



Harvest Home Primary School

ISSUE 3

School and Community Growing Together

SEPTEMBER 2023

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Assistant Principals: Kaylene Kubeil

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TERM 3 EVENTS	DATE
Monday 10 th July	First Day of Term 3
Friday 21 st July	Pyjama Day
Wednesday 26 th July	Curriculum Day
Friday 28 th July	100 Days of School
Tuesday 1 st August	Athletics Carnival
7 th to 15 th August	Book Fair
21 st to 25 th August	Book Week
Thursday 24 th August	Book Week Dress Up day
Friday 1 st September	Father's Day celebrations
Thursday 7 th September	Parent Teacher Interviews
Tuesday 12 th September	Footy Colours Day
Thursday 14 th September	R U OK? Day
Friday 15 th September	Last Day of Term 3

Principal's Report

Dear Harvest Home Families,

As we continue to progress through Term 3 successfully, it is nice to see the sun beginning to shine, and hopefully, we are farewelling the colder days. It has been pleasing to see our students displaying Kaizen in their learning, our teachers providing student-centred learning environments that cater for the needs of every student, and our school community continuing to foster school connection with successful attendance at our school events, weekly Together on Friday and the positive communication about your child/ren's learning and wellbeing.

A warm welcome goes out to the new students and families who have joined our school this term. All teachers have ensured that students are comfortable and connected and have the opportunity to build relationships with their new friends and learning peers. I thank all teachers and students who have supported the smooth transition for our new Harvest Home families and enabled an inclusive environment.

School Review:

As we know, Harvest Home P.S. is in our 7th year since opening and is now approaching the conclusion of our second Strategic Plan. Aligning with our strategic plan and annual plans, all schools undertake a Review every four years, which enable reflection and evaluation of the previous School's Strategic Plan and then the development of goals for the progressive Strategic Plan.

Our School Review is scheduled for next term, in which we are currently working through the components of preparation, including the Pre-Review Self-Evaluation, where we identify our milestones, achievements and essential data to form a collective view of current practices and the guidance for further direction. We have dates allocated throughout Term 4 where various Harvest Home Staff and Students, Department of Education representatives, and members of our School Council and School Community, will participate in our review process. We eagerly look forward to our School Review and setting the strategic direction for our coming years.

Parent Opinion Survey

Thankyou to those families who have completed the Parent Opinion Survey so far.

The annual Survey assist schools in gaining an understanding of families' perceptions of school climate, student behavior, and student engagement. The survey is optional but we encourage all families to participate. Our school will use the survey results to help inform and direct future school planning and improvement strategies. The Survey remains open until **Friday September 8th**.

Please see Compass for more details



HHPS School Values

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Principal's Report

Attendance:

We know the importance of attending school each day and the opportunity for students to optimise continual learning practices. Regular attendance enables students to build on learning from the previous day and allows our teachers to continually provide personalised learning and collaborative learning experiences for every student.

At the end of Semester 1, we celebrated 78 students who achieved 100% attendance throughout Term 1 and Term 2. This was also supported by a large percentage of students who only missed 1 – 2 days throughout the semester or students who were unwell or had cultural celebrations.

This term, we have seen success in student attendance with a reduction in students arriving late to school and an increase in our overall attendance percentage. To support students for the remainder of the year, we encourage families to consider the timing and duration of family holidays, rest days and personal celebrations that may impact attendance. Let's keep up the favourable attendance rates as we move into Term 4 and the end of the school year.

Planning for 2024:

As we continue to prepare for the upcoming school year, we ask families to please let us know if you intend to enrol at another school. The communication survey can be found via Compass, which enables families to share details of their new enrolment intentions.

If you have more than 1 child attending our school, please submit a form for each child. If you have previously completed this form or have a Year 6 student progressing to a Secondary setting; you are not required to complete the form.

Car Parking:

We understand that the lack of car parking options directly around the school can be an issue. However can families please avoid parking in the YMCA Early Learning Centre car park as this is resulting in the centre not having adequate car parking available for their staff and families. Thankyou for your assistance.



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Principal's Report

Staffing Update:

At the end of Term 2, we celebrated and thanked Mikaela Ryan for her connection with students and contribution to Harvest Home Primary School as she commenced her family leave, awaiting the birth of her second child. Fast forward a few months, and we send our wishes and congratulations to Mikaela on the safe arrival of their daughter.

Earlier in the year, Alanah Cullen, Anthony Atkinson and Brittany Rutherford also welcomed new members to their families. Congratulations to you all; we hope you are enjoying time as a family and settling into the new routines.

Josie Hatzi and Elle Murray will be commencing their family leave in the coming months. Both Josie and Elle have been very connected teachers at our school, and we thank them both for their dedication and commitment to our students. We are currently finalising arrangements to support the Year 5 community, with communication to be shared via Compass.

It was great to see our students (and staff) embrace the celebrations of Book Week by visiting the Book Fair and thoroughly enjoying the opportunity to dress up and connect with their favourite book characters. In other upcoming events, I look forward to celebrating all our special adults at our Father's celebrations and then enjoying Footy Colours Day in the last week of school.

Be Well

Andrew Bouzikas
Principal



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Assistant Principal's Report

Upcoming Parent Teacher Interviews

Our Semester 2 Parent Teacher Interviews will take place on Thursday 7th August, 10:30am – 7:00pm. This will be an altered school day. No classes will run.

Students will only be required to attend during the time of their interview bookings.

All bookings will need to be completed on Compass under the 'Conferences' tab. Families can book interviews with their child's Literacy and Numeracy Teachers. Optional interviews with Specialist teachers are offered to the whole school and families will be able to book in a first in/ best dressed basis. If you are unsure who is your child/ren's Literacy and/or Numeracy teachers, then please refer to the letters that were sent home last week.

At Harvest Home Primary School, we are committed to developing and building strong family and school partnerships as we collaboratively work together to enhance both learning and wellbeing outcomes for our students, as well as our wider school community.

NAPLAN Results

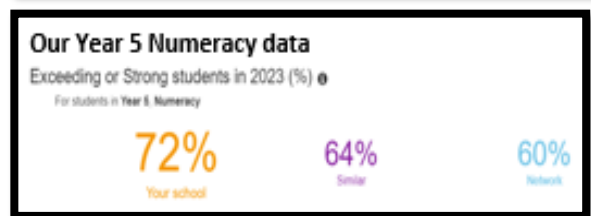
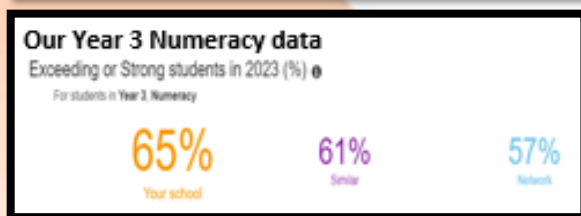
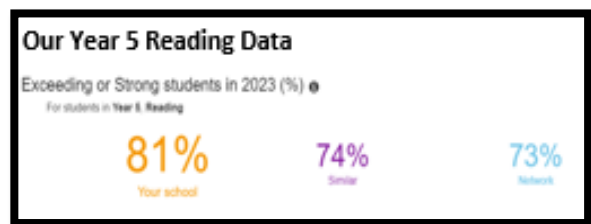
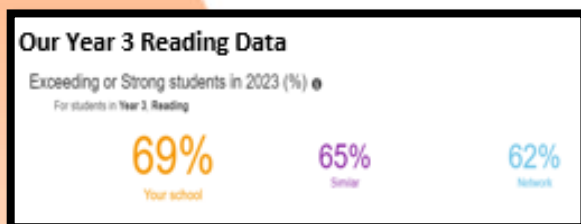
This year the NAPLAN assessments took place earlier in the year, during Term 1 from March 15th-March 27th. In previous years NAPLAN had taken place during Term 2. We have received our school results and individual student results were sent home at the beginning of the month.

