

Harvest Home Primary School

ISSUE 1

School and Community Growing Together

MARCH 2023

Acting Principal: Andrew Bouzikas

Assistant Principals: Kaylene Kubeil

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Harvest Home
Primary School

TERM 1 EVENTS	DATE
Tuesday 31 st January	Back to School
Wednesday's in February	Prep Interviews
Thursday 16 th February	Meet the Teacher
Friday 3 rd March	Clean Up Australia Day
Tuesday 7 th March	School Photo Day
Wednesday 8 th March	International Women's Day
Monday 13 th March	Labour Day Public Holiday
15 th to 27 th March	NAPLAN Testing Window
Friday 17 th March	National Day Against Bullying
Tuesday 21 st March	Harmony Day
Thursday 23 rd March	World Maths Day
Thursday 30 th March	Community Showcase
Thursday 6 th April	Last Day of Term 1

HHPS School Values

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

Principal's Report

Dear Harvest Home Community,

It has been a very positive beginning to our school year, with all our students successfully transitioning to the new school year, building relationships with their peers and teachers, and displaying a continued focus on their learning journey, and learning improvement... Kaizen! Our students continue to show learning confidence as they continue to explore and challenge their thinking by utilising the learning dispositions to showcase their day-to-day interactions. It has also been pleasing to see our learning communities focused on collaborative experiences that provide opportunities for curious and reflective student engagement.

As we draw to the end of Term 1; we have successfully welcomed 120+ Prep students. Our Year 6 students, who are our very first Prep students in 2017 have made an excellent transition as our senior leaders. Our 1024 students continue to share their excitement about their connection to our school, a strong relationship with their peers and teachers and their love for learning... all of which have enabled a sound framework for us all to work on and achieve our 2023 school goals.

In 2023, we will continue to focus on student learning aligned with the Framework for Improving Student Outcomes 2.0 (FISO 2.0). As previously communicated, it is pleasing to see shared focus on learning and wellbeing as the core structures to enable student learning focused on their point of need.

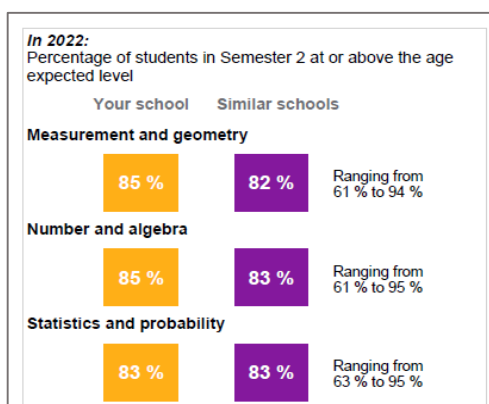
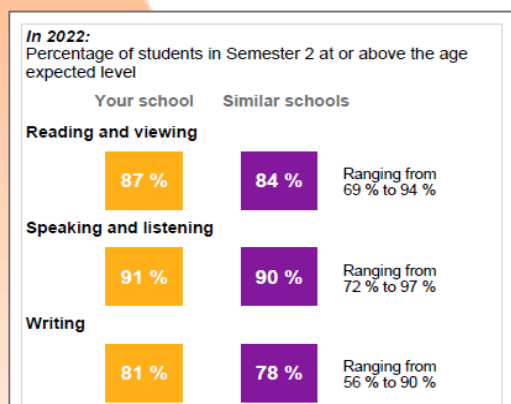
Our two priority Key Improvement Strategies for 2023 are:

Learning: Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in Numeracy.

Wellbeing: Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.



It is important that we place a high emphasis on the learning journey of each student ensuring that we tailor learning experiences to the need of each learner. As shown in various data sets below, we celebrated many learning successes in 2022, as we supported the wellbeing and learning journey of each student.



The above images, show the high percentages of Harvest Home students that are performing at or above the expected level and the comparisons to schools with a similar profile in the areas of Numeracy Reading, Writing and Speaking and Listening.

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Principal's Report

Attendance:

As a school, we acknowledge the period of time that our families were unable to travel; along with missing school due to COVID, illness or religious celebrations; however it is important to recognise that each day that a student misses school, it reduces the opportunity for continued learning opportunities and connections to teachers and peers. It is important that your child attends school where possible; every day. We will continue to focus on our schools' unapproved absence days. To support our actions, please use Compass to enter your child's absence. If you need any support, feel free to contact our administration team. Every day counts!

Every Day Counts!

A day here or there doesn't seem like much but...

When a child misses just...	that equals...	which is...	and therefore, from Prep to Year 12, that is...	This means the best that child can achieve is...
1 day a fortnight	20 days per year	4 weeks of school	Nearly 1 ½ years of learning at school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks of school	Over 2 ½ years of learning at school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks of school	Over 5 years of learning at school	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks of school	Over 8 years of learning at school	Equal to finishing Year 4

Give your child every chance to succeed.

Privacy Notice:

Our school collects, uses, discloses and stores student and parent personal information for standard school functions or where permitted by law, as stated in the [Schools' Privacy Policy](#). For more information about privacy, refer to: [Schools' Privacy Policy — information for parents](#). This information is also available in ten community languages: Arabic Dari Gujarati Mandarin Somali, Sudanese Turkish Urdu Vietnamese.

Better People = Harvest Home People

Andrew Bouzikas
Acting Principal



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Assistant Principal's Report

2023 LEARNING COMMUNITIES

At Harvest Home Primary School all students and teachers work in Learning Communities. Every child has a home group teacher that they begin and end the day with, however throughout the day they could be working with different teachers across their Learning Community. Working collaboratively in this manner allows your child to develop relationships with various teachers and students. These flexible teaching options enable the teachers to cater for the individual needs of all students. The teachers use their knowledge and data sets relating to each student's learning and wellbeing to plan collaboratively and purposefully. This 'shared responsibility' allows all teachers in the learning community to learn from one another whilst still creating a range of learning experiences.

The Year 1-6 students have begun the year learning the expectations of transitioning to different groups and spaces around each of the Learning Communities. For our middle-senior students this may mean moving from one space or portable to another, or even up and down stairs. We support all students to do this in a safe and respectful manner. The teachers and students really enjoy learning in these mixed groups. You may want to ask your child who their Reading, Writing or Numeracy teacher is. Let's see if they remember!

Currently our Prep students spend most of their day with their home group teacher/s as they learn the structures and routines of school. As the year progresses, they will also begin to move around their learning communities and start to learn with the other teachers and students within their Learning Community.



