



Seven Hills West Public School

Respectful, Safe, Responsible Learners

Term 1, Stage 1- Welcome Letter

Stage 1: 1A, 1B, 2A and 2B

Dear Parents/Caregivers,

Welcome to 2023. We are very happy to see our students settling into school life so well. All students are continuing to make a smooth transition into school routines. We are looking forward to a busy and exciting term, full of fun, learning, and making new friends. This newsletter is to inform you of school and class routines and to help you prepare your child for the term ahead. Please check the SHWPS "Spotlight" newsletter, Schoolzine and Facebook for school updates and information.

Stage 1 Team for 2023:

Ms Louise Gatt - K-2 Relieving Assistant Principal 1A



I am relieving Assistant Principal for Kindergarten and Stage 1 (Years 1 and 2) and classroom teacher for Year 1. I have had the pleasure of working at Seven Hills West Public School for over 4 Years. I am a passionate teacher who respects my students' cultural heritage, individual beliefs and cultures.

In my classroom, children can share their personal experiences so we can know each other on a deeper and more personal level. I believe all children should be known, valued and cared for equally, showing no favour. Learning is a process of inquiry, where students explore, examine and delve deeper. It is my commitment as a facilitator in their learning, to provide students with the tools and skills they need for their learning today, and for their journey of life-long learning. My reward is the moment when high-quality learning takes place, when I witness students become powerful, confident, capable, articulate and competent managers of their own learning.

Mrs Sarah Sloan - 1B

My name is Mrs Sloan and I am teaching Year 1, Class 1B this year.

I have a passion for teaching and believe each individual student can reach their full potential and excel at their best in every area of school life. I believe in providing a safe and supportive environment that fosters an atmosphere of positivity and engagement that leads to learning and understanding. An environment that supports students holistically, and truly cares about their wellbeing and sense of self. I look forward to working with parents and families, and supportively driving learning and understanding throughout the year.





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Mrs Sharon Ward - 2A



I taught at SHWPS in 2022 as a casual teacher and this year I am teaching Year 2. My philosophy of teaching is to create an environment that allows for supervised exploration. I believe that the most significant learning occurs in situations that are both meaningful and realistic. The overriding goal of my teaching has been to place learners in these types of situations. For me, the best way to accomplish these goals is through small group or one-on-one teaching, particularly in a clinically relevant setting. Creating a setting where students feel they belong is key: it allows students to integrate knowledge into a useful framework and provides emotional resonance to the learning process.

Miss Amanda Dunger - 2B

As a teacher for over 10 years, I have had the opportunity to work with a range of students from different backgrounds and learning experiences. These experiences shape the way the students learn and develop, and therefore plays an integral role in my teaching practice. Within my classroom, students are given opportunities to find and develop their voice. These voices are heard through providing a range of opportunities throughout their learning journey that best highlights the student's individual strengths. Learning should be fun and inclusive for all, which is something I strive to achieve in every day.



Mrs Shalini Gupta - Library and Technology



Hello fabulous Seven Hills West students and community members! My name is Shalini Gupta. During 2023, I'm teaching ICT capabilities and 21st century focused skills during library learning. In the past three years, I have taught science and library, both of which are specialist programs at SHWPS. Beyond the classroom, I also love chess and sharing my love of reading. During my teaching career of 20 years, I have taught in both small and large schools and across all stages in Sydney and internationally. During my research degree, I focused on gifted and talented students and ways to differentiate learning activities according to students' needs. As a teacher librarian, I try to include literature in the classroom along with STEM, supporting students' learning outcomes as well as building long-term reading motivation and life-long learning habits. I encourage my students to enjoy reading and share their thoughts to create an enriching learning environment. Looking

forward to wonderful year of learning!



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Miss Marie Pipikios - Assistant Principal, Curriculum and Instruction

My name is Marie Pipikios and I am very excited to have joined the Seven Hills West Public School community this year! As the Assistant Principal, Curriculum and Instruction, I will be working with all staff and students to improve educational outcomes in Literacy and Numeracy across the school.

I have worked for the Department of Education for 9 years as a classroom teacher, Mathematics Leader and Assistant Principal. I am passionate about teaching and in particular, building teacher capacity to drive student growth and create engaging and supportive environments for our students to thrive. I look forward to meeting you all and building a great partnership of success.



