hands and how to make pancakes.

Students then discovered the importance of giving the reader explicit steps in their writing to ensure they could successfully achieve the outcome of a procedural text. They did this through writing a procedure for making fairy bread. Students had to follow their partners instructions exactly so when the instruction said "Put the sprinkles on the bread, students had to put the jar of sprinkles on the bread". This taught students the importance of using the correct verbs, such as sprinkle, spread and shake as opposed to words like 'put'.

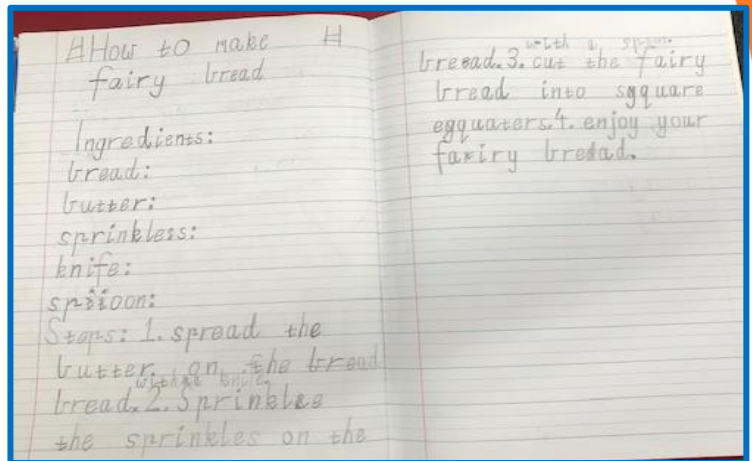
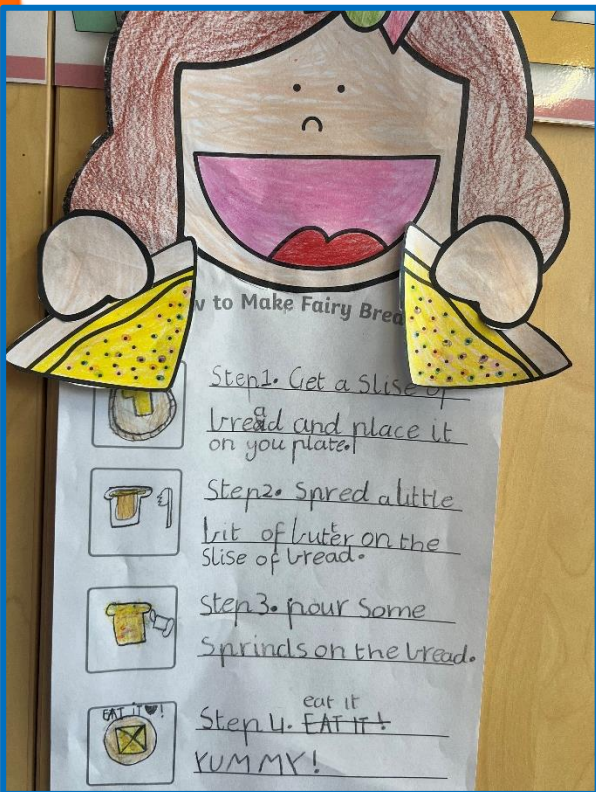


HHPS School Values

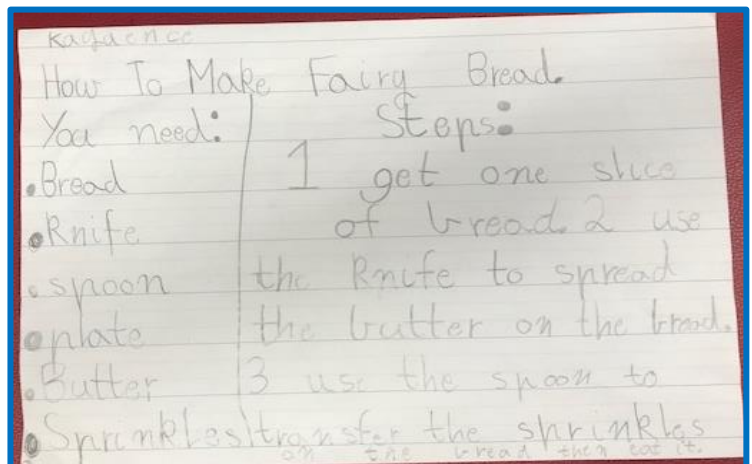
Achievement --- Cooperation --- Acceptance --- Responsibility --- Integrity

