



HARVEST HOME PS

School and community growing together

Issue 07

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Harvest Home
Primary School

Principal Anthony Simone

Assistant Principals Kaylene Kubeil
Andrew Bouzikas
Joanne Branidis

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----Principal's Report----

Dear Harvest Home PS Community,

SCHOOL REVIEW

As you are aware, we completed our school review last term. Thank you to the parents who were able to be part of the parent forum to discuss our school and set goals and priorities for the next four years. Some of our school reviewer Martin Winfield's findings stated:

- The Professional learning Communities model incorporated a number of specific strategies to use student data to plan for the learning needs of individual students and groups of students.
- An instructional model was developed and implemented across the school. Class lessons featured displays of Learning Intentions and Success Criteria.
- Student goals were developed in Literacy and Numeracy for all students. Discussions with students revealed a clear understanding of goal

With the completion of the review, the school will now develop a four-year strategic plan that will drive the improvement agenda.

STAFFING UPDATE

This term we welcome back three of our staff members that have been on family leave. Jo Branidis, Assistant Principal, will be working two days a week, Kerrie Atkins and Breanna Feben are also returning this term in their roles as Positive Climate Coach and Educational Leader respectively. It is wonderful for our school to have three quality educators back.



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----- Principal's Report Cont. -----

2020

We have been working diligently behind the scenes to plan for the 2020 school year. You may have received a notification on Compass about 2020 booklists payments. We have also been employing staff members for next year as we continue to enroll new students. Over the next few months the Department of Education and Training will be delivering our new buildings, we are extremely fortunate to have been granted a modular 10 building. These modular 10's are extremely rare in growth corridor schools and are seen more predominantly in inner city schools across metropolitan Melbourne. What a great learning space for our students. We will also be receiving four modular 5 buildings, similar to what we already have. If you are moving to another school next year can you please inform the office so that we can ensure a smooth transition for your child.



DIVERSE SCHOOL COMMUNITY

It is wonderful to have such a diverse school community and our students are fortunate to learn about each other's different cultures. Different celebrations occur at different times of the year, later this week is Diwali. Diwali is known as the Festival of Lights, there are numerous activities planned around the city of Whittlesea for you to enjoy. To the families that are celebrating Diwali we hope you have a wonderful time celebrating with friends and families.

Yours in learning,
Anthony Simone

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---- Assistant Principal's Report ----

KAIZEN, Excellence & Achievement

As you are aware one of Harvest Home Primary school's key principles is **KAIZEN**... a Japanese word for a 'little bit of improvement every day'. As part of this principle, we are committed to providing our students with the opportunities to show this everyday across a variety of learning areas within our teaching and learning program.

We have offered several opportunities for student to challenge themselves through completing any of the following:

NAPLAN in Years 3 & 5

The 2019 NAPLAN results were sent home to Year 3 and 5 families at the end of last term. Whilst this gives families a 'snapshot' of how each child is progressing, it is still very important to remember that the NAPLAN tests are just one piece of assessment that a child completes that contributes to a 'suite' of evidence. This helps to inform instruction to maximize student learning growth.

From a school level, the NAPLAN analysis process provides us with a significant amount of information as to how our teachers can design teaching and learning programs to support developing the knowledge and skills that NAPLAN tests are designed to measure. Some of the school NAPLAN highlights that we would like to share with our school community are in the table below.

Domain	Highlights
Reading	<ul style="list-style-type: none">- 60% of Year 3 and 37% of Year 5 student are in the top 2 bands of NAPLAN- 33% of students achieved high relative growth between Years 3-5 which is above the Victorian state benchmark of 25%
Writing	<ul style="list-style-type: none">- 48% of year 3 students achieved the top 2 bands of NAPLAN- Completion of NAPLAN online, allowed the students to use their iPad for the first time in this type of writing test
Grammar & Punctuation	<ul style="list-style-type: none">- 50% of Year 3 and 32% of Year 5 student are in the top 2 bands of NAPLAN- 26% of students achieved high relative growth between Years 3-5 which is above the Victorian state benchmark of 25%
Spelling	<ul style="list-style-type: none">- 56% of year 3 and 37% of Year 5 are in the top 2 bands of NAPLAN- 37% of students achieved high relative growth between Years 3-5 which is above the Victorian state benchmark of 25%
Numeracy	<ul style="list-style-type: none">- 30% of Year 3 and 13% of Year 5 are in the top 2 bands- 11% of student experienced low growth, which is a reduction from 33% in 2018 – a total reduction of 19% since opening in 2017