There was also a change in the way NAPLAN data was presented this year with the removal of the 'Bands' grading, which previously placed students in the 'Top 2, Middle 2 or Bottom 2' bands. This year students will receive a score in one of four areas: Exceeding, Strong, Developing or Needs Attention.

We are extremely proud of the efforts of all our students and teachers as they have been able to achieve very pleasing overall outcomes.

In each of the 5 domains- Reading, Writing, Spelling, Grammar & Punctuation and Numeracy, our Year 3 and Year 5 students performed higher than schools in our network and schools that are deemed similar to us (school size, demographic) This is an amazing achievement!

Over the past few years we have had rigorous whole school focus on Reading and more recently on Numeracy. The hard work is evidenced in the below results:



Once again, we would like to acknowledge and congratulate all our Year 3 and 5 students as they completed these tests in a very productive and positive manner #KAIZEN.

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Assistant Principal's Report

School Events

It has been a fantastic term in relation to our school events, incursions and excursions, with many taking place across the term.

The school has been full of excitement and bubbling with their experiences and learnings from these events. All of these 'school events' go through a detailed process of organisation with the educational benefits, engagement and wellbeing outcomes considered. In addition to these outcomes, we aim to ensure that we are keeping any associated costs to our families as manageable as possible.

Each week, a HHPs Update will continue to be sent out which states our upcoming events for the next fortnight. A term calendar is also available, outlining all the events coming up at HHPs.

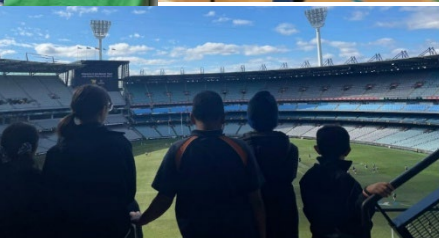
We look forward to continuing to offer events next term with our Year 1 and 2 communities participating in swimming next term and our Year 3 – 6 students going on school camp. There are also some other excursions and special events planned for a variety of different year levels.

Pyjama Day



Term 3 Event Highlights:

- Pyjama Day
- 100 Days of School (Prep)
- Media Incursion (Year 6)
- MCG Excursion (Year 4)
- Aquarium (Year 2)
- Athletics Carnival (Year 4 – 6)
- Foodbank Excursion
- Maths Games Day (Year 3 – 6)
- Drama Incursion (Year 3 & 6)
- Book Week Dress Up
- Book Week Incursion
- Science Week
- Inform and Empower Webinar



Kaylene Kubeil, Dale Rigby, Joanne Branidis & Stacey Lawler

Assistant Principals

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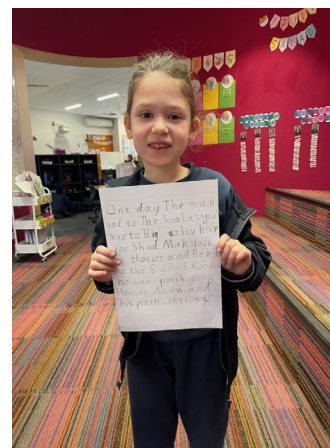
Educational Leader's Report

PREP & YEAR 1 REPORT

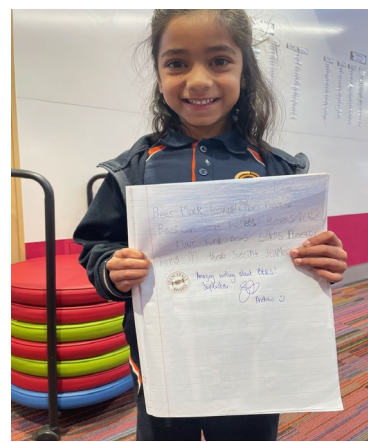
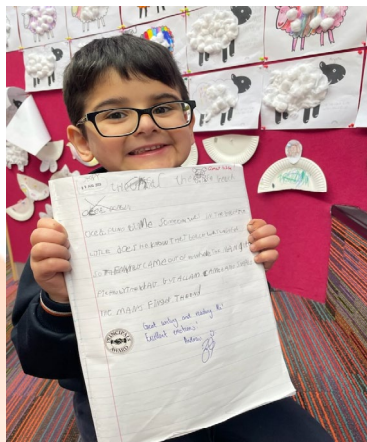
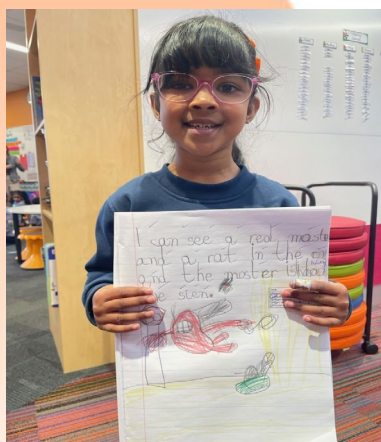
Writing

This term, our Year 1 students in Kirrip A and Wurun have been writing their own narratives. Students have been working their way through the writing process from planning their piece, writing their first draft, editing their writing, and very shortly publishing the final product.

Community Teachers have been conferencing with students every step of the way to ensure all their amazing ideas get down on paper. We are looking forward to sharing these fantastic stories with our school community.



Our Prep students continue to grow as writers and their author's voice is really starting to come through in their writing! Our Principal Andrew needed to stop in for a visit to see some of this amazing writing. The Preps have been using their CBL topic of 'Change' to drive their writing program this term. Students have been learning about where our food comes from and have enjoyed writing about some of the interesting facts they have learnt.



Breanna Feben

Prep & Year 1 Educational Leader

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Educational Leader's Report

Procedural Writing in Year 2

Procedural writing is any text that provides instructions in a step-by-step format, such as instruction manuals, recipes, and game rules.



As part of procedural writing, our Year 1 students listed all the things they were good at making, doing or being and could instruct others how to achieve. These included how to make pancakes, how to brush your teeth and how to be a good learner.

Students explored the purpose and structure of procedural texts. They discovered the importance of giving the reader explicit steps in their writing, through choosing appropriate verbs (action words) to ensure they could successfully achieve the outcome of a procedural text.