Educational Leader's Report

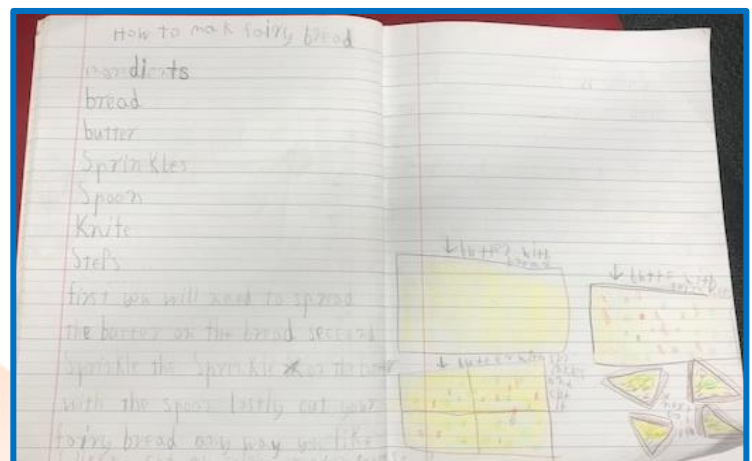
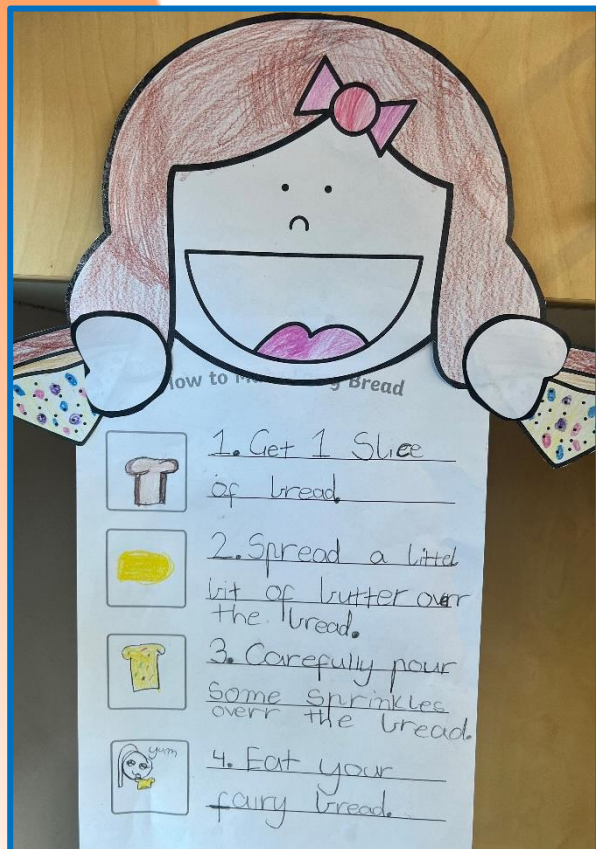
Here are some examples of the wonderful Year 1 Procedural Writing



I used instructions like "put the butter on evenly" and "transfer the sprinkles onto the bread" so my partner knew exactly what to do
(Fatima – Wurun)



My partner didn't tell me **how** to eat my fairy bread, so I just stuffed it all in my mouth!
(Thomas – Wurun)



HHPS School Values

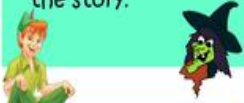
Achievement --- Cooperation --- Acceptance --- Responsibility --- Integrity

Educational Leader's Report

Story Elements:

Characters:

- are the people, animals, or things that take part in the story.



Setting:

- is where and when the story takes place.



Problem:

- is something that causes trouble for the characters.



Solution:

- is how the problem in the story is solved.



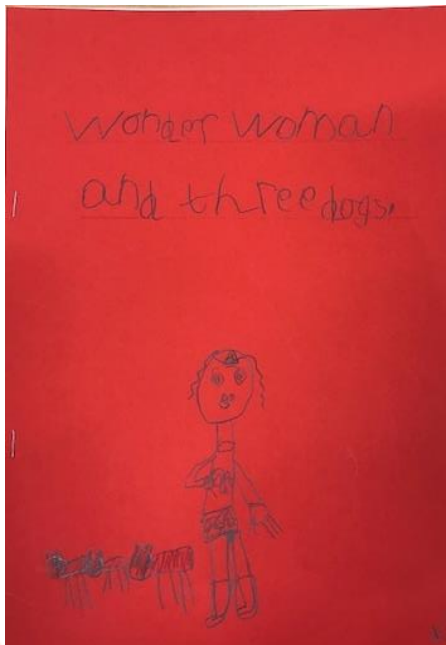
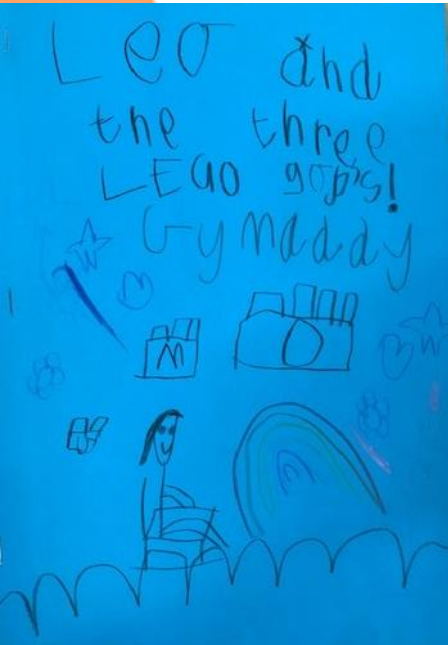
Narrative Writing in Prep

In Prep, students explored writing Narratives or stories. Students identified story elements, such as characters, settings, problems and solutions through the reading of familiar texts, such as Goldilocks and the Three Bears. They then explored a variety of other familiar stories to gather ideas so they could create characters, a setting, a problem and a solution for their own stories.