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Assistant Principal's Report

2023 Learning Community	Wurundjeri Meaning	Year Level	Teachers
Kirrip B	<i>'friendship'</i>	Prep	Diana Samuel, Andrew Johnson, Holly Taylor, Emma Curran, Megan McLean/Marina Tsitsis, Sarah Kennedy
Kirrip A	<i>'friendship'</i>	One	Stephanie Zanti, Jasmine Chanter, Charee Warwick/ Sarah Diamond-Ward
Wurun	<i>'river red gum'</i>	One	Amy Sneddon, Lourdes Restrivera, Laura Gray
Tamboore	<i>'waterhole'</i>	Two	Jacinta Bok/Rachel Malivindi, Zoe Robinson, Sarah Williams, Samara Ujmaia, Tanya Varasira, Kirra Rowe
Durrong	<i>'unite'</i>	Three	Rachel Bell, Rachel Flavel, Alicia Iaconis, Samantha Thompson
Balam	<i>'butterfly'</i>	Three	Malinda Bogdanovski/Stephanie Schieven, Nikolina Taskovska, Amali Amarasinghe, Sharon Fox
Dulap	<i>'pride'</i>	Four	Renata Smith, Alanah Stephens (till end of Term 1), Carmen Fruvall
Galada	<i>'creek'</i>	Four	Tanyel Hasim/Elisa Hassani, Andrew Neophytou, Emily Ross
Matong	<i>'strong'</i>	Five	Josie Hatzi/Maria Ivanciu, Ashleigh Teasdale, Rebecca Tomsic, Yulia Misto, Ashleigh Macali/Elle Murray, Mikaela Ryan
Yiaga	<i>'discovery'</i>	Six	Elana Rose, Mari Paolucci, Lisa De Santis
Killara	<i>'always there'</i>	Six	Stephanie Coffey, Monica Isip, Kyle Hattie
Intervention Coaches			Tara Bethke, Celeste Gouws
Specialist Teachers			PE- Jason Principato, Robert Grillo Visual Art- Melissa Kramer, Stephanie Schieven Science- Monique Maya, Kaitlyn Brown Spanish- Julia Pena STEAM- Hugh Wilson, Paul Di Pietro Mindfulness- Louisa Stanford
Positive Climate Staff			PC Leaders- Sophie Chilton, Stephanie Mitreski Student Transitions- Angela Herrick Support- Kamal Koar, Tyson Vanderwert, Alison White, Maria Ranalletta
Education Support Staff			Despina Oudin, Rebecca Missen, Lacey Merschen, Chloe Puddy, Joanne Roy, Fraser Kubeil
Educational Leaders			Prep/One- Breanna Feben Two/Three- Kellie Blandthorn Four/Five- Di Beltramello Six- Dale Rigby
Admin Team			Acting Business Manager- Amber Wood First Aid- Felicity Maniszewski Administration- Laura Andrews, Nina Elias, Karen Ray Resource Centre- Helen Bozikas Technical Support - Danny Lay, Michael Horina
Principal Class team			Acting Principal- Andrew Bouzikas Assistant Principal- Kaylene Kubeil Assistant Principal- Joanne Branidis Acting Assistant Principal- Stacey Lawler Acting Assistant Principal- Dale Rigby

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Assistant Principal's Report



WURUN



TAMBOORE



BALAM



KIRRIPI A



KIRRIPI B



DURRONG

MEET THE TEACHERS AT HHPS

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Assistant Principal's Report



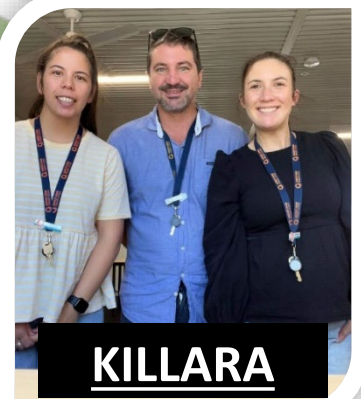
SPECIALIST



GALADA



DULAP



KILLARA



YIAGA



MATONG

MEET THE **TEACHERS AT HHPS**

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Assistant Principal's Report

NATIONAL ASSESSMENT PROGRAM: LITERACY AND NUMERACY (NAPLAN)

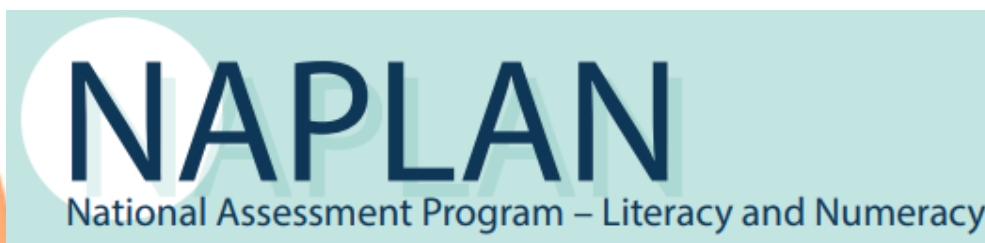
NAPLAN is an annual assessment for students in Years 3, 5, 7 and 9. In 2023, all schools across the country will undertake online NAPLAN. In addition to this, the NAPLAN tests will be conducted earlier as they are now scheduled in Term 1

NAPLAN tests are one aspect of our school's assessment and reporting process and do not replace the extensive, ongoing assessments made by our teachers about every student's learning growth and achievements. Families can use NAPLAN reports, along with our school progressive and academic reports, to discuss their child's overall growth and performance. NAPLAN is made up of tests in the four areas (or 'domains') of Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy.

As in previous years, Harvest Home Primary School will be conducting all the tests online, except for Year 3 Writing which will remain with pencil and paper. This is the same to all schools across Australia.

If families require further information, then please access the NAPLAN Parent information site at: <https://www.vcaa.vic.edu.au/Pages/prep10/naplan/parents/index.aspx>

All information has been communicated via Compass to our Year 3 and Year 5 families.



'LIVE' PROGRESSIVE REPORTS

Harvest Home Primary School is committed to the provision of the most accurate and up to date means of reporting. Our progressive reports are the approach that we feel best meets the needs of our school community to provide this information in a meaningful and timely manner. Progressive Reports are continually updated by community and specialist teachers as they see students achieve their learning goals. Compass notifications are 'posted' to our families as a reminder to check your child/ren's progressive report at regular intervals.



To check your child/ren's reports you need to ensure that you can access Compass. *If you have any questions about accessing the Compass app or website, then please feel free to give the office a call and they will be able to support you

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Assistant Principal's Report

DID YOU KNOW THAT THERE ARE NEW REPORTING STANDARDS FOR NAPLAN?

Last month, Education Ministers agreed to change the way NAPLAN results are reported to parents and carers. From this year, parents/carers will get earlier, simpler and clearer information about their child's NAPLAN achievement based on new, more rigorous national standards. Please see some of the FAQs below for your reference:

Why is a new proficiency standard being introduced for NAPLAN?

The new proficiency standard will provide earlier, simpler and clearer information to parents and carers about their child's NAPLAN achievement based on new, more rigorous national standards.

Why did they need to change?