Topics for Term 1

Transdisciplinary Curriculum

In 2023, SHWPS is implementing Transdisciplinary Curriculum throughout the school. A transdisciplinary curriculum encourages students to learn to appreciate knowledge, conceptual understandings, skills and personal attributes as a connected whole. Our school collaboratively develops a program of inquiry to reflect the unique aspects of that school's community. The program of inquiry is organised and framed by six transdisciplinary themes:

1. I - We - Us (Who we are).
2. People, Places And Time – how we live with others in this world
3. Culture and Creativity – how we connect and communicate
4. Nature, Innovation and Change – how things function
5. Systems and Enterprise – how we manage ourselves
6. Responsibility and Sustainability – how we care for and share our planet

These transdisciplinary themes together provide children with authentic learning experiences that are not confined to the boundaries of traditional subjects. Although subjects play an important role in learning, learners explore real-world problems by going beyond subject boundaries. Students have opportunities to reflect on the significance of their learning to take meaningful action in their community and the wider world. Students will showcase and assess their understanding through an exhibition where the school community is invited to view and assess products created by students.

Transdisciplinary Theme 4 – Nature, Innovation and Change – how things function

This series of HSIE, PDH and Creative Arts lessons are a part of the transdisciplinary unit that provides students with the opportunity to learn about the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. Students explore places across a range of scales within Australia and Australia's location in the world. They describe connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally. Students identify factors affecting people's accessibility to places. Students make artworks representing both real and imagined situations exploring a range of techniques and media. They investigate how weather has an impact on our lives and environment. Students will organise and assemble materials in a variety of ways to produce a culminative artwork as part of their assessment task.



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Library and Technology

This term, Stage 1 will focus on digital systems and their components. Students will investigate how digital systems display data and use a sequence of steps and decisions (algorithm) to solve problems. Stage 1 of this strand develops students' understanding of how digital systems use algorithms to communicate.

Science and Technology

This term, Stage 1 will be exploring materials and how they are used for specific purposes. Students will identify a range of natural materials available locally or through trade as well as materials used by Aboriginal and/or Torres Strait Islander Peoples for a specific cultural purpose. Stage 1 will design and evaluate a product to demonstrate their understanding of the suitability of materials for a specific purpose.

Geography – People and Places

Students will explore places across a range of scales within Australia and Australia's location in the world. They will describe connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally. Students will identify factors affecting people's accessibility to places.

Personal Development and Health – Healthy, Safe and Active Lifestyles

The strand Healthy, Safe and Active Lifestyles focuses on the interrelationship between health and physical activity concepts. Students will develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. Students will engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Physical Education

Fundamental Movement Skills are common motor activities with specific observable patterns. Most skills used in sports and movement activities are advanced versions of FMS for example, throwing a softball, baseball pitch and cricket, tennis serve, javelin throw, and netball shoulder pass are all advanced forms of overhand throw. The presence of all or part of the overhand throw can be detected in the patterns used in these sports specific motor skills. Children normally develop motor skills in a sequential manner. FMS comprise one level in the continuum of motor skill acquisition. Children at the fundamental motor skill stage are building upon previously learned movements and preparing for the acquisition of more advanced skills.

Creative Arts - Visual Arts

This unit will complement the "Space" theme Stage 1 are exploring in Literacy.

A combination of 2D and 3D forms and elements – eg. texture - will be the primary focus for this unit. Fine motor skills will include cutting, colouring, printing, designing & creating with a small focus on group collaboration.

Some lessons will include a multimedia stimulus (of a Science & Technology nature) to provide inspiration to students for their artwork. They will be provided with opportunities to reflect on their work or the techniques they used throughout the unit.

Sport

Children will be participating in Planned Physical Activity (PPA). Days for PPA are based on your child's class timetable. Please ensure that your child is wearing their school sports uniform and suitable footwear. We advise students to apply sunscreen before school and to make sure they bring a water bottle and their school hat.



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School Hours

Our school hours are between 8.30am and 3.00pm. Recess is from 11.00am to 11.30am. Lunch is from 1.30pm to 2:00pm. For duty of care reasons, please note that students cannot arrive at school before 8.30am. If you need to drop your child to school earlier than this, please make a 'Before School' booking with our onsite Wesley OOSH. School starts promptly at 9.00am. Please ensure your child is at school by this time. If your child happens to arrive late, please go to the office to get a late note.