Students learnt how to plan a story through drawings and got inspiration for other stories through examining picture prompts, such as those below.



Here are some examples of the marvellous stories published in Prep:



When I made my own story, I liked drawing the castle and all the details. My story is called 'The princess and her dad'.

(Andriana – Kirrip A)

Kellie Blandthorn

Prep & Year 1 Educational Leader

HHPS School Values

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

Educational Leader's Report

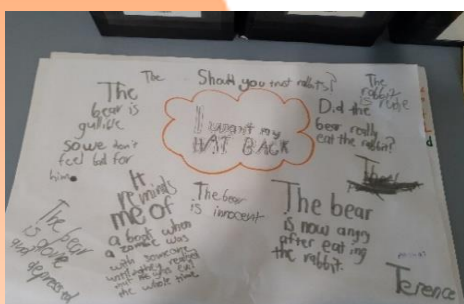
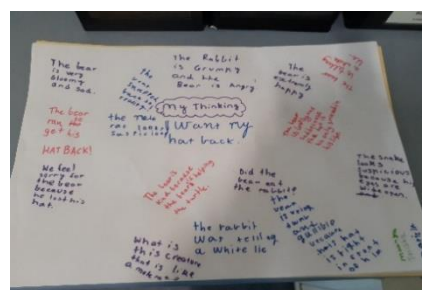
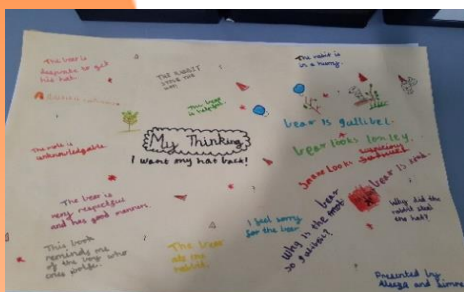
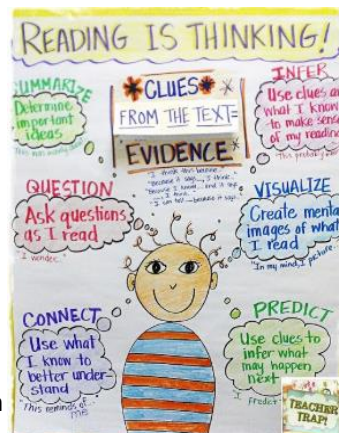
YEARS 2 AND 3 CURRICULUM REPORT

TEACHING STUDENTS TO THINK ABOUT WHAT THEY READ

Students have been participating in a variety of 'listening to your inner voice' lessons as part of their reading instruction. Comprehension is the central component of reading. As proficient readers read, they make meaning, learn new information, connect with characters, and enjoy the author's craft. However, as students begin to transition their skills from 'decoding' the words, to becoming active 'meaning makers', they do not always monitor their level of understanding of the text they are reading or notice when they are making errors.

The importance of comprehension is reflected in the Victorian Curriculum across all levels in the Literacy strand and is a constant area of focus throughout the HHPS teaching and learning programs. To be successful in reading, students need to draw on strategies taught through this 'lens of comprehension', such as using prior knowledge to make connections, predicting, searching for and using information, inferring, summarising, synthesising and critiquing.

This term, year 2 and 3 students have been **tuning into the inner voice** in their mind and learning how to chat back and forth with their thoughts to help them make sense of what they are reading. They have been practising how to stop and take note of their thinking and talk about this thinking with their peers.



I really like how our teachers taught us to tune into our inner voice when we are reading. I was really surprised because I didn't even realise, I was doing it. Now when I tune into my inner voice, I am self-aware of all of the strategies I am using such as 'making connections.' I tune into my inner voice by thinking about the what the words and sentence mean as I read. This has really stood out to me and when I read now, I am always paying attention to what my inner voice is telling me.

Rabab Mangat – Dulap Learning Community

HHPS School Values

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

Educational Leader's Report

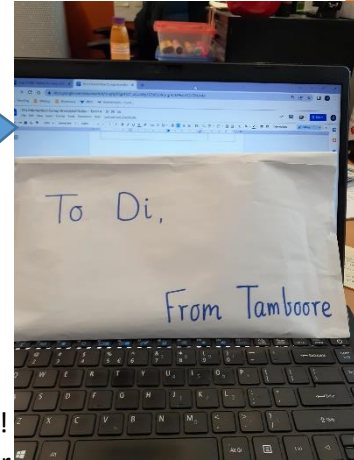
WRITING WITH PURPOSE AND AUDIENCE IN MIND

"Writing instruction is most powerful when it's linked with real audiences and real purposes."