The new reporting will give parents and carers a simpler and clearer picture of how their child is performing and whether their child has the core literacy and numeracy skills they should have for their year group. If a child is falling behind, parents will know straight away and can act together with their school to get their child the support they need and ensure they are getting the best out of their schooling.

What is a proficiency standard?

The new proficiency standard includes 4 measures of achievement for each year level to provide clear and simple information on how a child is performing based on their NAPLAN test result. If a student is in the Strong or Exceeding categories, it means they have demonstrated proficiency and are meeting the expected capabilities for their year level. If a child has not yet achieved proficiency, then they will either be in the Developing category or the Needs additional support category.

Will NAPLAN student reports change?

Yes. The new reporting will be reflected in the Individual Student Reports parents and carers receive after this year's NAPLAN test.

Will we be able to compare these results with previous years?

As all schools are now online, and the tests are earlier, reporting on changes over time at the school, state/territory and national level will start again from this year. This means results from 2023 on will not be directly compared with results from 2008 to 2022. Individual student reports will continue to show each child's achievement against the national average and the range of achievement for the middle 60% of students in their year level.

Has what NAPLAN measures changed?

What NAPLAN measures hasn't changed; the changes relate to how this achievement is shown. Proficiency standards provide parents and carers with simpler and clearer information about what students know and can do and their achievement levels. The online assessment is more precise as it uses tailored testing that adapts to student responses and is better at assessing what each student knows and can do.



Kaylene, Stacey, Dale and Joanne
Assistant Principals

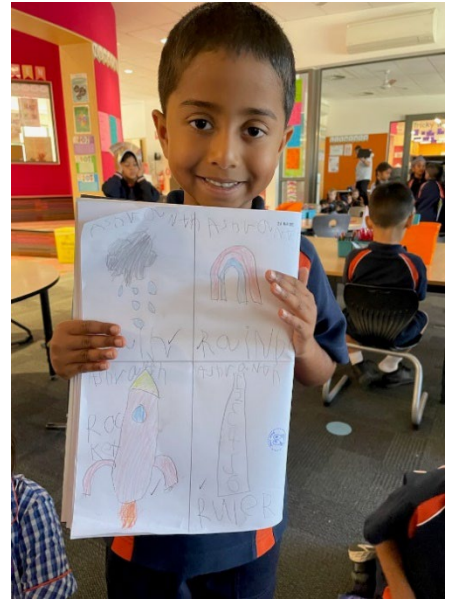
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Educational Leader's Report

PREP & YEAR 1 REPORT

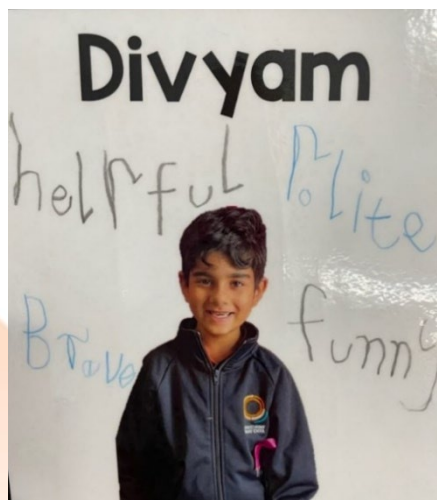
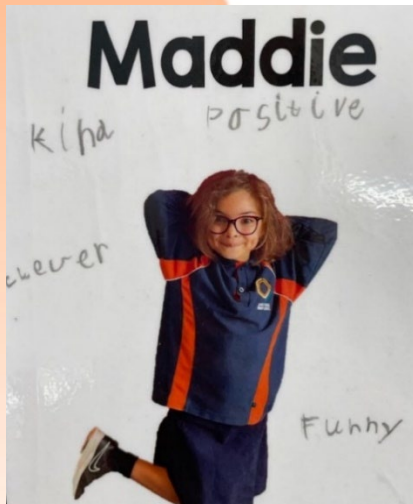
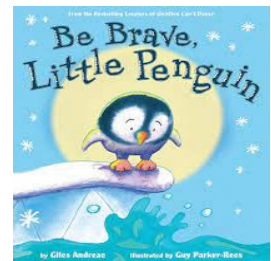
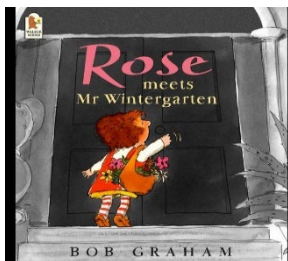
Prep



Our Prep students have this week had the opportunity to visit their Community Library and begin to select books for their orange book boxes. Each student has an orange book box which contains familiar texts and books students choose to read for enjoyment. Students have been busy looking for some of the tricky words they have been learning.

Year 1

The Year 1 students in Kirrip A and Wurun have been immersed in fiction books this term. They have been looking at characters feelings and character traits. Some of the books they have read are:



Students have been thinking about their own character traits and relating themselves to characters within stories:

Breanna Feben

Prep & Year 1 Educational Leader

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Educational Leader's Report

Numeracy Start Up Program

Harvest Home Primary School's Numeracy Start Up Program has been developed to ensure a consistent approach to teaching numeracy. As problem solving and challenging tasks will be part of the way students learn Maths, it will be important to develop a healthy class culture where students feel comfortable to try new strategies, takes some risks when problem solving and build resilience when they are challenged with being 'wrong' in Maths.

