



Habit 1: Be Proactive

I have a "Can Do" attitude. I choose my actions, attitudes and moods. I don't blame others. I do the right thing without being asked, even when no one is looking.

KEY EVENTS SEPTEMBER – Term 3 Finish		
Friday 23 rd	Last day of Term 3	All Day
	Uniform Shop & Breakfast Club Term 4	·
Monday, Wednesday & Thursday	Breakfast Club (Volunteers welcome)	8:30am – 8:55am
Friday	Uniform Shop (Volunteers welcome)	8:30am – 9:30am
	OCTOBER – Term 4 Start	
Monday 14 th	All Students & Staff return to school	All Day
Tuesday 15 th	Kindy Orientation	9:15am – 10:30am
Monday 14 th – Friday 18 th	Support Learn to Swim	9:30am – 11:30am
	Year 2 Learn to Swim	11:00am – 1:30pm
Monday 21 st	P&C Meeting	9:15am – 10:30am
Wednesday 23 rd	Preschool Orientation – Session 1	9:15am – 10:30am
	Lizard Log Excursion – Stage 2 & Support	All Day
	P-6 Assembly	2:00pm
Thursday 24 th	Kindy Orientation – Best Start & Readiness	9:15am
Monday 28 th	Interrelate for Year 6	All Day
	NOVEMBER	
Wednesday 6 th	Preschool Orientation – Session 2	9:15am – 10:30am
	P-6 Assembly	2:00pm
Friday 8 th	Kindy Orientation – Playdate, Year 5 buddies	9:15am – 10:30am
Tuesday 12 th	Kindy Parent Information – Zoom	5:00pm
Wednesday 13 th	Stage 1 Incursion – Schoolyard Safari	9:45am – 2:15pm
Wednesday 20 th	Preschool Orientation – Session 3	9:15am – 10:30am
	P-6 Assembly	2:00pm
	DECEMBER	
Tuesday 3 rd	Highschool Orientation	All Day
Wednesday 4 th	Preschool Orientation – Session 4	9:15am – 10:30am
	P-6 Assembly	2:00pm
Thursday 12 th	Year 6 Graduation Dinner	5:00pm
Monday 16 th	P&C Meeting	9:15am – 10:30am
Wednesday 18 th	Last Day of School 2024	All Day

Striving for Excellence

Thank you to all students, staff and parents for making Term 3 so FABULOUS!!!

Cnr Lucas Road and Sackville Street Seven Hills NSW 2147



PRINCIPAL'S MESSAGE

Election Day BBQ - THANK YOU to our P&C

Thank you to our amazing P&C, volunteer parents and staff for your support at our Election Day BBQ. The Breakfast Burgers, Sausage Sizzle and treats were a huge success with our local community! To everyone who helped out ... your love and dedication is hugely appreciated. Thank you for helping our students have the resources and support they need to learn and grow at SHWPS.

Creating a Safe Environment at SHWPS

Our school is committed to building a safe and happy environment for students, staff, parents and the broader community. We encourage parents and carers to advocate strongly on their child's behalf and, as part of this, expect them to raise concerns about their child. Sometimes these concerns may relate to the way a child may have been treated by another student at this school.

It is natural for parents and carers to feel protective of their children. However, you must not raise any concerns you have about behaviour of another child directly with that child (or his or her parents while they are at school) but should instead report your concerns to the principal or a member of the executive team. Your concerns will be taken seriously and responded to promptly.

SRC Update

Congratulations to the following students who were elected as our Semester 2 SRC class representatives:

K L (2 SRC Reps)	Amina Jidah and Tevita Tuipulotu	
K C (2 SRC Reps)	Muhammad Ghufran and Raine Ang	
K S (2 SRC Reps)	Linkin Graziano and Samraj Bali	
1 D (2 SRC Reps)	Jasmin Kaur and Tre Indolos-Mortel	
1 S (2 SRC Reps)	Raheem Jhaish and Avnira Dhaliwal	
2 A (2 SRC Reps)	Arliese Stewart and Maaz Ahmed	
2 C (2 SRC Reps)	Eva Chhetri and Sayed Sediqi	
K-2 Pink (1 SRC Rep)	Janbi Khanal	
K-2 Purple (1 SRC Rep)	Angad Grewal	
3 M (2 SRC Reps)	Elindra Palmer and Zion Unahi	
3/4 R (2 SRC Reps)	Jasmeh Khera & Kishen Guduru	
4C (2 SRC Reps)	Eliana Hallal & Kai Yoo	
5 B (2 SRC Reps)	Jasmine Kaur and Abdalla Adam	
5/6G (2 SRC Reps) Anraj Khatri and Kiswa Farrukh		
6R (2 SRC Reps)	Ashwath Pothapragada and Manian Prabhakaran	
3-6 Aqua (1 SRC Rep)	Oliver Lin	
3-6 Orange (1 SRC Rep)	Wayne Leeman	
3-6 Rainbow (1 SRC Rep)	Krishay Chaudhary	

Our Semester 2 SRC met this week and had a successful handover with our Semester 1 Leaders. The SRC leaders are very keen to continue the initiatives introduced by the Semester 1 SRC and explore environmental sustainability projects at our school. Our SRC are also keen to introduce an 'Early Bird' Parent Reading Helper program to read with students who may find reading a challenge twice a week. For the program to run, we optimally need 2 parents per class so that we can run 2 sessions per week (Monday and Wednesday mornings). If you are keen to be a Parent Reading Helper please complete this SRC survey: https://www.surveymonkey.com/r/HCMYM9H

Cnr Lucas Road and Sackville Street Seven Hills NSW 2147

Email: sevenhillw-p.school@det.nsw.edu.au



Facsimile: 9831 6437

Telephone: 9622 2136

Duty of Care and Parent Signed Consent with Student Pick-Up

As part of our ongoing commitment to ensuring the safety and well-being of all students, I would like to remind you of an important policy regarding the pickup of children from school or excursion venues.

