



HARVEST HOME PS

School and community growing together

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Harvest Home
Primary School

Principal Anthony Simone

Assistant Principals Kaylene Kubeil
Andrew Bouzikas

365 Harvest Home Road **EPPING 3076**

Phone: 03 8468 9000

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

Dear Harvest Home Primary School Community,

This week we commenced our school review process with an independent reviewer from Monash University and the review panel. It was an extremely rigorous process that will continue over the next fortnight. I would like to share with you a couple of key findings that the review panel were impressed by. As you are aware we pride ourselves in making learning visible for our learners. Learning goals are displayed in 'learner friendly' language to help our learners know how am they are going?, where they are going? and where to go to next? By making learning goals visible we empower both our learners and their parents. Learners across the school talking with the review panel articulating their learning goals.

The other key finding was the connection that staff had with the students across the school. The review panel could not believe the impact of our positive climate and the joy on both the learners and the teachers faces as they were learning, problem solving and experiencing success. At the conclusion of the day the panel reinforced with us the importance of celebrating the amazing work that we have achieved since we opened and will work with us to develop our next four year strategic plan.

I would personally like to thank the community for the well wishes that I have received from my recent trip to Sydney for the Principal of the year awards. Although not successful, it was pleasing to see our school, on the border of Epping and Wollert, up in lights against other schools across Australia. Another very proud moment.

Enjoy the last few weeks of term.

Anthony Simone
Principal

HHPS School Values

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

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

Partners in Learning

Harvest Home Primary school is committed to providing our students with the highest quality of teaching and learning instruction and educational outcomes. A key facet of our schools program is not just the daily teaching and learning that takes place within each Learning Communities, but it is also about the tracking of student progress and the associated reporting that takes place. This continuous process occurs throughout the year and allows learning progress to be shared. Whilst we often just think about assessment and reporting at the end of each Term or Semester, it is essential that our school, teachers, families and students all work together to maintain open lines of communication which enable informative 'dialogue' about each child's learning progress to occur.

Last week we held the HHPS Term 3 'Parent / Teacher Interviews'. This was the first time that we structured the interviews in this manner, following a very successful 'Meet the Teacher' day in Term 1. Our Learning Community approach meant that we had to think of an innovative way to organise the interviews. Throughout this planning, we were always very clear in wanting to ensure that Parents and/or family members had the opportunity to sit down with both their child's Literacy and/or Numeracy teacher/s as well as the Specialists subject teacher/s in a manner that important learning conversations could take place. Whilst we understand, that the booking schedule was very tight, we were very pleased with the response from our families. In total, there were 1489, with 50 teachers, which equates to 2.29 bookings per HHPS household. These numbers clearly demonstrate to us, that our families are wonderful partners working with us in relation to their child/ren's learning.

At HHPS, families have access to both Progressive and Academic Reports. Whilst these both give information about a level of performance, they contain different information. These are summarised below:

- **Progressive Reports:** *This report outlines the very specific learning goals, which are what each student needs to work on next in order to make progress. These goals are developed by the Learning Community and Specialists Teachers, which are contextualized to each child's point of need. The achievements on the progressive reports are a celebration of what our students has been able to achieve throughout the year.*
- **Academic Reports:** *This report shows how the student is performing against the Victorian Curriculum's achievement standards. Teacher judgements on these reports determine a students' level of achievement, which are informed from multiple sources of evidence (including data), so they can be 'on-balanced and evidence-based'. The score range for F-10 is structured in 0.5 increments, which nominally equates to six monthly progress. This reflects where the student is located on the learning continuum for all curriculum areas taught during the reporting period.*

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

Both Progressive and Academic reports complement each other to ensure that families are able to access the most up to date and accurate information about learning needs and outcomes.

Whilst Academic reports are only completed at the end of each Semester, we strongly encourage families to access Progressive Reports to see the current learning goals at regular times throughout the year.

As always, if you have any concerns with your child's report, learning goals or outcomes, then please feel free to contact your child's community or specialist teachers to arrange a convenient time to meet. *School and Community working together* as a strong partnership is absolutely essential.

Premiers Reading Challenge – FINAL UPDATE

The Premier's Reading Challenge will conclude this Friday 6th September. At the time of writing this article, the total number of books read was 2438 books. In addition to this, we have 35 students from across Years 1 – 6 who have successfully met the challenge! Challenge certificates will be presented soon - information will be communicated soon.