Year 2: Persuasive Letters

Year 2 students had been learning about to write persuasive texts and what a better way than to use these skills for a 'real' purpose with a 'real' audience...ME!

Early in the term I was pleasantly surprised when I received an oversized envelope delivered to my desk.



As I read these letters, it became very clear that Durrong and Tamboore students strongly believe they should be allowed to have developmental play as part of their weekly timetable and how this would be beneficial to their learning.

I have to say, some of the reasons that were stated just could not be argued against! I had to carefully consider all the reasons stated and through consultation with other leaders of the school it was decided that Year 2 will participate in developmental play that will support their fine and gross motor skills as well as their personal and social development. Great job Year 2 students.

Nothing on earth is so irresistible to a writer's the knowledge that her writing might actually influence someone else's thoughts or feelings. And if that is not true, there is no compelling reason to write. We cannot coerce nonwriters into writing. We can only coax them by promising the one thing no writer can resist: an appreciative audience.

(Spandel, 2005)



HHPS School Values

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

Educational Leader's Report

Year 3: Information Reports with Voice

Our Year 3 students have taken their information report writing to a new level. Gone are the days of the standard information report on elephants and giraffes. Our teachers have been modelling how engaging and interesting non-fiction text writing can be through the use of various mentor texts, in particular Fauna by Tania McCartney.

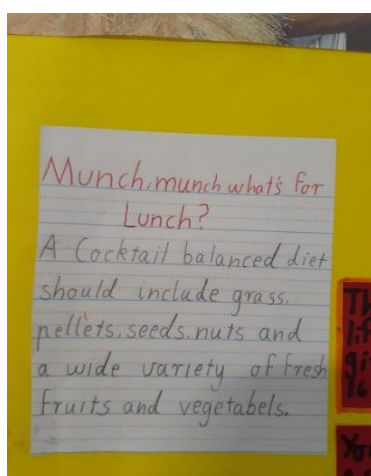


Teachers explicitly taught the skill of using your 'voice' when writing and you can see (and hear) how interesting, amazing and surprising some of the information reports are.

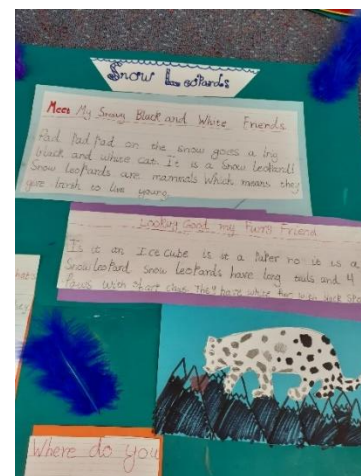
Have a look at some of the inspiring published pieces of work with sub-headings that make you want to read on to find out more. Teachers explicitly taught the skill of using your 'voice' when writing and you can see (and hear) how interesting, amazing and surprising some of the information reports are.



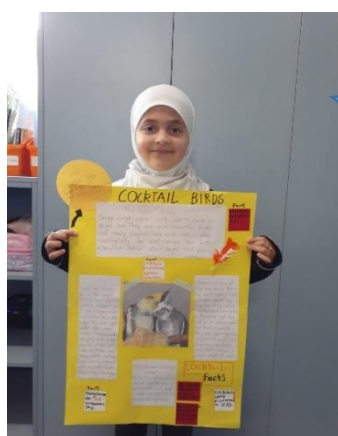
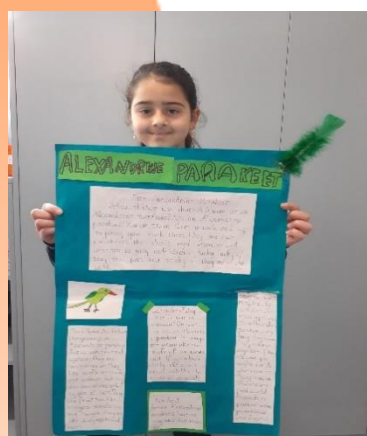
YOU'RE ON SLEEK



MUNCH, MUNCH, WHAT'S FOR LUNCH?



LOOKING GOOD MY FURRY FRIEND



**PUBLISHED
INFORMATION
REPORTS**

Our dedicated teachers are continually collaborating to ensure the best outcomes for our students. Most recently, the Year 3 professional learning community discussed how to best support the learning growth of our students moving into our next unit of work on writing an information report on a selected country.

