



Harvest Home Primary School

ISSUE 6

School and Community Growing Together

SEPTEMBER 2021

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IMPORTANT DATES

End of Term 3	17 th of September
Beginning of Term 4	4 th of October
End of Term 4	17 th of December



HHPS School Values

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

Principal's Report

Dear Harvest Home Community,

As we work towards the end of term, we find ourselves in a similar position to last year, where large portion of the student learning has been via Remote and Flexible Learning. Despite that we would love to have every student walk through the school gates and face to face learning, we have had the opportunity to create new educational experiences and ways for our students to display Kaizen. We are so fortunate and blessed to live and work in such a caring and compassionate School Community. There is a deep understanding of the commitment to the work our teachers, education support, admin and leadership team do each day to ensure each, and every child is attended to, cared for and challenged during the current climate.

As a School, we thank our parents, families and school community for the ongoing support, trust and participation in our Remote and Flexible Learning structures for Term 3. We know that current climate enables our students and families to embrace pressure, develop opportunities engage in rich learning experiences and find opportunities to achieve Being their Best. When we reflect on Term 3, I am proud to celebrate the student participation. The following data is a true testament to our students and our families.

Remote Learning Summary:

Attendance: 85 – 90% - student attendance to their Remote Learning Live meets has continued to be positive with high percentage of students engaging

Task Submission: 75 – 85% - students tasks submission has continued to be positive across the school with the re-introduction of small teaching groups for students who required additional support. Teachers are continually looking at ways to support engagement with task variance and opportunities to complete work in different ways.

Flexible Fridays: We have received very positive feedback about our Flexible Friday structures, whether it being a reduced screen time Friday or a Specialist Friday. Specialist Fridays' engagement data indicates that 500 – 600 students have participated per session; approx. 1600 across the day.

Family Support:

As we approach the end of Term 3 and begin to consider family organisation for the school holidays, we are aware of the challenges of current COVID pandemic and how it may have impacted on families within our School.

To support our Harvest Home community, we welcome our families to come by School on Thursday (2.00 – 4.00pm) and collect any resources that you may need to support Remote Learning and the holiday break. Families will have the opportunity to access Student workbooks and stationery, Sports equipment, and variety of groceries; along a limited amount of school uniform that has been donated to the school.

The above resources and support options will be available (Thursday 16th September) between 2.00pm and 4.00pm. When visiting the School, we ask that you follow Covid Safe practices with particular reference to mask wearing and physical distancing; along with being considerate to the needs of our whole School Community.

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Principal's Report

Are you Leaving in 2022?

As we continue to prepare for the 2022 school year, we would appreciate that you notify us soon as possible. The follow link will enable you to provide the relevant details:

<https://forms.gle/eNA1PLLWFrWJ3Aw8>

This will support the successful transition for your child/ren for the future education.

Term 4:

Recent communication from the State Government indicates that a roadmap for Schools and Term 4 will be provided in coming days. Once we receive the relative information, I endeavour to communicate with our school community as soon as possible.

I would like to express my sincerest gratitude and thanks to the tireless work that each individual family is doing to ensure their child/ren are supported at home during the remote learning period.

Remember, we are all in this together.

Be Safe,
Kind Regards,
Andrew Bouzikas
Acting Principal



Developmental Play
– Remote Learning

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Assistant Principal's Report

ONLINE SAFETY

The impact of COVID19 and lockdowns has seen our students spending more time at home and more time online. There are lots of great ways children can use connected devices to learn, stay connected with their friends and play, but there are also risks. As parents and carers, you have the best opportunity to support and guide your children to avoid online risks and have safer experiences.



The eSafety website is a government website full of information and strategies of how to keep your children safe online and what to do if you have a concern. On the website there is a PDF booklet called "Global online safety advice for parents and carers" that is a great resource of information at:

https://www.esafety.gov.au/sites/default/files/2020-04/aus-global-parent-online-safety-advice_1.pdf



Below are 5 tips from the eSafety website that will help to monitor and set up safety features for you child whilst they are online.

Helpful Hints to Keep Your Family Safe Online

Start the chat. Get into the habit of talking about online safety as a family, so your child feels comfortable coming to you if they ever need help working out an issue. It's never too early to introduce good online habits such as respect, empathy, critical thinking, responsible behaviour and resilience.

Create a family technology agreement. Creating a Family Technology Agreement can help you and your children decide together when and how digital technology will be used in your home. As a family, brainstorm easy-to-follow rules and display them where everyone will see them. Your agreement could cover things like: time limits, apps your kids are allowed to use and online behaviour.

Set up parental controls. Parental controls let you monitor and limit what your child sees and does online. It's best to use them in combination with the other online safety strategies listed on the eSafety website.

Choose games and other apps carefully. Use eSafety's App checklist for parents to think about the positives and negatives when your child asks to download a new game or other app. The checklist covers things like age ratings, managing privacy settings and reporting abuse in-app.

Use digital technology together. Exploring or playing on devices or online with your child can be a positive experience that promotes learning and development. Ask questions, be curious and get involved.