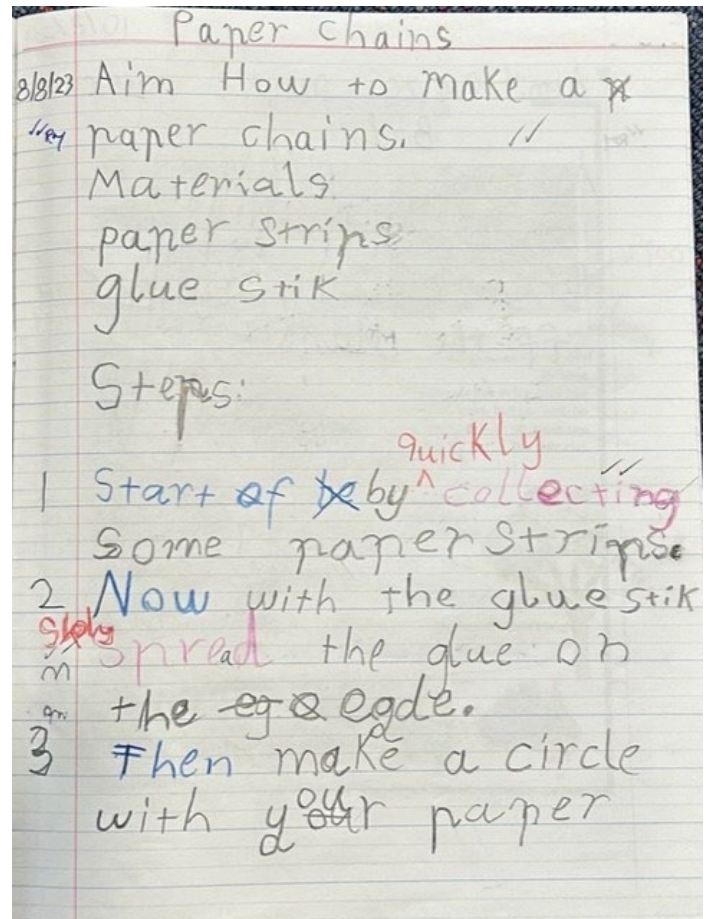
I liked writing procedural texts because we got to make the things before we wrote the steps. My favourite thing we made was fairy bread because it was fun and had lots of different steps.

(Avalée – Year 2 Tamboore)



Procedural texts are something you learn from someone else telling you what to do.

(Sussan – Year 2 Tamboore)



When you write procedural texts you need to be very specific otherwise the reader will mess things up.

(Feyza – Year 2 Tamboore)

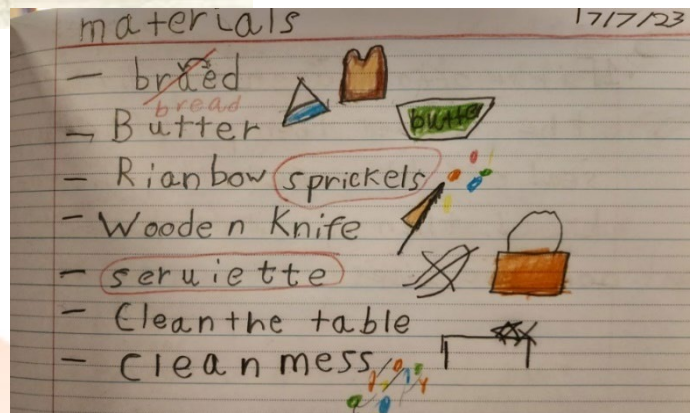
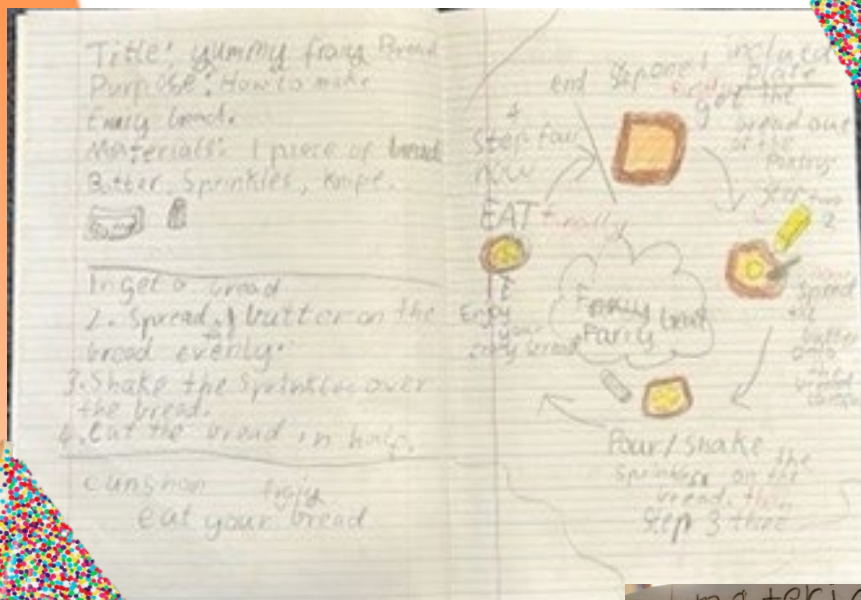
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Educational Leader's Report



Year 2 Tamboore students made their own delicious fairy bread and then wrote their own procedural text for others to make it too!
(See examples below)



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Educational Leader's Report

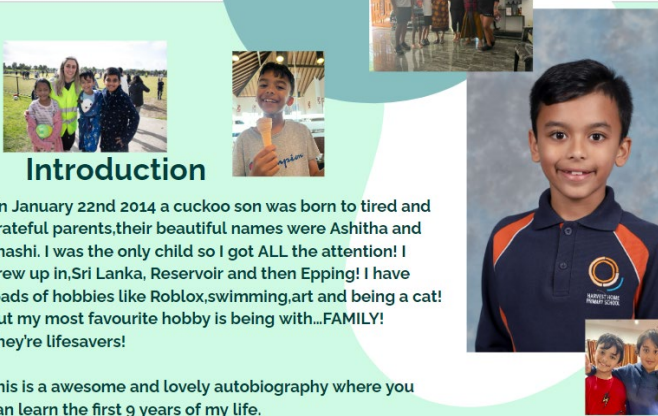
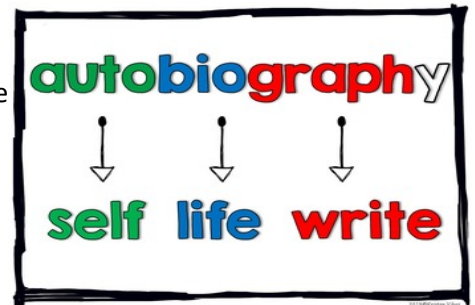
Autobiography Writing in Year 3

This term, our Year 3 students have been learning about the genre of autobiographies. An autobiography is the story of a person's life written from the point of view of that person. Autobiographies include personal thoughts, feelings and opinions about events in their lives and how these have influenced them as a person.

In the process of writing their autobiographies, our Year 3 students have interviewed themselves, created memory boards and timelines and incorporated author techniques to captivate the reader and make them want to keep reading.

Our budding writers will be sharing their masterpieces with families at our Writing Showcase during Week 10 of this term.

Here are some snippets from some of the students' autobiographies.



Introduction

On January 22nd 2014 a cuckoo son was born to tired and grateful parents, their beautiful names were Ashitha and Shashi. I was the only child so I got ALL the attention! I grew up in Sri Lanka, Reservoir and then Epping! I have loads of hobbies like Roblox, swimming, art and being a cat! But my most favourite hobby is being with...FAMILY! They're lifesavers!

This is a awesome and lovely autobiography where you can learn the first 9 years of my life.

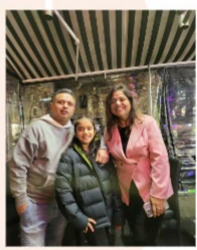
I like how we got to add pictures and we got to make it however we wanted.