Absences

If your child has been away, please send a note to the office detailing the reason for their absence so we can update our records. If you do not send a note, the office will ask you to fill in an absence form. If you are going on holiday during school term time, please complete a 'Application for Leave' form available from the office.

Drop off /Pick up Arrangements

For Term 1, students will be picked up from outside their class room at 3:00pm. We request that parents complete the 'Duty of Care and Supervision' form which indicates who children will be dismissed to of an afternoon. If you are going to be late to pick-up your child, can you please contact the office on 9622 2136, prior to the bell. If you need to make alternative arrangements contact our onsite Wesley OOSH.

If your child attends the Out of Hours School Care please notify their classroom teacher to ensure there is no confusion. Parents and community members are asked to arrange an appointment with the front office if they wish to visit the school for any purpose.

*Please note that students receiving 'Assisted Transport' will continue their normal drop-off and pick-up routines.

Recess and Lunch

Please put your child's lunch and morning tea into separate, labelled containers. Encourage your child to unpack his/her own bag by putting these items into the appropriate baskets. Please only pack enough food that your child can eat within a 10-minute eating break.

Library and Sports Day

Stage 1 students will be allocated time each week to attend the library. All students must have a library bag to be able to borrow books. Library borrowing day for Stage 1 is on **WEDNESDAY** of every week.

Students are asked to wear their sports uniform, which includes a school hat and joggers for their sports day. Sports day for Stage 1 will be on **MONDAY** of every week. Please be mindful that during wet weather students will participate in indoor sport.

Homework

Homework this term will be provided at the **beginning of Week 5**. This will include Magic Words which is a list of commonly used words and sight words. Homework also includes home reading via the online platform 'WUSHKA' and mathematics via the online platform 'Mathletics'. It is encouraged that parents assist their children in completing their homework for 30 minutes a night. This will assist your child in learning to read and write.

Important Dates for the Diary in Term 1

Please check the Seven Hills West Public School newsletter, which is issued twice a term (in Weeks 5 and 10).



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Important Information

It is important that parents/caregivers read the notes that are sent home thoroughly as payments for school excursions or functions need to be paid by the due date. The front office cannot accept late payments.

Parents/caregivers are encouraged to check the school's website <http://www.sevenhillw-p.schools.nsw.edu.au> and Facebook page for reminders and upcoming events.

If you would like to speak with your child's class teacher about any concerns you might have, please make an appointment by contacting the front office before 3pm.

Items Required for Term 1

- Headphones
- Old shirt for painting
- 2 x glue sticks
- 2 x tissue boxes
- 2 x hand pump soap
- 2 x Wet wipes

Your contributions of these necessary supplies is very much appreciated. Please label all belongings, including clothing, uniforms and containers.

The Leader in Me

The Leader in Me program provides schools with a leadership model and process that supports every child's physical, mental, social, and emotional well-being, all of which are factors that can contribute to or hinder academic success.

At Seven Hills West Public School, we use The 7 Habits to set personal and academic learning goals. Our school commenced the program in 2021 and we are in the consolidation phase of the program. During Term 1, we have supported our students in using the 7 Habits to promote healthy learning and habits.

An overview of our 7 Habits focus for Term 1 is outlined below:

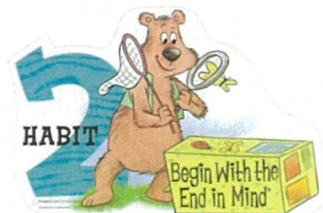


Weeks 2 and 3: Habit 1 - Be Proactive

Students will focus on using Habit 1 - Be Proactive - to establish learning goals.

Weeks 4 and 5: Habit 2 - Begin with the end in Mind

Students will establish learning goals to support class mission statements.



Week 6 and 7: Habit 3 - Put First Things First

Students will incorporate habits into learning goals in Term 1 and link to class mission statements.

Weeks 8 and 9: Habit 4 - Think Win/Win

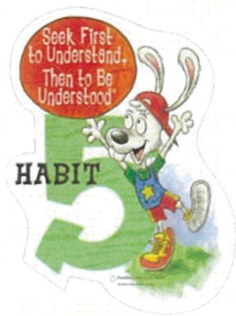
Students will incorporate habits into learning goals in Term 1 and link to class mission statements.