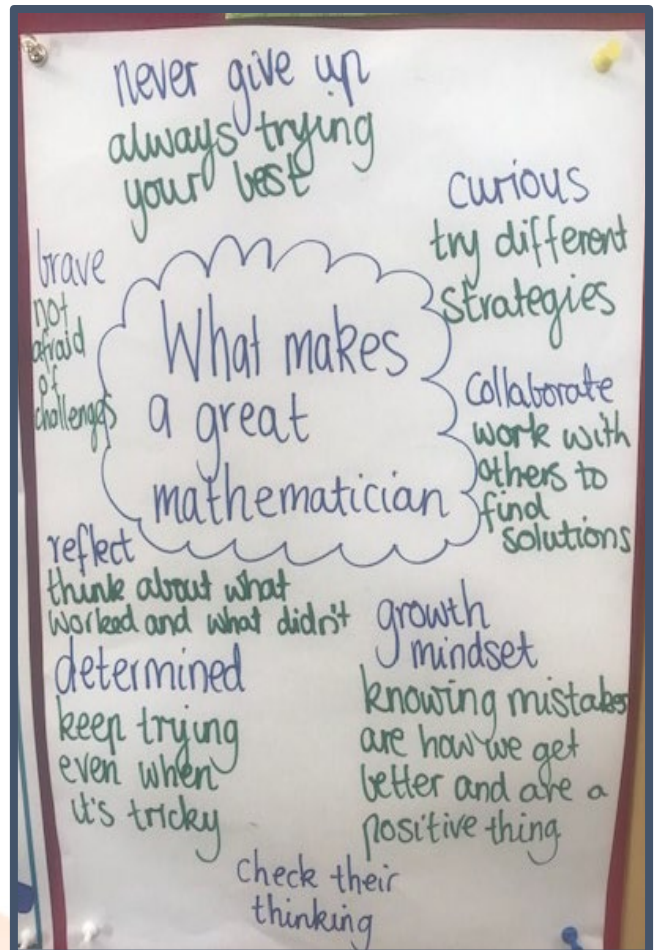
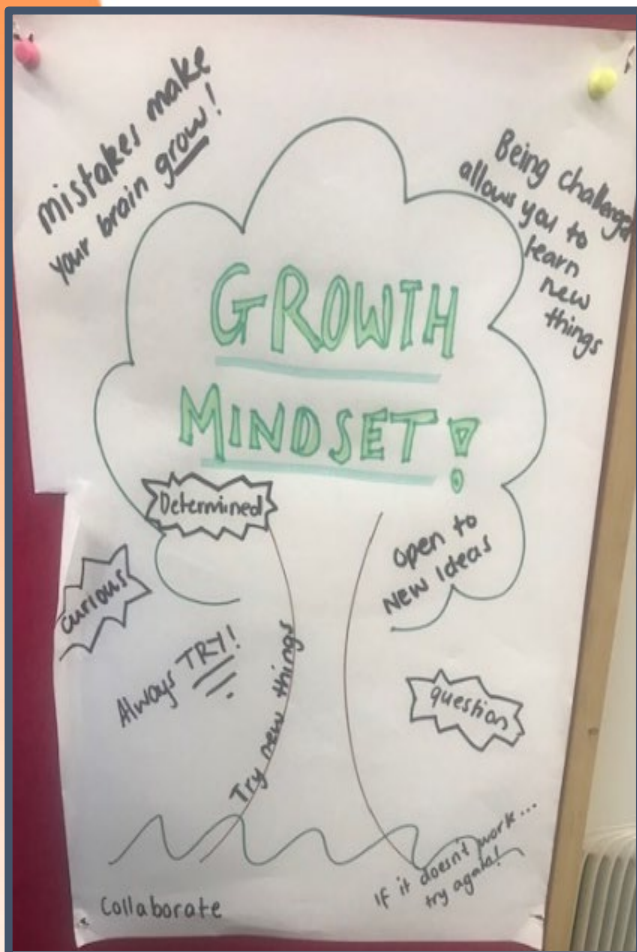
The Start Up program forms the basis of Numeracy teaching for the initial weeks of the new school year. The purpose of the Start Up program is to establish the expected behaviours, mindset and community environments for great maths thinking and learning.

As part of the program, teachers and students co-create anchor charts of the ideas discussed, which are displayed in communities and referred to throughout the year (see examples below).

Some of the topics covered as part of the start up program include:

Developing a growth mindset

Students discuss what a growth mindset is and when they need it. They talk about how to make their brain grow and develop a growth mindset.



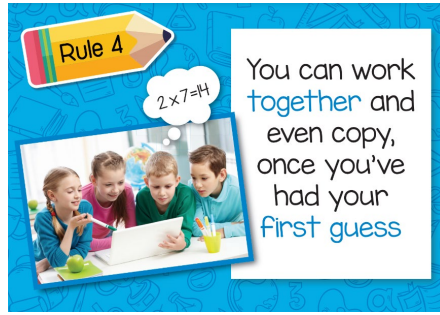
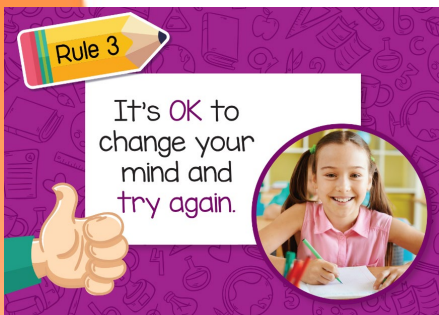
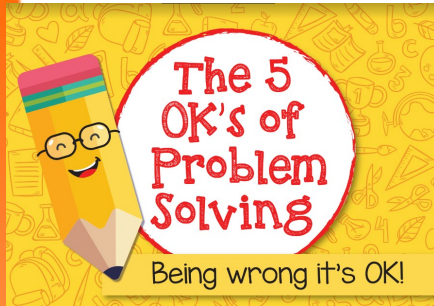
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Educational Leader's Report

Five OK's for problem solving

Students unpack what problem solving is. They describe ways to solve a problem and discuss the 5 OK's for problem solving. These posters are unpacked and displayed in communities and regularly referred to throughout the year.



Problem Solving and Test Taking Strategies

Teachers discuss with students the 'why' around assessment and how it helps teachers know what each student needs to learn. Together they examine problem solving strategies, for example reading and unpacking a question and using paper to work out a problem.

They discuss goal setting, showing KAZIEN and stamina when learning Maths.



Kellie Blandthorn
Year 2 & 3 Educational Leader

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Educational Leader's Report

YEARS 4 & 5 CURRICULUM REPORT

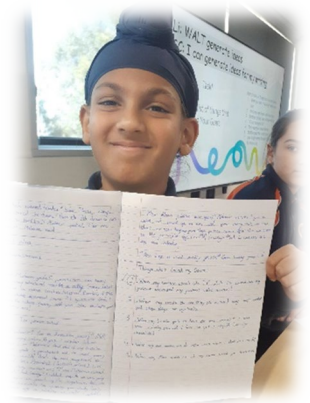
Our Year 4 & 5 Communities have been busy getting back into routines and expectations through their Writing Start Up Program. The foundational emphasis to create life-long writers is to authentically discuss and explore the purpose of writing in everyday life. Students have been engaging in a mixture of both authentic writing experiences and explicit genre-based teaching to practice what 'good writers do.'

Teachers have been exploring these qualities such as 'show, don't tell', tell a message, identify your purpose for writing, understanding your audience and creating an inspirational piece that means something to the writer.

A major focus for students in Term 1 has been generating ideas to base a solid piece of writing on. Ideas are the content of the writing piece. They are the 'heart and soul' of good writing. It is important for students to remain focused on the writing by selecting the idea or topic, elaborating on the idea and using details and information to further develop the piece of writing.