It is essential that children are picked up only by their own parent or legal guardian, or by another adult with the parent's explicit, written consent. This means that if you need another parent or adult to pick up your child, we must receive a signed permission note from the parent in advance. This policy is in place to prevent any potential confusion or misunderstandings and to ensure the safety of every child under our care.

Please ensure that in future you follow our Department's Duty of Care and Supervision guidelines to keep our students safe.

School Uniform Reminder and Sun Safety

As the weather warms up, please consider your child's sun safety. It is recommended that parents apply sunscreen to their children before school. During winter it's easy to lose track of school jumpers and hats. As we draw to the end of winter and head into spring and summer, just a friendly reminder to start finding the correct colour jumpers and school hats.

Students who are not wearing the correct colour school hat will be asked to play under the cola. School hats can be purchased from the Uniform Shop and Assistant Principals have a supply of hats for students who occasionally forget their hat to borrow.

Please remember that it is an expectation of all school leaders (e.g. Year 6 Senior Leaders and SRC Representatives) to wear school uniform.

Kindergarten Orientation – Information for Parents

If you have a child who is enrolling into Kindergarten in 2025, please don't forget to register for our Orientation programs and complete your online enrolments. Our face-to-face Kindergarten Orientation Program is outlined below:



Cnr Lucas Road and Sackville Street Seven Hills NSW 2147



Tell Them From Me (TTFM) - Parent Survey 2024

The Tell Them From Me surveys provide valuable feedback from parents and caregivers, teachers and students about our school. They provide us with a deeper understanding of perceptions of each child's experiences at home and school. We encourage all parents to take 10-15min to complete the anonymous survey using the link below.

http://nsw.tellthemfromme.com/kbcd5

Please take the time to read through the articles in the newsletter and contact your child's class teacher or the school office if you have any questions.

Book Fair

Thank you to Mrs Gupta and Mrs Burgess for coordinating the 2024 Scholastic book fair. It has been well received and a wonderful opportunity for our students to explore their love of reading. Congratulations to the following students for winning the Book Fair Raffle: Aria (Preschool Emu), Abinaya (Preschool Wombat), Oliver (Support Unit), Suvera (ES1), Arliese (Stage 1), Sheba (Stage 2) and Keenan (Stage 3).

NASCA – Supporting Indigenous Young People

Yoel Yohana, our co-educator who works across the school to support our students K-6 has written a wonderful paper about the importance of the NASCA program in supporting Aboriginal and Torres Strait Islander students in their learning at school. **Please read Yoel's research paper which is included in this newsletter**.

HAPPY HOLIDAYS

Finally, I wish you all a happy and safe holiday. Our last day for Term 3 is Friday 27th September and school will reopen for Day Term 4 on Monday 14th October. Huge thanks to our students, parents, teachers, administrative staff and Executive team for their incredible support all term. May you all enjoy a relaxing and restful break.

Kind regards, Shanti Clements (Principal)

GO FOR 95% ATTENDANCE! BEING AT SCHOOL MAKES YOU A BETTER LEARNER



Cnr Lucas Road and Sackville Street Seven Hills NSW 2147





EDUCATIONAL INEQUITIES AND THEIR IMPACT ON THE HEALTH OF ABORIGINAL STUDENTS

Education is widely recognised as a crucial social determinant of health, with higher levels of education often leading to improved health outcomes. This is largely due to increased opportunities, such as higher income and enhanced employment prospects (Australian Indigenous Australians Agency, equally accessible to all, especially among Aboriginal and Torres Strait Islander peoples. Aboriginal students in higher education experience substantial inequities, with considerably participation, completion, transition than non-Aboriginal peers (Purdie & Buckley, 2010).

Since 2013, Aboriginal students in New South Wales have continuously had a lower yearly HSC graduation rate than non-Aboriginal students. In 2019, just 45% of Aboriginal students finished the HSC, compared to 71% of non-Aboriginal students. These findings highlight the critical need for measures to improve and enhance educational results for Aboriginal students in order to improve their health and wellbeing (Centre for Education Statistics and Evaluation, 2021).

THE IMPORTANCE OF NASCA'S CULTURALLY-CENTRED PROGRAMS FOR ABORIGINAL STUDENTS

NASCA is a not-for-profit organisation run entirely by Aboriginal people, with the objective of creating a proud, successful, and healthy Australia in which Aboriginal and Torres Strait Islander youth flourish. NASCA addresses the core cause of inequality, draw on our Aboriginal knowledge and expertise, and collaborate with our youth to build a strength-based, culturally healthy environment that subsequently leads to First peoples having the same level of health and prosperity as others in Australia (NASCA, 2024).

Amalie's lived experience, as a young Aboriginal woman from the Dunghutti and Gumbaynggirr peoples, gives a compelling and profound insight into why NASCA's programs are so important for Aboriginal and Torres Strait experience demonstrates the value of true, family-like ties in engaging Aboriginal students. Her bond with Rosie, a NASCA mentor, demonstrates how such connections develop trust and cultural understanding, both of which for Aboriginal students' essential involvement and learning. This relationship allowing her to reconnect with her cultural background and enrich her educational experience (Donovan, 2015; NASCA, 2024b). This supports the view that "it's good to have a teacher that connects with you. It makes it more interesting and more interactive." Building meaningful relationships is fundamental to Aboriginal students' successes in school (Donovan, 2015).