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Weeks 10 and 11: Habit 5 - Seek first to understand then to be understood

Students will incorporate habits into learning goals in Term 1 and link to class mission statements.

Parent Permission Notes

Attached to this class newsletter are important parent permission notes to sign and return as soon as possible:

1. Child Protection note
2. Duty of Care and Supervision Plan (After School Pick-Up Details)
3. Internet Policy Rationale and Contract
4. Media Permission note
5. Parent Volunteer – Working With Children Check (Appendix 5) – annual form

School Policies

School policies are in place to support staff and students in the day to day running of the school. The following school policies can be accessed from the school website. The implementation of our policies follows NSW Department of Education guidelines:

- Aboriginal Education Policy
- Acceptable Use of Email and Internet Policy
- Allergy Policy and Permission Note
- Anti-Bullying Plan
- Anti-Racism and Discrimination Policy
- Anti-Racism Plan
- Attendance Policy
- Attendance Procedures
- Care and Supervision Plan
- Child Protection Permission Note
- Class Structure Policy
- Code of Ethics and Conduct
- Community Communication Guide
- Community Complaint Procedures
- Critical Incidences Policy
- Cyber-Bullying Guide
- Discipline Level System and Flowchart
- Drug Education Policy
- Emergency Management Plan
- Excursion Policy
- Gifted and Talented Policy
- Homework Policy
- Internet Policy Rationale
- Learning and Wellbeing Support Policy (including parent referral note)
- Professional Learning Policy
- Programming, Assessment and Reporting Policy
- Student Leadership Policy and Procedures
- Sun Protection Policy
- Uniform Policy

Thank you for your support,

Ms S. Clements

Principal

Ms L. Gatt

Relieving Assistant Principal

Mrs S. Sloan, Mrs S. Ward and Miss A. Dunger

Classroom Teachers



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Stage 1 Curriculum Overview - Term 1, 2023

	Week 1	Weeks 2 & 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Subject Phonic knowledge, Spelling, Handwriting, Reading fluency & Reading comprehension Reading comprehension, Creating written texts, Vocabulary & Understanding and responding to literature Representing whole numbers, Combining and separating quantities,		TLIM First 8 Days & Assessment Phonological Awareness assessment Magic 100/200 South Australian Spelling Test Waddington (Year 2) SENA 1 & SENA 2 Transdisciplinary Curriculum Pre-assessment	B, bb B, bb Literacy Block - Phonics, Guided Reading, Reading comprehension, Shared Reading, Spelling, Handwriting, CARS and STARS (Year 2)	a	K, c, q, ck, x	e, ea	d, dd	i	f, ff	Assessment Reading Benchmark Magic 100 & Magic 200 words Phonological Awareness Schedule for Early Numeracy Assessment 1 & 2 Transdisciplinary Curriculum Pre-assessment	
				a	K, c, q, ck, x, ch	e, ea	d, dd	i	f, ff		
						Component A EN1-PHOKW-01 Uses initial and extended phonics, including vowel digraphs, trigraphs to extend and encode words when reading and creating texts EN1-PELL-01 applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of contexts EN1-HANDW-01 uses a legible, fluent and automatic handwriting style, and digital technology, including word processing applications, when creating texts EN1-REFLU-01 Sustains reading unseen texts with automaticity and prosody and self-corrects errors EN1-RECOM-01 Comprehends independently read texts that require sustained reading by activating background knowledge and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning Component B Unit 2 - Narrative EN1-RECOM-01 Comprehends independently read texts that require sustained reading by activating background knowledge and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning EN1-CWT-01 Plans creates, and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure EN1-VOCAB-01 Understands and effectively uses Tier 1, taught Tier2 and Tier 3 vocabulary to extend and elaborate ideas EN1-UARI-01 Understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose EN1-OLC-01 Communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social learning and interaction					
			Unit 2- Patterns have something that repeats over and over again	Unit 3 - Representation	Unit 4 - Character; Imagery, symbol and connotation	Unit 5 - Perspective and argument	Unit 4 - Smaller numbers can be found hiding in bigger numbers	Unit 5 - New Shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes			