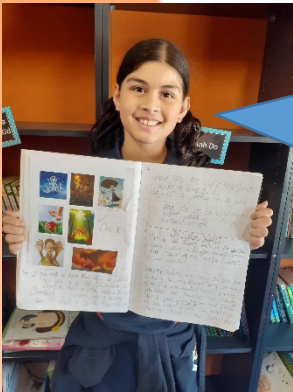
Mehervan Singh of Year 5 generated lots of ideas about all of the things in his life that 'grinds his gears' so he can write a persuasive piece. Some of his amazing ideas include:

- When my brother steals the TV while I'm watching my favourite TV show
- When my mum cooks the one thing she knows I really don't like
- When my brother gets to eat the one chocolate I have been craving
- When my mum makes me do extra work that I don't have to do



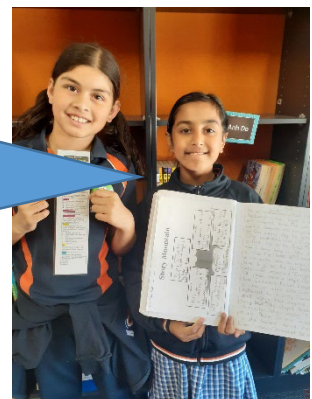
" Authentic writing opens up my imagination because I can write about the thoughts in my life, I could write for hours. I like to write with a message for my audience. My latest story has the message to be careful about what you are doing because it could lead to serious stuff."

Aarna Kashyap of Year 4



" I love authentic writing because I can wash my ideas onto paper. I feel engaged in writing when I am doing this because I can talk about my feelings and imagination. I like to pick my own genre to suit the purpose of the piece I am writing. It mostly matches perfectly. I love how I can always send a message through my writing because I can relate to kids."

Gurbani Sandhu of Year 4



Educational Leader's Report

YEAR 6 REPORT



Our Year 6 students have enjoyed a smooth transition to their last year of primary school. Our students in Killara are enjoying their first time using the double-storey portables and Yiaga students have settled in well to their community for Semester One.

Students have been demonstrating our school values and dispositions in situations both inside and outside their community and have been a great role model for our younger students. They have quickly adapted to the routines and expectations of the Senior School and are enjoying many of the different activities that take place in Year 6.

School Values

Our Year 6 students have enjoyed a smooth transition to their last year of primary school. Our students in Killara are enjoying their first time using the double storey portables and Yiaga students have settled in well to their community for Semester One.

Online Safety

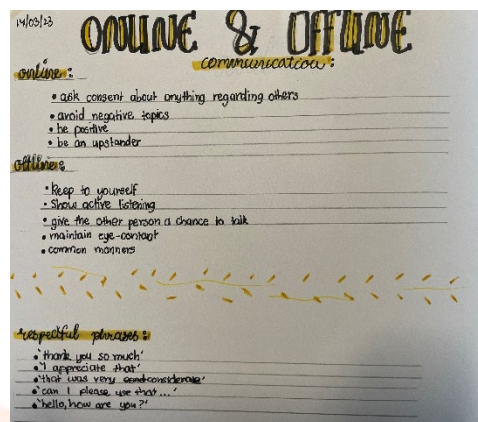
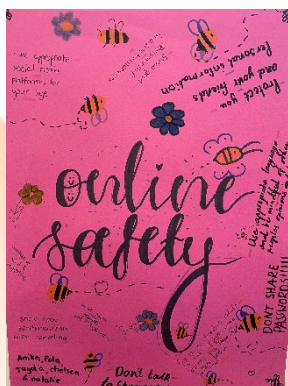
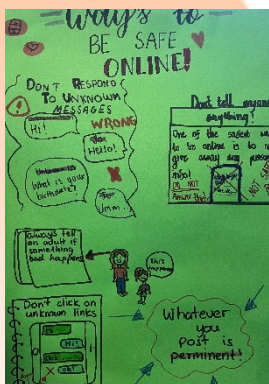
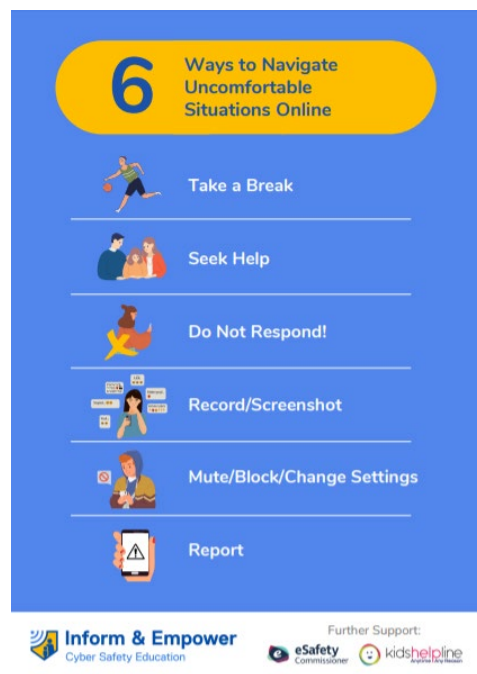
Students have been exploring how to be responsible and safe online throughout Term 1. Sessions have involved:

- Keeping their details safe online
- Respectful ways of communicating online
- Our digital footprint

Throughout these activities, students have been creating posters to show their understanding or role-playing their response to different situations, such as ad pop-ups or being asked for their passwords.

A key component of our Online Safety unit is our Inform & Empower incursion, which takes place every term. This is an online presentation that covers many of the key issues in an engaging and informative way.

As much of our learning and assessment has a digital element to it, being responsible and safe online is a key component of our Term 1 program.



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Educational Leader's Report

Buddies

One of our favourite activities in Year 6 is meeting our Prep buddy! This program promotes social and support networks for our Prep students, whilst promoting a sense of community and belonging in the school. The benefits for our Year 6 students include acknowledging their leadership, responsibility and pride in their ability to be helpful. The initial buddy meeting involved our students eating lunch together, however as the term has gone on, our Year 6 students have found out more about their Prep buddy and before the end of term, will be writing a narrative based on their buddies interest to read to them.



Together on Friday

Our Together on Friday sessions have moved back to live in the Stadium and how great it has been to see so many students and parents listening in. Our School

Captains have done a wonderful job at writing, practicing and delivering their speech each week. A large amount of our other student leaders have also had a go at presenting and we look forward to seeing everyone present at some stage. Their confidence has grown each time and it has been wonderful to see so many students volunteering to set-up, present and help out with other roles across the school.

Student Leadership

On February 28th, our Year 6 student leadership group set out to the Dream & Lead Student Leadership Conference at the Melbourne Convention Centre to learn about how to be a change-maker in the school and community, and to prepare them for a future in leadership.

Next week, on March 28th, our Buzz Leaders, Student Voice and School Captains will be heading out on an excursion to the GRIP Leadership Conference. This is an exciting day for the students where they will explore what it means to be a student leader and how to help and support others throughout the year with their role.



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Educational Leader's Report

Interschool Sport



A highlight of in Term 1 and 2 every year for our Year 6 students is their interschool sport season and this year has been no exception. With soccer, cricket and basketball taking place this year, the students have enjoyed playing against neighbouring schools and developing their teamwork. It has been wonderful seeing our parents able to attend and support matches throughout the term.

Student Voice: What have you enjoyed about the first term of Year 6?