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Assistant Principal's Report



On Wednesday night this week we hosted an online parent information session run by Inform & Empower Cyber Safety Education called “Raising kids in a Digital World”. The presenters Marty and Carley covered a range of topics including; managing devices, strengthening family communication, online gaming and social media, keeping safe online, cyberbullying and where to find information. The feedback from our families who attended was that it was so helpful and informative- “Thankyou so much, the session was extremely valuable and informative”, “Such an amazing session thank you so very much”, “Excellent tips and guides”, “Thanks for arranging this session”. “Thank you Carley and Martin for a great informative session covering all topics”. We are fortunate to have a replay of the information session for those parents who were unable to attend. To access: [CLICK HERE TO ACCESS THE REPLAY VIDEO](#)

NAPLAN

The 2021 National Assessment Program – Literacy and Numeracy (NAPLAN) results were sent home to our Year 3 & 5 families last week.

NAPLAN is a snapshot of how your child/ren were going in Literacy and Numeracy at that point in time. Increasing each child's Literacy and Numeracy skills in conjunction with exposing them to a range of different learning opportunities and activities is at the heart of the HHPS teaching and learning program.

Families should aim to be fully informed when looking at and interpreting these reports. Please see the links below to support your understanding:

*** These links have also be posted on Compass***

- **Naplan Online: Information for Parents & Carers:**

<https://www.vcaa.vic.edu.au/Documents/naplan/parentpamphlet/2021/NAPLANOnlineInformationforParentsandCarersBrochure.pdf>

- **Frequently asked questions: Individual Student Reports**

<https://www.vcaa.vic.edu.au/Documents/naplan/parentpamphlet/naplan2021SR/2021FAQIndividualStudentReportNAPLAN.pdf>



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Assistant Principal's Report

From a school perspective, we have started a 'deeper dive' into these results and use a targeted NAPLAN analysis process to provide us with a significant amount of formative information. This helps the school to see how we can continue to make appropriate adjustments to our teaching and learning programs. These adjustments will enhance the knowledge and skills that NAPLAN test are designed to measure.

Some NAPLAN highlights that we would like to share with all our families are in the table below:

Domain	Highlights regarding the top 2 Bands of NAPLAN
Reading	- 52% of Year 3 students are in the top 2 bands of NAPLAN - 36% of Year 5 students are in the top 2 bands of NAPLAN
Writing	- 57% of Year 3 students are in the top 2 bands of NAPLAN - 26% of Year 5 students are in the top 2 bands of NAPLAN
Grammar & Punctuation	- 56% of Year 3 students are in the top 2 bands of NAPLAN - 24% of Year 5 students are in the top 2 bands of NAPLAN
Spelling	- 63% of Year 3 students are in the top 2 bands of NAPLAN - 46% of Year 5 students are in the top 2 bands of NAPLAN
Numeracy	- 33% of Year 3 students are in the top 2 bands of NAPLAN - 15% of Year 5 students are in the top 2 bands of NAPLAN

It is important to remember that NAPLAN is not about 'passing or failing', but can assess a students' learning progress. It is one of a number of data sets that can be used by our teachers to ensure that all students can be instructed to ensure maximum learning growth.



PROGRESSIVE REPORTS

Just are reminder that our progressive reports are still available to be viewed via Compass. Teachers have had to adjust the students' goals and achievements due to the different nature of remote and flexible learning. The goals continue to be developed as purposefully as they can by the Learning Community teachers. The achievements on the progressive reports are a celebration of what our students has been able to show throughout time.

As specialist teachers are not conducting 'typical' weekly lessons, they are unable to update their progressive reports for the Specialist subjects of STEAM, PE, Science, Spanish, Visual and Performing Arts. These teachers have continued to promote the learning of their subjects through our flexible Friday Specialist Days. These days have been a very fun and engaging way to finish off the week of learning.

Kaylene Kubeil & Stacey Lawler
Assistant Principals

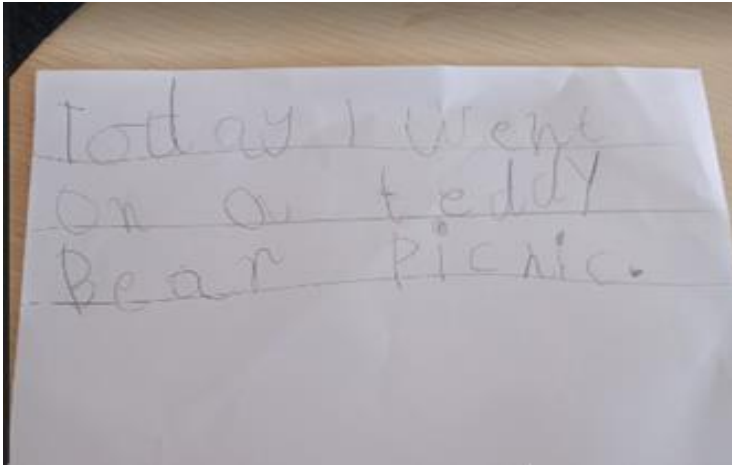
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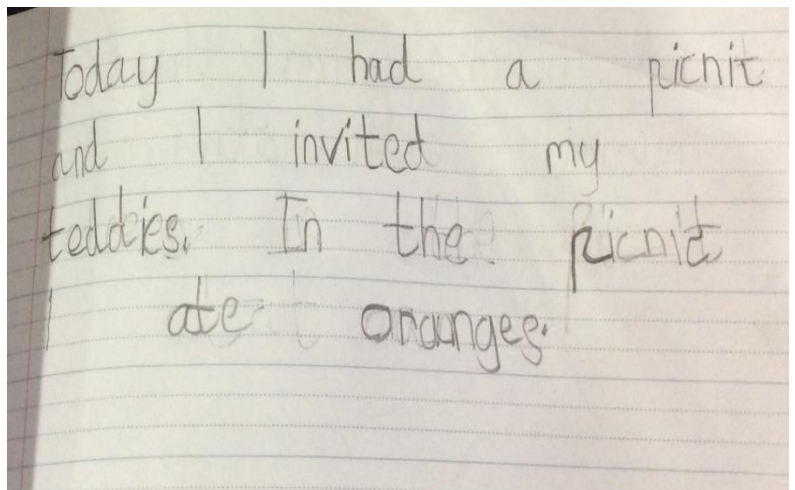
Educational Leader's Report

