



Seven Hills West Public School

Respectful, Safe, Responsible Learners

Term 1, Stage 3 – Welcome Letter

Dear Parents and Carers,

Welcome back to school after the summer holiday break! A huge welcome to our Year 5 students and parents into Stage 3. We are looking forward to another exciting and busy term in Stage 3. Term 1 is a term that focuses on new routines and changes as a new school year begins. As always, we are busy setting up strong structures for our business of learning. We are keen to provide you with an insight into the content we will be covering this term, as well as fresh reminders of homework expectations, administration procedures and some important events to put in the calendar.

I would like to introduce the Stage 3 team for 2023:

Mrs Noreen Rosario 6A



My name is Noreen Rosario and this year I will be teaching Stage 3 -Year 6 at Seven Hills West Public School. I want to start by allowing you to learn a little more about me. Teaching is my life's passion. I began my career in teaching as a High School Maths Teacher where I have assigned and graded HSC papers. I have worked in New South Wales Public Education for 18 years in various roles such as classroom teacher, STEM co-ordinator, and Relieving Assistant Principal.

I am excited to get to know you and your child as I guide them through the innovative approach of 'Transdisciplinary Learning'. I am a positive person who has an enthusiastic outlook on life. I love my job and I get a great sense of achievement from seeing my students develop and grow as individuals. Please feel free to contact me with any questions or concerns. I want to partner with you to best support your child.

Mrs Priscina Thomson 5A



My name is Priscina Thomson and I am a Year 5 teacher at Seven Hills West Public School. It is a privilege to teach at Seven Hills West and I am excited to see student growth and achievement within all areas of learning.

I have worked in the New South Wales Public Education for 6 years in various roles and schools across Western Sydney. I have taught students across all stages in different learning environments. Across these contexts, my passion is to instill a love of learning and create a positive classroom environment that supports students in their pursuit of personal excellence. I am driven by the school's commitment to developing consistent, high quality educational practices, enhance student voice, engagement and achievement, as well as encourage community engagement and participation to enable students to become active and informed future leaders.



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Mrs Shalini Gupta



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 21 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 a wonderful year of learning!

Miss Marie Pipikios



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.

Ms Morgan Griffiths



My name is Morgan Griffiths and I will be teaching 5/6 this year at Seven Hills West Public School. I have worked in New South Wales Public Education for 9 years in roles such as a classroom & RFF teacher and Relieving Assistant Principal. I am a dedicated teacher who has a great love for learning, of which I try to pass on to all of my students. I approach school life with enthusiasm, and energy and enjoy seeing my students eager to learn, showing up to school each day with a smile on their face.

I am passionate about teaching through exciting and stimulating activities. I love teaching 21st century learning skills and engaging students in STEAM initiatives by using Science, Technology, Engineering, the Arts and Mathematics to help them develop problem-solving and critical thinking skills.

Student wellbeing is at the forefront of everything I do and it is my privilege as an educator to build safe, supportive and nurturing learning environments where our students can thrive and achieve their learning goals. This year I have come into the role of substantive Assistant Principal 3-6 at Seven Hills West Public School. I am extremely excited to join the beautiful community and see our wonderful students grow over 2023!



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Topics for Term 1

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:

Trans Disciplinary Theme 1: WHO WE ARE	Trans Disciplinary Theme 2: WHERE WE ARE IN PLACE AND TIME	Trans Disciplinary Theme 3: HOW WE EXPRESS OURSELVES	Trans Disciplinary Theme 4: HOW THE WORLD WORKS	Trans Disciplinary Theme 5: HOW WE ORGANISE OURSELVES	Trans Disciplinary Theme 6: SHARING THE PLANET
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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.

Stage 3 Transdisciplinary Program – How the World Works – ‘Courage to Speak up’ -This series of *Science and Technology, History and English* lessons are a part of the transdisciplinary unit exploring the natural world and its laws and the interaction between the natural world and human societies. In this unit, students will examine factors that influence voice and authority through an exploration into Australia's history of federation and democracy. They will discuss themes of equality, empathy and kindness in the English concept unit 'saving wildlife, saving our future'. Students will recognise that our differences are what makes us equal and that we must all be treated fairly. Students will research issues surrounding endangered animals and the importance of conservation, thus recognising the impact losing these species will have on our personal lives. They will learn to speak up for those who cannot speak for themselves, for the rights of all who share this planet, and extend their understanding to events of real-life significance impacting their present and future selves. In Science and Technology, students will be given opportunities to design sustainable products, systems or environments individually and/or collaboratively considering the properties of materials. This supports their growing understanding of real-world innovative techniques and enables them to question, plan and conduct scientific investigations, collect and summarise data and communicate using scientific representations. The skills and knowledge developed here will directly support students with their 'Courage to Speak up' project and assessment task.