I think mine is funny because I am using lots of descriptive language.

(Amandra – Year 3 Balam)

I like how we can tell people about ourselves and people can learn about us. My favourite part of my autobiography is the introduction because I made it funny.

(Anaya – Year 3 Balam)



Introduction

In September the 16th 2014, a little baby star was born! To a caring mum Priya and a loving dad Rajan. But i had an annoying older brother Gavin, that was one year older than me but I was still the cutest and the favourite child! I grew up in Epping which for a long time i thought it was called Eggping, I was a super active child and I loved to eat stars. I also loved building stuff, dancing, swimming and riding my bike! Even though I kept falling off...

This is an awesome autobiography where you can learn about the first 8 years of the most amazing person in the worlds life!

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Educational Leader's Report



I like writing autobiographies because you can write about your life and express yourself by writing in your own way.

(Ella – Year 3 Durrong)

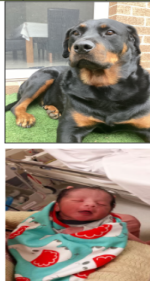
My favourite part about writing an autobiography has been publishing. I like drafting, editing and using photos.

(Jameelah – Year 3 Durrong)



INTRODUCTION

Hello my name is Anshdeep. My grade is grade 3. My teacher's names are Sam, Rachel bell and Rachel flavel. When I am older I wish I could be a good soccer player so I can be famous and entertain people and be skillful. I have a pet, her name is sky. Yes, it is a girl. She is a very cute girl. I was born in the Northern Hospital in Epping Australia. I am so passionate about playing soccer and watching a little bit of iPad. I also like hanging out with my dog then laying on my parents bed.



I like sharing things about my life and the memories I have. My favourite part I wrote was the conclusion because I got to think about my future.

(Anshdeep – Year 3 Durrong)

I like how you get to write about different experiences you've had and the past years of your lives. I've enjoyed decorating my autobiography and including photos.

(Jack – Year 3 Balam)



Kellie Blandthorn
Year 2 & 3 Educational Leader

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Educational Leader's Report

YEAR 4 BIOGRAPHY WRITING

Don't forget to join us for our Year 4 Writing Showcase – more information to follow on Compass

Year 4 students have been learning about how to write an engaging information text, focusing on biographies. They have been investigating the elements, features and structure of a biography and collecting key information about their chosen person. Teachers have had an explicit focus on engaging opening sentences and have used some popular personalities such as Lionel Messi, Michael Jordan and Millie Bobbie Brown to model this.

Want to know how to write an engaging opening sentence?



I used the sentence starter, 'At a young age....'

I used the sentence starter, 'Ash Barty is the queen of grand slam...'



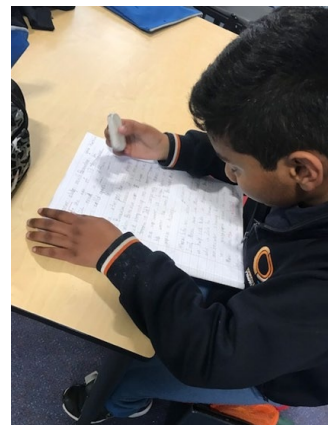
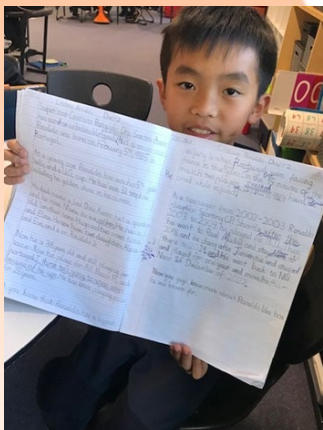
I used the sentence starter, 'What led to his passion was...'



I used the sentence starter, 'Super star Cristiano Ronaldo has scored an unbelievable and unexpected goal...'



Our students have had the opportunity to work in a variety of groupings throughout this unit of work. In the photos below you can see students working collaboratively within a group, sharing ideas and providing each other with feedback. We also know it is important to provide time for students to write independently and to practise the skills that have been modelled to them by their teacher. The small group pictured below were working within a small teacher-led group that focused on incorporate different writing techniques such as using connectives and complex sentences to make their writing engaging.



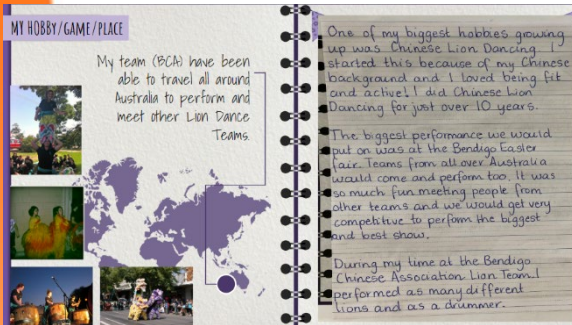
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Educational Leader's Report

YEAR 5 AUTOBIOGRAPHIES

In Year 5, students have been busy learning how to plan, draft and publish informative texts, with a specific focus on 'autobiography.' At the beginning of every writing unit, teachers and students carefully consider their intended audience to ensure the reader will be engaged. Our audience this term are our families, and they get to attend our Writing Showcase during the last week of Term 3 (details via Compass to be communicated shortly).

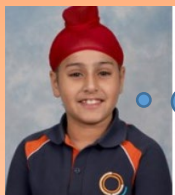


During the planning stage, students have been reflecting on the significant events in their lives and also learning how to incorporate non-fiction text features such as timelines, photos and maps, to keep their reader interested. Students have thoroughly enjoyed the planning and drafting phase of the writing cycle.



"I hope my mum and dad come to the showcase so I can show them my hard work. I think they will be proud of me." Zain Haidar

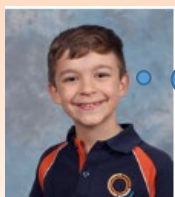
Zain has enjoyed writing about his love for his family recipe of '**kanfh**' (a delicious Lebanese dessert). Throughout this process, Zain has learnt that it takes a lot of work to write an autobiography and include all the important information into paragraphs



"When you are writing an autobiography you have to think, not every bit of your life is important or interesting. You want the audience to be engaged so we keep out the tiny details, we must include the main parts." Nirlep Randhawa



Gurnaj has been enjoying learning about writing an autobiography because she likes to write about herself and her life experiences, in particular her family and friends. In Gurnaj's autobiography you will get to learn all about her family's ancestry



"I have enjoyed exploring my past and talking to my parent about my life, especially when I was younger. I found out I used to always go to the Melbourne Show and I have never not gone on the flying elephant ride." Lucas Kotsopoulos

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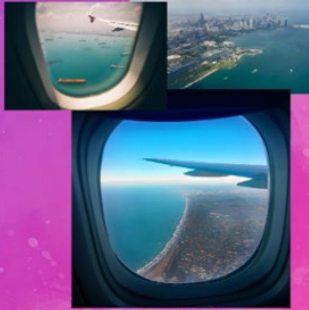
Educational Leader's Report

Have a read of some of our Year 5 students 'draft version' of their favourite memories written as a narrative

A trip through the fluffy clouds

Finally, it was time to board the plane and fly two hours to Gold Coast, 2011 to Queensland Australia boarding at gate 7, as Siya got on the plane she was bursting in excitement. As the plane took off the cities down below became smaller and smaller until they could not be spotted. The only thing Siya could see was cool blue crystal clear water and massive cargo ships floating peacefully on the sea.