DEEPER DIVE: UNDERSTANDING THE IMPACT OF HISTORICAL MARGINALISATION ON ABORIGINAL AND TORRES STRAIT ISLANDER'S EDUCATIONAL OUTCOMES

Comprehending the historical background is essential to understanding the educational obstacles that Aboriginal and Torres Strait Islander students encounter. Due to the marginalisation and devaluation of Aboriginal traditions that were caused by British colonisation of Australia, the colonizer's perspective has dominated the country's history. Due to the deprivation of their land, culture, and rights, Aboriginal people have faced social, economic, and educational disadvantage for many generations (Dillon et al., 2020). Indigenous communities have been impacted by this historical trauma in an a long-lasting manner, which has led to the gaps in health, employment, and education that exist today.

In the realm of education, these historical injustices have manifested in systemic barriers that continue to affect Aboriginal and Torres Strait Islander students. Schools, as institutions shaped by the dominant culture, often fail to recognize and respect the unique cultural values, beliefs, and identities of Indigenous students (Sarra, 2011). This cultural disconnect contributes to a deficit view of Aboriginal students, where they are seen as needing to be assimilated into the dominant culture, rather than being supported to thrive within their own cultural frameworks (Guenther et al., 2016).

The significant disparity between Aboriginal and non-Aboriginal students' educational experiences emphasises the importance of culturally responsive education must be delivered. In the classroom setting, racism, cultural misconceptions, and a lack of acknowledgement of their cultural identity are common issues faced by Aboriginal and Torres Strait Islander students. Disengagement, low attendance, and eventually poorer academic results might result from these circumstances (Sarra, 2011).

The significant effects of these difficulties are made evident by the lived experiences of Aboriginal and Torres Strait Islander peoples. Maintaining a strong connection to their culture, community, and identity is just as important to many Indigenous kids as academic success. However, the existing educational system frequently falls short of this, which causes Indigenous kids to feel marginalised and unwelcomed. (Hart et al., 2017; Sarra, 2011).

CLOSING THE GAP: HOW NASCA EMPOWERS INDIGENOUS STUDENTS THROUGH EDUCATION AND CULTURAL IDENTITY

It is valuable to recognise NASCA's considerable contributions to closing educational and well-being gaps for Aboriginal and Torres Strait Islander kids. NASCA's community-led strategy tackles these difficulties by providing a comprehensive support structure that promotes educational engagement, cultural identity, and general well-being (NASCA, 2024a).

NASCA's programmes are designed to address the gaps in educational results experienced by indigenous kids. From Year 7 to graduation, students receive ongoing support, which includes one-on-one and group mentorship, in-class support, and access to cultural and well-being workshops. This comprehensive support system enables students to become more involved in their education, explore avenues to further higher education, and prepare for life beyond school (NASCA, 2024a).

According to Williams et al. (2018) it has been established that having a strong cultural identity greatly enhances mental health and wellbeing. Strong cultural identification is linked to less depressive symptoms and generally better mental health outcomes. NASCA emphasises cultural safety by offering a designated NASCA area within schools. The provision of a culturally safe place is essential for Indigenous students, who frequently encounter prejudice based on their cultural background. The program's offering of nutritious meals, outings, and camps promotes participants' physical and mental well-being (NASCA, 2024a).

The program emphasises that cultural identity plays a vital role in mental health. Through the development of a robust cultural identity, NASCA assists kids in acquiring resilience and self-worth, both of which are critical for managing prejudice and other obstacles (NASCA, 2024a). This is consistent with research showing that a strong cultural connection might improve overall life satisfaction and guard against mental health challenges (Srivastava & Srivastava, 2018). The NASCA approach fosters students' sense of pride and belonging by strengthening their ties to their cultural heritage and encouraging academic success (NASCA, 2024a).

EMPOWERING FUTURES: NASCA'S COMMITMENT TO SELF-DETERMINATION AND CULTURAL SENSITIVITY IN EDUCATION

NASCA operates with an immense devotion to the communities it serves and is entirely managed and controlled by Indigenous people. The programmes it offers, created and executed by staff members who are Indigenous, display an extensive understanding of life experiences and cultural knowledge. Because of this relationship, the organisation is able to provide significant and culturally sensitive support to the individuals they serve (Australian Human Rights Commission, 2019; NASCA, 2024).

The organisation works in schools in urban, regional, and rural locations and offers youth comprehensive and personalised help all through the school year. Through the establishment of trust and the development of lasting relationships with children, their families, schools, and communities, the organisation establishes a solid basis for long-term impact. Their work extends beyond the classroom; it provides young people with possibilities for future success, motivation, and mentoring, enabling them to thrive in school and in life (NASCA, 2024).

NASCA's approach is based on the notion of self-determination, which recognises that Aboriginal and Torres Strait Islander students are best positioned to define their own futures. This approach emphasises students' right to define their own life, make decisions, and seek opportunities that are consistent with their beliefs and values. By taking responsibility for their cultural, social, and intellectual development, students develop resilience, pride, and a strong sense of self. The organisation encourages students to actively participate in choices that affect their lives and communities, empowering them to succeed both in school and beyond (Australian Human Rights Commission, 2019; NASCA, 2024).

"ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE HAVE THE PROFOUND AND INNATE RIGHT TO SELF-DETERMINATION. TO SOVEREIGNTY, SELF-GOVERNANCE, AND SELF-RULE." - NASCA

Indigenous students benefit greatly from NASCA; 94% of students indicate the programme has given them a strong sense of support. Beyond the classroom, this support is evident as 86% of students say they feel more confident in their ability to fight racism and 79% of students feel a deeper connection to their culture. Additionally, NASCA promotes cultural pride; 82% of students report feeling more deeply proud of their background. 77% of participants in the programme reported feeling more confident in their skills and 77% reported that the programme helped them identify their strengths. Gender empowerment is another way that NASCA empowers students; 87% of them feel empowered in this regard. The initiative has a notable effect on students' attendance at school; on average, NASCA students maintain a 72.5% attendance rate, whereas Indigenous students who are not enrolled only manage a 55.6% rate (NASCA, 2024a).

The following testimonies highlight NASCA's critical role in influencing students' futures, instilling resilience, and unleashing their full potential;

"NASCA has helped me to stay in school and open my eyes to the opportunities that are available to me. With all the opportunities NASCA has provided me, I have become a better person for not only myself but the people who are around me." - NASCA student, Year 11 Wellington High School, (NASCA, 2024a).

"The support the staff provided me helped me to find my true identity and supported me in gaining a better mindset for school. The change in mindset allowed me to pursue my dreams and apply to uni and gain early entry into my dream course." - NASCA student, Year 12 Coonamble High School, (NASCA, 2024a).

IMPACT REPORT: HOW STUDENT ASPIRATIONS, CULTURAL CONNECTION, AND CONFIDENCE ARE A TRANSFORMED BY NASCA'S SUPPORT



MOBILE PHONES TO BE LEFT AT THE OFFICE

A reminder that students who need to have a mobile phone whilst coming to and going from school, **MUST** leave their phones in the office for safety reasons.

Please advise your child to bring their phone to the office as soon as they arrive of a morning.

We thank you for following these rules.



NATIONAL CAPITAL EXCURSION REBATE

Year 5 & 6 Education Tour – National Capital Rebate

Students from Year 5 & 6 have recently undertaken an education tour of the national capital. Students were given the opportunity to participate in a variety of educational programs with a focus on Australia's history, culture, heritage, and democracy. They visited the Royal Australian Mint, The Australian War Memorial, Parliament House, National Electoral Education Centre at Old Parliament House, Museum of Australian Democracy, Questacon as well as The Botanical Gardens.

The Australian Government recognises the importance of all young Australians being able to visit the national capital as part of their Civics and Citizenship education. To assist families in meeting the cost of the excursion the Australian Government contributed funding to our school in the amount of \$30 per student under the Parliament and Civics Education Rebate program towards those costs. The rebate will be paid directly to the school at a later date and was deducted from the overall cost of the excursion.



STAGE UPDATES

PRESCHOOL UPDATE











Special visitors to Preschool!!!

Preschool love having special visitors to help us learn and build our knowledge of the world.

This term we are very excited to have 'hatching eggs' as an incursion.

As part of our transdisciplinary unit we have been learning about caring for animals. We have been exploring the different Oviporus animals and we talked about which animals lay eggs. The Emus and Wombats were gentle as they were invited to have a pat of the baby chicks. We still have three large white eggs to hatch and we wonder what animal will be inside?

The Wombats have been very lucky to have a special visitor come to help us learn each Thursday. Miss Mariama has been visiting us for work experience these last three term. We have loved dancing, singing songs together and exploring the parachute together. This was her last week at Preschool. Thank you for coming to teach us, we will miss you.

Preschool would also like to give the P & C a big thank you for helping to raise funds for the school and our Preschool, at the election BBQ. The Preschool Wombats helped to make a special poster to say 'thank you' to the community for supporting our school and Preschool.

Cnr Lucas Road and Sackville Street Seven Hills NSW 2147



SUPPORT UPDATE



This term has been another productive term for 3-6 Aqua students as they have been working very hard to fulfill the high expectations their teachers have set.

We are becoming confident at not only our academics but also at presenting speech with confidence. In English, we have been learning about persuasive texts and it has helped us to use persuasive language when we are persuading our interests to others. We chose and worked on various topics to practice and master our persuasive writing skills.

Learning Maths in 3-6 Aqua has always been fun by engaging in interactive tasks, group discussions as well as completing hands on activities. The students used interlocking blocks to measure various objects and further recorded the length.

In History, we have been learning about First contacts and Australian Colonies. We have been exploring a range of resources to develop a historical narrative which includes an understanding of chronological sequencing of events, analysing sources, use of historical terms and recognising cause and effects.

This term, in science, the students have been investigating how and why natural processes and human actions change the Earth's surface over time. We have been watching videos and looking at images to evidence changes through exploring rocks and fossils and investigating how erosion is caused by human activity.

In CAPA, we have been exploring the qualities of experiences and objects that are interesting and beautiful by using various artistic forms to express these qualities and understand that each artists create artworks for different reasons.

This term our PDH focus is on power to protect and standing up for the right of myself and others (child protection). We have been engaging in different scenarios, role plays, and discussions to explore ways how we should respond to behaviours such as bribes, threats, the misuse of power to be in safe and unsafe situations and recognising characteristics of respectful relationships.

In 3-6 Aqua we continue to use positive language, social skills and work effectively to achieve our classroom awards.









STAGE 2 UPDATE











3/4 R - Term 3

Over the past few weeks 3-4R have been enjoying a variety of activities. The students studied about the artist Vincent Van Gogh and created their own versions of "Starry Night."

They also applied their research skills and wrote an information report about the Nobel Peace Prize winner, Malala Yousafzai. In mathematics, the students have been learning about measurement. They synergised well in their groups and measured the mass and lengths of objects in the classroom using measuring scales and rulers.

It is always a pleasure to work with such wonderful students who are enjoy learning.