Meeting my new lovely teachers and being a role model for the younger students - Shabad	Meeting my Prep buddy and writing my narrative this term - Freyja	Playing interschool sports with my friends and learning, especially writing and numeracy - Ali
Interschool sports because we have all had so much fun - Harbaaj	Seeing my friends everyday and interschool sports - Eliza	I've liked Numeracy because it's more engaging and I've liked being a leader and setting up Together on Fridays - Kellie

Dale Rigby
Year 6 Educational Leader

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Buzz Leaders Report

Buzz Leaders

The HHPS Buzz leaders are a group of students that have been elected by their peers to represent the voice of the community. Decisions on learning, environment and impacts to our school is not just for teachers but our students have an important say. The buzz leaders capture this voice to ensure that all decisions are made with the students. We are proud to present the 2023 Buzz Leaders



Community	Buzz Leaders	Student Names	
Year 2- Tamboore	4	Savreen Dhiman	Tanishk Nidheesh
		Rama Karuppan	Emma Hattie
Year 3- Balam	2	Jackson Trajanoski	Aria Cleto
Year 3- Durrong	2	Maddie Bangan	Etaash Dua,
Year 4- Galada	2	Zakariya Hojok	Yara Elsayyed
Year 4- Dulap	2	Terence Pham	Alisha AWASTHI
Year 5- Matong	4	Ayush Raizada	Tiara Patel
		Charlie Sing	Zoey Ioannou-Lazorovska
Year 6 Student Voice		Tiarrah Kaur	Abi Karuppan
		Harvey Atwill	Isabella Breis
		Natalie Reeves	Melinda Lam
		Sehaj Kaur	Arush Patel

Kyle Hattie
Maramba Teacher

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Specialist Program

At Harvest Home Primary School, we believe in an educational model that enhances the growth of the whole child. In 2023, our specialist program consists of Physical Education, Mindfulness, Science, STEAM, Spanish and Visual Arts.

During Term 1, our students have been busy exploring topics and content during weekly specialist sessions to further develop their knowledge, skills and vocabulary.

Below are the Term 1 focuses for each specialist area:

Physical Education: Cooperative Games and Locomotive Skills

Mindfulness: Self-Regulation and Self Awareness

Science: Biological Science

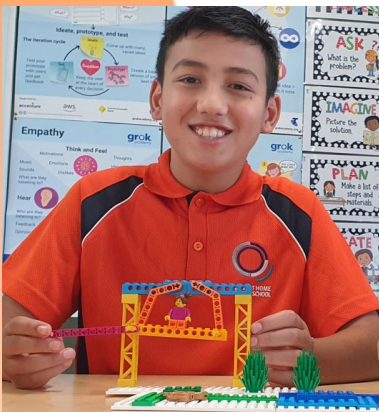
STEAM: Digital Systems

Spanish: Building vocabulary (Year 1 & 2) and Conversational Spanish (Year 3-6)

Visual Arts: Paper Based Art Making

Here are eight words our P-6 students use to describe their specialist program:

ENGAGING, hands on, fun,
challenging, helpful, exciting,
collaborative & INFORMATIVE



Stephanie Mitreski
Positive Climate Team /
Acting Learning Specialist

HHPS School Values

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

Positive Climate

Self Regulation

This year we have been focusing on self-regulation. Self-regulation is the ability to understand how we are feeling and manage our reactions to feelings and situations happening around us.

To support this, we have created and implemented our feeling scale and toolbox across all year levels.

Our 'How are you Feeling?' scale, supports students in being able to accurately identify the emotion that they are feeling and understanding why we are feeling this way.

Each student has their very own copy which they can access at any time. When students are feeling at a 2-5, they are encouraged/supported to use a toolbox strategy, to help them self-regulate and get back to a 1 - Ready to Learn.



Our Regulation Strategies



Drink of Water: Have a drink from your water bottle or tap.



Finger Breathing: Trace the outside of your hand. As you go up your fingers breathe in for 4 seconds. As you go down your fingers breathe out for 4 seconds. Repeat this until you have finished tracing all of the fingers on one hand.



Sensory Tool: Use a sensory tool for 4 minutes. This may be a squishy ball, playdough, fidget tool, pop it, etc. Create your own sensory toolbox at home and see the impact different tools have in helping us feel better.



Movement Break: Complete a movement break. This could include: going for a walk, 1 minute of star jumps, push ups against the wall. You could draw these breaks on paper and attach this to a popsicle stick and try out different movement breaks and how this impacts how we are feeling.



Five Senses: Answer the following questions.

- 5 things you can see.
- 4 things you can touch.
- 3 things you can hear
- 2 things you can smell
- 1 thing you can taste.



How Are You Feeling?

Name: _____

Ready to Learn	Toolbox Strategies		Not Ready to Learn Yet I need adult help	
1 	2 	3 	4 	5
Happy / Good Calm Okay / Safe Confident Positive / Hopeful	Disappointed Uncomfortable Confused Tired / Bored	Irritated / Frustrated Anxious / Worried Annoyed Misunderstood Silly / Wiggly	Overwhelmed Angry / Mad Upset	Furious Out of Control Helpless Unsafe

Our Toolbox is where we store our strategies that help us with self-regulation.

The regulation strategies in a toolbox can differ for each person, depending on what works best for them in getting back to a 1.

We have started off this term with 5 regulation strategies that we have been using, that you can also do at home!

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Positive Climate

Harvest Home Heroes

Our teachers, students and school community work together to provide an environment that fosters safety and promotes respectful, trusting and caring relationships for every student.

It has been wonderful seeing lots of hero stamps, stickers and badges being awarded and celebrated across the school.

As part of our School Wide Positive Behaviour Support (SWBPS) program, our first Badge Trading Day for 2023 was a success, with many students trading in their silver and gold badges for a prize or privilege.

Award type	Term 1 2022	Term 1 2023 (to date)
Badges	4560	2445
Kaizen awards	337	295
Positive phone calls	852	584



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Positive Climate

What is Bullying?

Bullying happens when a person or a group of people **repeatedly** and **intentionally** use words or actions to cause distress and harm to another person's safety and wellbeing. (Bullyzero.org.au)

What is Conflict?

Conflict is a **mutual disagreement**, argument or dispute between people where **no-one has a significant power advantage** and both feel equally aggrieved.

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Is REPEATED
Not planned; in the heat of the moment	Spontaneous: unintentional	Intentional	Is planned and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted;	The bully blames the target

How to Tell if it's Bullying (from Kids helpline):

How to tell if it's bullying



When someone is mean or rude it can be upsetting

Sometimes you might have a fight with someone and they might say or do something that is mean or rude. This can be really upsetting.



Not everything that is mean or rude is bullying

Someone can be rude or mean and it doesn't make them a bully. If it happens once, it's not bullying... even if it made you feel upset. There is a big difference between being rude, mean and bullying.



Bullying is more than being mean or rude

Bullying is when someone plans to be mean to you and they keep doing it, over and over again. This person might be older, stronger, smarter or more popular than you.

Bullying is **NEVER** ok.