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-----Assistant Principal's Report Cont.-----

VCAA DIGITAL ASSESSMENT LIBRARY in Year 2 (Tamboore A Learning Community)

The Victorian Curriculum and Assessment Association (VCAA) invited HHPS to be involved in a very exciting trial of a new Digital Assessment Library. As part of this, we were asked to complete a Literacy and Numeracy test that was aimed at Year 2 students. By practicing this testing process, it will help the VCAA as they prepare to launch the Digital Assessment Library, across all Victorian schools in the near future. We also saw this as a wonderful opportunity for our students to use and become familiar with this new assessment platform, especially as they prepare for Naplan at the start of Year 3.

A special thanks to Justin and Michael for their technical assistance, as well as all the Tamboore A students and their teachers, Stephanie M, Jessica and Anthony H for supporting the implementation of this test trial.



REMIERS READING CHALLENGE in Years 1, 2, 3, 4, 5 & 6

In our last newsletter we reminded our families that the Premier's Reading Challenge was concluding soon. Now that the challenge has closed, we have some final totals to share.

- **Total students who registered for the challenge: 672**
- **Total books read as a part of the challenge: 2483**
- **Total students who achieved the challenge: 35**

Challenge certificates are due to arrive in the school in the next week or so, and will be presented to those 'Challenge recipients'. The details of this will be communicated via Compass.



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----Assistant Principal's Report Cont.----

INTERNATIONAL COMPETITIONS AND ASSESSMENTS FOR SCHOOLS (ICAS) in Years 3, 4, 5 & 6

This is the first year that HHPS has participated in the ICAS tests. As this was the first time, the school curriculum team made the decision to offer four tests; Mathematics, English, Digital Technologies and Science for our students in Years 3, 4, 5 & 6. We offered these as optional tests so it was fantastic to see so many students 'challenge' themselves to take this nationally and international recognised assessment. The formal certificates will be arriving the school soon and a presentation of these will occur. Until this occurs, we would like to celebrate the following outstanding results:

MATHS: 38 students participated and were awarded 3 Distinction,
5 Credit, 6 Merit and 24 Participation Certificates

ENGLISH: 29 students participated and were awarded 3 Distinction,
5 Credit, 1 Merit and 20 Participation Certificates

DIGITAL TECHNOLOGIES: 24 students participated and were awarded 6 Credit,
2 Merit and 16 Participation Certificates

SCIENCE: 26 students participated and were awarded 1 Distinction,
5 Credit, 1 Merit and 19 Participation Certificates



ICAS ASSESSMENTS™



UNSW Global

The curriculum team will be again looking at the implementation of these tests in 2020. We are looking forward to our students continuing to show *kaizen* across all of the ICAS test offerings.

Andrew, Kaylene & Jo
Assistant Principals

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----Positive Climate Report----

All children can learn ways to keep themselves safe. This is commonly known as *Protective Behaviours*. As Educators, parents and carers; our role is to help children be safe, while at the same time encouraging their independence. This can be a delicate balance, and at times; a challenge to navigate.

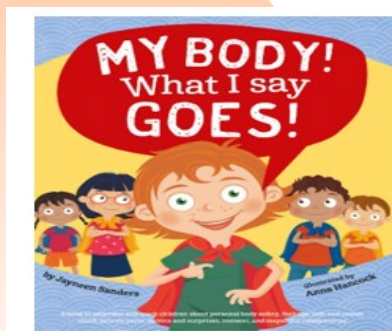
As outlined in our previous newsletter item, students will focus on Protective Behaviours throughout Term 4; aligning with the Bravehearts (Prep, Year 1 and Year 2) and Respectful Relationships framework (Year 3, Year 4, year 5 and Year 6) that supports our schools approach to Positive Climate and School Wide Positive Behaviour focus of BEING SAFE.