PREP REMOTE LEARNING WRITING SHOWPIECES

Our Prep students writing continues to develop with a focus on writing in full sentences. As part of Remote Learning, our Prep students participated in an online Teddy Bear Picnic. This experience then enabled our students to 'have a go' at writing a sentence about what they did. Here are two excellent examples from some of our amazing Kirrip A and Kirrip B students!



Eleanora (Kirrip B)



Samayra (Kirrip A)

Look at this **FANTASTIC** writing! The Preps have been working so hard this year, and are showing us all what **KAIZEN** looks like!

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Educational Leader's Report

YEAR 1 REMOTE LEARNING WRITING SHOWPIECES

Our Year 1 students writing has blown us away with so many budding authors showing us what they can do! Students have been working on innovating text, writing their own narratives and rewriting some classic fairy tales. As you can see, there has been a focus on adjectives and rhyming words. We are so proud of all of Year 1 students and their terrific writing!



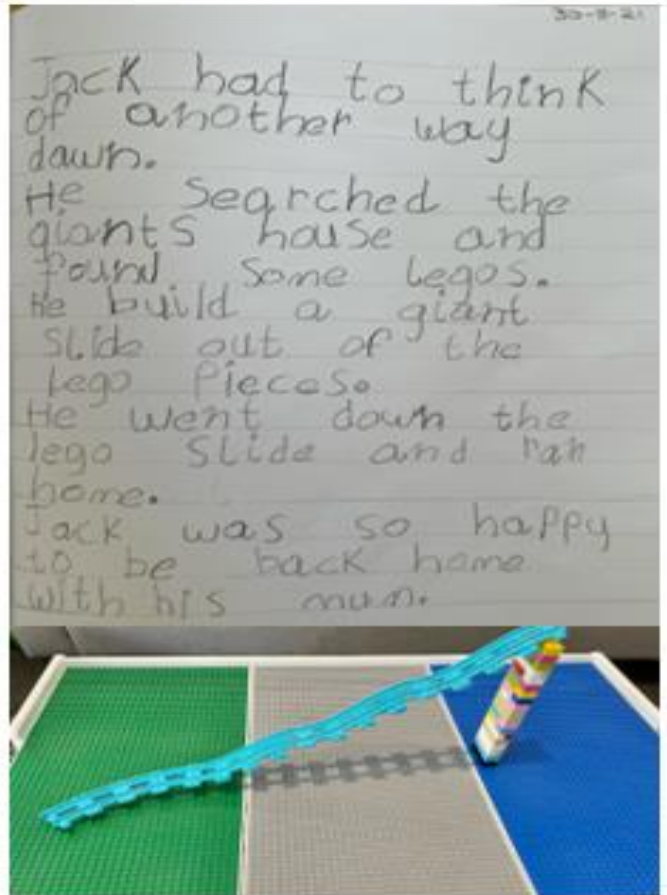
Once upon a time, there was a cute little finch called Freda. Freda was bright and sparkly with colourful fluffy wings. Freda always wanted to go to the snow. So Freda flew all the way to the snowy mountains. It was chilly and icy but, Freda thought it looked beautiful.

As Freda was sitting on the ice enjoying the view an enormous snowball landed on Freda. She felt scared and weak. Then more and more gigantic snowballs started hitting Freda. There were children playing and having fun but, they couldn't see Freda because she was so little.

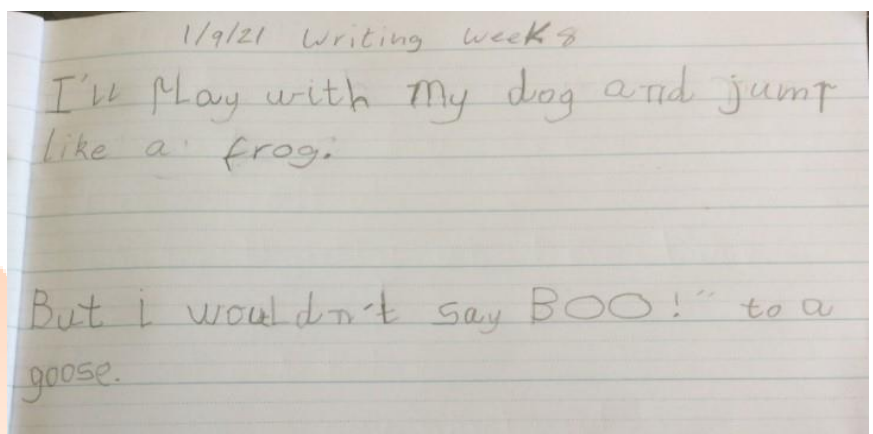
Suddenly Freda had an idea. She flapped her bright colourful wings as hard as she could. One of the kids saw the pretty colours and helped Freda out of the ice.