How to tell if it's bullying

Ask yourself: Did they plan to upset you? Does it keep happening?

Are they older, stronger, smarter or more popular than you?

If you answered **yes** to all these questions it could be bullying.

Positive Climate

BULLYING vs. TEASING

CAN HAPPEN
ANYWHERE

CAN INCLUDE AN ARGUMENT OR FIGHT
BETWEEN FRIENDS

INTENTIONAL
DESIGNED TO CAUSE DISTRESS

GOOD NATURED
PLAYFUL

BY SOMEONE WHO HAS MORE
POWER OR
INFLUENCE

EQUAL
NOT GANGING UP
ON ONE PERSON

REPEATED

NOT REPEATED
OVER AND OVER AGAIN

INTIMIDATION
FEAR AND CONTROL

THEY'D STOP
IF YOU ASKED THEM TO

REACH
OUT.COM



Resources

[Bullying No Way!](#)

[Kids Helpline](#)

[E-safety Commissioner](#)

[Bully Zero](#)

[Reach Out](#)

HHPS School Values

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Positive Climate

Our Wonderful New Educational Support Staff

Meet Rebecca

Why did you choose HHPS?

I had a current teacher rave about how amazing HHPS was and how awesome the staff and students were.

What is the best thing about working at HHPS?

I love the structure, the goals within the school and that it's an entire school structure. I love that we all work together and not individually. It's our school not my school. And that we all work together to make it a fantastic school for everyone.

What do you like to do in your spare time?

I like to walk our family dog Snickers, play games with my family, and read books.

What is one interesting fact we might now know about you?

I enjoy learning new things and researching ways I can help in communities.

Why did you choose HHPS?

I chose Harvest Home Primary school because I loved the idea of community-based learning and believed this is an environment where I would best be suited to support students to their fullest capacity.

What is the best thing about working at HHPS?

The best thing about working at Harvest Home Primary is the staff and how welcoming and helpful they have been towards me, especially during my first few days. I walk through the school and teachers I have never worked with before always greet me with a "good morning/afternoon". The environment is so supportive!

What do you like to do in your spare time?

Well, I'm a mother of 3 and work a second job so I don't get a lot of spare time, but when I do, I LOVE to go out to eat with my husband!

What is one interesting fact that we might not know about you?

I listen to heavy metal music.

Meet Lacey

Meet Chloe

Why did you choose HHPS?

The emphasis on the value of community and wellbeing for both the students and staff. The team effort approach in teaching and caring for the students.

What is the best thing about working at HHPS?

Coming into school and feeling so welcomed by everyone. I love when the students come up and have a chat on the way in or out of school and feel so supported throughout my start at HHPS by all staff.

What do you like to do in your spare time?

In my spare time I like to practice and compete in ballroom and Latin dancing.

What is one interesting fact that we might not know about you?

I made a small cameo in Child Star: The Shirley Temple Story.

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Positive Climate

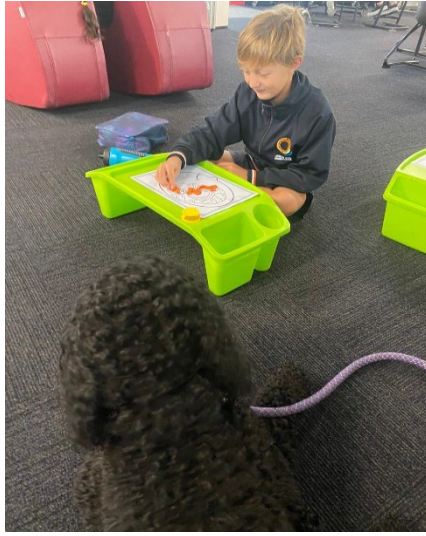
Pupdate

Harper has been transitioning back to life at school after the holiday break. She has been spending time with different staff outside of school to expand the team of carers. We have been working with some of our grade six students developing their skills as HHPS Harper Leaders. Harper has been spending time in learning communities, particularly in Mindfulness and Science.

The Purpose of a Wellbeing Dog

Intended Outcomes for our students:

- Increase connectedness
- Decrease anxiety
- Increase empathy
- Enable students to feel safe and ready to learn
- Increase ability to self and co-regulate
- Increase attendance
- Build positive relationships



The 3 Expectations for our Wellbeing dog

Just a friendly reminder about our 3 expectations for when you see Harper in the school. It is important for all members of our school community to demonstrate these expectations in order for Harper to feel safe and comfortable at school. The more comfortable she is, the more time she will be able to spend with students in communities.

1. Say hello to the person, not the dog (we need Harper to be able to focus on instructions from her carers, not becoming distracted by others saying her name)
2. Give her space when moving around her in the community or outside (this is for her safety and yours)
3. Keep moving, don't stand around and stare at her



DOGS CONNECT
RESTORING BALANCE

3 Expectations

It's easy as 1,2,3 to help our Well-being Dog to learn to relax.

1



We say hello to the person, not the dog!

2



We give lots of space when we pass the dog!

3



We keep moving (we don't stand around and stare).

BYOD Report

Bring Your Own Device (BYOD) Program

It was great to see so many parents at the Bring Your Own Device (BYOD) information night. There was plenty to cover and at Harvest Home Primary School we believe in students being 21st Century Learners, complete with healthy community support.

During the session, several topics were covered, including key apps to download, how the devices are used in class and how families can be safer with their device.

For your convenience, some of the key information can be found below.

The Google Suite

Google Docs, Google Slides, Google Sheets, Google Classroom and Google Drive are all part of the Google Suite, a series of free apps that is built off of your child's Google sign-in.



These apps are vital at Harvest Home Primary School, as they allow our learners to engage in their learning efficiently and effectively. Remember that to sign in, students use their @schools.vic.edu.au account.

Devices in Class

At the start of each school day, our students will sign in their iPad into a class sheet and then place them into lockable storage for security. Then when students need the device they will be able to safely access it.

Students use their devices for a variety of reasons. In one session they might be using it for research, in another class they could be doing 3D modelling, while later on they use their device to record themselves giving an interview in Spanish. Having their own device allows for personalised, engaging learning in a way they could not have done before.

Students and their parents/guardians also sign an Acceptable Use Agreement to ensure student safety.



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BYOD Report

Safety Features

Below are a series of QR codes that can guide you through setting up the safest device you can.



[App Store Child Account](#)



[Setting Up Your Device](#)



[Child Account - Google](#)

Find my iPad - [Link](#)

- ❖ **Find my iPad** is an excellent feature to enable on iPads to locate lost devices.