Di Beltramello
Year 2 & 3 Educational Leader

HHPS School Values

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



Educational Leader's Report

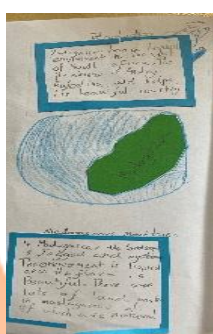
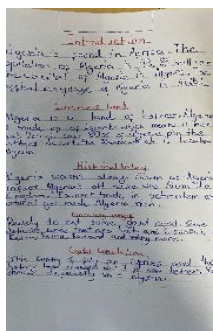
YEAR 4-6 REPORT

What an amazing year of learning it has been across the Year 4-6 Learning Communities this year. There have been so many exciting things happening over our first three terms and Term 4 has been no different. Students have been engaged in their learning and working hard to show KAIZEN everyday.

Writing

After a successful Writing showcase at the end of Term 3, our teams carried that momentum into Term 4 and students have been excitedly writing away.

Year 4 students have been creating explanation reports linked to their CBL topic of 'Geography'. Students selected a country of interest and shared some exciting facts and information about the country through the creation of a travel brochure. They wrote about the animals you would see in that country and, after their excursion to the zoo, completed a second information report about their chosen animal to go along with their original report. As part of the CBL units, students have also been lucky enough to write to students who attend a school in Fiji. We have received some letters back from our new pen pals and learnt many exciting things about what school is like in another country!



Year 5 students also attended an excursion to support their writing focus this term. They have been looking at explanation texts and trying to inform the reader about how something works. Students enjoyed forming their own questions about a number of topics, conducting some research to learn more and then documenting this new learning.

Their excursion to CERES showed them about the water cycle and students were able to write a report based on what they had learnt at CERES.

Term 4 writing is always a favourite in the Year 6 community as they plan, draft, revise, edit and publish their final piece of writing for primary school, which is their personal page for their Year 6 yearbook. So many memories, reflections and forgotten stories feature across the personal recounts that all student have been working hard on.

Hello! Bula Vinaka!
I'm good thank You. My name is Ma
and I am 9 years Old, I am in Year 3.
My hobbies are Writing, reading, playing a
helping
my mother with chores How about! you
Our language is Fijian and I learn eng
in School.
I Wish I could meet you too!
My School is very very far from town,
right in the mountains.
Do you celebrate tiwaki? I love Skee
Hope to hear from you.

Moce!
your pen pal
Mariona

How does a water cycle work?

Whenever your drinking a normal glass of water, do you
see wonder what it is made of and how it got there?
It takes just to get fresh water? Well,
trust me, it's a lot of steps.

How the water cycle works?

First of all, evaporation, one of the most major
processes in the cycle. By evaporation, water at the
surface turns into water vapors. The water absorbs
heat energy from the sun and turns into vapors.
Water bodies like the oceans, seas, lakes, and
the river bodies are the main source of evaporation.
Secondly, condensation, is the process by which
water vapor in the air is changed into liquid.
Cold temperatures are creating clouds when the
air is full of liquid, it falls from the
sky as rain or snow.

How the water cycle works part 2

Third of all, Precipitation, is liquid water from
the clouds, it fills with all the tiny little
water droplets. Then it precipitates back to earth
in the form of rain and snow.
This stage is important as the rain
falls to the earth passing animals and plants
get more strength to grow but not too much.



HHPS School Values

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



Educational Leader's Report

Numeracy

his term, all Learning Communities have continued to work through engaging numeracy tasks that have enabled them to tackle real-world problems and use hands-on materials to explore different concepts such as capacity, fractions, measurement and many more. A consistent topic that has been covered across Years 4-6 this term is Data. Students have looked at interpreting different types of data, collecting their own and representing it in a number of clear and easy to read ways.

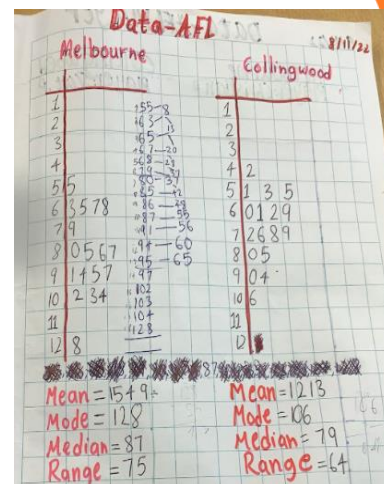


Left:

Students created their own sandpits and investigated the volume and capacity.

Right:

Students creating data on AFL team scoring patterns this season.



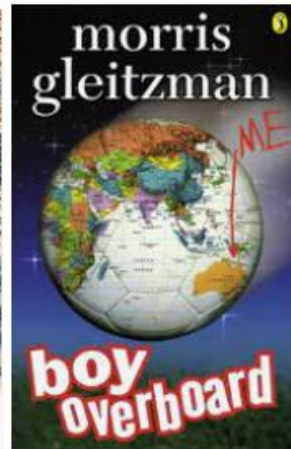
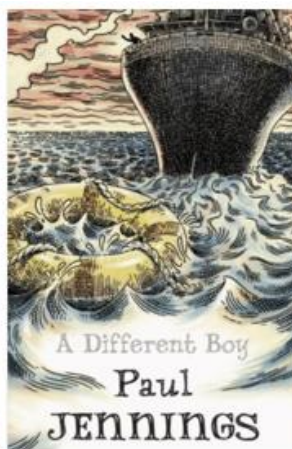
Reading- Author Studies

During Term 2, students read a novel from a particular author in their first 'author study' for the year. Students were able to immerse themselves in a longer text that was a focus within the community for a 3–5-week period. During this time they looked at the author's style, language and strategies they used to engage the author.