Freda was very thankful and relieved to be free. Freda decided to enjoy the rest of her visit to the snow from the top of a tree.

Cassidy (Durrong)



Cristian (Galada)



Alley (Wurun)

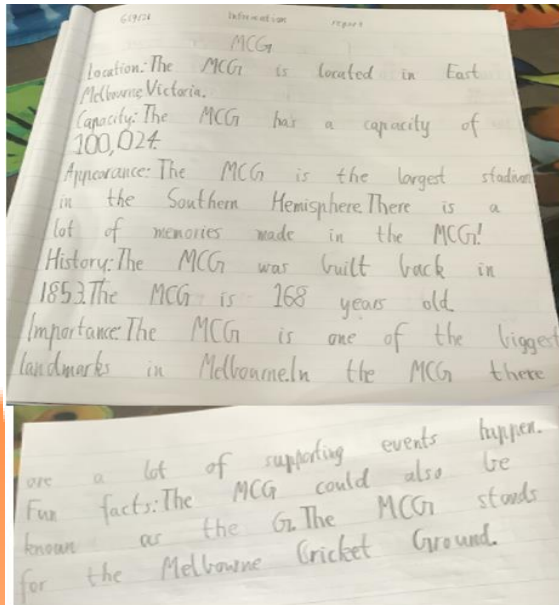
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Educational Leader's Report

YEAR 2 REMOTE LEARNING WRITING SHOWPIECES

Year 2 students have been researching topics of choice through reading texts, watching informative videos or searching the internet. While learning how to research, students have focused on brainstorming facts and reading over these facts to create subheadings to include in their information report. Students have also been focusing on paraphrasing the information they have researched.



'MCG' by Jazz Khakh (Tamboore)

SPORTS

INTRODUCTION: Sports is healthy, and it is good for you. It keeps you fit and energetic. If you want to read more about different types of sports, then please keep reading!!

BASKETBALL: In basketball, it is not a good idea to cheat! Basketball is for fun. People play in teams and two teams play against each other. They bounce and throw a round ball. If you want a score, you have to get the round ball through the other team's hoop.

GOLF: It can be played alone or in a team. We hit a small ball with a stick called clubs. The game is about hitting the ball in the holes in as few shots as possible. This game is more than 400 years old. No yelling is allowed.

TENNIS: In tennis, we can battle each other with a racket and a ball. Players stand on opposite sides with a low net. In tennis, like other games, no cheating!!

SOCCER: In soccer, people wear a certain colour of uniform to show which team they are on. They play in teams of 11 players each. One of the most important rules in Soccer is not to touch the ball with your hands!! Mouth guard and other protection is required to play this sport.



Soccer



Basketball



Golf Ball



Tennis Ball

Sports' by Gurbani Sandhu (Tamboore)

The Amazing Basketball Match

History:

The first Basketball match beginning 1891 that is a very long time ago it first was in Springfield College.

Equipment:

To play Basketball you need Equipment and the Equipment is Hoop, Basketball, Ball, needle, ball pump and that's all you need.

Players:

You can have 5 players on each team.

Fun Facts for Basketball:

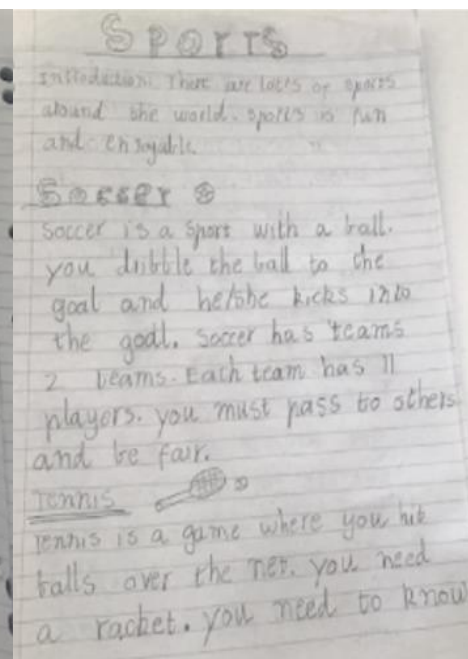
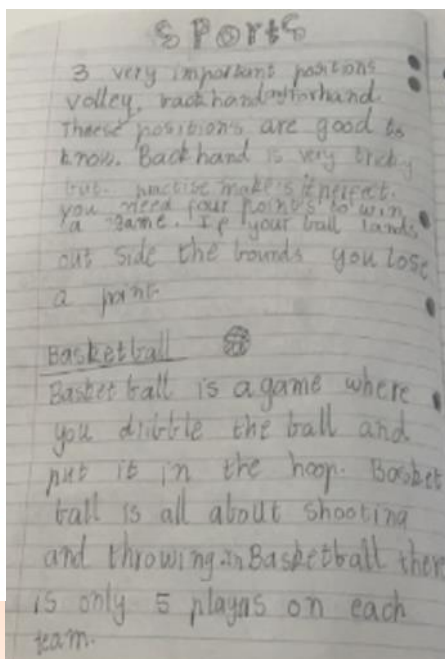
Did you know that Micheal Jordan is one of the best basketball players in the world. Micheal Jordan even acted in a movie called Space Jam.