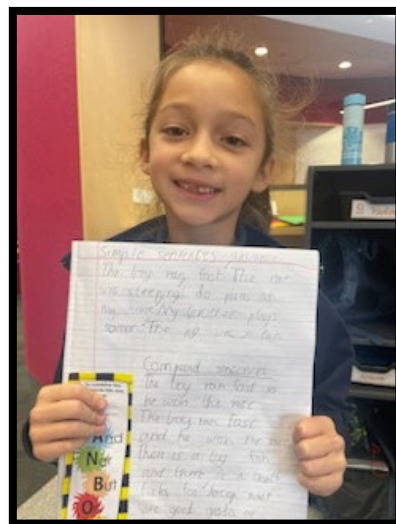
Tutor Learning Initiative Report

TUTOR LEARNING INITIATIVE PROGRAM

The Tutor Learning Initiative Program (TLI) is once again up and running at Harvest Home Primary School. The TLI Program is designed to support students whose learning may have been disrupted in previous years as a result of the Covid-19 pandemic.

Intervention Coaches and Learning Specialists work with students in small groups to support their learning in the areas of Reading, Writing and Numeracy. Community teachers and TLI teachers work closely together to plan for these students based on assessment and data.

During Term 1 the Intervention Coaches; Tara and Celeste, have been working with students in Years 3 and 5. Learning Specialists have been supporting students in Years 1 to 5.



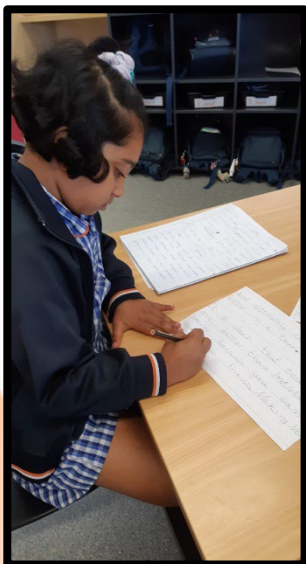
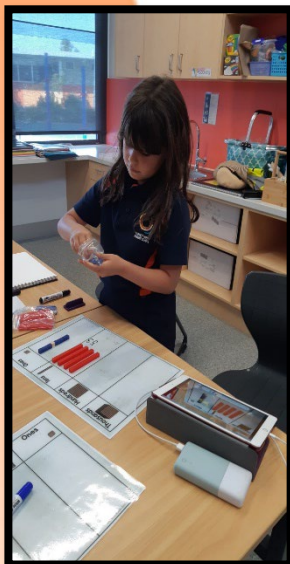
Consonant Clusters					
left	<u>c</u> old	<u>b</u> elt	<u>r</u> amp	<u>s</u> tand	<u>f</u> ast
craft	<u>b</u> ald	<u>c</u> olt	<u>l</u> amp	<u>b</u> end	<u>p</u> ost
theft	<u>h</u> eld	<u>s</u> alt	<u>p</u> ump	<u>f</u> ond	<u>l</u> ist
draft	<u>b</u> old	<u>b</u> olt	<u>c</u> amp	<u>b</u> and	<u>p</u> ast
raft	<u>g</u> old	<u>f</u> elt	<u>s</u> tamp	<u>l</u> and	<u>l</u> ast
soft	<u>f</u> old	<u>m</u> elt	<u>d</u> ump		

Students participating in Levelled Literacy Intervention (LLI) work in small groups three times a week on reading, comprehension and phonics strategies. This is on top of the Literacy sessions run within the community.

In Reading, students have been working in small Guided Reading groups on both decoding and comprehension strategies.

Targeted questions and discussions are planned with the particular students' needs in mind.

Some of the strategies students have been working on are chunking and breaking up unknown words into smaller parts, summarising texts by identifying important information and analysing text features.



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Tutor Learning Initiative Report

In Writing, students have worked in small groups on a range of focuses based on their current learning needs. Students have tackled big picture focuses such as structure and organisation of persuasive and narrative texts, as well as more refined focus areas including correctly structuring different sentence types and using spelling patterns.

Year 3 Durrong students have been learning about simple and compound sentences to enable them to expand their repertoire when writing longer pieces.

In Numeracy, the focus has been on developing student skills in the curriculum area of Number and Algebra. Students have participated in different types of activities, including those where they receive explicit instruction on a particular strategy or concept, as well as activities where they can test out their problem solving strategies.

Year 5 Matong students have been learning different strategies for multiplying larger numbers, including the area model and vertical algorithm.



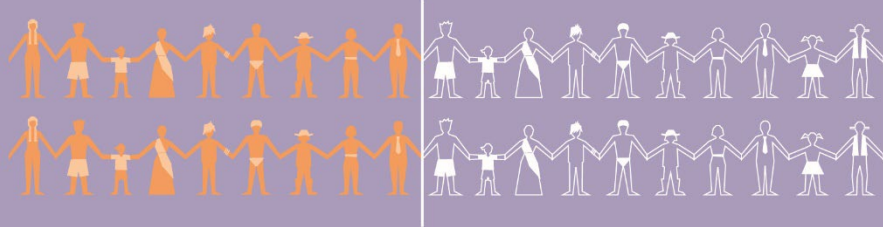
Tara Bethke
Intervention Coach

HHPS School Values

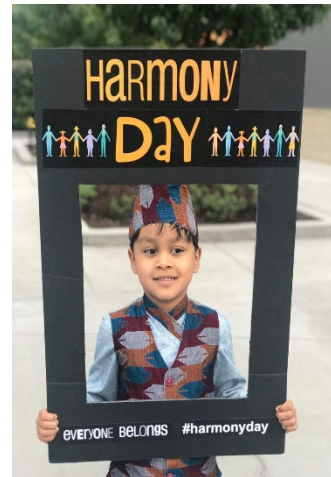
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Harmony Day at HHPS

On Tuesday March 21st, Harvest Home Primary School celebrated Harmony Day. The theme for this year is 'Everyone Belongs' and is a celebration that recognises our diversity.



Almost half of Australians were either born overseas or have a parent who was



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Harmony Day at HHPS



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Coming Soon: FREE to all HHPS Families



2023 PARENT WEBINAR SERIES

EMPOWERING HEALTHY FAMILIES

PRACTICAL, ENGAGING & INCLUSIVE

TERM 2

1 JUN

Managing Anxiety and other Big Feelings for Tweens

Practical ideas and strategies for understanding, and better supporting, your tween struggling with big feelings, including anxiety.

TERM 3

17 AUG

Reducing Chaos and Increasing Calm

Practical ideas and strategies for a calmer household. We'll explore mindfulness, communication and ways to foster a greater sense of family connection.

TERM 4

16 NOV

Tackling Tricky Conversations

Practical ideas and strategies to start and continue healthy conversations that are critical to your child's safety and wellbeing; including sexuality, pornography, self harm and suicide risk.

ACCESS TO ALL 3 WEBINARS:

Save the dates!

- Parents watch live or on-demand replay
- Simple to access, the school shares a link and we take care of the registrations



Presented by Carley McGauran, Psychologist & Mum

Inform & Empower
Promoting Healthy School Communities

www.informandempower.com.au

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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 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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