Authors Studied:

- Year 4- Emily Rodda
- Year 5- Paul Jennings
- Year 6- Morris Gleitzman

In Term 4, we have revisited the authors listed above and analysed another book they have written. Whether it has been the fantasy worlds created by Emily Rodda in her texts (Rowan of Rin and Deltora Quest) or the way that Paul Jennings (The Gizmo and A Different Boy) and Morris Gleitzman (Blabbermouth and Boy Overboard) are able to engage the audience through humour, yet still tell a purposeful story with a powerful message, all students have enjoyed taking a deeper dive into an author. There have been many times throughout these weeks when the teachers have finished reading a chapter only to hear groans as students eagerly await to hear what happens next.



HHPS School Values

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

Educational Leader's Report

Student Voice: Year 6 Students

What has been the highlight of your final year of primary school?

Tanbir- CBL Market because it was fun and we learnt about marketing and economics.

Jasman- I've enjoyed writing because I've tried my hardest to use new and different sentences.

Suprim- I've enjoyed my learning because my teachers try different things to make us enjoy it such as challenges.

Saihab- Reading because I have developed a love for reading and I've enjoyed learning about Morris Gleitzman books.

Lance- I've enjoyed the Numeracy challenges and learning new concepts.

Eshika- Interschool Sports and GALA Day.



Ronika- Spending time with all of my friends.

Simone- Making so many memories with my friends inside and outside the Community.

Taylor- GALA Day and spending time with my friends.

Maryam- I've enjoyed working with my buddy and doing lots of different activities with them.



Learner Dispositions @ HHPS

Learner Dispositions in the Learning Communities

Harvest Home Learners are Goal Setters:



Being a Self Aware learners is about understanding where you are in your learning, how you are going and how you learn best. Goal Setting is a big part of this. In the communities teachers are working with their students to become the leaders of their own goals. They are doing this by showing them where their goals are in the community, some communities have student's goals on their walls as a visual display. Other communities have a slide show for the students with their goals on them. Goal setting supports ownership, the ability to practise at home on the correct learning at their level, and creates impact in students learning.

Student Voice - Buzz Leaders

Our Buzz Leaders from years 3 – 6 had the opportunity to attend the RSL to support the Remembrance Day commemorations. On Friday 4th November, the Year 3 -5 leaders visited the RSL to learn about the history of the RSL and to help with laying a display of poppies and flags on the front lawn. Our students spent a lot of time speaking with the volunteers, asking questions and learning about those who served in times of conflict, while paying their respects. They discovered the meaning behind the different coloured poppies and how much work goes into researching those who lived in the local community and who are now honoured and remembered at the Epping RSL.

Then, on 11th November, our Year 6 leaders attended the Remembrance Day service, standing alongside members of the local community and local politicians. They showed great understanding and respect for the significance of the occasion and presented a wreath on behalf of the school, made by all members of our Buzz team.

We hope to continue building our connection with the Epping RSL and our 2022 Buzz Leaders made a wonderful impression on the staff and volunteers.



Kyle Hattie
Maramba Teacher

HHPS School Values

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

Learning Focus Areas

CAREER START PILOT

The Career Start Pilot provides time release, professional development opportunities and a range of additional support for graduate teachers to ensure they develop the expertise they need to drive strong student outcomes throughout their career.

Throughout this year, our graduate teachers, Lourdes, Paul and Andrew worked closely with a mentor and other experienced colleagues to develop their professional practice. Alongside their involvement in the Career Start Pilot, our graduate teachers completed their Victorian Institute of Teaching (VIT) Inquiry to successfully gain their full teacher registration.



Well done and congratulations Lourdes, Paul and Andrew!

Below our three graduates share their responses to the following question: What are your three biggest learnings or takeaways from their VIT Inquiry and first year of teaching?



Lourdes - Year 1 Galada Community

"A little bit of improvement or change in my practice goes a long way. Each day is a new day to learn something new."

"Building relationships with students and knowing them is a crucial first step."

"It's essential to celebrate students' achievements and successes."



Paul - Year 2 Tamboore Community

"Taking time to reflect and celebrate the small wins each and every day."

"Developing my professional identity has allowed me to become more confident with my teaching craft."

"Getting to see students grow both academically and socially is extremely rewarding."



Andrew - Year 5 Matong Community & Year 6 Maramba Community

"Purposeful feedback is powerful (teacher-teacher, teacher-student, student-teacher, student-student)."

"Establishing my own teacher 'flare' has allowed me to increase student engagement."