Below are some protective behaviours that you and your child can start discussing:

PROTECTIVE BEHAVIOUR STRATEGIES

- Help children identify who they can talk to if they don't feel safe.
- Make sure children know what to do if they are in an unsafe situation.
- Make sure your child knows their own address/phone number in case of emergency.
- Children should know who to call in emergency – 000.
- Discuss with your child safe people they can talk with when they are feeling unsafe.
- Come up with a list of 3-5 people that your child would feel OK talking to.
- Teach your child that if the first person they talk to doesn't believe them, then they can (and should!) tell someone else.
- Teach your children the rules around inappropriate touch, and knowing what to do if the rules are broken.
- Encourage them to find a greeting they feel more comfortable with, such as high fives, or hand-shakes.
- Teach children to leave an uncomfortable situation.
- Teach children about inappropriate secrets. For young children you can frame it as the difference between a "secret" and a "surprise." A surprise makes you feel good inside; a secret makes you feel bad. If anything makes you feel bad inside, you can *always* tell someone.

Below are just some of the great resources to support discussions of Personal Safety.



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---- Educational Leaders Report ----

DIFFERENTIATION TO IMPROVE ENGAGEMENT & LEARNING

The reality of teaching is that no teacher has a group of students who are all working at the one level of ability. Within every group of students, there is a diverse range of learners that need to be provided for – the instruction to cater for each of these students' individual needs is called differentiation, which allows for 'personalised' learning to occur.

Differentiated teaching is how teachers target their instruction to extend the knowledge and skills of every student in every class, regardless of their starting point. The objective of differentiation is to lift the performance of all students, including those who are falling behind, as well as those ahead of expectations. The Victorian Curriculum allows for differentiation to occur as it is structured as a progression of learning. This greatly benefits students as they are able to be challenged along this continuum. It is important to acknowledge that teachers must support the learning outcomes for all students, which must include those that are already highly able and therefore require extension.

Recently HHPS offered students the opportunity to participate in ICAS Assessments. These assessments provided a unique experience for students who are able to apply their learning in new contexts, engage higher order thinking and develop problem solving skills. These assessments are suitable for students wishing to really extend themselves academically. During the tests, they were presented with high-quality, expert-developed questions, allowing them to apply learning without the need for prior study or revision.



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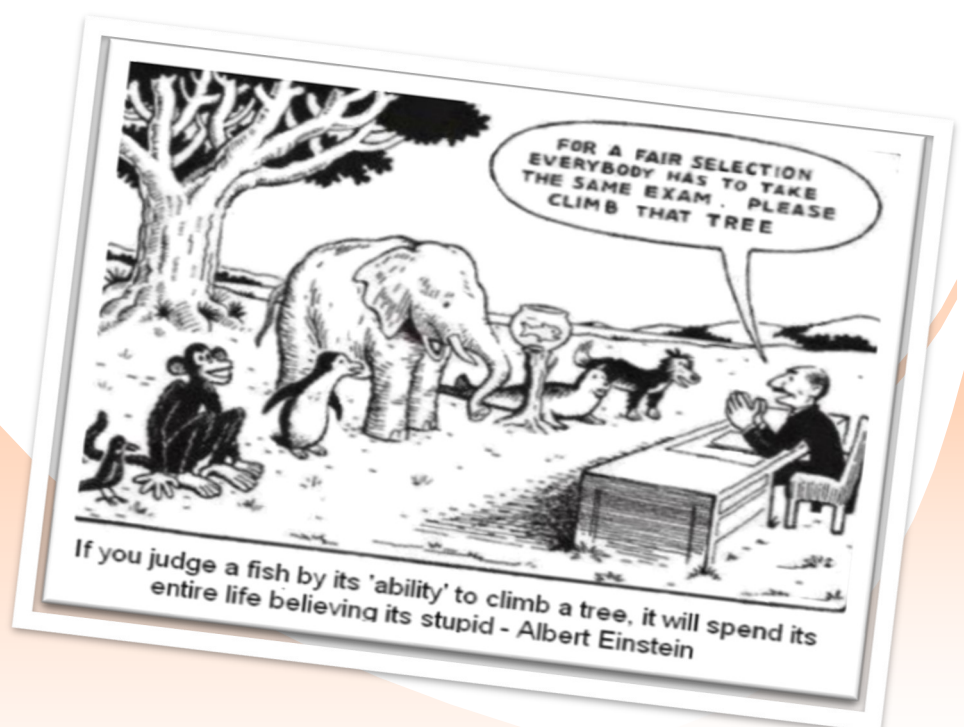
----- Educational Leaders Report -----