Hours later, the plane landed with the tiniest bit of turbulence. After, she left the plane, the bright sun shone on her body, it felt magical. Siya thought of all the restaurants, theme parks, theaters she will be going to, and that was exactly what happened.



Favourite Memory

It is a perfect morning, and Akemi was the only lazy one that couldn't get out of bed. Akemi's two brothers finally had enough and snuck in. They came up to the bed and shook it like an earthquake is about to happen! Akemi was shocked, her eyes were wide open. It was a beautiful day but the only thing Akemi wanted to was bang her head on a table.

Akemi's mum came in and said "let's go for a walk" when Akemi's mum finished the last words, Akemi switched her face into a giant happy smile because Akemi loved going walks and this is the first time in Adelaide. So we all went along. We went past the rocky area, past the high hills and arrived at the lake. When Akemi saw the lake her legs were wobbling with fear. Then a little crack started because of how much Akemi's brother ate from breakfast. The heaviness couldn't take it and suddenly Akemi fell into the water! Akemi needed help but there is nothing to grab her! But luckily Akemi's mum got a safety backpack and found a rope to grab to. All of them pulled and pulled and finally dragged Akemi back to safety. Akemi was all drenched! And after all that, Akemi told her brother to never have a heavy breakfast again. THE END!

ICAS ASSESSMENT



International Competition of Assessment for Schools (ICAS) is complete for another year.

This year our students sat just under 500 assessments across Years 2 – 6 and whilst we are awaiting the results of the assessments to come through, it remained a wonderful opportunity for our students to show **KAIZEN**.

To put all the awards in context, the details below show how they are allocated:

- **High Distinction Certificate** - awarded to the top 1% of participants in Australia
- **Distinction Certificate** - awarded to the next 10% of participants in Australia
- **Credit Certificate** - awarded to the next 25% of participants in Australia
- **Merit Certificate** - awarded to the next 10% of participants in Australia
- **Participation Certificate** - awarded to all remaining participants in Australia

It is expected that student certificates will be dispatched to schools early in Term 4 and once we have received the student certificates, we will hand deliver them to students to take home.

If a student has participated in ICAS previously their TAP-ID and PIN from the previous year can be used to access the Results Portal.

Some families have enquired about accessing results. The results for all tests are available in the student section of the Results Portal using your TAP-ID and PIN printed on the back of the ICAS student certificate. Due to security issues the school does not have access to TAP

Educational Leader's Report

Year 6 Communities

This term our Year 6 communities have been learning about information reports in Writing. We have been exploring how information reports and media link to create real life writing learning. They have been analysing and unpacking newspaper articles both physical and digital, looking at news reports on BTN and local news sites, and unpacking podcasts. Earlier in the term the students experienced what making a news report is really like during our Media Incursion.

Year 6 Pola Killara Podcast



Since the incursion the students have been writing many different reports about topics they are interested in to develop their own Newspaper Website. These sites include written, visual and oral information reports and are looking forward to sharing these during the writing show cases.

Here is what some of the Year 6 Students have learnt about what makes a good information report.



Killara - Rasheeda

"You need to add a voice and tone based on the news topic to engage the audience. Facts and direct quotes to add value to the story."

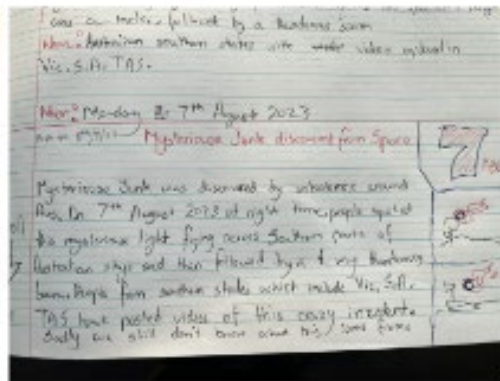
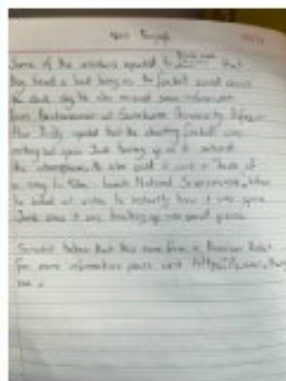
Yiaga - Tyler and Reyv

"The 5Ws to let the audience know the topic up front"

"Understanding what makes the topic newsworthy"

"Evidence is a must in the news, it's more important than the reporter's opinion."

Yiaga - Samuel's Draft information report



Learner Dispositions and Buzz Leaders

Over this term the Buzz Leaders have been exploring what does learning look like at HHPS. We have been completing a lot of different activities and then discussing our process of learning. This is to help develop and get student voice of the language of learning at our school.

By the students understanding the process of learning and what their brains are actually doing, they will be more able to drive their own learning. Linking this with the learner dispositions just allows our students to develop into lifelong learners.

Here is what the Buzz Leaders from Matong and Tamboore say about their learning.

Matong Buzz Leaders - Tiara, Zoey, Charlie, Ayush



"In Matong our teachers encourage us to use the resources we have. I can go back to the Anchor charts to see a good strategy." - Tiara

"I have to get the skills first. Once I get the skills I can use them to become an expert" - Zoey

This is the process of learning we would use to learn something new:

1. Understanding is first
2. Clarify the steps and questions you have
3. Plan out before trying
4. Build on my strategies by practice
5. Sorting your information
6. Trial
7. Reflect
8. Adapt and retry

"Learning is like a game - you need some sandpit time to play around with it and learn the skills and strategies. I needed the motivation to keep trying and showing off what I can do." - Ayush and Charlie



Tamboore Buzz Leaders - Rama, Savreen, Emma, Tanishk



I like about learning in my community because:

Rama - "We get strategies to help us think"

Emma - "We have resources to make things easier and so we can see the learning"

Tanishk - "Teachers help us with ideas and making sure that we are going through the process correctly"

Emma and Savreen - "We talk out our strategies with our teachers"

Savreen - "Teachers make learning fun and hard at the same time"

Positive Climate

Positive Climate for Teaching and Learning

Our students are taking ownership of their actions, celebrating their positive behaviours and learning how to self-regulate when school behaviours become challenges.

It has been pleasing to see students utilising the 'Wheel of Choice' whilst in the school; seeking opportunities to work through their questions, concerns and issues through discussion, peer mediation or self-reflection. This has provided opportunities for teachers to identify positive behaviours within the school yard, rather than solving all the students' interactions for them.

During Term 3, we've continued to see many hero stamps and stickers being awarded, hero cards filling community Hero boxes and silver and gold badge trades being traded in for prizes on our Badge Trade Days.



HHPS School Values

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

Positive Climate

Bullying. No Way!

The National Day of Action Against Bullying & Violence was held on the 18th of August, providing Australian schools with the opportunity to promote the importance of Growing connections within the school community.

What is bullying?

Bullying is defined as repeated verbal, physical and/or social behaviour that intends to cause harm. It can occur in person or online, and it can be obvious or hidden.

How does growing connections help to prevent bullying?

When you feel connected to another person or people, you are more likely to want to help them rather than harm them. When you want to help people, you also might be an upstander if you see bullying happening.



R U OK?