Mrs A Radhakrishnan – Classroom Teacher

3M - Term 3

This term, 3M has been diving into the heartfelt story of Sadako and the Thousand Paper Cranes.

Inspired by the book, we've been hard at work creating 1,000 colourful paper cranes, filling our classroom with creativity, teamwork, and hope! Each crane represents not only a step closer to completing our goal but also the fun we've had learning about Sadako's inspiring story and Japanese culture.

Alongside our crane project, we've been sharpening our writing skills. From crafting creative sentences to exploring new words, our young writers are showing off their growing talents.

Whether it's crafting imaginative stories or editing for those tricky grammar mistakes, we're having loads of fun expressing ourselves through words!

4C - Term 3

In English, 4C has been exploring Sadako and the Thousand Paper Cranes. Inspired by the story, some students have taken on the incredible challenge of folding 1,000 paper cranes, while others have been getting creative, developing their own unique origami designs. It's been wonderful watching them hone their skills and enjoy the art of paper folding.

In maths, 4C have been learning all about mass! Students have been busy estimating and comparing the weight of various objects. To make things even more exciting, we put our "mass-terchef" skills to the test by making chocolate truffles. Using their maths knowledge, students carefully measured out ingredients like biscuits, calculating how many grams were used. It was a delicious way to learn!

Cnr Lucas Road and Sackville Street Seven Hills NSW 2147



STAGE 3 UPDATE

5B - Term 3

In 5B over the last Term students have been learning and practicing strategies for multiplication and division, making huge improvements in their confidence in using Area Model and Algorithm for multiplication.

Stage 3 have been reading the book August & Jones written by Pip Harry. 5B have engaged beautifully with this text, exploring some complex themes of friendship and perspective within this narrative text. Their narrative writing skills have improved leaps and bounds over this term!

5B have also been loving getting involved in this terms art program. They have been learning about all 7 elements of art and how they interact to make a cohesive artwork. They have explored the life and artworks of Vincent Van Gogh and created their own artworks inspired by his work 'Sunflowers' using Oil Pastels.

We also thoroughly enjoyed our Stage 3 Camp excursion to Canberra. It was a wonderful 3 days of learning and new experiences for our class. The highlight was definitely Parliament House, The Royal Australian Mint and Questacon!

5/6G - Term 3

This term, 5/6G have been working on exciting art projects, focusing on the seven elements of art while exploring the vibrant differences between cool and warm tones. One of our standout creations was our colour trees, which were brought to life using oil pastels. These beautiful works of art showcased the striking contrast between warm and cool tones, helping students develop a deeper understanding of colour theory and its application in their artwork.

In Stage 3, our English unit has been equally engaging! Students have been captivated by the novel August & Jones by Pip Harry. As part of this unit, they've been developing their writing skills through a task that focuses on exploring different perspectives. Each student crafted and published a thoughtful letter from the perspective of August, the main character, addressed to someone they find inspirational. It's been wonderful to see the progress in their writing skills, there's been a noticeable improvement since the beginning of the term.

Of course, the absolute highlight of Term 3 was our excursion to Canberra! Students had a fantastic time visiting Parliament House, where they gained valuable insights into how our government functions. As well as Questacon, The Royal Australian Mint and the Australian National Botanical Gardens to name a few! This hands-on experience allowed students to connect real-world experiences with the topics we've been exploring.

Please click on this link to view the Camp photos

ART CLUB

In Art Club, students are having a blast creating funky, bright landscapes! They're using bold colours and fun designs to bring their ideas to life. Everyone is exploring different techniques and getting creative with their work. We can't wait to show off these colourful pieces soon!

LIBRARY NEWS

Celebrating Our Achievements and Community Support

We are excited to share some of the fantastic achievements from this term and extend our sincere appreciation for the continued support of our parents and caregivers. Your involvement has greatly enriched our school community, and we couldn't have achieved this success without you.

100% Participation in the Premier's Reading Challenge

We are incredibly proud to announce that 100% of SHWPS students successfully completed the Premier's Reading Challenge — except for our new students, who joined after the challenge had begun. This is a remarkable achievement that highlights our students' commitment to reading, learning, and personal growth. A special thank you to all the parents and teachers for supporting their children throughout this journey!

Cnr Lucas Road and Sackville Street Seven Hills NSW 2147

















Thank You for Supporting the Book Fair!

Our recent Book Fair was a tremendous success, raising \$3,088. This has allowed us to add \$926 worth of new resources to our library, directly benefiting our students' learning and development. Your generosity made all the difference! A special thank you to the wonderful volunteers who helped organise and run the fair. Your time and effort were invaluable, and we are deeply grateful for your contribution.



Celebrating Book Week Parade

The Book Week Parade was a joyful celebration of literature and creativity, with students proudly showcasing their favourite book characters. It was a colourful and engaging event, and we'd like to thank all the families who participated and helped make it such a memorable occasion for everyone.



Student Growth in Digital Literacy and Exciting Projects

Our students have been making significant progress in digital literacy and research. Stage 2 students are currently completing their Olympian biography projects, which have allowed them to sharpen their research skills, evaluate reliable sources, and present their findings creatively. Their dedication to learning is truly inspiring!

Looking ahead, Stage 3 students are diving into an exciting project—creating marketing campaigns for the future Olympic Games. We're eager to see the innovative designs, posters, and digital presentations they create, and we can't wait to showcase their creativity and research skills.

Game Changer Challenge

A special shout-out to our students who participated in the Game Changer semifinals, competing alongside 120 schools across NSW. Though we didn't make it to the finals, our students showed tremendous enthusiasm and worked hard to find sustainable solutions to one of our community's challenges. We are so proud of their commitment!