Micheal Jordan is in the team Chicago Bulls.

This is Micheal Jordan



The Amazing Basketball Match' by Adithya Bharanidharan (Tamboore)



'Sports' by Aarna Kashyap (Tamboore)

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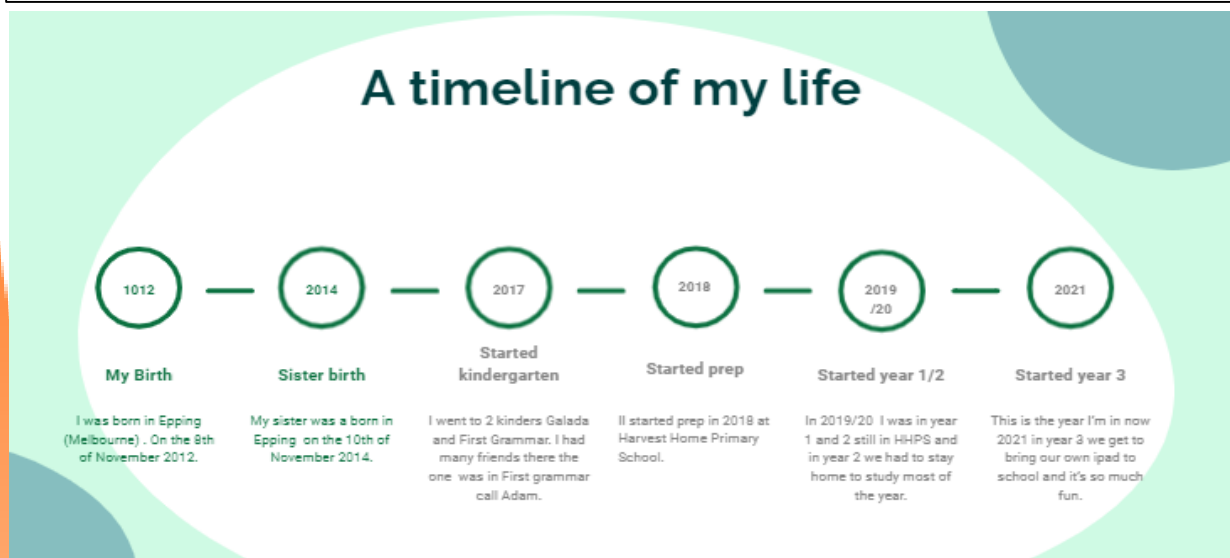
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Educational Leader's Report

YEAR 3 REMOTE LEARNING WRITING SHOWPIECES

In Year 3 students have been learning how to write an autobiography. They have been reflecting on the different stages and events in their lives through the use of 'paragraphing' and also incorporating non-fiction text features such as a timeline of their life so far. They have enjoyed creating amazing slide shows that have showcased their lives so far. They have included photos and have been able to get creative with their presentations. Here are some pieces that showcase some of the authentic pieces' students have been working on.

Timeline of significant life events by **Jasmine Kuek (Matong A)**



Niscia Di Fillipo (from Matong B) has been an absolute superstar this remote learning. Niscia is a hard-working student who strives for KAIZEN every day whether she is at home learning or at school. Here is a small snippet from Niscia's autobiography that she published on PowerPoint. Well done, Niscia!

Now I'm 6 in grade 1 with double the teachers there names were Maura and Kimila they were both very different but both kind.

I still had the same friends and was in still in the choir choir.

My favourite event was going to the aquarium I loved looking out at the fish.

A month after that I moved houses to collect it was hard saying good bye to my old friends. Because I moved to a new house I moved schools too I now went to Harvest home primary in grade 2.

In grade 2 I had a new teacher called Joe he was super caring. I also made new friends called Umasha and Akashjot we loved going to the canteen.

I started gymnastics too I was really good.

soon after that Covid 19 started and we all had to work from home. Th-a That

Chapter 1: Before I began school

This is the story about me. I was born in Melbourne on a cold winter's day. My family's nationality is Italian. My papa Rocco had chosen my name from his favourite movie, An Ewok Adventure. My brother Attilio, was born on Christmas Eve when I was 2 and a half, he is named after my big Nonno. I sometimes like to play with my brother, but sometimes he is a pain.

I loved going to my Nonni's house where I would play with my mum's old toy blocks. In 2017 I started at Jacaranda kindergarten. My favourite time at kinder was going outside on the swings and playing with Play-Doh. I miss my friends from kinder as I went to a different school.