NAPLAN Results

The 2019 NAPLAN results will be posted to Year 3 and 5 families next week. In addition to the results page, there is also a letter that contains important information that families should consider when looking at these results with their child/ren. As a school, we are very proud of what each and every child can achieve. If you have any queries with regards to the 2019 implementation of NAPLAN at Harvest Home or your child's results, then please do not hesitate to contact the school.

Kaylene Kubeil

Assistant Principal – Curriculum



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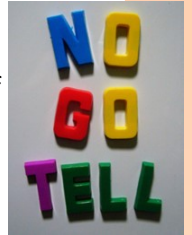
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----Assistant Principal's Report Cont.----



During Term 3, we have had lots of new families join us at Harvest Home Primary School. It has been pleasing to see these students welcomed by our friendly students and staff; along with receiving positive feedback from the new families regarding our school's climate.

As we approach Term 4, we are beginning to plan our whole school focus surrounding the behaviour expectations of Being Safe. This will include safety within the school and the community; along with a focus on personal safety; specifically, around the teaching of protective behaviours. Students in the junior years will dive into the Braveheart content; with our senior students continuing to explore about personal safety, help seeking strategies, growth and development through the guidance of the Respectful Relationships framework.



<https://bravehearts.org.au/> : Feel free to use the link to register and receive a parent's safety guide.

Throughout 2019, the Positive Climate team have often been asked for professional reading, podcasts or websites that support the wellbeing and transition of their children. As explored in 2019, below are a list of recommend options from trusted professionals in the world of Positive Climate and Student Wellbeing. If you would like to know any more about the below listed items, feel free to visit the website or contact the school and speak to a member of the Positive Climate team.



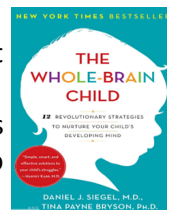
Podcast:

One of Australia's favourite parenting authors and educators Maggie Dent gives you tips and answers to your real-world parenting dilemmas — screen time, tantrums, building resilience, homework, play, meltdown and the cyber world. Over 10 episodes, Maggie will give you a common sense, relatable, practical guide on how to raise kids of all age

Book:

For families who want to learn more about how their child's brain is developing and put that knowledge to use in their day-to-day lives.

Daniel J. Siegel's bestseller puts a fresh emphasis on the *science* behind how children's brains are wired — plus it features 12 surprisingly simple developmental strategies parents can use to raise emotionally healthy, calm, and compassionate kids of all ages.



Website: <https://www.kidspot.com.au>



Kidspot connects with thousands of loyal and engaged adults via the website and across Facebook, Instagram, Twitter and Pinterest. It's where families can enjoy a powerful combination of great parenting advice, inspiring lifestyle ideas, recipes for the family and useful tools to help them on their parenting journey. Australians have turned to

Kidspot to help them support their parenting opportunities and challenges, with information and advice to help mums and dads through every stage – from pregnancy to parenting teens.

Andrew Bouzikas

Assistant Principal – Positive Climate

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



| | |
|---------------------------------|---|
| Tuesday 10th September | School Review Day #2 |
| Wednesday 11th September | Kirrip Excursion—Melbourne Zoo |
| Wednesday 11th September | Nude Food Day |
| Friday 13th September | Grandparents Day |
| Tuesday 17th September | School Review Day #3 |
| Friday 20th September | Footy Colours Dress up Day |
| Friday 20th September | *** LAST DAY TERM 3 *** EARLY DISMISSAL 2:30pm |
| Monday 7th October | *** FIRST DAY TERM 4 *** |
| Wednesday 16th October | 2020 Prep Information Evening |
| Thursday 17th October | Tim Harris Author Visit—Year 5 & 6 Students |
| 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 |
| Friday 22nd November | Prep Transition Group 1—Session 2 |
| Friday 29th November | Prep Transition Group 2—Session 2 |
| Tuesday 10th December | State-wide Step Up / Orientation Day |
| Thursday 12th December | 2020 Prep Transition Session |
| 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 as the students are out in the yard playing and difficult to locate. Thank you for your understanding .