E N G L I S H

M A T H E M



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<p>A T I C S</p> <p>Forming groups, Geometric Measure: Length, Two-dimensional spatial structure & Data Working Mathematically</p>	<p>MA1-RWN-01 applies an understanding of place value and the role of zero to read, write and order two- and three-digit numbers MA1-RWN-02 reasons about representations of whole numbers to 1000. Partitioning numbers to use and record quantity values MA1-CSQ-01 Uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning MA1-FG-01 Uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems MA1-GM-01 Represents and describes the positions of objects in familiar locations MA1-GM-02 Measures, records, compares and estimates lengths and distances using uniform informal units, as well as metres and centimetres MA1-GM-03 Creates and recognises halves, quarters and eighths as part measures of a whole length MA1-2DS-01 Recognises, describes and represents shapes including quadrilaterals and other common polygons MA1-2DS-02 Measures and compares areas using uniform informal units in rows or columns MA1-DATA-01 Gathers and organises data, displays data in lists, tables and picture graphs MA1-DATA-02 Reasons about representations of data to describe and interpret the results MAO-WM-01 Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly</p>						
<p>T D C</p> <p>Transdisciplinary Curriculum (Personal Development and Health, Visual Arts & Geography)</p>	<p>Being Healthy Healthy Living Anytime and Sometimes Foods</p>	<p>What is Art Who Makes Art Stars</p>	<p>Our World The Land Down Under Cruise the World</p>	<p>Food Groups My Plate Healthy Environment</p>	<p>The Solar System Make a Planet The Moon</p>	<p>Finding Places Names of Places Suburbs</p>	<p>Personal Hygiene Using Medicines About Medicines</p>
<p>PE</p> <p>Physical Education</p>	<p>PD1-2 Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations PD1-6 Understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity PD1-7 Explores actions that help make home and school healthy, safe and physically active spaces PD1-9 Demonstrates self-management skills in taking responsibility for their own actions VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things. VAS1.2 Uses the forms to make artworks according to varying requirements. VAS1.3 Realises what artists do, who they are and what they make. VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience. GE1-1: Describes features of places and the connections people have with places. GE1-3: Communicates geographical information and uses geographical tools for inquiry.</p>						
<p>Science & Technology</p>	<p>Static Balance & Sprint Running</p>	<p>Vertical Jumping & Catching</p>	<p>Hopping & Gallop</p>	<p>Skiping & Throwing</p>	<p>Leaping & Kicking</p>	<p>Catching & Kicking</p>	<p>Dodging & Two- handed Strike</p>
<p>LIBRARY and Technology</p>	<p>PD 1-4 Performs movement skills in a variety of sequences and situations PD 1-5 Proposes a range of alternatives to solve movement challenges through participation in a range of activities PD1-8 Participates in a range of opportunities that promote physical activity PD1-10 Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong PD1-11 Incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences</p> <p>It's a Material World What material is best for keeping warm? Do all materials have jobs? More about materials</p> <p>ST1-7MW-S: describes how the properties of materials determine their use ST1-1WS-S: observes, questions and collects data to communicate and compare ideas ST1-2DP-T: uses materials, tools and equipment to develop solutions for a need or opportunity</p> <p>Introduction to Hardware and software through reading. Introduce Google classroom and login. Introduce block coding on</p>						



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			Introduction to Kodable through Kodable app.	Coding on Kodable and Beebot app and building a computer device with recycling materials.	Dash/Sphero and continue coding on Kodable		
			<p>ST1-6MW-S - identifies that materials can be changed or combined. ST 1-3DP-T describes, follows, and represents algorithms to solve problems. ST 1-11DI-T identifies the components of digital systems and explores how data is represented.</p>				
The Leader In Me	Habit 1: Be Proactive	Habit 2: Begin with the End in Mind	Habit 3: Put First Things First	Habit 4: Think Win-Win	Habit 5: Seek First to Understand Then to Be Understood	Habit 6: Synergise	
	Be a Responsible Leader	Be a Safe Citizen	Be a Quality Learner	Be a Safe Citizen	Be a Quality Learner	Be a Safe Citizen	
Positive Behaviour for Learning	SDD (Monday) Years 1-6 Students return to School (Tuesday)	Combined Swimming Carnival	Meet the Teacher	Zone Swimming Carnival			
Special Events	SDD (Friday)				P&C Colour Run	Thursday (Last Day of Term)	