Thank you once again for your continued support. Together, we are creating a dynamic and engaging learning environment for our students.

Mrs. Gupta



P&C NEWS

SUPERHERO'S BREAKFAST CLUB – 8:30AM – 8:55AM



Breakfast Club is held every Monday and Thursday outside the School Canteen building.

Please contact the P&C if you are able to volunteer your time or have a donation.

UNIFORM SHOP – FRIDAY 8:30AM – 9:30AM



Order forms are available from:

https://sevenhillw-p.schools.nsw.gov.au/pandc-association/uniform-shop.html

Open times

- Friday morning 8:00am to 9:30am

Order Online

https://shwpc.square.site/

You can order your uniforms online prior to Friday morning, these will be filled by our volunteers during our regular shop hours and sent home with your child.

When placing your order please note the following in the comments section

- Child's name
- Childs class
- Parent name
- Parent contact number

Direct Deposit

If you wish to pay by cash or direct deposit you can attend during our opening hours, or leave your order form (with cash if appropriate) in a payment envelope at the office

BSB: 082-365

Account No: 271631859

Account Name: Seven Hills West Public School Uniform Account

Reference: Your child's name and class

Cnr Lucas Road and Sackville Street Seven Hills NSW 2147



SCHOOL INFORMATION NEWS

SCHOOL HOURS - 8:30AM - 3:00PM

Children ARE NOT to be a school BEFORE 8:30am each morning and MUST be collected at 3:00pm each afternoon

Should your child need to be at school EARLIER than 8:30am or need to be collected LATER than 3:00pm, it is necessary for you to arrange your child to be taken to **Out of Hours School Care** that is located on our premises. This is run by Wesley Mission Out of School Hours Care.

Wesley Mission Out of School Hours Care can be contacted on 9626 1260

PICK UP AND DROP OFF ENTRY GATES

Gate 1 (Pedestrian/New Hall Gate) – Kindergarten, Year 1 and Year 2 students

Gate 2 (Bus Stop/OOSH Gate) – Year 3, Year 4, Year 5 and Year 6 students

Gate 3 (Sackville Road Gate) - Preschool, Support Unit students (not on Assisted Transport) and

Gate 1 (Pedestrian/New Hall Gate) – **Lucas Road** is the **MAIN** entrance to and from the school.

Open times

- Morning 8:00am to 9:30am
- Afternoon 2:30pm to 3:30pm

Should you need to enter the school at other times, please press the buzzer, wait for the Admin office to respond and open the gate for you to enter.

Gate 2 (Bus Stop / OOSH Gate) - Lucas Road

Parents who are dropping off or collecting students from OOSH, please remember to use Gate 2. Please **DO NOT USE** driveway gate.

Open times

- Morning 7:00am to 8:30am
- Afternoon 3:00pm to 6:00pm

During school times please use Gate 1 to enter.

Gate 3 (Sackville Road Gate) - Sackville Road

Open times

- Morning 8:00am to 9:30am
- Afternoon 2:30pm to 3:30pm

During school times please use **Gate 1** to enter.

NO HAT NO PLAY



Students who are not wearing the correct colour school hat will be asked to play under the cola. School hats can be purchased from the Uniform Shop. Assistant Principals have limited hats for students to borrow if they occasionally forget to bring their hat. Please remember that it is an expectation of all school leaders (e.g. Year 6 Senior Leaders and SRC Representatives) to wear school uniform.

Cnr Lucas Road and Sackville Street Seven Hills NSW 2147

Telephone: 9622 2136 Facsimile: 9831 6437 Email: sevenhillw-p.school@det.nsw.edu.au



A Proud PBL School (Positive Behaviour for Learning)

SCHOOL CROSSING



When using the school crossing – please follow the instructions of the school crossing supervisor.

Should there be no crossing supervisor, kindly cross the road in a sensible, orderly manner.

Students who are taking their younger siblings home, kindly remind them to keep their siblings nearby and safe until they have crossed the road.

Also, stay within the whit lines of the crossing area for safety reasons.

ENROL FOR KINDERGARTEN 2025

If you have a child, or know of someone int the area (a neighbour, friend etc) who has a child turning 5 in 2025 (born before **31**st **July 2020**) – it is time to enrol for Kindergarten 2025.

Please ring the office to arrange a time to come and complete an enrolment form or complete online

Online Enrolment Application (nsw.gov.au)

Enrolment requirements

- Original Birth Certificate (or passport and visa)
- Immunisation Statement from Medicare
- Proof of residence Must have your current residing address
 - Rates
 - Bank Statement
 - o Lease
 - o Utility Bill

EXPRESSION OF INTEREST FOR PRESCHOOL 2025

If you have a child, or know of someone int the area (a neighbour, friend etc) who has a child turning 5 in 2025 (born before **31**st **July 2020**) – it is time to enrol for Kindergarten 2025.

Please ring the office to arrange a time to come and complete an enrolment form or complete online

Online Enrolment Application (nsw.gov.au)

Enrolment requirements

- Original Birth Certificate (or passport and visa)
- Immunisation Statement from Medicare
- Proof of residence Must have your current residing address
 - o Rates
 - o Bank Statement
 - o Lease
 - Utility Bill



FOOD FOR SCHOOL





FLEXISCHOOLS CANTEEN - AVALIABLE 5 DAYS A WEEK

An arrangement has been made with Blacktown Subway to provide our online canteen meals. Subway are following the NSW guidelines for Healthy Canteens, which supports nutritious and healthy

foods for our students.

To register for our online FlexiSchools Canteen, please follow these instructions:

Set up your account.