History - Australia as a Nation - Students will investigate the formation of an Australian Federation. They will study the origins of our system of national government and learn about the key figures and reasons for uniting as a nation. They will critically analyse the different attitudes towards federation at the time and research the development of our constitution. Through analysis of primary and secondary sources, students will identify the key elements of our system of government and investigate its origins. They will learn about the Magna Carta and investigate the Westminster and American political systems to help them identify their influences on the development of the Australian system of government. In this unit, the students describe and explain the struggles for rights and freedoms in Australia in the 20th Century. They examine Australian human rights, past and present, including the status and rights of Aboriginal and Torres Strait Islander Peoples and children. The students explain how Australian society has changed throughout the 20th Century for these groups and investigate the significance of the Mabo Decision.



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Physical Education - Dance - During PE this term, Stage 3 students will develop their skills, confidence and creativity as they experience various dance styles including hip hop, funk, modern pop and contemporary through the Footsteps Dance Program.

Library ICT Capabilities lessons - Stage 3: Collaborative Project Inventors

Students learn about 'How the world works' through 'leaders in me' and Digital technologies. Stage 3 strand focuses on understanding the role individual components of digital systems play in the processing and representing data. Students design, modify and follow algorithms involving branching and iteration. Stage 3 of this strand further develops students' knowledge and understanding of project management, abstraction and the relationship between models and the real-world systems they represent. An authentic link to the 'Living World' strand through library reading, Digital influx modules and exhibit design excursion to Taronga Zoo.

Via inquiry, students investigate personal and social capabilities of self-awareness by assessing their strengths and challenges and devise personally appropriate strategies to achieve future success. This would develop an appreciation and diverse perspectives, contribute to civil society, and understand emotions from local and global perspectives. Students further develop their abilities by creating and communicating with ICT where they use ICT to prepare simple plans to find solutions or answers to questions. They also use this information by purposefully selecting ICT tools safely to share and exchange information with appropriate local audiences.

School Hours

Our school hours are between 8.30am to 3.00pm. Recess is between 11.00am to 11.30am. Lunch is between 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 so we can start our learning straight away! If you do happen 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 term time, please inform both the teacher and the office. For absences over ten days, please send a letter to the principal requesting a leave of absence.

Sports and Homework

Students are asked to wear their sports uniform, which includes a school hat and joggers for their sports day. PE will be completed based on class timetables and Sport will be on FRIDAY.

Homework will be weekly spelling words, Literacy activities on Studyladder and Mathematics revision on Mathletics. Students will be required to bring in a labelled A4 workbook from home. Homework will be handed out on a Monday and will be due on Friday.



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Important Information






- It is important that parents/caregivers read the notes sent home thoroughly as late payments cannot be accepted from the front office.
- 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.
- An appointment needs to be made if you would like to discuss any concerns with your child's class teacher. Please contact the front office to make an appointment with your child's teacher.

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 SHWPS, we use the 7 Habits to set personal and academic learning goals. Our school commenced the program earlier this year and we are in the beginning phases of implementation. 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	<i>Students will focus on using Habit 1 - Be Proactive - to establish learning goals.</i>	
Weeks 4 and 5	<i>Students will focus on using Habit 2 - Begin with the end in mind - to establish learning goals to support class mission statements.</i>	
Weeks 6 and 7	<i>Students will focus on using Habit 3 - Put first things first - to incorporate habits into learning goals in Term 1 and link to class mission statements.</i>	
Weeks 8 and 9	<i>Students will focus on using Habit 4 - Think Win/Win - to incorporate habits into learning goals in Term 1 and link to class mission statements.</i>	
Weeks 10 and 11	<i>Students will focus on using Habit 5 - Seek first to understand then to be understood - to incorporate habits into learning goals in Term 1 and link to class mission statements.</i>	



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Important Dates for the Diary in Term 1 2023

Please check the SHWPS newsletter fortnightly, which is issued twice a term (in Weeks 5 and 10).