Drafting for an autobiography by **Romy Nelson (Matong A)**

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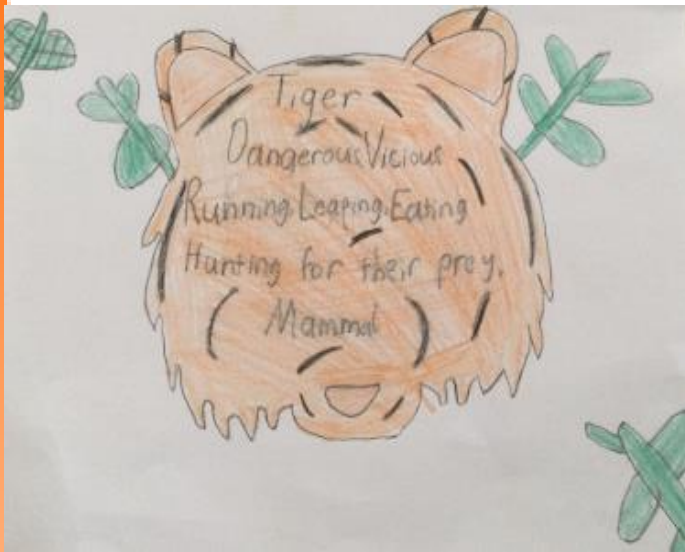
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Educational Leader's Report

YEAR 4 REMOTE LEARNING WRITING SHOWPIECES

During the Remote Learning, students have been writing on a range of writing genres from narratives pieces to poetry. Please find below photos or videos of the students' writing pieces to celebrate.

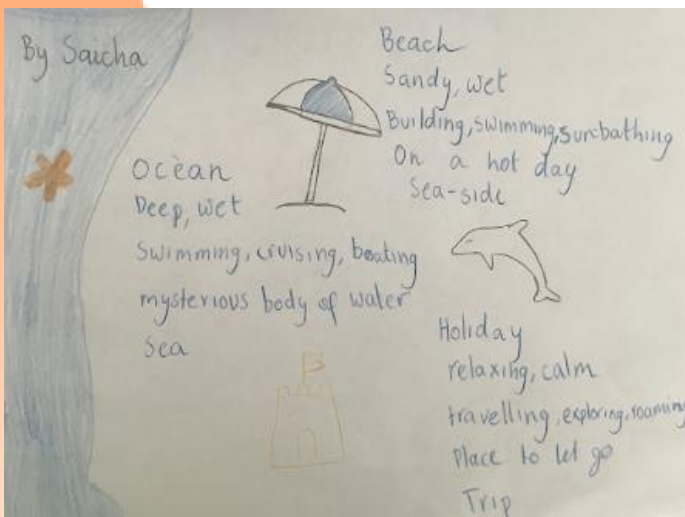
Year 4 Student- Labiba



The Flight to Death

I didn't know why I was so anxious for this flight. I had been preparing for this trip for ages. I think it was the fact that there were a million things that could go wrong. I could lose my passport, I could miss the flight or the plane could crash. The problem with me is that I tend to think that things will always come out the worst possible way.

Anyway, I was sitting in the waiting lounge with a mingled feeling of anticipation for the divine beaches along the coast and the warm sun on my skin, waiting to escape this terrible winter, and then the feeling of dread for what might come. "Passengers leaving for Hawaii please proceed to gate 5B" comes the sound from the speaker. I get up, momentarily freeze and begin walking stiffly towards the gate. I have to admit that the airport is one of the most wonderful places in the world. You have people from different countries, food courts, shops and most importantly the sight of all the planes in the setting sun.



Year 4 Student- Saicha

Year 5 Student- Swaraj

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Educational Leader's Report



From Mariam

Year 4 Student- Mariam



***Please click on the QR
code to view the
documentary created by
Timothy, David
Attenborough style.***

Year 6 Student- Timothy

Educational Leaders
Justin Lania, Di Beltramello and Breanna Feben

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Engagement for Learning

ONLINE INCURSIONS

Throughout Term 3, we have engaged with a variety of different organisations that have adapted their educational programs so that they can be delivered into students' homes in a remote learning context. Students across all year levels have had the opportunity to participate in a range of events, covering many different areas and special occasions.



Book Week Incursion - Bigger, Better, Brighter!

To celebrate the CBCA Book Week 2021 theme, OLD WORLDS, NEW WORLDS, OTHER WORLDS, all HHPS Prep - Year 6 students had the opportunity to watch an interactive and educational musical adventure presented by the Perform Education Company called Bigger, Better, Brighter! The live stream show was full of energy and brought together elements of great storytelling to celebrate Book Week.

"Bigger, Better, Brighter was engaging because they explored different books through storytelling and songs." **Markus, Year 3**

Maths and Sports Show

During the final week of term, Prep - Year 6 students observed the vital role played by maths and numbers in sport. Felstead Education's entertaining and engaging performers took students on a fun-filled mathematical journey through the wide world of sports including AFL, Rugby, Cricket, Soccer, Athletics, Swimming, Basketball and Netball.