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---- Numeracy ----

FLUENCY AND REASONING IN MATHS

Last week we celebrated the wonderful times table strategies our Years 3-6 students have been learning about. Knowledge of the times tables and the ability to be able to recall these facts begins in Year 3 and is built upon in the following years. Whilst it is important for students to be able to perform calculations readily, accurately and confidently, it is also equally important for students to be able to explain a solution. The HHPS 'Best of Times' Competition required students to create a poster that explained a strategy that will help them learn their times tables. Here are some of the strategies that were discovered...

| | | |
|---|--|--|
| X 4 Strategy <ul style="list-style-type: none"> • $4 \times 6 = 24$ • double 6 = 12 • double 12 = 24 | X 5 Strategy <ul style="list-style-type: none"> • The final digit in the 5 times table is always a 0 or 5 | X 6 Strategy <ul style="list-style-type: none"> • Numbers are even • Digit add up to either 3, 6 or 9 |
| X 7 Strategy <ul style="list-style-type: none"> • Split the tens digit from the ones digit. • Double the ones digit • The difference between the tens and the doubled ones digit will be 0, 7 or 14 | X 8 Strategy <ul style="list-style-type: none"> • Numbers in the 8 times table are every second number in the 4 times table • Double, double and double again | X 9 Strategy <ul style="list-style-type: none"> • The digits of the numbers in the 9 times table add up to 9 |



The Victorian Curriculum outlines year level expectations of when students should be expected to know their times tables and related division facts.

Year 3 – Recall multiplication facts of two, three, five and ten and related division facts

Year 4 – Recall multiplication facts up to 10×10 and related division facts

Year 5 – Solve problems involving multiplication of large numbers by one or two digit numbers

Year 6 – Multiply and divide decimals by powers of 10

You can continue to support your child at home to become confident with their times tables by visiting the following website

[http://fuse.education.vic.gov.au/Search/Results?](http://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=times+tables&SearchScope=All)

[AssociatedPackageId=&QueryText=times+tables&SearchScope=All](http://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=times+tables&SearchScope=All)



Congratulations to all of our students who participated in the competition and to our year level winners.

Di Beltramello – Educational Leader

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--Digital Learning / STEAM --

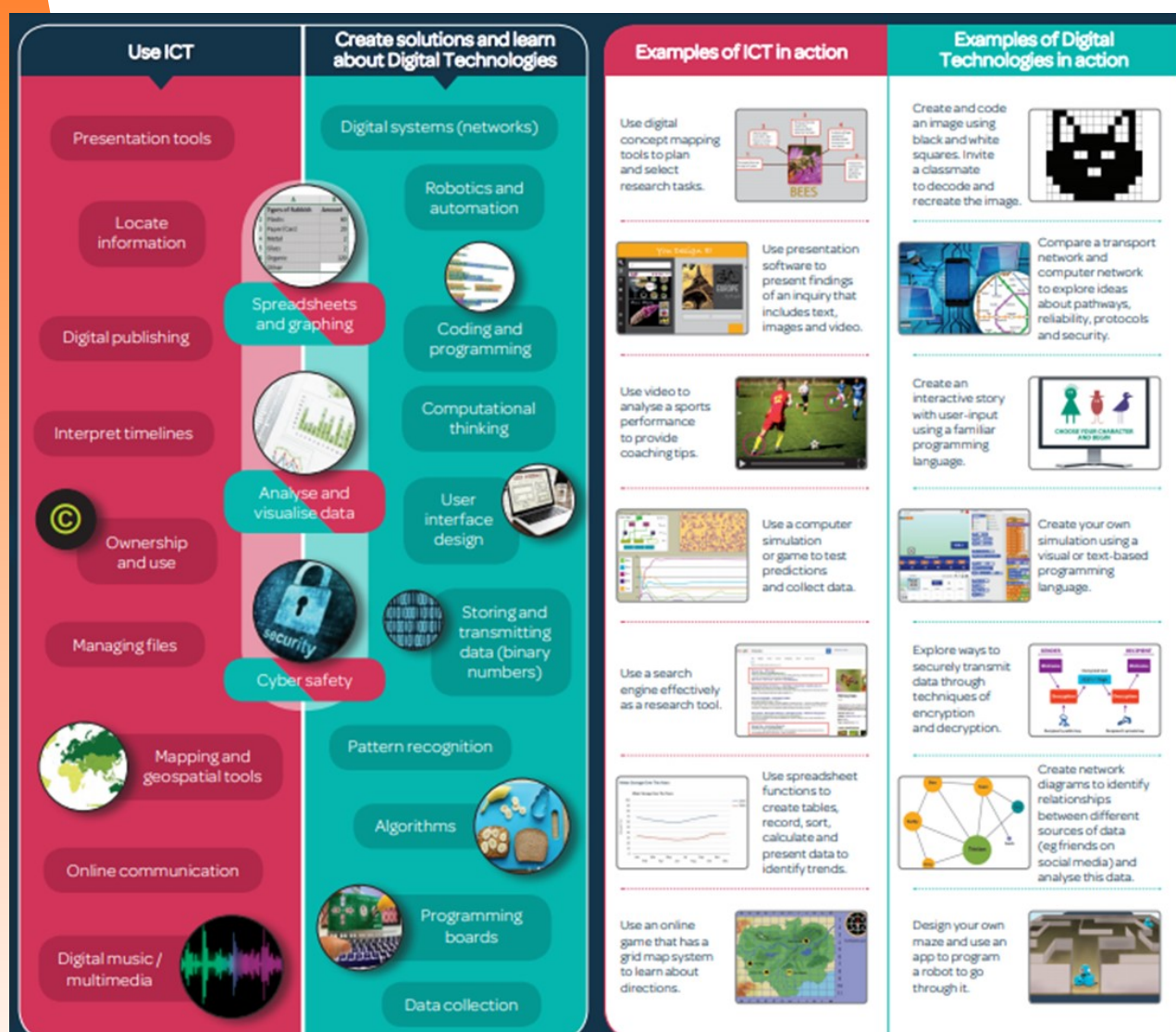
Just a reminder to our Year 3-6 students to ensure that have their iPads fully charged and ready for learning each day. This is pivotal for the success of the BYOD program to enable our teachers to continue to plan and develop the target skills within the digital and design curriculum for the students. It is also fundamental to assist our Years 3-6 students to redefine their learning and become global citizens.