By taking the time for an R U OK? conversation and genuinely listening with an open mind can help the people in our world feel supported and connected. Let the people in your world know you're here, because a conversation could change a life.

R U OK? Day 2023 is Thursday 14 September. It is a national day of action when we remind Australians that every day is the day to ask, 'are you OK?' and start a meaningful conversation whenever they spot the signs that someone they care about might be struggling. Harvest Home Primary School will be acknowledging the day with classroom activities, discussions and more. More information to come on Compass.

**Be a HHPS Hero
Be an Upstander**

Call it Out
E.g. Frown and say 'Wow that was really mean!'

Interrupt the Bullying
E.g. "Hey ____, do you wanna play footy?" or "____ Louisa's looking for you."

Report it
Find a teacher and tell them what has happened.



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Positive Climate

Education Support Update

Our wonderful ES team continues to grow. This semester we welcome Angela B, Baxter and Addison to the HHPS team. Below is a little more about each of them.

Angela

Why did you choose HHPS?

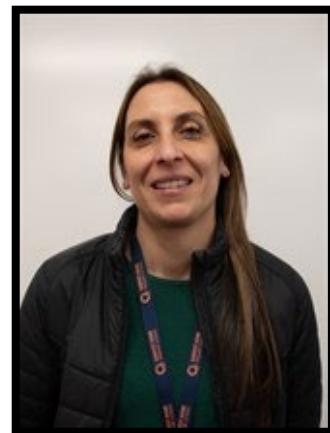
I chose HHPS because I know first-hand just how this school does everything in its power to assist the students in every way from their learning to the social aspects of school/life. Another important thing that influenced my choice is that the student voice is highly respected and acknowledged at this school.

What is the best thing about working at HHPS?

The way everyone is nurtured here. The wonderful inclusive culture and supportive nature of the school. Everyone is important here.

What do you like to do in your spare time?

Walking, gardening, exploring and experiencing new places with family.



Baxter

Why did you choose HHPS?

I chose HHPS as it is such a wonderful learning environment and a special place to be a part of with everyone constantly striving to help develop students to be the best learners they possibly can be.

What is the best thing about working at HHPS?

The best thing about working at HHPS is the lovely staff and incredible students I get to work with every day.

What do you like to do in your spare time?

In my spare time I love playing footy for the Bundoora Bulls and hanging out with my friends and family.



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Positive Climate

Addison

Why did you choose HHPS?

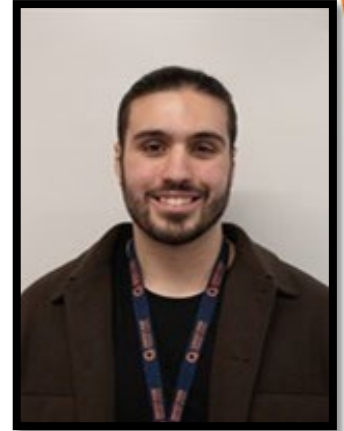
The reason I chose HHPS is the absolutely amazing work environment. Everyone here is so friendly, welcoming and caring, which in other places isn't as prominent. HHPS is also extremely accommodating, allowing adequate time within work hours to complete work so it doesn't spill into home time.

What is the best thing about working at HHPS?

My favourite thing about HHPS is the staff's friendliness. Absolutely everyone here is so nice and welcoming which always puts a massive smile on my face.

What do you like to do in your spare time?

My favourite thing to do in my spare time is to lift weights at the gym. I find pushing myself to be better everyday both physically and mentally very fun. It's a good way to relieve stress and can also be a great way to catch up with friends.



Education Support Staff and Positive Climate Team Dressed up for Book Week 2023.

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Positive Climate

Exposing kids to challenges helps prevent anxiety in later life

Micheal Grose, founder of parenting Ideas, is one of Australia's leading parenting educators

Two important Australian studies released recently supported what teachers and mental health experts have been saying for some time: that exposing children to safe challenges in childhood promotes resilience and better mental health in later life.

Below are **five strategies** that can provide children of all ages with the skills and experiences they need **to develop mental resilience**.

For more information on Bullying, please explore the websites listed below:

1. Encourage kids to spend more time with other children

When children spend more time among themselves they rely less on adults to solve problems for them. In fact, when kids play among themselves they take on the authority of adults in their absence. They negotiate about what and how to play. They will often make up the rules of their games, modifying them as they go along and challenging other children's interpretations. "You're not playing by the rules" is a common childhood retort, but the important thing to remember is that, left to their own devices, kids will generally resolve such conflict situations more creatively and with more finality than if adults become involved.

2. Help children be good losers and gracious winners

In recent years there's been an aversion to exposing kids to losing, particularly when it comes to the sporting field. Some codes, in an effort to improve the participatory experience for kids, don't keep scores and give prizes for participation rather than achievement. However, these practices prevent kids from experiencing both the resilience-building disappointment that comes with a loss and the confidence-building satisfaction that comes from winning. More significantly, they prevent kids from refining the art of being good losers and gracious winners, both important skills to learn for future development.

3. Encourage kids to talk about emotions and feelings

It's important that children become comfortable with unpleasant feelings such as disappointment, fear and nervousness rather than be debilitated by them. We need to allow children to experience events that lead to unpleasant emotions. We also need to feel comfortable with our children's unpleasant feelings. Enabling children to verbalise their unpleasant feelings helps them process and make sense of their emotions. Healthy families and safe classrooms work on the principle that there's nothing so bad that we can't talk about it in the right way, but that there are behaviours we won't tolerate.

Positive Climate

4. Model calm and rational thinking

High emotions are very contagious. When a child is angry, fearful or upset we can easily feel the same way. It's vital that we manage the ways that we react to our child's emotions so that we can provide an effective, empathetic response. The best way to manage our own reactivity when kids are upset is through breathing. Taking a breath gives us a moment to regain control and remain calm. We can then ask questions and logically think our way through the situation rather than catastrophizing and letting our thoughts run amok. Adults who model calm, thoughtful behaviours in the face of stress show children and teenagers how to respond in safe, effective ways to stressful situations rather than reacting at an emotional level.

5. Encourage children to become independent problem solvers

When adults solve problems for children and young people, we not only increase their dependency on us but we teach them to be afraid of making mistakes and to blame themselves for not being good enough. That's fertile ground for anxiety and depressive illness. When your child brings a routine problem to you and expects you to solve it (such as leaving lunch at home or sorting out a friendship dispute), step back and invite them to resolve the problem for themselves instead. We don't want to deter kids from coming to us for advice when they have a difficulty, but we do want to encourage them and teach them to work through their concerns themselves.

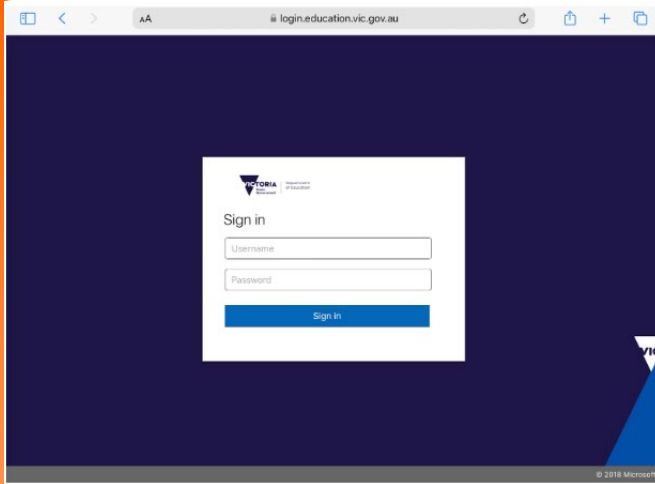
Stepping back and allowing children and teenagers to experience many of life's challenges, whether social, academic or physical, can be a difficult thing to do for well-meaning adults. However, part of growing up means that children and young people need to develop the skills and aptitude they will need to manage a range of challenging situations well after they have left the safe confines of school and family. As the research is telling us, the best way for us to do this is to allow our children to navigate their challenges by themselves, surrounded by supportive, rather than over-protective, adults.