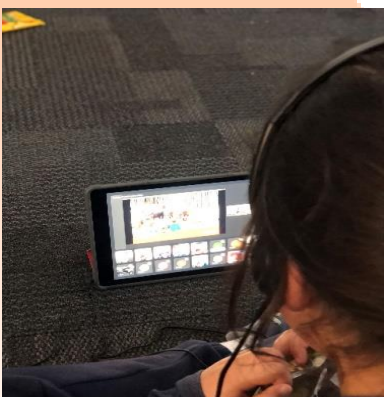
"I really enjoyed the Maths and Sports show because we got to play celebrity heads and Kahoot, while hearing and learning about different sports and athletes." **Sahib, Year 3**



A Toy Box Tale Inclusion

In line with their CBL topic of History, Year 2 students engaged in a live learning session hosted by the educators of the Melbourne Museum. During this virtual session, students discovered how toys have changed over time.

"It was great to learn how toys like dolls and skipping ropes have changed over time." **Nandha, Year 2**



A Time for Tech Incursion

To celebrate National Science Week, our Year 5 & 6 students watched a live streaming show hosted by the performers of the Perform Education Company. During the show, students learned about sustainable agriculture and laboratory-developed foods as well as its (sometimes unintended) consequences.

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Engagement for Learning

Wild Explorers - African Animals Incursion

Our Year 2 students engaged their senses and exercised their inquiring minds to learn about African animals during an online session with an expert Zoo Teacher from the Werribee Open Range Zoo.

Olympic Athlete Incursion

96 of our students were lucky enough to take part in a Google Meet with an Olympic athlete. Jemima Montag was a 2018 Commonwealth Games gold medallist and finished 6th at the 2020 Tokyo Olympics in the 20km Race Walker event. Jemima was able to share her story with our students who were set to attend the District Athletics Event, which was unfortunately cancelled.

Some highlights of the discussion were struggles and challenges that she had to overcome through hard work and the dedication and resilience needed to qualify and participate in the 2020 Tokyo Olympic games. The students we're incredibly engaged in her presentation and participated in a Q & A with Jemima where they got to ask lots of interesting questions.

"We learnt more about the Olympics. It was interesting to hear her backstory and why she chose walking. It showed me not to give up on anything." **Ahmad, Year 5**



SPECIALIST DAYS

In Weeks 5, 7 and 9, students were able to participate in 3 different Specialist Days during Flexible Fridays. Each day, students had access to two live Meets where enthusiastic Specialist teachers ran students through different experiments, concepts, exercises and activities. Students would watch Specialist teachers explain ideas and processes before joining in with them online and continuing their activity or task independently.

These sessions were well attended with over 1500 students attending across each of the three Specialist Days, meaning that there were on average, over 55 students from each Learning Community attending each Specialist session. Well done everyone on showing such enthusiasm in our Specialist subjects, the teachers said they really enjoyed seeing everyone and sharing their love for their Specialist subject with you!

FOOTY COLOURS DAY

To finish off Term 3, it was Footy Colours Day today! Students and teachers dressed up in their favourite sporting team colours and participated in some fun online activities that revolved around sport. This day was participated in with much enthusiasm and despite going ahead remotely, students had lots of fun completing their footy themed activities online!

Dale and Stephanie

Student Engagement



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FOOTY COLOURS DAY

Last Day of Term 3 2021



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R U OK? DAY AT HHPS



***Are they really OK? Ask them today.
Do you know how the people in your world are really going?***

This was the theme for R U OK? Day in 2021, acknowledged by HHPS on Thursday the 9th of September.

In the current climate of lockdown and remote learning, connecting with loved ones is even more critical. Despite R U OK? Day being highlighted each year, the message is that we do not need to wait until a friend is visibly distressed or in crisis, we can check in on them any time.

Staff and students at HHPS wore a splash of yellow to show their support for R U OK? Day. Students engaged in various activities, whether on their Meets or onsite. Some cohorts discussed a social story created by our Positive Climate team and narrated by one of our students. Other students created visual presentations about what makes them happy and how they can support others going through a tough time.

Staff were encouraged to engage with optional challenges such as capturing a photo of something in their life they are grateful for, reaching out to connect with a friend and suggesting books to be added to our growing Staff Lending Library.

If you, or anyone you know needs professional support, please refer to the [wellbeing tab](#) of our school website.



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Learning Focus Areas

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

SUPPORTING EAL LEARNERS AT HOME

Families play a very important role in supporting student learning. This could not be any truer than during our current remote and flexible learning period. It is important to note that you do not need to be proficient in English to help and guide your EAL child's learning at home.



USING YOUR OWN LANGUAGE

Children's first languages are connected to their identity. The research indicates that students who have a strong foundation in their first language are likely to learn English more quickly and therefore greater success at school. It is difficult to build a second language if the first language foundation is not established – put simply; strong first language greatly supports the second language.



Encourage your child to develop and maintain active use of your home language. Talk about your child's day, their online learning and favourite events from their day in either your home language or in English. Invite your child to engage in shared activities at home like cooking, games, songs and movies and talk about these. This will help to develop and broaden your child's language skills.

Reading is another way that grows essential language development and wider literacy skills. Read to or with your child, in your home language (or English) on a regular basis. As you read together, ask your child questions about the story, such as "What has happened?", "What will happen next?", "Which characters do you like, and why?". This is not only an enjoyable experience as you read together, but also fosters a love of reading, learning and language together.