"Building relationships within the school community positively impacts student learning outcomes."

Stephanie Mitreski
Learning Specialist & Career Start Mentor

HHPS School Values

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

Learning Focus Areas

TUTOR LEARNING INITIATIVE PROGRAM

What a wonderful year we have had with our implementation of the Tutor Learning Initiative (TLI) program. Throughout the school year the TLI coaches have worked with over 350 students across the school from Prep to Year 6, in the curriculum areas of reading, writing and numeracy. Through these opportunities for students to work in small groups multiple times a week we have seen an increase in student's confidence and growth in their learning.

Thank you to all the students who participated in the program working hard each week showing KAIZEN and to our amazing coaches for your continued hard work.



Jacinta Bok
Learning Specialist

HHPs School Values

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

Learning Focus Areas

ENGAGEMENT CLUBS

In our final term of the year our engagement clubs have been more popular than ever. Students have shown how they can be their best, be respectful and safe in so many ways throughout the clubs. Our clubs have been an opportunity to develop our HHPS Learner Dispositions including showing determination, bravery, self-awareness, reflection, curiosity, collaboration, and problem solving.



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

Engagement Clubs (Term 4)						
<p>* Outdoor Games: Monday, Wednesday, Friday @ lunch time supported by our Year 5 leaders Where: Between Balam & spare portable on the grass.</p>						
Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday	
Recess Time		Loom Bands Club Come prepared with your problem solving skills. Club Location: PMP Room Supporting Staff: Andrew Prep-6	Counting Goal Club Come prepared with your counting goals. Club Location: Glass room in between Kirrip A and B Supporting Staff: Di and Nikolina Prep-6	Magic Club Come prepared with your magic skills Club Location: Dulap B Supporting Staff: Malinda Even Weeks: P-2 Odd Weeks: 3-6	Dictated Drawing Club Come and enjoy learning how to draw. Club Location: Glass Space in Kirrip Building Supporting Staff: Kellie and Jacinta Even Weeks: 3-6 Odd Weeks: Prep-2	STEAM Club Come prepared with your passwords. Club Location: STEAM Centre Supporting Staff: Joe and Hugh Even weeks: Prep and 2's Odd weeks: Year 1 and 5's
Lunch Time	Coding Club Come prepared with your passwords. Club Location: STEAM Centre Supporting Staff: Joe and Hugh Years 4-6 only	Zumba Kids Club * Bring your water bottles and get ready to get your boogie. Club Location: Stadium Supporting Staff: Alicia and Jason Prep-6	Rubik's Cube Club * Come prepared with your problem solving skills. Club Location: Balam A Supporting Staff: Nikolina and Louisa Even Weeks: Prep-2 Odd Weeks: 3-6	Uno Club * Come prepared with your problem solving skills. Club Location: Dulap Supporting Staff: Angela and Malinda Even Weeks: 3-6 Odd Weeks: Prep-2	Spanish Club Come and enjoy Spanish together. Club Location: Julia's Spanish Room Supporting Staff: Julie Even Weeks: 3-6 Odd Weeks: Prep-2	STEAM Club * Come prepared with your devices and passwords. Club Location: STEAM Centre Supporting Staff: Hugh, Joe and Stacey Even weeks: Year 4's and 6's Odd weeks: Year 5's

Please ask your child about the clubs they may have visited this week and encourage them to try something new this week.

HHPS School Values

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

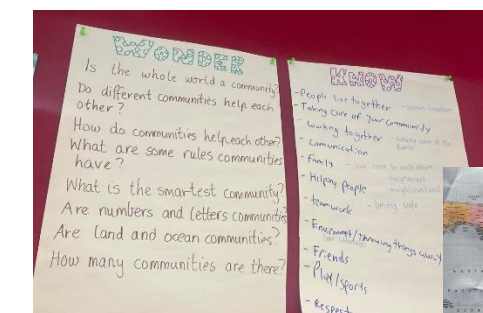
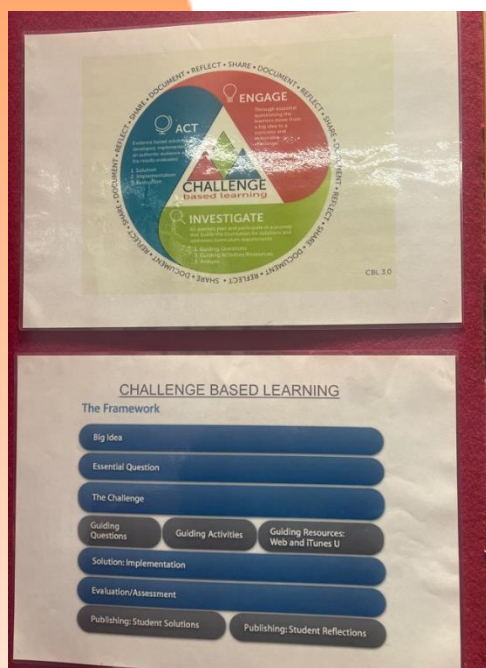
Learning Focus Areas

CHALLENGED BASED LEARNING

In our final term students have been focusing on different topics in CBL where they have had the opportunity to follow 3 phases of learning including engagement, investigation, and action phases. Below is an outline of each of the topics, curriculum area and essential questions explored during CBL at HHPS.