Warmest Regards,
Stacey Lawler, Sophie Chilton, Stephanie Mitreski & Angela Herrick (Positive Climate Team)

BYOD Report

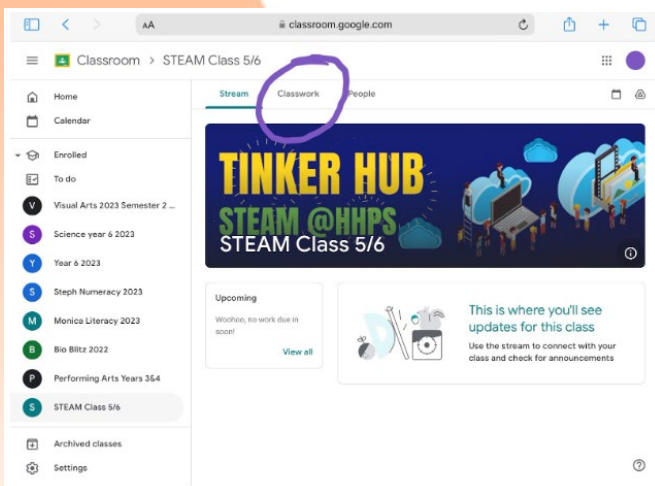
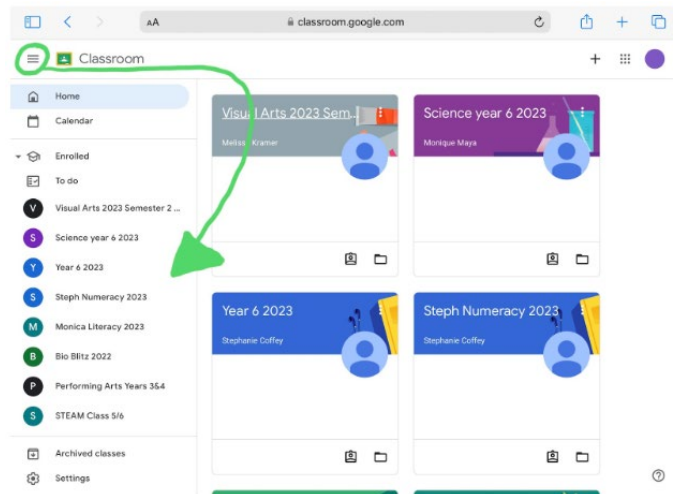
How to Use Google Classroom on a Web Browser

As mentioned in a previous newsletter article, Google Classroom is an essential tool to use at Harvest Home Primary School. It contains assignments and resources for your child/ren to learn at school and at home.



First your child must sign in with their Google account at classroom.google.com

The “hamburger” icon in the top left allows your child to view all their classes. Your child can also minimise the left screen by tapping on this icon.

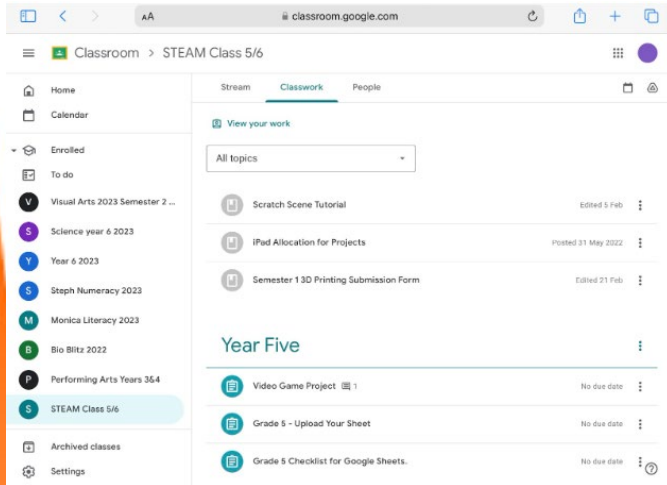


Your child is taken to the Stream page automatically. To see the work the teacher has assigned they should click on classwork.

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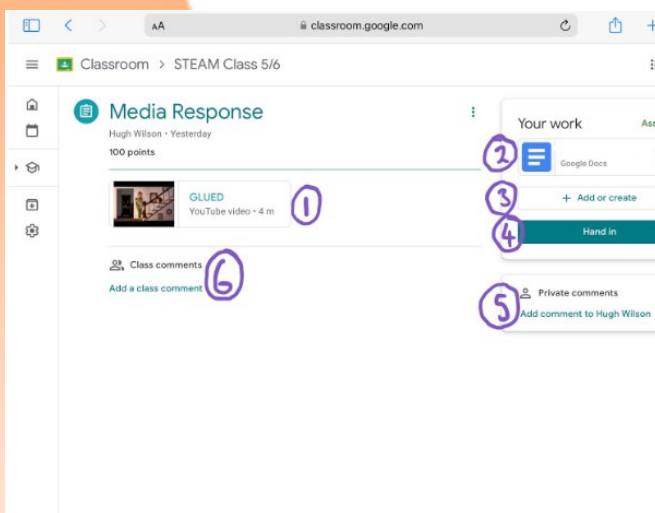
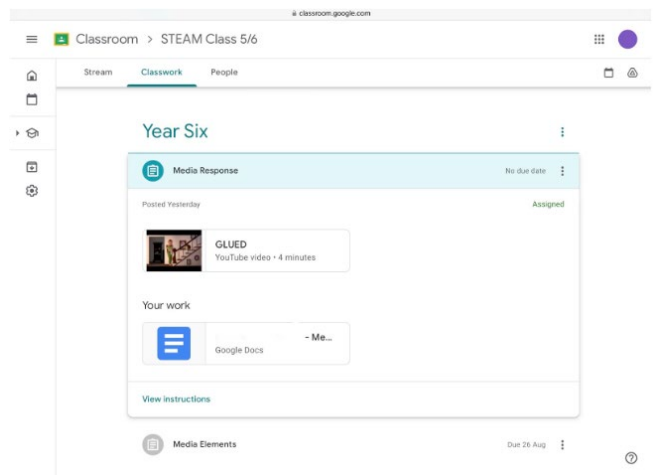
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BYOD Report



This is what the classwork section looks like. You can tap on the assignment you need.

This is what a tapped assignment looks like. To be able to work on this assignment or hand it in, you need to click “view instructions”.



Once you have clicked view instructions, you have multiple options.

- 1.This is a resource the whole class can access.
- 2.This is your child’s individual work.
- 3.This is where your child can add or create new individual work for the assignment.
- 4.This is how to submit your work to the teacher. Once you submit, your work becomes locked and unable to be edited again.
- 5.This is where you can comment to the teacher and only the student and teacher will see.
- 6.This is where you can comment and the whole class will see.