Footsteps Dance 3-6 Program	Every Thursday	Morning (½ hour sessions)
Meet the Teacher evening	22nd February	3.15pm-4.30pm
Stage 3 Taronga Zoo Excursion	28th February	8.30am-3pm
NAPLAN Year 3 & 5 Testing Period	15th March-27th March	TBD

POLICIES

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

1. Duty of Care and Supervision Plan (After School Pick-Up Details)
2. Internet Policy Rationale and Contract
3. Media Permission note

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. [Home - Seven Hills West Public School \(nsw.gov.au\)](https://www.sevenhills.wednet.nsw.gov.au/)

The implementation of our policies follows NSW Department of Education guidelines:

<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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
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Thank you for your support,

Ms S Clements
Principal

Ms M Griffiths
Assistant Principal

Mrs N Rosario & Mrs P Thomson
Stage 3 Classroom Teachers



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STAGE THREE TERM 1 2023 - Curriculum Overview

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Reading and Viewing	<p>CARS & STARS (fortnightly focus) – finding the main idea, drawing conclusions and making inferences, identifying author’s purpose, interpreting figurative language & summarizing. Literacy Groups – Word Work, Guided Reading, Writing, Grammar</p> <p>This unit focuses on persuasive texts aimed at young people. Through this unit of work students will learn how multimodal texts are constructed to achieve their purpose. Through shared reading, writing, speaking and listening activities, students study persuasive techniques. They plan and rehearse oral texts, including presentations, for a variety of audiences and purposes.</p>								
Writing	<p>EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features</p> <p>EN3-2A composes, edits and presents well-structured and coherent texts</p> <p>EN3-3A Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.</p> <p>EN3-5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts</p> <p>EN3-7C thinks imaginatively and critically about information and ideas and identifies connections between texts when responding to and composing texts</p> <p>EN3-8D Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts</p>								
Spelling & Grammar		'b & bb'	'a'	'k, c, q, ck, x, ch'	'e & ea'	'd' & 'dd'	'i'	'f, ff, ph'	'o' & 'oa'
		simple sentences	compound/comp lex sentences	past, present, future tense verbs	modal verbs	persuasive language techniques	active & passive voice	nouns, adjectives & commas	sentence types
Sp & Listening	<p>EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts</p> <p>EN3-6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies</p>								
Number & Algebra	<p>EN3-1A Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.</p>								
Measurement & Geo	Whole Number MA3-4NA 2D Space MA3-15MG Angles MA3-16MG	Addition and Subtraction MA3-5NA 3D Space MA3-14MG	Multiplication and Division MA3-6NA Time MA3-13MG	Fractions and Decimals MA3-7NA Mass MA3-12MG	Patterns & Algebra MA3-8NA				
Stats & Probability									Chance MA3-19SP
History	Towards Federation	The Birth of a Nation	The Origins of Parliament	An Australian System of Government	Laws & Levels of Government	Human Rights	Aboriginal & Torres Strait Islander People	The Mabo Decision	Children’s Rights
Science and Technology	managed food environments	food & fibre	food converting processes	food for sale	preparation of food	sustainable food practices	Aboriginal & Torres Strait Islander communities	sustainability in the workplace	revision
Creative Arts Dance	<p>ST3-11D1-T - explains how digital systems represent data, connect together to form networks and transmit data.</p> <p>ST3-5LW-T: explains how food and fibre are produced sustainably in managed environments for health and nutrition</p> <p>ST3-1W5-S: plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions</p> <p>ST3-2DP-T: plans and uses materials, tools and equipment to develop solutions for a need or opportunity</p> <p>Students will be participating in the Footsteps Dance Program. This program allows students to explore fundamental movement skills including both locomotor and non-locomotor movements, as well as developing balance, coordination and body awareness.</p> <p>DAS3.1 Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities.</p> <p>DAS3.2 Explores, selects, organizes and refines movement using the elements of dance to communicate intent</p> <p>DAS3.3 Discusses and interprets the relationship between content, meaning and context in their own and others’ dances.</p>								



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Sport & PE	PSSA & 3-6 School Sport						PE – Unit Title: Practise and Perform Assessment Outcomes: PD3-4, PD3-5, PD3-10, PD3-11	
PDH	Unit Title: How can my choices influence by Health? Assessment Outcomes: PD3-2, PD3-6, PD3-7, PD3-9, PD3-10							
PB4L	Classroom Behaviour	Assembly & Library Behaviour	Playground Activities	Walking Around the School	Toilets	Scripture & Visiting Teachers	Warnings & Time Outs	After School Behaviour
7 Habits	Be Proactive; Begin with the End in Mind; Put First Things First; Think Win Win; Seek First to Understand and then to be Understood; Synergize; Sharpen the Saw							
Transdisciplinary Program	Theme: How the world works Assessment Outcomes; EN3-1A, EN3-2A EN3-3A EN3-5B EN3-7C, HT3-3, HT3-4, HT3-5, STD-11DI-T							