Year Level	Topic	Curriculum Area Focus	Essential Question
Foundation	Discovery	Geography Design Technologies	What are places like? How and why are people connected to their place and other places? What is the history of our places?
1 and 2	Discovery	Geography	What are places like? How and why are people connected to their place and other places? What makes a place special? How can we care for places?
3 and 4	Discovery	Geography	How and why are places similar and different? What would it be like to live in a neighbouring country? How can people use places and environments more sustainably? How do humans impact the environment?
5 and 6	Discovery	Geography	How do people and environments influence one another? What is impact of natural disasters on people, places and our environment?

We look forward to students sharing their knowledge in the coming week as part of their act phase. Don't forget to ask your child about their CBL topic and what they are investigating. Below are some of the exciting things our students have been doing in CBL.



Students had the opportunity to attend an incursion during one of their CBL sessions at school called 'Every Student, Every Term/Inform and empower,' which was a follow-on incursion from Term 1, 2, 3 and 4. In this session students continued to explore the importance of being respectful and safe online.

HHPS School Values

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

Learning Focus Areas

KAIZEN ON DISPLAY

We are very proud of our HGPS students and the work they have completed in Term 4. The Kaizen on Display wall is in the school office area and is a place where students get a chance to celebrate their success and learning.

Our students have been so excited about being able to share their work with the school community and showcase their talent.

Term 4 KOD schedule

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

Below is a compilation of the Kaizen on Display wall from Term 4. You can see students have shown amazing improvement throughout our second Term.

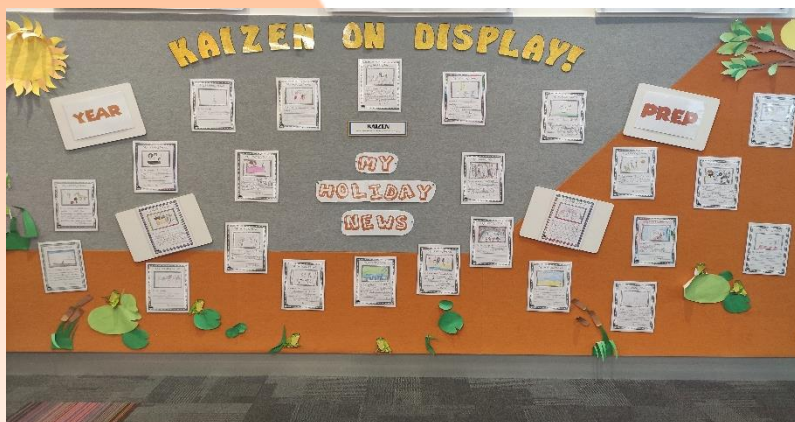


Year 2

YEAR 1



Prep



Malinda Bogdanovski
Learning Specialist

HGPS 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/>

HHPS School Values

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

HHPS House Keeping

SCHOOL TIMES

School begins at 8:50am. Please ensure you arrive to school with plenty of time for your child/ren to calmly enter their Learning Community. School Gates are opened at 8:30am and closed at 8:55am. If late, parents must sign their students in at the office. The school day ends at **3:10pm**. All students must be picked up then or alternative arrangements made.

UNIFORMS

Please ensure all items of uniform are clearly labelled. A lost property tub can be found in the Community Hub (room next to the Canteen) where unnamed items found in the school yard are kept.

FOOD SHARING/CELEBRATIONS

We ask that if you want to bring something along to hand out to the students when celebrating a birthday, that you stick to non-food items, e.g. stickers, pencils, mini toys, keyring etc. Due to the range of students with allergies and food preferences, cakes/cupcakes are not permitted for sharing.

SICK BAY

Parents are reminded that if your child needs to be medicated during the school day, you will need to bring the medication to the Office in the morning and complete a form giving us permission to medicate your child. At the end of the day the medication must be collected by an adult and signed out.

FAMILY RESTRICTIONS

If you have any court orders relevant to your child could you please provide the school with a copy, to ensure their safety while in the school's care.

EMERGENCY INFORMATION

Is all the general and emergency information you have given the school up to date? If not could you please notify the Office ASAP. This information is very important in case we need to contact you at any time.

Daily Session Structure

8:50am	School Begins (Morning Routine)
9:00am	Session 1
9:50am	Session 2 *Healthy Snack Break*
10:40am	Session 3
11:30am	RECESS
12:00pm	Session 4
12:50pm	LUNCH (Eating Time Inside)
1:00pm	Lunch Break
1:30pm	Session 5
2.20pm	Session 6
3:10pm	School Ends

HHPS School Values

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