- Download the FlexiSchools App. Download the app from the App Store or from Google Play. Note: for iPhone and iPad please select 'Allow' notification.
- Register Open the FlexiSchools App and click 'Like to register?', enter your email address and click 'Register'. You will be sent a registration email. Follow the instructions in the registration email to finish setting up your account.
- Once your account is set up, login to the FlexiSchools App
 - o select the Profile icon on the grey navigation bar
 - o select Student and 'Add a student'
 - o search for their school name
 - o select their year level and class and enter their details
- Top Up Your Account SHWPS Spotlight

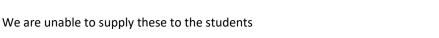
Order

- Place your order In the FlexiSchools App, swipe up and down to find the service category you are interested in, swipe left and right to find the service your are interested in and select the green 'Order' button.
- Make your selection Select the items you wish to order.
- Make payment Select your payment option and complete payment to place your order.
- Select your payment option and complete payment to place your order.

If you get stuck on anything, call FlexiSchools on 1300 361 769

Utensils

Please be mindful – if sending food with students that require a spoon or a fork – kindly ensure you send utensils with your child.







Refillable Water Bottles

Please ensure your child has a refillable water bottle each day so they can stay hydrated during the school day.

Additionally, during summer and extreme hot weather, a frozen popper in the lunch box will defrost by lunchtime and be refreshing for your child to drink.

Birthday Cakes & Lollies

Pre-packaged individual muffins, cakes, lolly bags or ice creams/blocks are now permitted in classrooms.

Homemade cakes or lolly bags are not permitted





Cnr Lucas Road and Sackville Street Seven Hills NSW 2147



IMPORTANT REMINDERS

ALLERGY ALERT

In the interests of the health and safety of all our students please ensure that your child does not bring anything to school for recess or lunch which contains nut and/or egg products. This will include peanut butter or Nutella spread on sandwiches, peanut butter dippers, snack packs with nuts and nut muesli bars. Your understanding and support in this very important health issue are greatly appreciated.

CHANGE OF CLOTHES

Children in Kindergarten to Year 2, can, on occasion, have an 'accident' by forgetting to go to the toilet at break time, or not advising the teacher that they need to go to the toilet. This then results in children 'wetting' themselves and coming to the office for a spare change of clothes. Our supplies are now depleted - so we ask that each parent with children in Kindergarten to Year 2 supply a change of clothing in their child's bag in case of emergencies. Additionally -our supplies for Years 3-6 have also depleted (shorts/skorts/shirts/underwear). Any donations of clothing (NOT jumpers) for students K-6 would be greatly appreciated. We thank you for your support in this matter.

HEALTH AND SAFETY MATTERS

As well as keeping our staff and students safe on school grounds, we aim to maintain a safe environment for parents. If you have a slip, trip or fall or any other issue related to parent safety in the school grounds, please notify the office as soon as possible so we can endeavour to identify and resolve any hazards. It is also a request that dogs not be brought onto the school site without prior permission. Companion dogs are always welcome as required, however pets in the school can cause stress to students and animals.

STAFF CAR PARK

The staff car park IS NOT a 'walk through' area or parking area for parents. Safety is of the utmost importance to our students and it would be appreciated if you would cooperate in regard to safety in our car park.

STUDENT TOILETS

A friendly reminder that student toilets are not to be used by parents. If parents have a younger child that requires toileting assistance, please see the office staff to access the toilets located beside the school hall. Student toilets are to be used by STUDENTS of Seven Hills West PS ONLY



WEBSITE, SOCIALS, PARENT PORTALS & PAYMENTS

WEBSITE



Check out the Seven Hills West Public School Website

Home - Seven Hills West Public School (nsw.gov.au)

For all up-to-date newsletters, policies, calendar events and class information, please regularly visit the school website (hosted by NSW Department of Education).

We also upload the newsletter onto this site and send out via Sentral Parent Portal and Facebook

FACEBOOK



Check out the Seven Hills West Public School Facebook page

SHWPS Facebook Page

Our Facebook is for informing parents of up-coming events/changes in dates/event cancellations and also showcasing photos of students and their events.

DO NOT use this forum to request appointments/interviews with teachers or ask about upcoming events. Should you need to contact a teacher or have a question, please ring the school on 9622 2136 to assist you with your enquiries.



PARENT PORTAL & PAYMENT OPTIONS

All school notes and written communications are placed on our website, emailed and placed on our Sentral Parent Portal for your easy access. We are encouraging the use of technology @ SHWPS

Returning written permission notes

A permission note must be completed for every student in the family for all activities. Please note the following

- Cash: The office does not carry change. Please provide the correct money with your payment.
- Online: We encourage families to pay using the School Bytes Parent Payment Portal.
- EFTPOS: Located at the front office.

When returning permission notes in order for the office to correctly identify the student who is participating in the activity please include

- Please include child's FULL NAME (GIVEN NAME AND SURNAME)
- CLASS

Sending Money to School

If paying by cash or cheque, payment envelopes are available at the office to allow the office staff to correctly identify the student who is participating in the activity please include

- Please include child's FULL NAME (GIVEN NAME AND SURNAME)
- CLASS

Permission notes, fully completed with child's name and class must be handed in once you have made your payment online or at the same time money is presented. ALL MONEY MUST BE RECEIVED BY THE DUE DATE, there will be no exceptions

In cases of financial hardship, the school *may* be able to assist by contributing part payment Please contact the office for more information



SENTRAL PARENT PORTAL

Sentral Registration Link:

Getting Started with the Parents App - Sentral

ALL parents are requested to download the Sentral Parent Portal App.

A unique 'key' has already been sent to your email address to enable activation of this account.