If you are still in the process of purchasing an iPad for your Year 3-6 child, here is the link to the JB HiFi portal-

www.jbeducation.com.au/BYOD

Code– HHP52019

Please find below information regarding examples of ICT and Digital Technologies in classroom practice:



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--Digital Learning / STEAM Cont. --

I have also included a link below from the esafety website featuring tips and advice to support your child to have a safe and enjoyable experience when online. The website covers many aspects, such as, digital online basics, digital intelligence and digital privacy. This is a fabulous resource for all our families in this digital age.

<https://www.esafety.gov.au/parents/online-safety-guide>

Skills and advice

What parents and carers need to know.

| | | |
|---|---|---|
| Online safety basics Getting the basics right for preschoolers, kids and teenagers.  | Are they old enough? When is your child ready for online access, their own smartphone, or social networking?  | Good habits start young Build digital intelligence and help your child act responsibly online.  |
| The hard to have conversations How to handle conversations with your child about tricky personal subjects.  | Taming the technology Using parental controls and other tools to maximise the online safety of your home.  | Privacy and your child Helping your child to stay in control of their personal information, online photos and social media identity.  |

Justin Lania
Digital Technologies / STEAM Leading Teacher

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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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-- English as an Additional Language --

Why morphology helps EAL learner's comprehension

Whilst in the early years, we place an emphasis on learning the sounds and decoding when reading, the emphasis in the upper years moves to understanding word meanings through morphology.

Morphology is the study of word parts and the smallest units of language that hold meaning. A student's awareness of the structure of words and their ability to recognise these parts is a strong indicator of reading comprehension for all learners. The most common word parts include prefixes and suffixes:

Prefixes

A prefix is a word part that is placed in front of a base word. It is important for EAL learners to understand that those letters put before a word changes its meaning. The two most common prefixes are **un** (meaning "not") and **re** (meaning "do again"). These two prefixes are the most useful for EAL learners to learn because they appear frequently and their meanings are easy to understand and remember. In the example below, the prefix **un** means **not**. Therefore, unhappy means "not happy") or the **opposite of** happy.

un + happy = unhappy

Suffixes

A suffix is a word part that is placed at the end of a base word. Suffixes can alter the spelling or grammatical status of a word.

The most common suffixes are **s** and **es** (indicates plurals), **ed** (indicates past tense) and **ing** (added to verbs to indicate that something is happening in the present). These four suffixes are the most useful for EAL learners to learn because they appear frequently in words, and their meanings are easy to understand and remember. In the example below, the prefix **un** (meaning "not") and the suffix **able** (meaning "can be done") are added to the base word "**read**". When added together, the word "unreadable" comes to mean "not able to be read".



By learning the meaning of prefixes and suffixes, EAL learners also increase their vocabulary. Many words, that contain a common morpheme, can be learned together. As more and more morphemes are added to a student's repertoire, they are better able to decode unknown words they encounter in texts. Through the teaching of morphology we shift our students' focus from merely decoding words to a deeper understanding of word meanings.

Kellie Blandthorn

EAL Learning Specialist

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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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