Kellie Blandthorn
Learning Specialist EAL

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Learning Focus Areas

TUTOR LEARNING INITIATIVE (TLI)

Throughout Remote and Flexible Learning during Term 3 our Intervention coaches; Stephanie M Sheena, Josephine, Ashleigh and Stephanie S have continued our Tutoring Learning Initiative Program (TLI). These coaches have been working with groups of up to 5 students on a Google Meet daily, where students engage in reading a wide variety of texts and complete some word work and writing activities related to the text. Students have thoroughly enjoyed working in these small focus groups. Here are some of our amazing learners talking about their favourite part of the Google Meet.



Ibrahim (Year 5 Killara) - "I like that there is a small group where the teacher can focus on our learning and reading goals."

Manha (Year 5 Killara) - "I like how we read different books that have different genres. My favourite text was about water shortages because I learnt about the Earth and world around us."



Vedh (Year 1 Durrong) - "I enjoy reading the books."



Ansh (Year 1 Galada) - "I like learning about writing after we read a book together."



Aagash (Year 1 Galada) - "I enjoy reading books together. There are not too many people talking."

Jacinta Bok
Learning Specialist

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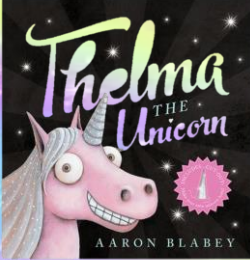
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Learning Focus Areas

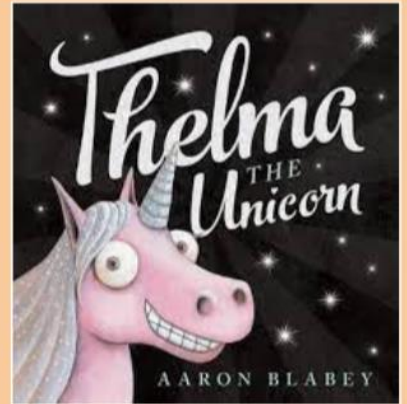
LEARNER DISPOSITIONS

Over the course of the term it has been amazing to see all the students building their knowledge around the seven HHPS Learner Dispositions. Throughout many communities there have been students who have developed a greater understanding around the different dispositions.

In Maramba the students have been creating narratives where their character shows a different disposition. To build the knowledge we discussed what the different dispositions meant and what situation their character might be in.



WHAT DISPOSITIONS OR TRAITS CAN BE USED TO DESCRIBE THIS CHARACTER?



7 LEARNER DISPOSITIONS

- Self-aware
- Brave
- Determined
- Curious
- Problem solving
- Reflective
- Collaborative



What do these mean? Can you think of a character in a book or movie that could be described using these dispositions?

We discussed what they are and how we can show these not just through our learning, but also how they can be used in real life.

We discussed various books like *Thelma the Unicorn* and how she was 'Self Aware', 'Reflective' and 'Determined' throughout different parts of the story.

From this the students created their own stories and went one step further showing how to be 'Curious' They also explored different ways to present their narrative.

Here is a video example of how students can show a disposition through a narrative:

Agam Kahlon (&r.6) Brave - Video

A story of Human Rights. A young woman, Akara, was Brave enough to go out and support when others wouldn't.



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 to login and start reading!



Your child is using **Mathletics** as part of their mathematics program at school. Mathletics is a targeted, rewarding and captivating online learning resource, which is aligned to curriculum standards. Your child has take-home access to Mathletics – they simply sign in with their school username and password using any compatible computer or mobile device. The extra Mathletics practice at home can make all the difference to your child's progress. Encourage them to achieve a weekly target of 1000 points to earn a certificate, building through bronze, silver and gold across the school year. Go for gold! www.mathletics.com

Readiwriter

ReadiWriter is new in 2021 (previously Spellodrome) See if ReadiWriter is a dynamic Spelling program application that allows for both pre-made and customised word lists for teachers and students to download and keep. It has a range of targeted and engaging activities that sets fun tasks that develop students' understanding of spelling on a deeper level. The program even allows for spelling tests that ReadiWriter Spelling can also correct. This additional focus on Spelling will support your child in developing their vocabulary and writing skills. Download the app or access at <https://login.readiwriter.com/>



ABC Reading Eggs is designed to get your child motivated and excited about reading. Your child will now be able to access the program in class and at home. They will work through the program at their own pace, focusing on phonics, letters, vocabulary, sight words, fluency and comprehension. **Reading Eggspress** is designed to build on reading and comprehension skills, and is usually for students in grades 2 onwards (7–13 year olds). There is also a built in library, where once again students can access a wide range of ebooks.



Sunshine Online offers schools the very best in animated and interactive digital content for Literacy and early Numeracy. The range of content options directly support our Curriculum. Animated and interactive, Sunshine Online offers an extensive digital learning environment with quality content for use in Literacy and Numeracy programs. The e-books are levelled so that teachers can choose where to start and therefore motivate them to progress through the levels. The program can be accessed via an app or:

<https://www.sunshineonline.com.au/>

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HHPS House Keeping

SCHOOL TIMES

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

UNIFORMS

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

FOOD SHARING/CELEBRATIONS

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

SICK BAY

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

FAMILY RESTRICTIONS

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

EMERGENCY INFORMATION

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

Daily Session Structure

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



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