Hope this helps you use Google Classroom at home and school in a more effective way!

Tutor Learning Initiative Report

TUTOR LEARNING INITIATIVE PROGRAM

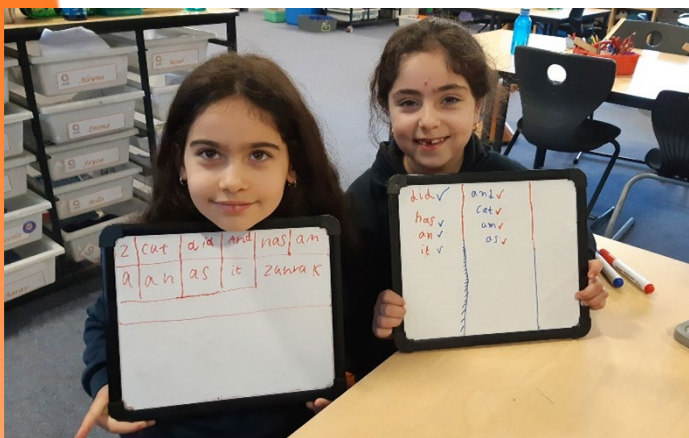
The Tutor Learning Initiative Program (TLI) has continued in Term 3, with our tutors working with students across different learning communities than last semester. Tara is currently working with Year 2 students in Tamboore, while Danyaal is working with Year 1 students in Wurun.

We have also welcomed additional staff to the TLI Program. Elisa is working with the Year 4 students in Dulap, while Fraser is supporting students in the Year 1 Kirrip A community with Levelled Literacy Intervention. Learning Specialists are also working in small groups from Foundation to Year 5.



This semester we are able to support 30 students across Year 1 and 2 within the Levelled Literacy Intervention Program (LLI). These students work in small groups three times a week, working on reading, comprehension and phonics.

These sessions are in addition to the Literacy sessions that they complete within their communities. Our Year 1 and 2 students are very enthusiastic participants in the LLI Program.



In Reading, Year 2 students have been reading Non-Fiction texts with a focus on summarising, and answering literal and inferential questions using evidence from the text. They have also had the opportunity to develop their fluency while reading aloud to each other. Some students are now even using expression when reading questions or interesting sentences! Year 4 students have been expanding their vocabulary and learning about prefixes and suffixes. They have also been practising summarising texts and answering inferential questions.



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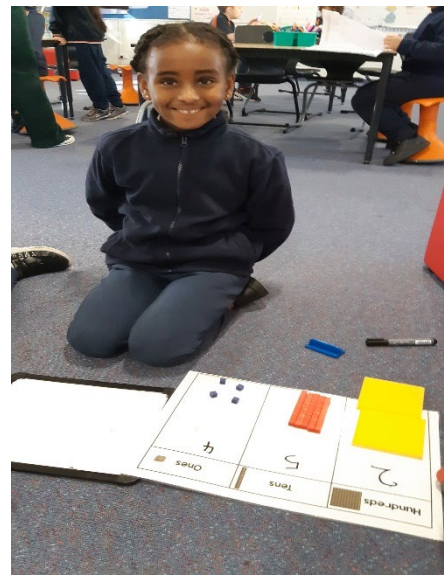
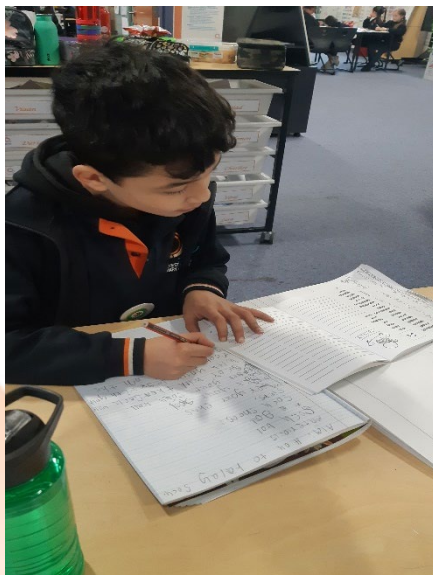
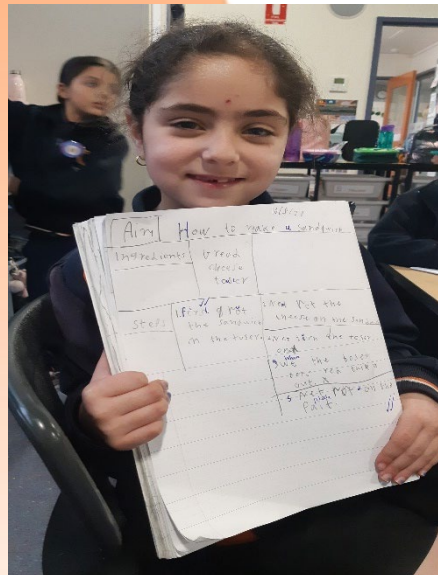
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Tutor Learning Initiative Report

In Writing, Year 1 students have had a fabulous time creating 'Silly Rainbow Sentences.' During this activity they pick out different coloured words to create interesting sentences and write them down. This has helped them focus on writing correctly using the dotted thirds as well as using uppercase letters, lowercase letters, and full stops in a sentence.

Year 2 students have made a range of things including fairy bread and paper chains, which has helped them to write procedural texts afterwards. They have also been working hard on their spelling. Each week they practise 6-8 words on whiteboards. By the end of each week, students have been able to independently spell most, if not all, the words they have been practising. Elisa has supported the Year 4 students to plan, draft and publish a biography about a famous person.

In Numeracy, Year 2 students have had a major focus on improving their place value knowledge, with students working on reading, writing, making and ordering 3-digit numbers. Year 4 students have tackled topics such as fractions, volume, area and angles.



Tara Bethke
Intervention Coach

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Engagement for Learning



2023 Victorian Premiers' Reading Challenge

Well done to all our amazing readers who have participated in the Premiers' Reading Challenge!
HHPS have:

Collectively read 2069 books

70 students have completed the challenge!

The Challenge closes on Friday the 8th of September and is open to all Victorian children from birth to Year 10 in recognition of the importance of reading for literacy development. It is not a competition; but a personal challenge for children to read a set number of books.

All children who meet the Challenge will receive a certificate of achievement signed by the Victorian Premier and former Premiers.



**Victorian
premiers'
reading
challenge**



Helen Mouyis
Resource Manager

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Book Week at HHPS



HHPS School Values

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Online Programs

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



Wushka (*in 2023 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



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 COUNCIL MEMBERS AND UPCOMING MEETINGS

Andrew Bouzikas, Kaylene Kubeil, Dale Rigby, Rebecca Bullock, Maria Somerville, Amira Mohamed, Shahidah Angullia, Ananya Desai, Radha Guda, Mahalakshmi Rengarajan

SCHOOL COUNCIL UPCOMING MEETINGS:

Term 2: Wednesday 14th June

Term 3: Wednesday 2nd August, Wednesday 6th September

Term 4: Wednesday 18th October, Wednesday 6th December

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	Lunch Eating Time Inside
12:10pm	Session 4
1:00pm	Session 5
1:50pm	Break
2.20pm	Session 6
3:10pm	School Ends

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