During Literacy and Numeracy sessions, teachers use multiple sources of evidence, including numerous data sets and observations to ensure their teaching instruction and tasks provide a variety of engaging and purposeful tasks for learners who differ in abilities, knowledge and skills. This variety allows students to make progress at a rate that matches their ability to learn and transfer this knowledge.

Differentiation in Reading sessions is achieved through assessment analysis, strategic selection of text levels and consideration of purposeful reading tasks (PRTs) to complement the collected data sets. The Reading block is structured to include a whole class mini lesson, independent/ group work, guided reading and conferencing; all of which allow for students to be have learning optimised.

During Numeracy sessions teachers also provide differentiation for all students. Teachers provide these students with 'backwards' questions, problems that require multiple steps or 'filling a gap' or problems that represent mathematical concepts in an unfamiliar way. A feature of the Numeracy instruction at HHPS is 'Challenge Mondays' where teachers carefully plan a challenge question that enable all of their students to accept the challenge and work through multiple 'pathways' to get to a 'solution' that they need to 'prove'.

Di Beltramello & Breanna Feben
Educational Leaders



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--Digital Learning / STEAM --

Student Perception Surveys at HHPS

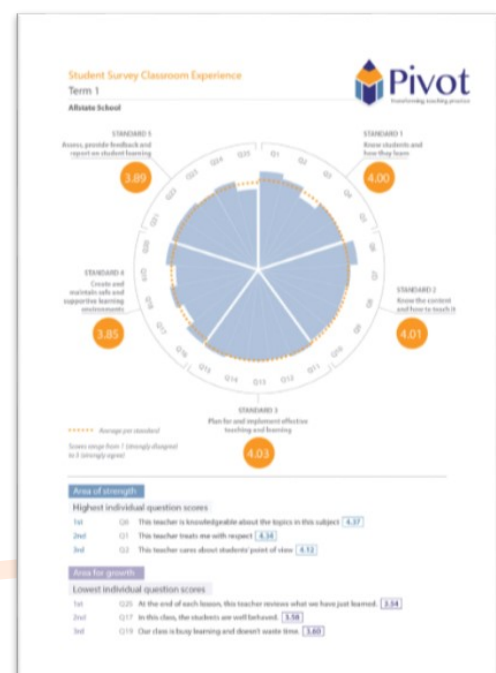
At Harvest Home Primary School, we value student feedback to improve the teaching practice of our educators, as everyone in our school wants to get better and show 'kaizen'. This semester, our school has been selected by the Department of Education and Training Victoria to participate in a pilot program with a focus on student perception surveys in a school setting. Our Year 3-6 students undertook this 20-minute survey on the Pivot platform which was developed through extensive international research and evidence. This first survey was conducted during Term Three. The students completed this survey based on their Learning Community (Reading teachers) and Specialist teachers, with the main objective to provide feedback in areas of strengths and opportunities for growth. This survey has been tested for use in many places including Australia, Asia, New Zealand and North America. Due to this, we feel the results will give us a very accurate 'snapshot'.

Each survey question is reported against the most relevant teaching and learning framework, such as the Australian Institute of Teaching for School Leadership (AITSL) Standard, Practice Principles for Excellence in Teaching and Learning, and the International Baccalaureate.

Our Year 3-6 students will complete the survey once again in Term Four to provide further feedback for the teachers of Harvest Home Primary to develop their areas of growth.

Please find an example of a report that our teachers will receive as part of the Pilot program. In 2020, we are looking forward to further developing this process and continuing to build the capacity of our teaching staff based on 'student voice' and feedback. We are confident that perception software, such as 'Pivot' will provide the best opportunities for all learners, including our students and teachers at Harvest Home Primary School to show that 'little bit of improvement everyday' – KAIZEN!