However, if you have not received the 'key' or are having issues logging in – please contact the office for assistance



PAYMENTS

School Bytes Registration Link:

<u>Payment - School Bytes - Seven Hills West Public School</u> (nsw.gov.au)

Our school has implemented a system called School Bytes to manage payments. Parents/carers can visit the School Bytes portal at any time to make a payment online, view payment history and apply credit. For non-student payments, please contact the school for a payment link.



ATTENDANCE MATTERS





Student attendance records are closely monitored. If your child is absent, it is important that a note/certificate explaining their absence is given to the classroom teacher when your child returns to school. Alternatively, you can record the absence on the Sentral Parent Portal. Parents/carers will be given a letter if an explanation is not provided for the student's absence and this must be completed and returned to the classroom teacher so that the student's attendance records will be updated accordingly.

STUDENT ABSENCES

The Department of Education deems that all students must attend school everyday. Families are also advised that holidays should be taken during school holiday periods.

If your child is absent from school please notify the school in writing by either sending an email to the school; reporting on Sentral Parent Portal; or sending a note to the class teacher explaining the absence. If your child is sick for one day, you DO NOT need to ring the school but can send a note to school with your child on the following day; or record it on the Sentral Parent Portal.

Absences are recorded in the class roll and this roll is admissible as evidence in a court of law.

- Partial absences are also recorded in the roll, where a child arrives late to school or leaves school early.
- If a student is late to school, a parent should escort them to the office so they can give the reason for the late arrival.
- Students who are constantly late to school, miss the morning lesson introduction and this can lead to gaps in learning.









Cnr Lucas Road and Sackville Street Seven Hills NSW 2147



COMMUNITY NEWS



Seven Hills High School Self Select Program 2025

At Seven Hills High School, we are dedicated to turning potential into performance in all areas of a student's life.

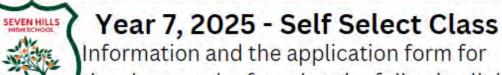
The staff at Seven Hills High School are already committed to the Quality Teaching model. This is providing them with a powerful means of providing a more challenging and innovative curriculum and supports the school's commitment to encourage each student to aim for their personal best.

The 'Self-Select' program recognises and caters for the needs of all students who;

- · make a commitment to, and assume responsibility for, their own learning; and
- are dedicated to achieving their personal best.

The program encourages students to set and achieve higher standards of learning by promoting student ownership of and hence engagement in, their learning. Engaged students are far more likely to be successful students.

The 'Self-Select' Program, together with other programs within the school, supports successful learning and enhances the already established culture amongst our students that learning is highly valued at Seven Hills High School.



the class can be found at the following link:

https://www.surveymonkey.com/r/YWKQ9CN

or use the QR code

Nominations are due Friday, 6 December 2024



Seven Hills High School A Vocational Education Pathways School





OPEN DAY! You're Invited!



Sunday | 29 September 10AM to 12PM 63 Turner Street, Blacktown NSW 2148

Join us for a special day at Two Peas in a Pod where you can Meet our Teachers, Face Painting, Story Telling, Music, and Refreshments available. Explore our unique Childcare setting, and see what makes Two Peas in a Pod a special place for your child.

Please mark your calendar and join us! We look forward to seeing you there!



Two Peas in a Pod Early Learning Centre info@twopeasinapodelc.com.au (02) 9671 6419 www.twopeasinapodelc.com.au

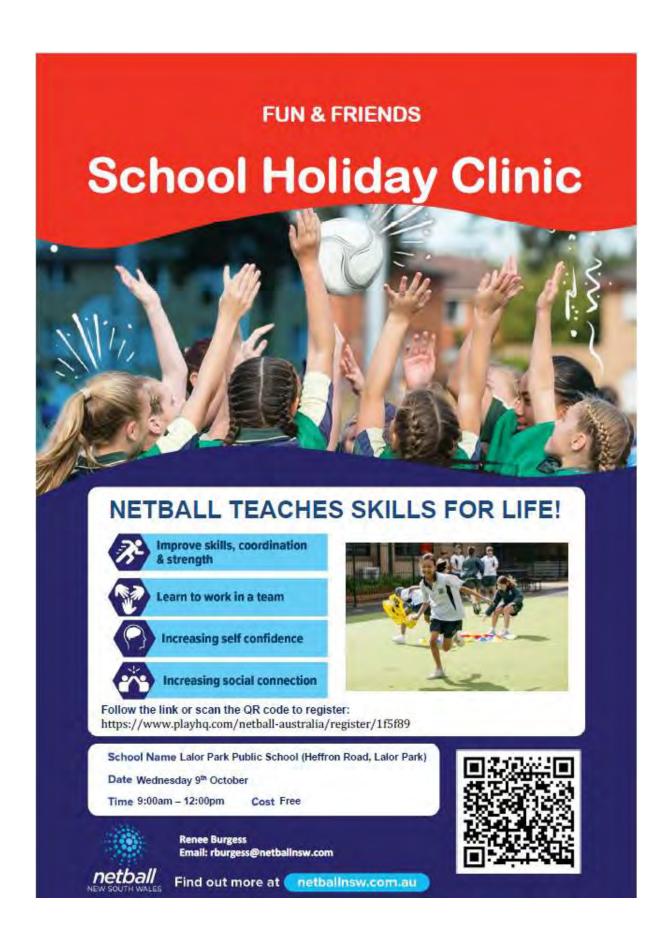
Cnr Lucas Road and Sackville Street Seven Hills NSW 2147





Cnr Lucas Road and Sackville Street Seven Hills NSW 2147





Cnr Lucas Road and Sackville Street Seven Hills NSW 2147