Justin Lania
Digital Technologies / STEAM Leading Teacher



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-- English as an Additional Language --

THE IMPORTANCE OF HOME LEARNING

Students at Harvest Home Primary School come from diverse language backgrounds, with over 45 different languages, other than English, spoken by students at home. One of the changes from the current EAL assessment and reporting document, the EAL Developmental Continuum, to the new EAL Curriculum F-10, is the inclusion of a '**Cultural & Plurilingual awareness**' 'strand', which is further broken down into the '**Cultural understandings**' and '**Plurilingual awareness & strategies**' 'sub-strands'. This occurs across the three language modes of Reading, Writing and Speaking & Listening.



This change acknowledges recent understandings from research of second language learning and the importance of a student's knowledge of their first language (L1) in relation to their learning of a second language (L2). Instead of seeing proficiency in one language as having no impact on a child's ability to learn another, the EAL curriculum highlights the development of a students' plurilingual awareness and their ability to integrate their knowledge of multiple languages to enhance their communication and learning in all languages.

Why is a child's home language important?

The language you speak with your child is the first language they will learn and one of the many reasons why families are their child's first teachers. It is their first connection to you, to their culture and community. Cultural stories, chants, rhymes, poems, sayings, and songs are an important part of a child's language development and are important features of developing a sense of identity and belonging.

Using your home language, particularly if your English is not proficient, allows you to teach your child, talk to your child about their day, talk about new experiences and words and learn new things together. All of these things are an important part of your child's learning.



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-- English as an Additional Language --

What can I do to support my child at home?

Families do not have to talk in English to help their child learn English. It is more important that they use the language that they can use best and are the most comfortable speaking. Families should use their first language to talk to their child about everyday activities such as shopping, and share poems, stories, songs, books and games.

It is also important to **read a book with or to your child every day**, in whatever language you feel most comfortable. If you do not feel comfortable reading words in English, you can point out the pictures in the book and talk with your child about them, in your home language.

To access further information on the benefits of speaking to your child in the language you know best visit: <https://www.education.vic.gov.au/parents/learning/Pages/speak-language-you-know-best.aspx>



Kellie Blandthorn



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ONLINE PROGRAMS

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



Wushka 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



Your child is using Spellodrome as part of their literacy program at school. Spellodrome is a literacy resource that provides detailed instruction in spelling and support for vocabulary development. Your child has take-home access to Spellodrome – they simply sign in with their school username and password using any compatible computer or mobile device (same login as Mathletics). The extra Spellodrome 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 certificates and awards.



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.

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----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.

--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

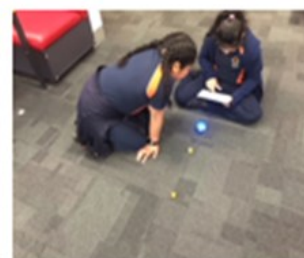
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----- Upcoming Events-----



Monday 4th November	---STUDENT FREE DAY ---
Tuesday 5th November	— Public Holiday *Melbourne Cup day * No Classes—
Friday 8th November	Prep Transition Group 1—Session 1
Wednesday 13th November	Curriculum Day—No scheduled classes
Friday 15th November	Prep Transition Group 2—Session 1
18th—22nd November	Sustainability Week
Wednesday 20th November	Year 2 BYOD information Session (5.30pm-6.30pm)
Friday 22nd November	Prep Transition Group 1—Session 2
Thursday 28th November	Year 4 Scienceworks excursion
Friday 29th November	Prep Transition Group 2—Session 2
Tuesday 10th December	State-wide Step Up / Orientation Day
Thursday 12th December	End of Year Community BBQ
Thursday 12th December	2020 Prep Transition Session
Friday 13th December	Prep—Year 3 Tabloid Sports
Tuesday 17th December	Year 6 Graduation
Wednesday 18th December	Matong Excursion—Funfields
Friday 20th December	*** LAST DAY TERM 4 *** EARLY DISMISSAL 1:00pm



Just a reminder that if you need to pick up your child/ren early from school, to please ensure that you are not doing this during recess (11.30am—12.00pm) and Lunch (1.00pm—1.30pm) breaks are the students are out in the yard playing and difficult to locate.

Thank you for your understanding .

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